

**St Bartholomew's Church of England First School  
Governing Body  
Minutes of GB2 Meeting held via Teams on 03/12/2020 at 5.00pm**

Present: Cheryl Govier, Gemma Coward, Steve Briggs, Emma Harwood, Rachael Howe, Lucy Ramwell, Tsonka Hristova

Absent:

Also Present: Sonia Yorke (Clerk)

Chair thanked all for attending this virtual meeting today.

Meeting opened with a Prayer and quote for the day.

Agenda Item	Detail	Action
1	<p><b>Apologies for Absence and acceptance or non-acceptance</b> No apologies all members present.</p>	
2.	<p><b>Declarations of interest</b> No new declarations declared Business interest forms sent prior to meeting for governors to update for the year</p>	
3.	<p><b>Minutes of meeting held 15/10/2020 including Matters Arising</b>  Minutes agreed as a true record - chair to sign  <b>Matters Arising</b> None</p>	CG
4.	<p><b>PAY COMMITTEE MEMBERS ONLY</b> Confidential item –see separate minutes</p>	
5.	<p><b>Headteacher's Report to Governors</b> Report circulated prior to meeting and the following questions received from the Board: When do we expect the new approach to guided reading to be introduced for EYFS and KS1? <b>Next term. We have a PDM booked for the third week back to check in on how this is going. SLT on Monday is going to guide the plan.</b>  How is the level of cooperation between staff in the schools within the Crewkerne area during the twin challenges of Covid-19 and Area Review? Are these previously positive relationships being maintained at staff level? <b>Yes, in the limited contact that there is in the team meetings.</b>  How easy will it be to incorporate an additional 4 student teachers in the school next term? Does this increase pressure on teaching staff who are 'hosting' and coaching these students? <b>Staff were asked if they would like to have a student so they signed up to request to have one rather than being allocated one. We have flexibility</b></p>	

with report writing and staff often view this as a support element as well which is helpful during this catch up time.

What are the implications of the phone 'lockdown' system not yet being in place? Our lockdown system does not work as we do not have a different alarm system to alert staff to a lockdown situation. Still have fire alarm and phone around to classroom. It is being worked on, delayed due to covid.

Has the fact that some clubs have been put on hold during the pandemic had any significant impact on children? Not that has been noticeable. However, biggest impact for our children is not mixing as much and spending time with other friends not in their bubbles at school.

Is the number correct for the number of Year 1 children? Should it be 34, not 24? Total does not add up to 170. Yes it's 34

What are the reasons for the 5 children having left our school since last term? 2 families (4 children) left linked to Safeguarding. One of the families did not like an issue being raised with them. All records sent on to and discussed with new schools. The other child moved.

What are the non-negotiables? Things that have to be in place e.g. punctuation, finger spaces, spelling words learnt correctly.

What is taking place to action handwriting as an issue? Focus on handwriting still happening. The use of the handwriting books put in place last year as an intervention. Staff asked to look at pen licenses, but balance of workload.

How has the implementation of Google classrooms been received by the parent/carer community? It has been quite tricky. Despite videos and support, some families are still not accessing this. The Senior Teacher has been very proactive even offering to change laptops to Chrome Books to support. Discussed families come into school in a safe environment to help with this process.

Where is the costed plan £23,000 going to come from to support the EHCP child mentioned? What is the impact if this does not come externally? The application has been made to the LA. The impact will be on our budget and that we can't provide some of the support which we have detailed in the plan. That was made clear during our consultation, we made clear what we can and cannot provide. We will need to tell them what we cannot manage.

In what ways has Go Bubble been ineffective in our school? We simply have not been able to give it the time as parents/carers can't manage that and Google Classroom. Online safety and computing lead has fed back our issues to the Go Bubble co-ordinator.

