

**St Bartholomew's Church of England First School**  
**Governing Body**  
**Minutes of GB2 Meeting held via Teams on 02/12/2021 at 9.15AM**

Present: Cheryl Govier, Gemma Coward, Steve Briggs, Judith Morris, Rachael Howe, Tammy Court

Absent:

Also Present: Sonia Yorke (Clerk) Dave Woodley

Chair thanked all for attending this virtual meeting today.

Meeting opened with a Prayer and quote for the day around HOPE.

Agenda Item	Detail
1	<b>Apologies for Absence and acceptance or non-acceptance</b> No apologies all members present.
2.	<b>Declarations of interest</b> No new declarations declared  Business interest forms sent via email prior to meeting for governors to update for the year – please return if outstanding
3.	<b>Minutes of meeting held 14/10/2021 including Matters Arising</b>  Minutes agreed as a true record - chair to sign  <b>Matters Arising</b> None Actions from GB1 all completed – see chart
4.	<b>PAY COMMITTEE MEMBERS ONLY</b>  TC left the meeting at 9.21 GC left meeting at 9.26  Confidential item –see separate minutes  TC and GC returned to the meeting at 9.30am
5.	<b>Headteacher's Report to Governors</b> Report circulated prior to meeting and the following questions received from the Board – these are also available to view in SharePoint, but copied here for reference.  Re Ofsted and Current Self Assessment – How is 'Self Assessment' (all 'good' at present) undertaken / arrived at? Does this have any implications re next Ofsted visit? Is there any danger that we are underselling ourselves?!



Signed by Chair of Governors

Date 20/01/2022

This is in relation to the fact that I have not completed all of the lesson observations. I still have three more lessons to observe prior to the end of term.

Table re **Attendance by Year Group and Characteristic** – is this data not available at the present time?

Thank you for this question. We have invested in this new HT Report format which also links with the SEF and SDP. We are experiencing some syncing issues with our Management Information System which currently is not pulling through all the required information. I have the company working on this and hope the issues will be resolved for the next report. I am keen to gain governors feedback on this format.

What are the two high priority Health and safety outstanding actions? What is the plan for resolving them?

Internal

-Window replacement to whole of main school building

-Replacement door to cooking room

Funding is being requested for these works by Building surveyor

External:

Work to be carried out to EYFS playground - replace paving slabs with tarmac, replace sensory garden fence and access to main school office to be made wider and slabs replaced

Funding has been secured for these works and should take place Feb/March 2022

What impact is the shift of email provider having on staff? Is this coming at a cost to schools?

What support of you getting in this process?

Computeam - email migration quote is £250, plus £300 annual charge for domain

Quote includes:

- Unlimited email accounts
- Use somerset.sch.uk or our own website domain
- Computeam will help support the migration of historical data ie contacts, emails, calendar etc - however this will be led by the LA so Computeam unable to ensure smooth transition

DW queried the £300 ongoing domain cost with Computeam - just waiting clarification

Next step -

Hold meeting with SCC to clarify what they can offer the school to support this process - appointment has been requested

What is in place to address the persistent absence cases?

The TELO (Traveller Education Liaison Officer) is involved with two families. However, this has been challenging as there is no permanent TELO in South Somerset until the end of December.

The interim one supporting school has now gone on long term sick leave.

Two children have been raised at Team Around the School. One's attendance has successfully been improved so they have been removed from the TAS list. Another child will be taken to 'case work' if the TELO intervention does not impact.

TAF meeting are held with any families where there is persistent absence and the graduated response of letters is not having the desired impact.

Have parents/carers felt that the bullying reports have been resolved?

One family (2 reports) have still not engaged in a TAF meeting with the school to formally close the case. This is an on-going piece of work.

The two other cases have been resolved to the parents' satisfaction.

Is the percentage of Learners that take part in extra-curriculum activities about the same as previously or more or less?

It is much less that prior to the pandemic.

*Cheryl Govier*

What is ILI?

