

# St Bartholomew's Church of England First School

## Governing Body

### Minutes of GB2 held at the school on Thursday 5<sup>th</sup> December 2019 at 5.00pm

Present: Cheryl Govier, Steve Briggs, Emma Harwood, Rachael Howe, Lucy Ramwell

Absent: Gemma Coward

Also Present: Sonia Yorke (Clerk)

CG welcomed all to the meeting.

CG read a quote on 'HOPE'

Agenda Number	Detail	Action
1	<p><b>Apologies for Absence.</b> Apologies received and accepted from GC due to personal circumstance.</p> <p><b>GB membership update</b> Board has received an expression of interest via Governor Services. Chair and Vice Chair have organised a meeting on 13<sup>th</sup> December to discuss the role and our Boards direction etc.</p>	CG/SB
2.	<p><b>Declaration of Interests</b> No declarations of interest declared for this meeting.</p>	
3	<p><b>Minutes of last meeting held 03/10/19</b> Minutes were agreed as true record. Action - Chair to sign.</p> <p><b>Matters Arising</b> Signage – SB has a contact, Rachel Price, who is willing to design new signage around the school free of charge. GC/SY to supply information. Boards to be child friendly, incorporate Roots to Grow, Wings to Fly. Potential to link to a careers visit.</p>	CG GC/SY
4	<p><b><i>Head Teachers Performance Management and Teacher Appraisals Pay Committee Members Only – Confidential Item</i></b></p> <p>LR left the meeting at 5.10pm</p> <p>LR re-joined the meeting at 5.15pm</p>	
5	<p><b>Head Teachers Report</b> Head teachers report circulated prior to meeting. Following questions were submitted in advance:</p> <p><b>Overall Effectiveness</b> What is Team around the School?</p> <ul style="list-style-type: none"> <li>• A local network consisting of schools and other family support services that meet on a regular basis to have a shared conversation about children and young people that they may be worried about and that early help and intervention may stop concerns escalating.</li> <li>• Individuals from a range of different agencies working together to pool resources at a tier 2 level, to provide support to families that is outcome driven, focused on solutions and helps the family to become more resilient to prevent a child or young person requiring complex/acute (level 3 / 4) support in the future.</li> <li>• Provides a strong foundation which supports children, young people and their families by refocusing resources on prevention rather than crisis intervention. It also provides the infrastructure for agencies to continue to work together to improve outcomes for children, young people and their families from 0 to 25 years.</li> </ul> <p><b>WHY ARE WE DOING THIS?</b></p> <ul style="list-style-type: none"> <li>• Need to strengthen local/partner relationships and networks.</li> <li>• Better deployment of multi-agency resources.</li> <li>• Support network for frontline staff.</li> <li>• Stop the 'refer on' culture and all partners hold appropriate level of risk.</li> <li>• Consistent application of Effective Support for Children and Families guidance.</li> <li>• Pockets of good practice across County. We aim to share good practice and promote</li> </ul>	

- consistency of service delivery.
- Align early help with school improvement.

**The Quality of Education:**

**Impact:** Is it possible to provide reasonable notice of attending 'visitors' in order to allow teachers time to integrate topics in the curriculum or is this achieved on the spur of the moment? Yes, it is usually. Sometimes opportunities arise from agencies or links within the community and these are exploited. A focus this year has been to plan as many of these in advance as possible to make sure all opportunities are made to embed learning within the planned curriculum. How do you measure the impact of the global awareness projects, such as 'Blue for the loo' day? Are there any notable developments in the children's global awareness? The impact of this will not be measurable until next term when work around the individual countries has been done in more detail. However, children are making more comments about thinking about others around the world and not just in the UK. Have you noticed any impact from the work with the pat dog in relation to reading and confidence? How can this be measured? See KS2 Lead report.

**Quality of Provision in Early Years:**

What percentage of children entering the school this year had previously attended Pre-school ? Is there a direct link that can be established between pre-school experience and P, S and E Development?

100% attended a pre-school in the area. I attend the pre school cluster group meetings in the evening and we work closely together to discuss school readiness etc. I will most certainly be sharing our concerns at these meetings.

Is the non-funded 1:1 support provided sustainable for the remainder of this school year? What impact might this have achieving the development required in 'reading' for instance?

The 1:1 support is not budgeted for beyond the end of March. When the new budget is set we will know what we are able to manage. The budget is tight and it is challenging now and looks to be more so moving forward. The first budget meetings with the finance officer are set for January.