With clubs understandably on hold due to the pandemic, are parents getting enough of the breakfast club and afterschool club provision they need? Have they been

	<p>understanding about the current situation? <b>Yes, we set up another Breakfast Club bubble to extend provision and that is not yet full. After school club provision is not yet full either. It will be good to get back to being a drop in session at some point.</b></p> <p>What interventions have been identified for COVID-19 catch up fund? How are children and parents responding to the home learning set through Google Classrooms? <b>Rapid Readers, Precision teaching linked to element of phonics child unable to do, Number box, Elsa and Nurture. Catch up Plan is ready to go on website.</b></p> <p>With lunchtimes now organised in bubbles, what impact has this had on staff and their break times? <b>Staffing issues at the beginning have all been resolved for teachers; however absence is the key thing that impacts. SBM, SENDco, office staff, HT all cover lunch duties very regularly. Lunch times overall have been much better and calmer while in bubbles, but staffing this continues to be a huge challenge.</b></p> <p>No further questions raised. Chair stated it is amazing how much has been achieved in our school with everything that is going on, the Board recognises the achievements of all.</p> <p><b>SEP Report</b> Report circulated prior to meeting. Very positive feedback and all staff should celebrate this report.</p>	
6.	<p><b>School Lead Reports</b></p> <p><b>EYFS</b> With a far higher percentage of boys in EYFS, what difference has this made to provision this year? How have you responded? How have the girls coped? <b>As usual we have focused on the children's interests hoping to inspire all children to learn. For example, a small group of boy's love farms, so we focused heavily on this at harvest time. Another group love cars so we used this as the stimulus for learning about road safety and light and dark. They have all responded so well and have mostly made great progress this term. 2 boys in particular are exceeding mathematicians who are being challenged through problem solving activities etc. The girls are continuing to thrive. One girl's attendance is really having an impact on her attainment; however we are monitoring this closely.</b></p> <p>Has it been possible to discern any progress made by children during 'lockdown' / remote learning? <b>From what we have observed from the cohort I would say that the children could have benefited social and emotionally from staying at home (attachment). The children seem much more emotionally ready to learn.</b></p> <p>What progress has been seen in terms of the support having been given for making relationships?</p>	

Baseline: 61% BARE and 39% ARE 0 AARE  
Autumn 2 data suggests 67% ARE and 11% AARE and 22% below.

Despite the ARE Baselines for Reading and Writing being similar to 2019, with the intake being more engaged and ready to learn this year, has there been more noticeable progression made so far this year?

Reading 42% BARE 42% ARE and 17%AARE

Writing 36% BARE 42% ARE ARE 22% AARE

The children who are not quite ARE yet are receiving targeted intervention to improve their segmenting and blending skills for reading and writing. Some are also receiving intervention for name writing and physical development.

### KS1

How confident are we of reaching the targets set for this year – particularly in Phonics, Reading and Writing?

Careful selection of the books we use in English in order to act as a stimulus with a focus on engaging the books. Using peer support and positive reinforcement and using stickers which are in the boy's interests. Consistent high expectations of non negotiables in Reading, Writing and Maths.

Do we need to revisit those targets and ambitions in the light of the experience through Covid-19 limitations in 2020?

Home Learning across KS1 has declined since moving to Google Classrooms therefore I would like to propose going back to our normal way of working as it sets a clear expectation to when Home Learning needs to be completed. This is so pivotal in parents supporting their children with the spelling and meaning of Common Exception words. It also sets a standard with reading as when children come across a word in their reading book which is a Common Exception word it allows the parents to have the opportunity to make the links with their child.

Year 1: With boys being identified as weaker than girls, what is in place to support the boys? Knowing the challenges of this cohort, how is home learning going this year? Have the additional Covid health and safety procedures had an impact on children and their learning?

Year 2: As with year 1, with girls being identified as being far stronger than the boys, what is in place to support the boys? What adaptations have been made?

Have the additional Covid health and safety procedures had an impact on children and their learning?

COVID has had a massive impact on our Year 1 children as they were unable to finish their reception year which is fundamental in their development as the transition between Reception and year 1 is difficult and exposes children to a more formal way of working.

KS1- Although the children have adapted well to being back in school it is evident

that the children's behaviour and attitude to learning still needs to be adapted. Learning time is significantly reduced with hand washing as this has an impact on transitions alongside if the children touch their face, blow their nose or sneeze.