### Individualised Literacy Intervention

How is this being recorded and the impact being measured... *'KS leaders and the SENDco are reading with the bottom 20% at least half termly to monitor and support their progress'*.

This is recorded in the KS lead and SENDco scrutiny documents. It has resulted in several children moving up book bands. The scrutiny is discussed with SLT and further changes are made to pedagogy, where necessary. In KS2, phonics and spelling have been changed around to ensure that the bottom 20% are accessing phonics daily.

GC asked if governors approved of the new HT report format which links to SIMs, SDP and SEF so will save time and money. Feedback was that the report was clear and if saves time then positive move to purchase.

### Points to agree under each section of report:

**Page 7 - Staff are doing a huge amount of fundraising at present –this is above and beyond expectation considering current workload – discussed:**

- Due to ongoing restrictions school unable to have a PTA/FSA in school.
- Staff look at singular item and then raise funds for it – this terms fundraising efforts are towards drumming music session £425.
- School will lose out on summer fete income. – Ideas for events on a smaller scale very welcome.
- Christmas has been funded for party day meals and presents through localised school fund raising events.
- Governor enquired if a group of parents could organise a fete without forming a FSA, discussed this may have insurance issues – needs to be investigated.
- Governors asked to be included in staff fundraising ideas to offer support
- Governor enquired if school operates a '100 club' - the idea was explained to those not familiar with the process. Monthly and annual prizes – good idea but not agreed who would action this further.
- It was asked if an individual, or group of parents could do 'one off ' fundraising events – need to check the legalities – but anyone can contribute to school, so presume could do independent fundraiser and then donate to the school.

Action - RH will check on this and get a message out to parents to encourage ie bake sale at home to raise funds for school.

Fundraising this term includes:

- Out of uniform
- Christmas Hamper
- Selling decoration

Parents are being very supportive at present.

Board are mindful of additional workload fundraising presents to staff. Board also aware of delicate situation with FSA – at present ideas must not involve gatherings on school site.

*Cheryl Govier*

**Page 7 – safeguarding Governor to meet head teacher to agree safeguarding audit –**  
Action – JM and GC to arrange appointment

**Page 7 – for information - HT/ DSL has applied for grant to cover Senior Mental Health Lead training.** Staff wellbeing continues to be a key factor with government and ofsted, committing to the time and workload is positive demonstration of our commitments, the grant money will support this process.

**Page 7 discuss TLR structure 2022/23 as NOR reduce in EYFS – TC left the meeting – Confidential item**

**TC returned to the meeting**

**Movement of email –** SY has meeting booked with LA to enquire about their support and recommendations. School cannot loose data during this process.

Hugely grateful for support of ST with this work and his being involved in conversations. Board agreed for above investigations to continue

**School direct trainees – for information –** Trainee booked for Spring term no longer attending as worked in school before. This had been raised by school in advance.

**Part time TT –** do governors continue to support actions described – yes.

GC reassure board that school liaised with external agencies in order to resolve this – SENDco has emailed 3 times.

**Holiday Applications –** school received a term time holiday request on a religious cultural basis - reasonable request – Board had agreed no term time holidays would be agreed after September 2021.

Do we wish to review in line with rising cases? Yes approve on a case per case basis – HT judgement – need consistency - attendance effected by covid cases and pressure from DofE – mindful – board supports GC decisions.

**Budget for additional ELSA –** Yes

**Global neighbours -** include governor visit next year – diversity issue – need to demonstrate we are working and show out journey. Christian distinctiveness visit and recognise AS work for RBL award

**PP structure for new report –** evidence based – all decisions made previously and when reviewed we are making good decisions historically. Agreed

**Data -** will be presented next term – base line at link visits.

Thanks to GC for this enormous piece of work which provides Board members with good insight with what is happening in school.