**Leadership and Management:**

**Staffing :**

How successful were the sessions on History and Geography curriculum development? These were successful in that they have been a model for other subject leaders to base their intent statements and consistency of long term planning. Websites were shared to help reduce the workload and all subject leaders are working on this up until Christmas. In terms of impact on History and Geography, the subject leader report details this.

What will be the impact on the overall curriculum in terms of time required to prepare and deliver on this initiative and will the assessment and on-going monitoring produce clear evidence of development in these areas?

Book scrutiny gives very clear evidence of developments in history and geography. The long term plan clearly details what should be taught and the intent statement shows how it should be taught. From the latest monitoring it showed that key stage 2 need to further develop physical geography aspect in the Spring term.

**SEND :**

Please see Subject Lead Report section

LR confirmed that the school SENDCo works in advance to identify SEN need at EYFS as meeting pupil needs has huge budget implication. To get funding the school requires evidence which takes time.

**Behaviour and Attitudes:**

The table states that 3 families are receiving TAS support, but in the bullet point above it says 4. Is this two children from one family?

Yes, four children, three families.

**Quality of Provision in Early Years:**

What percentage of children entering the school this year had previously attended Pre-school ? Is there a direct link that can be established between pre-school experience and P, S and E Development?

100% attended a pre-school in the area. The EYFS lead attends the pre-school cluster group meetings in the evening and we work closely together to discuss school readiness etc. I will most certainly be sharing our concerns at these meetings.

Is the non-funded 1:1 support provided sustainable for the remainder of this school year? What

impact might this have achieving the development required in 'reading' for instance?  
 The additional teacher grant funding (see month 6 report section) will help finance the non-funded 1:1 to March 2020. New budget from April will dictate more. There will be inevitable impact if non sustainable.

With the apparent success of whole class nurture, do you have any plans to put this in place for other year groups with similar needs? Or as a preventative measure to prevent any escalation of behaviour lower down the school?  
 This is very dependent on each cohort and discussion around this would happen often during pupil progress meetings as part of the actions set. Teachers are also encouraged to proactively decision make as they know their class best and how to respond to their needs. For example, for that particular year group, their whole-class nurture session may shift to a teacher-led P.E lesson to give them the physical outlet they need now that they are settled.

Do you have an expected end point for this intervention or is it on-going?  
 It is on-going, until it is clear that the intervention is no longer needed. More likely, it is that it will alter to meet the needs as stated above.

**Additional comments on report**  
 Increase to caretaker role is good for CPD and is fixed term to March 2020, school aware to think creatively to sustain.

CG thanked GC for thorough report. Difficult to ask questions as report is full of so much information and attention to detail and clear care and compassion for the school. CG touched on work life balance and times of emails – needs to be observed.

6. **School Lead Reports**  
 Reports circulated prior to meeting and questions submitted to leads prior to meeting.

**EYFS**  
 Is our intake consistent with other local schools in terms of the number of children on entry being BARE, combined with the high SEMH need? Is there any learning we can do from other schools who have experienced a similar intake, with such high need?  
 Very good question. Speaking to other schools at moderation it would appear that we are not alone but EYFS lead cannot comment on percentages/ numbers. Through conversations with schools in the CISP it seems that we have been incredibly proactive at using our staff appropriately to support the needs of our children.

**KS1**  
 Separate KS1 Year 1 and Year 2 reports submitted to the board prior to the meeting.

**Year 1**  
**'Target Children'**: For those children identified in English and Reading who are not yet 'on track' to achieve ARE what additional measures and / or strategies are being introduced?

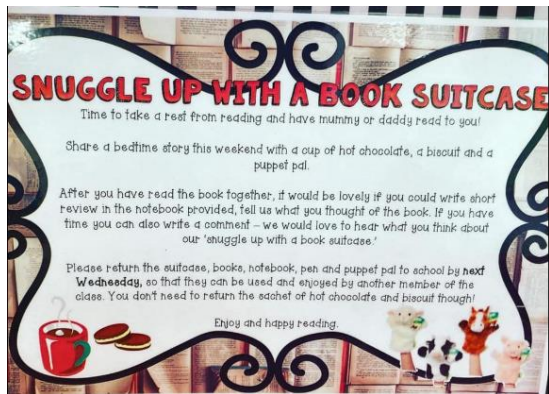
- KS1 lead has signed up to a voluntary reading organisation and requested for 15 extra volunteers to assign to classes which would mean more children would be heard read.
- Children are having an extra phonics session.
- Children are being heard read on a 1.1 basis 3 x a week in class.