### KS2 Lead Report

Are there noticeable differences between boys and girls? If so, what is in place to lesson this? There was significant difference between attainment of boys and girls in Spring 2020. Baseline data does not distinguish between gender but we have continued our focus on raising boys attainment, particularly in writing where the gap between boys and girls is highest. This has been done by very careful choices of texts to interest both boys and girls, and also starting each topic with a physical set of items or artefacts to give clues to the text before introducing it. This has proved highly engaging for all children.

- What about SEND children? How do you feel they are progressing? According to preliminary data, 5 out of the 6 SEND children in KS2 have progressed one point this term in Reading. 4 out of 6 children have progressed one point in Writing. 5 out of 6 children have progressed one point in Maths.
- Has there been noticeably increased SEMH needs as a result of the partial Covid school closure? Children have shown great resilience this term and within the first two weeks settled quickly to normal classroom expectations. Nurture and ELSA had been carefully planned before the start of term using input from class teachers. No children have needed to be added to this during the term.
- Have the additional Covid health and safety procedures had an impact on children and their learning? Initially, there was significant impact on the timetable due to thorough and regular handwashing, classroom cleaning routines and distancing. However, within the first couple of weeks, children became very used to their routine and now delays have been minimised and a normal part of our school day. Class groups have had to be creatively arranged due to layout restrictions in classrooms to ensure that children's needs are met and effective differentiation can take place.

### PSHE

Have you received any feedback from parents on the social media posts around safer internet use? Depends what you mean by feedback. It is evident that parents are opening the posts and most have been accessed by at least 140 parents or more. Some parents like the posts by adding the thumbs up picture, but as far as the PSHE lead is aware there hasn't been any written feedback. The PSHE lead had parents stop her outside the classroom in previous years and at the gate this year to discuss some of the posts that have been shared, such as screen time and the link with asking children to read on bug club instead of being given reading books to take home.

### Science

How will the sought after improvements in 'working scientifically' and in increasing 'scientific vocabulary' likely to be achieved? Science lead to work closely during the

planning stage with KS1 to make sure working scientifically is weaved throughout the planning. The science lead has planned the Key Stage 2 topics and will be doing regular check ins with the team to check coverage.

## **PE**

Is the current amount of time devoted to PE each week considered to be sufficient? Is there a recommended amount of time for this formal PE activity? **Recommended time is 2 hours – KS 2 access this and all EYFS and KS1 access at least 1 hour 45 mins**

Has the informal play at break times been curtailed to some degree because of the need to retain the integrity of 'bubbles'? **No, children still receive same breaks and lunch times as before but no time to form friendships from other bubbles.**

With the impact of Covid and PE having to be delivered in bubbles, how is confidence across staff in delivering high quality PE? **All teachers, during a recent PDM, stated that they were at least 'somewhat confident' teaching high quality PE. We have more training due to be delivered in February too.**

How has Covid impacted on the physical activity levels of our children? Has that impacted classroom learning? **Physical activity levels have decreased in the sense that children have access to much smaller areas to play and run around in because of the need for each bubble to have their own designated area. Only KS2 are using play equipment from the PE shed on a Monday and Friday because of the need to quarantine or clean it. However, it is hard to know if this specifically has impacted classroom learning. There are an array of things affected by COVID this term which may have had an impact on classroom learning.**

## **RE and Collective Worship**

How effective has Godly Play been as a tool within RE? How have the children responded to it? **RE book look showed a greater level of deeper thinking in all year groups. Using Godly play rather than setting writing tasks has meant that children are much more engaged in the RE lessons (teacher feedback). I am also very proud that the teachers have been so proactive in making their own Godly play kits to use with their classes.**

How has collective worship in classrooms been? How have the children responded? **Collective Worship in classes is going well (after initial teething problems). Each teacher now chooses to do Collective Worship at their own set time of the day. It has been great for Early Years as we have been able to 'build up' to sitting for longer periods of time. We have also seen an increase in some classes reflection books as a result of having worship in the classrooms. The children do like sitting on chairs for Worship and they also love seeing the other classes on the screen.**