	<p>Board acknowledged that all staff have done amazingly well – achieved so much – SLT looked at SEF and evaluation against this and middle leaders really raising the bar.</p> <p>PSHE TC will report on this under lead reports.</p> <p><b>Additional item for Board to be aware of</b></p> <p>School is dealing with a huge amount of negative communication with decision making around Christmas events – with covid cases rising school has reverted back to bubbles and moved Christmas events outside. Some parents have posted negative feedback on social media. Board should be aware that school is in receipt of these.</p> <p><b>Proposal</b> - If GC continues to get these messages Board to prepare a statement for school to use to demonstrate all actions are agreed by a united Board and school – CG will send a statement which we can add to newsletter</p> <p>GC explained that one difficulty is the media sending different messages – all schools are different and parents do not understand all settings are different and our current pressures with SEND need. Board agreed school to concentrate on what the PHE are telling us to do. Appropriate decisions have been made to try and avoid a issue going into Christmas and New Year – look at positives based on last year, there is some involvement with parents and pupils – HT made right call – majority of parent community are supportive.</p> <p>Board aware these comments coming in. GC Thanked Board for the support.</p> <p><b>Action</b> – CG will prepare and send statement to school</p>
6.	<p><b>School Lead Reports</b></p> <p><b>History Report</b></p> <p>How are classroom displays (eg timeline) supporting learning in history across the key stages?</p> <p>Classroom displays are supporting learning through the teaching of vocabulary which is a key part of our History learning. Vocabulary has been identified for each theme and is displayed in classrooms. This vocabulary is learned and revisited within lessons- this is documented on planning. The design of the timeline is consistent across all classrooms and one is included in children's books at the start of each unit of work so they are able to see where the studied era fits. Although early in their use, timelines are becoming well-embedded in learning with adults observing KS2 children beginning to make comparisons between different eras, with some commenting on Remembrance Day that World War II occurred in the "green" century of the timeline. The colour coding is in place to support children with SEND, in particular, but all children as a distinctive memory hook.</p> <p>In what ways were the resources that have been brought into enhance the history curriculum effective?</p> <p>Resources from the Heritage Trust to support History have inspired interest in the children. Artefacts and models have helped bring units of History to life- rather than looking at photographs or videos on the whiteboard. Books from Resources For Learning have enabled children to further their knowledge outside of the History lesson, choosing to read more about the studied theme and enabling them to take ownership and extend their learning in a new direction that might not have been covered in the planned lessons. These books are available for children to read at lunchtimes or other independent reading times during the school day. The use of these books has</p>

*Cheryl Govier*

proved popular and when questioned informally by myself the children have stated they enjoy the variety of books to read.

How are we working with parents to support history? Do they know our focus? How?

Our History focus is communicated to parents through our long-term home learning menu sent home every other half-term (Geography is focused on in other half-terms). The three activities set are all based on the History theme studied in school. These tasks will often require further research to be done at home.

How do we know that children are making at least good progress in history?

Book looks have been undertaken this term looking at standards of work and these will be followed up as the year progresses. Monitoring time is booked for 14th December when informal lesson drop-ins will further this knowledge. Assessment documents were prepared by the History lead in Summer Term in readiness for this year and our PDM on 4th January is focused on completing the assessments for Autumn Term. To support teachers judgements, we will use the Rising Stars exemplification documents which details children working at below ARE, at ARE and above ARE. Our assessment sheets are completed by exception, i.e. we will record children working below and above ARE only, with the unlisted majority of children meeting ARE.

What are the biggest barriers to meeting the SDP objectives around history?

Due to covid restrictions, it has been challenging to bring our History curriculum to life than previously. For example, our Parent Share afternoons where parents come into school to view and discuss the History home learning with their child and their friends. Also, trips to historically important sites have been affected and in addition to this, visitors to the school.

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How are non specialist teachers being supported to deliver the curriculum?

Non-specialist teachers have been well supported by the planning prepared by the History Lead in Summer Term 2021 in readiness for this year. It is highly detailed with medium-term planning detailing each lesson and learning objective, with Powerpoint presentations for each lesson as well as pupil resources. Although teachers have sometimes adapted these (e.g. KS2 children have written their work out into their books rather than use a pre-prepared layout), it has provided a valuable basis for all staff.