With reading at home being a significant weakness of the cohort, are there any case study schools elsewhere who have faced a similar challenge and overcome it, who we can learn from, to help our children's progress in reading?  
 Phonics workshop arranged for parents across Early Years and KS1. This will reinforce the importance of reading.  
 KS lead not aware of case study school; however she has raised these reading concerns previously in forums and been following different reading suggestions that have been implemented in other schools but did not want to act impulsively:

The first is for each class within Early Years and KS1 to have 6 mini soft animals in each class which can be adopted over night for children reading at home. This would then put the pressure on parents as children would want to read.



The second idea – same classes as above have a suitcase with a class bear/mascot. Every week a child is chosen who has read at home to take said bear and case home with a packet of animal biscuits and a hot chocolate sachet. They would then bring it back on the Monday.



### KS1 - Year 2

What further work are you doing with the 7 children with regards to letter formation to bring about the desired progress?

The desire for 1:1 weekly reading is clear, how do you anticipate achieving this?

It is a desire! However, this could be reached if we had 15 minutes of silent reading as we would be able to hear a selection of children read. KS1 lead would be able to divide the reading list in to 5. Which would be manageable and each child would have a set slot on top of Guided Reading.

### KS 2 Lead Report

What has been the impact of the work with the 'reading dog'?

One child from KS2 has received the 'reading dog' intervention. Unfortunately, no progress is evident and the child has not progressed in attainment level. The child has already received a range of interventions and the class teacher is working closely with the SENDCo to explore further possible interventions, such as Rapid Readers or Read Write Inc. Careful planning with staffing will be necessary to enable this.

Is there notable progress in reading for the children who have reading sessions with parent volunteers?

This intervention has had significant impact. Out of the 14 children who have been reading with volunteers, 12 of these children have improved at least 1 book band. 7 children have improved by 1 book band, 2 children have increased 2 book bands, 2 children have increased by 3 bands and 1 child has made rapid improvement across the term, moving up 4 book bands.

How do you anticipate improving the consistency of the use of the purple pen for independent editing?

Closer moderation between classes is planned with more regular informal checks between KS2 teachers to ensure consistency. This will take place during KS2 team meetings to ensure all staff are aware of the importance of this issue.

Year 4 report correction - each child worth 2.9% not 2.8%

### **RE and Collective Worship Lead Report**

Do the children currently evaluate collective worship experiences or any visiting speakers?

At the moment we collect WOW moments which are recorded in reflection books. I am looking to formalise the evaluation process more with readily available templates

### **PE Lead Report**

Are parents / carers involved or encouraged to be actively engaged with their children in the Healthy Schools Scheme? Is that aspect included in the assessment?

How many children take part in the lunchtime 'personal challenge' activities?

Participation numbers depend on the activity; one activity has as many as 21 children taking part each lunch time.

Is this being effective in making lunchtimes more successful and enjoyable for all children?

The lead MDSA/ HLTA who leads PE has informed the PE leader that lunchtimes have continued to run smoothly this term.

Alongside a 'personal challenge' run by the sports council, there is always a lunch time club that children can attend.

Speaking to children who have been taking part in the 'personal challenges', some children have said that they enjoy the challenge of trying to beat their previous scores and others have said that they enjoy having the opportunity to have a go at something different.

When children have struggled to find peers to play they have been encouraged by the adults to take part in an activity, helping to make lunchtimes enjoyable for all.

What has been the impact of the 'personal challenge' activities on the sports leaders, themselves?

The sports leaders relish the responsibility of their role and treat it seriously. Many of our school's Christian values are demonstrated by the Sports Council. For example:

- They show **respect** to all those joining in by ensuring that their activity is run fairly.
- They promote **aspiration** by encouraging and praising the children taking part.
- They demonstrate **compassion** by helping children, who are finding the activity tricky, to achieve.

Does it positively impact their learning? The PE HLTA has observed greater teamwork and leadership skills from these individuals during PE lessons.

If the number of hours devoted to PE cannot be increased for the lower school, are there still ways the school can achieve the required number of points?