What are Godly play and Sand prayers? **GC sent training doc to the governor who asked this question**

## **SEND**

Very thorough report difficult to raise a question. The successful receipt of EHCP

	<p>via the appeal process is a significant outcome for this child who will now be protected into adulthood, real recognition of our school and SENDCo for their hard work and commitment. St Barts are now above SEND National Average, conscious of this in light of the wider context.</p> <p>Please note the SEND report the % is incorrect and that is when we found out we were above N/A.</p> <p>No further questions</p> <p>Board thanked all subject leads for thorough reports. Chair to email all subject leads to thank them.</p> <p>GC reported that teachers were given option to limit curriculum this term ,but the curriculum is still very broad - full credit to our staff.</p>	CG
7.	<p><b>Finance</b></p> <p><b>PE Reports</b></p> <p><b>2019/2020</b> – circulated prior to meeting and approved by all present.</p> <p><b>2020/21</b> – circulated prior to meeting and approved by all present.</p> <p><b>PP Report – report circulated prior to meeting.</b></p> <p>All staff mindful of so many elements of work for pp children including covid 19 catch up interventions. Staff are monitoring but please be aware some children having more than one intervention, therefore can be difficult to monitor the impact of specific interventions at all times.</p> <p>School received parent request for school to look into different provision for forces children which are available from different Charities. We are now looking into how we can get further support for our forces pupil premium pupils. It is very good and positive to have this parent interaction.</p> <p>2020/21 PP report agreed by all present.</p> <p><b>SFVS Questions</b></p> <p>Questions from the SFVS were circulated prior to the meeting, they included the answers submitted last year as a guide. All members agreed the same answers applied for this year:</p> <p><b>Section 2 - School Strategy</b></p> <p>Does the school have a realistic, sustainable and flexible financial strategy in place for at least the next 3 years, based on realistic assumptions about future funding, pupil numbers and pressures? <b>The school presents a 3 year budget - past year, current year and 1 year ahead. Agreed with the schools Senior Finance Officer as acceptable for the academic year 2019/2020 due to the ongoing Area Review. Budget projections take in to account pupil numbers, SEND need, staffing costs, SDP's and utility costs with the recommended inflation allowances.</b></p> <p><b>Q6 ACTION - consideration now being given to extend budget presentation to incorporate an additional year but with regard for Area Review.</b></p>	

	<p>Is the financial strategy integrated with the school’s strategy for raising standards and attainment? <b>The budget has strong links to the School Development Plan (SDP). The SDP is agreed by the Board and SLT, it identifies areas for development and improvement’.</b>  <b>The SDP has costs linked to actions and how these costs will be met.</b>  <b>The SDP is monitored and rag rated by the board.</b>  <b>The importance of the link between the budget and the SDP was reiterated at the Board finance training in January 2020</b>  <b>Evidence - Board meeting minutes, SDP progress reports</b></p> <p>Does the school have an appropriate business continuity or disaster recovery plan, including an up-to-date asset register and adequate insurance?</p> <p><b>The school has a Business Continuity plan adopted by the Board on an annual basis.</b>  <b>The asset register is managed by the school administration team.</b>  <b>The school purchases insurance via the Local Authority to ensure adequate public liability and premises insurance.</b>  <b>The school purchases staff sickness insurance from the LA as this includes STRESS related illness cover, and ensures the school is financially secure should staff be sick. This is also good practice for staff welfare as it provides reassurance for staff who are unwell that they can stay off, get well and look after themselves.</b></p> <p><b>Unofficial Fund Audit</b>  Audit circulated prior to meeting. Audit carried out again by Miss Shepley, free of charge. The board agreed that the year-end audit reports were all in order and can be submitted to the LA. Board thanked Miss Shepley for her continued support.  Action – Chair to sign and SY to send to LA</p> <p><b>Finance update</b> – November 2020 chart of account report circulated to all members prior to meeting, no questions raised. SY confirmed that the covid claim for summer term would be submitted once available. The finance situation continues to be monitored closely.</p> <p><b>Action: Send AUP to all members to sign</b></p>	CG/SY
8.	<p><b>Safeguarding and online safety</b></p> <p><b>Safeguarding</b>  Safeguarding continues to impact greatly on the day to day running of the school, however, St Bart’s has been recognised for the high quality support we give our families and the quality of information shared with external agencies.  <b>Safeguarding Report</b> – GC confirmed that the report not sent to all Board members as contains data that could identify families – no names. The safeguarding governor does have data explaining the number of cases that are escalating and deescalating.</p>	