### Music Report

Is this an area where we might engage with local musicians to enliven the curriculum?

Due to current covid situation, visitors are minimised to essential only. However, we have a trumpeter and pianist provisionally booked to visit the school during Spring Term.

Jackdaws OperaPLUS are running another workshop this year with KS2 children in Spring Term, subject to Covid guidance. In addition to this, we hope to invite a drumming group into school who play traditional African rhythms. This will be a fully immersive experience involving dressing in traditional clothing. We hope this to happen in Summer Term 2022.

- How do we know that children are making at least good progress in music?

In January 2022, we will be monitoring progress across the school using Floor Books, observing lessons and feedback from teachers and teaching assistants. This will also involve the visiting music teacher for KS2. Assessment will be by exception, e.g. lower attaining and higher attaining children noted.

How are we supporting children who aren't on track in music? Do we know this support is working? How do we know?

During KS2 instrumental lessons, an adult from St Barts is always in class to support the instrumental teacher. During sessions, this adult is able to support children experiencing

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difficulties with interventions. In KS1 and Early Years, all children have been able to access and take part in music sessions due to the scaffolded way that Charanga is arranged. The scheme is aimed at making music accessible for all and fun. Support is available from another adult during these lessons if needed. Since introducing notation, adults have observed the children becoming more engaged with the music they are singing and performing. Evidence of the teaching of notation is in floor books.

What are the next steps for further embedding the music curriculum across the school?

In response to the identified weaker areas of our music provision, KS1 children will be provided with the Singing Strategy teaching this year. This is an offer from Somerset Music and is comprised of two sessions learning about different styles of singing, rhyming, singing in parts and disciplinary skills such as rhythm and beat. These are highly engaging sessions and the activities are carefully planned so children can do them by themselves at other times, such as together at playtimes. A next step we would like to explore is the use of music to regulate the day, e.g. use of music during transitions to create calming atmosphere, music during tidying time, 'thinking' music during writing time and calming music when getting ready to go home at the end of the day. This could include 'wiggle breaks' between lessons to provide exercise before starting a new activity.

#### **PCSHE Report – verbal report**

PSHE is happening in school but need evidence – points listed and emailed to staff and asked for information on the barriers with collecting evidence and how we can make books more manageable?

KS2 - Suggestions included KS2 children taking charge of sticking evidence into their books. To help further PSHE Lead has prepared all Spring term books so that all staff have to do is ensure work is stuck in. KS2 have evidence monitors.

KS1- PSHE Lead is still thinking of a solution to make collating evidence easier, but this team are up to date.

Lead confirmed that the correct objectives are being taught.

PSHE time is Monday morning – help pupils with anxiety after weekend - starts week off calmer.

#### **Questions**

What was the response when you suggested pupil's monitors for books? Positive response – but all staff buckets are full at present – lessons taking place which is the priority – not the same as evidencing maths and English – different type of evidence – priorities naturally lean towards core subjects.

#### **RE and Collective Worship Report/Spirituality Report**

What impact have the artefacts made? How have they enhanced spirituality?

Having artefacts in a well-maintained space helps give children a visual connection and for some a prompt to develop their own thinking. It is important to keep it fresh, current and regularly referred to so that it maintains its presence in each classroom.

How do you track pupils' spiritual development? What would you say is the value of this?

Class Reflection Books provide our measure of the quality of childrens spirituality. We have to try to get a range from all our children so the books are a representative record of each cohort. In addition, class and school worship prompts ongoing spiritual thinking and reflection. Some responses may not emerge immediately but are processed and become evident in smaller groups or 1:1 discussion at a later time.

*Cheryl Govier*



How are we ensuring that the increased use of yoga fits with our Christian Distinctiveness/Ethos?