If the number of hours devoted to PE for EYFS and year 1 is not increased we are currently on track to score 50 points, which is 5 points away from what is required to get silver. Therefore, we would need to gain these 5 points in a different way. Having looked at the criteria, we would likely need to introduce something such as growing food on-site for school meals.

If the number of hours devoted to PE for EYFS and year 1 is increased then we would be on track to score 60 points.

Is there any way we could promote the bike racks bought by the FSA further?

PE Lead will send out a Facebook post promoting the bike racks to parents (this can also be



	<p>used in the newsletter) and to talk to the children about them in a Collective Worship.</p> <p><b>Foundation Subject Lead Report</b>  LR reported that this term saw the best history and geography book scrutiny showing clear evidence of development. There is a clear passion from staff to deliver these subjects. There are no boundaries, for example teachers can weave football into history to help engage boys.</p> <p>The Board thanked the KS and Subject Leads for excellent quality of reports, CG will also email Leads direct to thank them. Board agreed it is Good to have template for KS reports as now all similar format making reports easier to read and understand the information.</p>	
7.	<p><b>Finance</b>  <b>Month 6 Report</b>  Report circulated prior to the meeting.  Due to LA deadlines the Month 6 Report has already been submitted to the LA. LA finance officer updated report to reflect the financial impact of The Teachers pay and pension grants as the exact amounts are now confirmed. There is now an additional £9363 for the school - please see note in Mth 6 report on expenditure plan for this grant funding as agreed by SLT.</p> <p>No queries raised regarding the month 6 report. All present agreed the month 6 report. The Board thanked SBM for her skill and care in putting together the 6 report.</p> <p>Action – Chair to sign</p> <p><b>Unofficial Fund Audit</b>  Audit documents circulated prior to meeting, no queries raised. The Unofficial fund audit was carried out by Miss Shepley, a retired bank clerk, again free of charge. The Board expressed thanks to Miss Shepley for her continued support for St Bartholomew's.</p> <p>Action – SY to submit completed audit to LA</p> <p><b>SFVS</b></p> <ul style="list-style-type: none"> <li>• Governor responsibility.</li> <li>• Regular agenda item, moving forward it was agreed to look at several questions per meeting to ensure compliance.</li> <li>• SB &amp; SY to book session to look at new return in preparation for presentation at GB3</li> <li>• Whole board finance training to be rebooked for January 2020.</li> </ul> <p>Action SY to contact AS for dates.</p> <p><b>PP Grant Report Update</b>  Updated report circulated prior to meeting.  Question:  How accurately can PP funds be assessed against children's progress?  We break down our data so that governors can see and monitor vulnerable groups such as PP. That will come out after the data drop next week.  Is for instance TA support attributed directly and measurably (?) to PP children in each class?  Our PP plan clearly links TA support to particular tasks and classes to support the PP children.</p> <p>Updated PP Report approved by all present.</p> <p><b>PE Grant Report Update</b>  Updated report circulated prior to meeting.  Questions:  Are we obliged to spend full funding this year or can part be carried forward to 20/21?  We can carry funds forward which you can see in our PE plan update. However, if we are not spending it, there should be a very good reason as it is to support children in school currently.</p> <p>Updated PE Report approved by all present.</p>	<p>CG</p> <p>SY</p> <p>SY</p>
8.	<p><b>Safeguarding and Online Safety</b>  <b>PSHE Lead Report</b>  What responsibility do we have to explain to parents / carers the government policy on this and how we are proposing to deal with these matters?  Involving parents is integral to the new guidance. Paragraph 41 states that 'Schools should</p>	<p>GC/EH</p> <p>SY</p>