	<p>Training – Working together training completed by DSL team member this term – all up to date Sexual abuse training delivered this term across the DSL team which has been cascaded to the staff Adverse childhood experience – staff received</p> <p>Governor enquired if school have detected an increase in cases of domestic abuse? – yes cases have risen – SENDco and HT attended national training sessions on the impact of domestic abuse on children in the home even if not viewed – keeping this high on safeguarding agenda in school as covid situation continues. Providing a safe haven during the day for children is so important – and the work we do to minimise the impact of what is happening at home</p> <p>TAFamilies – continues to update stakeholders</p> <p>Safeguarding audit now open</p> <p><b>Online safety</b></p> <p>This area is now included in the PSHE and computing planning. Weekly posts covering Online safety are placed on the school Facebook page. Please see lead report above.</p>	
9.	<p><b>SEND</b></p> <p>25 children on school SEND register <i>EHCP update</i> 2 children with EHCP's 2 EHCP's issued this term with St Bartholomew's assigned school 2 other children assigned but waiting to confirm placement school. 2 more being applied for now.</p> <p>Board confirmed the recent appeal process was an amazing example of team work. The picture at our school of highest need children has changed dramatically in one term, therefore in a year we could go from 2 to 8 pupils with EHCP's</p> <p>The funding does not touch the surface of the cost of the provision these children need.</p> <p>Governor sought clarification regarding the designation of an EHCP for the children – the EHCP stays with them until they are 25 so very significant to get these recognitions for these pupils –Good for while these pupils are at St Barts but also as they transition through their education process.</p> <p>Governor enquired for clarification if EHCP student has an annual review, can this change anything within the process? Yes look at long and short term targets for the</p>	

	<p>following year – long term should not change but short term could be achieved and then move on to another term. If different need identified we would submit back the LA and they have the authority to change the value.</p> <p>One case assigned to our setting, the annual review needs to happen earlier to challenge that this is not the right setting for this child – what can we do about this – we can bring review forward to state the issues – we have to run 3 months of the plan - LR is engaging with other external agencies to support us around this and LR has explored different provision options ie Magdalen farm but this is a further cost that the school cannot afford.</p> <p>Board expressed their thanks to LR for all she is doing in her Maternity cover role.</p>	
10.	<p><b>SDP</b> <b><i>Feedback from Governor visit Reports</i></b></p> <p>All look very good reports and very positive.</p> <p>Board noted the extra thought and effort for pupils who did not receive support at home during lock down and the effort from school really shows.</p> <p>Thanks to all governors for keeping LR informed of visits Report approval from KS2 lead to be confirmed</p> <p>Chair enquired if half hour timescale work? Yes with these additional notes: Governor confirmed this was a very useful exercise, great to communicate with the staff members, getting into the swing of visits and useful to read feedback, EYFS lead spent a lot of time to explaining her role, and appeared happy with cohort.</p> <p>Chair commended EYFS lead for good preparation for visit – welcomed the questions coming early and enabled her to give thought to her replies.</p> <p>Good for Governors to prepare having questions set etc., all coming together and building into staff wellbeing with a set time scale.</p> <p>The Diocese was really impressed with our visit reports – focused format.</p> <p>Thanks to all governors and staff for having time to complete visits.</p> <p>Staff feedback – general consensus time efficient and easier to focus on replies and wellbeing with structured time.</p>	
11.	<p><b>FSA</b></p> <ul style="list-style-type: none"> <li>• FSA AGM arranged for next Monday – SB contacted by members</li> <li>• New statement prepared – explains where our Board stands</li> <li>• All members agreed for statement to be sent (see below)</li> <li>• Need to wait for outcome of meeting.</li> </ul>	