The addition of a yoga intervention fits with our Christian distinctiveness in many ways. Firstly, it links to our Christian value of Respect. Yoga attunes children to what their bodies are trying to tell them, ensuring that children are able to recognise and respect their own bodies and it's needs. It links to our Christian value of Aspiration. There is a new 'pose of the week' that challenges children to achieve a particular pose. It links to our Christian value of courage. Mrs Court has told me that some of the children in her class were nervous to start yoga because it was something they had never experienced. But all the children in her class were able to access it and would always look forward to their next session.

It links to our Christian value of Hope. We decided to introduce a yoga intervention this academic year after the success of the Sports Project and the difference we could see it made to our children; we want to continue to rebuild (or maintain) the physical and mental health of all our children which has been impacted by the COVID-19 lockdown.

It also offers our children a place of calm and quiet and experiencing a space to reflect which for some can be spiritual. This can help them with strategies to use during reflection time in worship or to be still and enable others to pray.

### Science

How are classroom displays supporting learning in science across the key stages?

They are changed with each unit. They reinforce the taught curriculum through images and vocabulary. One teacher explained that they take selected words and use them to connect their meaning to an explicit teaching point. Progression can be seen through the classes. They are a useful reference for children with Speech and language needs, and also EAL children.

2. What are the biggest barriers to meeting the SDP objectives identified in the report?

Children hear and see vocabulary but it is not always used in their verbal responses and recording. Big Questions used as science starters help to develop science talk.

3. In addition to preparing for the delivery of the science curriculum to year 5 and 6, have you identified any gaps where additional training or support is needed?

We are using Head Start assessments for the first time so further support for staff may be needed.

4. How are floor books marked and meaningful feedback given to the children?

The floorbooks provide a fantastic record for the children to see their input and their emerging scientific ideas. They might provide a reflective journal for highlighting and sharing new vocabulary.

5. How are non-specialist teachers being supported to deliver the curriculum?

We are supporting our ECT in her development as she is working alongside an experienced teacher. An HLTA teaches Science in a KS1 class. Further discussion here may highlight any subject knowledge or formative assessment training needs.

### PP Strategy

What are the main challenges in the use of the pupil premium, and how are you working to overcome them?

The main challenges in the use of Pupil Premium are sustaining the staffing during the COVID pandemic. Strong strategies have been planned but staff absence due to PCR tests, children getting COVID etc impacts on the interventions being able to run consistently.

### PE Report

How do we monitor progress in PE?

The children were base lined in autumn term and are due to be assessed in the summer term. However, as two fundamental movement skills are explicitly taught each half term the PE Lead

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	<p>is looking at whether it would be easier to assess the children in PE at the end of each half term.</p> <p>How do we know that children are making at least good progress in PE?</p> <p>The PE Lead has a monitoring day coming up where she will be observing lessons and talking to class teachers about any challenges they have when teaching PE. Moving our assessments of the children to half termly would enable the PE Lead to have a greater knowledge of which children are making at least good progress in PE.</p> <p>How do some of our most vulnerable groups engage and progress in PE?</p> <p>Children with high needs have 1:1 support during these lessons so that they are able to access the lesson. Lessons are differentiated to suit all abilities; this is embedded within Real PE planning.</p> <p><b>Action</b> - Chair offered to email all staff involved in producing above reports to thank them particularly as the standard and quality of reports continues to improve and is crucial to ensuring the Board has a full insight to school operations etc</p>
7.	<p><b>Finance</b></p> <p><b>PP and PE Reports</b> – reports circulated prior to meeting and agreed by all present</p> <p><b>SFVS Questions</b></p> <p>Follow up from GB1 action – amend answer 1 to reflect current situation</p> <p>Does the school have a realistic, sustainable and flexible financial strategy in place for at least 3 years, based on realistic assumptions about future funding, pupil numbers and pressures?</p> <ul style="list-style-type: none"> <li>• Due to current restructure, as agreed by the LA March 2021 the school presented a 1 year budget using the EFS Budget Plan template for the financial year 2022/2022 - Budget projections take in to account pupil numbers, SEND need, staffing costs, SDP's and utility costs with the recommended inflation allowances.</li> <li>• School is working with SFO and LA to present a 3 year budget programmed Autumn term 2021</li> </ul> <p>Board agreed above amendments</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 by SY to adapt to allow for restructure.</p> <p>Does the school set a well-informed and balanced 3-year budget and has this been submitted to the local authority?</p> <p>The school uses the Education Finance budget plan spreadsheet - This ensures a well informed and balanced budget is presented for approval. As a school our expenditure plans and carry forward are monitored carefully and therefore our current position is sound with no requirements for a school recovery plan.</p> <p>Mention restructure</p> <p>Does the budget setting process allow sufficient time for the governing body to scrutinise and challenge the information provided?</p>