	<p>ensure that parents know what will be taught and when, and clearly communicate the fact that parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.'</p> <p>The guidance provides a reminder that 'many schools build a good relationship with parents on these subjects over time – for example by inviting parents into school to discuss what will be taught, address any concerns and help support parents in managing conversations with their children on these issues'.</p> <p>To start fresh dialogue, schools might consider running a short survey with parents, asking if there are aspects of RSE that they'd like help with at home, and what aspects they see as a priority for school to cover.</p> <p>I think the main focus here is that we are not teaching the sex ed. The documentation discusses the difference between factual and moral teaching. We are not teaching the factual (biology, law, etc. which is where some parents nationally are becoming concerned about the changes) because we don't have the right age group. We are teaching the morals of acceptance and valuing diversity and understanding that love can happen between any 2 individuals. The focus should be placed on love and healthy relationships. We are a first school different to primary with upper KS2</p> <p>Suggest we put information on web site and in newsletter and then ask parents to talk to class teacher if more information required</p> <p>How are we going to manage discussions with children around same sex relationships? Do parents need to be informed when these discussions take place?</p> <p>They already take place. Our equality policy clearly states that the school is a place of equality. We share books with children where families all look different. Our focus is on love and care within relationships. If children want to discuss things further, we say we will talk to parents who will talk to them in more detail.</p> <p><b>Annual Safeguarding Report</b> The Annual Safeguarding report is now live for completion by March 2020 – Action EH/GC</p> <p><b>Governor acceptable user policies</b> - all signed and returned. Action SY to file.</p>	
9.	<p><b>SEND Autumn Term Report</b></p> <p>How has the experience from the last year or so contributed to the planning for the 2020 intake? What have been the main factors considered in this process?</p> <p>Our procedures for transition from pre-school have been well developed for several years. E.g when GC was EYFS lead she led the development, across the cluster, of a document that schools and pre-schools would fill in to identify need. This has continued to be in place and the SEND Lead always ensure that the area EYFS SENDco is contacted in the autumn term, a year before children are due to start with us; this enables us to gauge potential need. For example, we have already hosted two meetings for a child, with SEMH needs, that is due to start with us in September 2020. However, despite this we are continuing to have children that have not been identified as having needs prior to starting with us and therefore they are not on the radar of the EYFS area SENDco. When appreciating SEMH needs this can cause massive ramifications, as this year, as we know, two children have needed 1:1 support. To ensure this does not happen again, the SENDco will attend the initial pre-school visits with the EY lead and will be asking whether there are children who particularly struggle with joining in with adult-led tasks or activities where there is a fixed expectation- this seems to be a reoccurring factor for those children who have struggled the last several years. LH has spoken with our area educational psychologist and said that she feels there is an need within pre-school provision around identification of SEMH needs, as often support is given to primary and secondary schools. The educational psychologist said that she feels this would be perfect area to do training on. LH offered her support with delivering any training of this sort.</p> <p>How are we being proactive in collating evidence to support EHCP applications? Are all staff confident with recording and gathering evidence?</p> <p>It's very individual on the child. Learning plans are still in their infancy but a PDM has recently been delivered in this again to support teachers with gathering the plan-do-review evidence. Due to high levels of SEMH support at the moment, it is difficult to document lots of entry and exit data and individualised intervention which is essential when applying for an EHCP and showing against the core standards that the child is having a very bespoke or individualised support.- we</p>	

	<p>simply do not have the availability of staff to do this for many children. Therefore, we have to select and prioritise who we can get evidence for and who we can apply for an EHCP for, which is going to be a slow process given we do not always have the flexibility to do the doing in the assess-plan-do-review cycle. LH recently attended an EHCP panel at county hall to listen in on the evidence that others provide which was really useful.</p> <p>LR reiterated that the school SENDco works in advance to identify SEND need at EYFS as meeting pupil needs has huge budget implication. To get funding the school requires evidence which takes time. LR stated that as a EYFS teacher you see pupils who need help and support.</p> <p>Can assessment start prior to school entry?  Yes but this is by parents and pre-school teachers, but at very early stage there is no school involvement. Important to add that one to one support can pull staff from normal class interventions.</p> <p>Governors thanks LH for comprehensive report and for work in school.</p>	
10.	<p><b>2019/20 SDP</b>  Rag rated copies of the SDP were circulated prior to this meeting</p> <p>Priority 1 - ACHIEVEMENT  Priority 2 – TEACHING AND ASSESMENT  Priority 3 – THE WIDER CURRICULUM</p> <p>There is a lot going on in school now as we are two thirds through the financial year, however we are only one term into the new SDP therefore there is still a lot to achieve. It is important to note that due to the unpredictable nature of schools some development plans may be amended as we proceed during the academic year. Recent events with the FSA may impact on future resources which form part of the SDP ie: visiting authors, science days etc, however the school will look at alternative ways to fundraise in order to continue with these significant events in school.</p> <p>Rag rating - agreed notes for future:</p> <ul style="list-style-type: none"> <li>• Do not highlight as red if action not due until following term as looks like not achieved</li> <li>• If on-going highlight action as amber not red</li> </ul> <p><b>Visits</b></p> <ul style="list-style-type: none"> <li>• KS1 (SB) visit report circulated prior to meeting</li> <li>• SDP Priority 1(CG) visit report circulated prior to meeting</li> <li>• Governors agreed the SDP governor visits timetable is very useful and asked if the programme could be shared with subject leads so they are aware of the weeks that governors will arrange a visit.</li> <li>• LR asked members to email her direct to confirm visits are arranged.</li> </ul>	
11.	<p><b>FSA Update</b>  <i>Confidential item</i></p>	
12.	<p><b>Policy Approval</b>  <b>Charging and Remission</b> - Policy approved</p> <p><b>Finance</b>  Signatories, division of duties, virement amounts; de minimis level, individual order amount, membership of unofficial funds committee all agreed – Policy approved</p> <p><b>Attendance Policy</b>  Page 3 - Opening paragraph to incorporate reference to our vision and Christian distinctiveness  Action – CG to draft wording for this statement.  All other amendments agreed  Policy approved subject to agreement of opening statement.</p> <p><b>Policy for Improving Individual Performance</b> – LA HR Recommended version - Policy approved</p> <p><b>Policy for Appraising Support Staff</b> – LA HR Recommended version - policy approved</p> <p><b>EYFS Policy</b> – 2 versions submitted – the one page policy approved by the Board.</p>	CG