	<ul style="list-style-type: none"> <li>No further questions on FSA – expect questions after the AGM</li> </ul>	
12.	<p><b>Policy Approval</b></p> <p>Charging and Remission - approved</p> <p>Finance - approved</p> <p>Financial Management Scheme - approved</p> <p>Critical Incidents (from GB1) - approved</p> <p>Business Continuity Plan – approved NOT FOR WEBSITE contains Private information</p> <p>Attendance Policy – 2 appendix to be added - approved</p> <p>TED - approved</p> <p>Policy for Appraising support staff - approved</p> <p>Improving Individual Performance for Support Staff - approved</p> <p>Privacy Notices – approved</p> <p>Governor visits and procedures for visits - approved</p> <p>Admission arrangements – approved</p> <p>There is a rolling programme for policies which we follow.</p>	
13.	<p><b>H&amp;S</b></p> <p><b><i>Feedback for H &amp; S visit</i></b></p> <p>H&amp;S governor met with SY.</p> <p>Discussions on recent Site Survey and Cleaning reports.</p> <p>Maintenance items highlighted on these reports have been looked at with Building surveyor, Rob Paton.</p> <p>Overall concluded there is generally good standard across site.</p> <p>Issues:</p> <ul style="list-style-type: none"> <li>hard floor main hall</li> <li>decoration across whole site</li> <li>ware and tare and general upgrading of carpets</li> <li>Window replacement</li> </ul> <p>All the above have significant cost implications</p> <p><b><i>Work booked with costs secured from Capital Grant from LA:</i></b></p> <p>Roof work in main entrance and Wren classroom – booked Easter 2021</p> <p><b><i>Work proposed with costs to be secured from Capital Grant from LA:</i></b></p> <p>windows replacement and eco lighting</p>	

	<p>Governors enquired the issue with windows? Springs have gone, difficult to open daily and can only be opened from the top– concern for the eco impact of replacing the windows , can we do our best to encourage reuse of the windows for eco – Yes.</p> <p>Area review has referenced significant sums of money to refurbish all schools within the process. Unsure of what this means in reality at this stage – alluded to the fact that finances would be made available for all schools, not just those that need to have work done for the review process. This could be positive for St Bart’s as despite being in a good condition, maintenance work would help enhance our site further.</p> <p>The whole Board acknowledged the brilliant cleaning and caretaking team at our school. Both staff members are doing an exceptional job particularly during these very difficult circumstances. Both staff members and their families care greatly about the school and often work additional hours free of charge to maintain the site. Chair will send thanks to them on behalf of the board.</p>	CG
14.	<p><b>School Prospectus</b></p> <p>SWAY version – thank you to EH for this piece of work – very fresh and excellent for our school –whole Board very happy to approve.</p>	
15.	<p><b>Christian Distinctiveness and SIAMS</b></p> <p>GC/JC met with Karen Sancto diocese school advisor to discuss SIAMS. SIAMS inspections possibly on hold until April 2021 at earliest in line with Ofsted – need to be prepared and ready. This was a positive visit, Karen Sancto commending so much of our school processes and evidence.</p> <p>Recognition to JC as her work shared as across the county as good practice, exceptional achievement and demonstrates how far she has developed in this role.</p> <p>Positive comment on our monitoring by Board – put a case forward for excellence. GC – very positive – so much of what is important to our school is often recognised more in SIAMS that Ofsted –need to allocate enough time to maintain the gathering of information</p> <p>Our school would be proud to get good – excellence is very hard to achieve, but we should aim for this.</p> <p>Governor enquired is there as wider recognition beyond the Diocese for SIAMS? – no but bought up if achieve satisfactory and must be posted on website – people do not tend to look at this as much as Ofsted but it is important to our school – opportunity to show what we value in our school.</p> <p>Governor noted some schools have a banner to display if excellent in SIAMS –</p>	

	<p>Schools can only get one grade above a Ofsted inspection - Outstanding in Ofsted very difficult to achieve, but is our goal.</p> <p>CG sent around training opportunities for governors available early spring term – please sign up if you can – very thought provoking.</p> <p>Recognition to CG for the expertise that she brings into our school which has impacted on our teaching, learning and monitoring. CG offers constant strength and support to our school – huge thank you to CG.</p> <p>Action – following a request CG to circulate guidance on SIAMS inspections to enable our new governors to know what to expect.</p>	CG
16.	<p><b>School Website</b></p> <p>GC reported that the new website is developing extremely well. EH is working on the website, should be ready for Christmas to go live in January.</p> <p>New part to website to support administration and communication with parents/carers:</p> <ul style="list-style-type: none"> <li>• parent services – to aid communication with parent</li> <li>• parent pay – online payment system</li> <li>• forms</li> </ul> <p>These new systems will enable parents/carers to engage with school from home.</p> <p>Aim moving forward: train up staff to adapt their own areas within the website so all departments can maintain their sections of the website.</p> <p>Grateful for the time and effort EH has put to this project.</p> <p>DW was hugely appreciative of EH taking this on and wanted to pass on his thanks to EH</p> <p>The website is the 'Window' to our school.</p>	
17.	<p><b>Area Review</b></p> <ul style="list-style-type: none"> <li>• Updates sent regularly to Board members from GC/CG.</li> <li>• Constantly scrutinising and, where necessary, challenging everything we are getting from the LA</li> <li>• Constantly reminded of need to focus on the big picture and the impact on all the schools which our board continues to do, but we are also mindful of the impact on our individual school.</li> <li>• No financial modelling available from the LA. This has been communicated by Amelia Walker. The Senior Team continue to work with the information available to them to forecast as much as possible.</li> </ul> <p>A powerpoint from the LA has been shared with all governors that shows the areas</p>	

	<p>the LA will be considering from the concerns raised via the first stage of the consultation.</p> <p>Additional concerns for the school were considered. GC expressed thanks to the board for the areas of concerns that we have raised and where we have consequently been listened to. GC requested meeting with LA to discuss the 30 pupils per year situation</p> <p>Governor enquired about catchment – have we had response why all parents cannot have any choice? Each school has catchment area and then any new school works on the principle of nearest to school, but this could be open to consultation – trying to stop movement of families from one school to another – Ashlands catchment come to us and vice versa – BUT this is parent choice.</p> <p>NO response received from maps shared with the LA by St Bartholomew’s.</p> <p>Timeline over Christmas challenged– decisions on 23<sup>rd</sup> Dec and published and cascaded 4<sup>th</sup> January now decision on 4<sup>th</sup> Jan cascaded on 6<sup>th</sup> January 2021.</p> <p>COVID GC received email – schools to be point of Track and Trace until 24/12/20 – understand this is important – if a child tests positive up to the 24<sup>th</sup> Dec we as a school have to respond – this is a national request – understand but we need a member of the admin team to come in and calls to PHE but it does mean that we have a whole week when we have to check emails so it is not true time away.</p> <p><b>Academy?</b> The board discussed and agreed that we continue having academisation conversations.</p> <p>GC and CG meet regularly – they are conscious cannot communicate to whole Board all the time – CG keeping a list to update members. All agreed and happy that CG/GC are in conversation regularly, agreed no requirement to keep all records of conversations. Thanks for engagement and trust in this – always email with any questions</p> <p>Deadline for consultation comments 11<sup>th</sup> Dec 2020</p>	
18.	<p>Feedback from this meeting Very efficient meeting</p>	
19.	<p><b>Date, Time and Venue of next meeting</b> Jan 21<sup>st</sup> 2021 at 9.15</p>	
20.	<p><b>Next Meeting Focus</b> – see yearly planner</p>	

All members expressed huge thanks to CG for her support to the school, as a volunteer we are in awe of you.

Meeting Closed at 7.11pm

*Cheryl Govier*

Signed as a true record:

Date: 25.4.2021