	<p><b>Collective Worship Policy</b> – Board approved policy subject to adding The Church to the areas where Collective Worship takes place on page 3.</p> <p><b>Religious Education Policy</b> – Policy approved</p> <p><b>Governor Visits Policy and Procedures Document</b> - Policy approved</p> <p><b>Sex and Relationships</b> – consultation process for discussion – also see subject lead section</p> <p>PSHE lead informs the board that Policy input from the RSE course is due in April 2020. PSHE lead in process of updating policy using guidance from PSHE Association.</p> <p>Key information:</p> <ul style="list-style-type: none"> <li>• School is not primary therefore teaches about relationships not sex – this is for upper KS2 pupils</li> <li>• School to advise parents via newsletters/website to ask class teachers for any clarification</li> </ul>	
13.	<p><b>H &amp; S</b></p> <ul style="list-style-type: none"> <li>• Car park badger issue continues to be monitored with support from the LA</li> <li>• Tree in Car Park – LA tree report and further guidance from local tree surgeon confirm that the crowning work has made the tree safe for now – Board agreed that school to monitor and keep tree for now</li> <li>• H &amp; S summer term visit actions have been completed</li> <li>• H &amp; S visit with Educating safely, SB and SY booked for Spring term 2020</li> </ul>	SY/SB
14.	<p><b>School Prospectus</b> Draft circulated prior to meeting. Actions:</p> <ul style="list-style-type: none"> <li>• Remove FSA section</li> <li>• Remove FSA from school website</li> <li>• First page letter from Head teacher; second page letter from Chair of Governors</li> <li>• Consistent font</li> <li>• More pictures – to highlight the opportunities St Bartholomew's offers to all pupils – incorporate 'Roots to Grow Wings to Fly'</li> <li>• Condense</li> </ul> <p>Prospectus agreed in principle for school to use. CG agreed to look at it over holidays, SB suggested Rachel Price also have a look when next in school.</p>	CG
15.	<p><b>Area Review</b> Confidential Item – see separate file</p>	
16.	<p><b>Christian Distinctiveness SIAMS</b></p> <ul style="list-style-type: none"> <li>• School celebrated affiliation with Royal British Legion – School to be commended.</li> <li>• Governor Values Cups – staff have been asked to look at nominees selected pupils to be announced during end of term service</li> </ul> <p>Action - CG to complete Christina Distinctiveness visit</p>	CG
17.	<p><b>School Website</b> Agreed to move agenda item to GB3 Action – SY to add to agenda</p>	SY
18.	<p><b>Feedback from Meeting</b> Good time keeping Excellent meeting and documents</p>	
19.	<p><b>Date Time and Venue of Next Meeting</b> St Bartholomew's School – proposed revised time of Thursday 23/01/2020 – 9.15am</p>	
20.	<p><b>Next Meeting Focus</b> As planner to include Data, Finance, Policies, H &amp; S, safeguarding</p>	

Meeting Closed: 7.20pm

Signed as a true record:

Date:

Agreed Minutes GB2 December 2019