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A draft budget is presented during the Spring term (at GB4 ) for discussion and approval - Budget is circulated in advance of the meeting to ensure adequate time for Governors to read and prepare questions or points for discussion and clarification - this process ensures appropriate time for sufficient scrutiny and challenge. If required a revised budget will be presented at a later extraordinary meeting. Discussions and approval of the budget is recorded in the minutes of the Board meeting and the final plan is signed by the Chair and Head Teacher, a copy is submitted to the Local Authority. Evidenced in GB4 or extraordinary minutes. Update from March 2021 – due to covid pandemic meetings are being held via TEAMS, this year the board agreed to hold a separate budget setting meeting, this enabled total focus on the proposed budget for academic year 2021/22. It was agreed following this meeting that this was good practice and will be added to the Boards annual calendar of meetings. Action Q10 - Add to calendar of work to hold separate budget setting meeting

Is the school realistic in its pupil number projections and can it move quickly to recast the budget if the projections and the reality are materially different?

Population forecast is used to project pupil numbers for future year budget planning. If school advised of changes it will respond accordingly. This forms part of our current three year planning process. School can only work with pupil numbers provided.

Update based on uncertainties – planning for all eventualities

Is end year outturn in line with budget projections, or if not, is the governing body alerted to significant variations in a timely manner, and do they result from explicitly planned changes or from genuinely unforeseeable circumstances?

The budget is monitored at ALL GB meetings. A Month 3 report is presented in the summer term, Month 6 report is presented in the Autumn term and also submitted to the Local Authority, month 9 report is presented in the Spring term and can be submitted if requested by the LA. Cost Centre reports are used at other meetings. The presentation of these finance reports allow for adjustments to be discussed therefore unlikely to be any major surprises at year end - evidence in all full GB minutes. Outturns are reported in the Consistent Financial Report (CFR), which is produced by the LA Senior Finance Officer, the CFR is shared with the board and uploaded to the DfE website. March 2021 - the pandemic is a good example of how funds have been monitored during this period of unexpected expenditure.

Are balances at a reasonable level and does the school have a clear plan for using the money it plans to hold in balance at the end of each year?

- The Carry Forward/Balance from 2019/20 was used to:
- 
- -Finance the staffing costs of the additional .5 class to maintain our existing 6.5 class structure.
- - Fund the growing demands facing the school to support pupils and provide staff to offer 1 to 1 pupil support.
- -Provide a contingency for building and catering maintenance projects.

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	<ul style="list-style-type: none"> <li>• -C/F is monitored by the Senior Finance Officer and Governors</li> <li>• -School has a well-managed positive balance at present. March 2021 - in line with LA financial guidance the school has identified the priorities for C/F moving towards 2021/2022 evidenced GB4 minutes: The school will use carry forward to             <ul style="list-style-type: none"> <li>A) continue with the provision for the SENDCo to continue with the additional hours ( .2 ) out of class to work on strategic management and safeguarding issues. This was also identified as a need in one SIP report</li> <li>• B) The Carry forward will support the needs of newly identified SEND pupils</li> <li>C) The Carry Forward will support the maintenance of the school site – this is a requirement of the LA</li> </ul> </li> </ul> <p>Monitoring of finance shows that monitoring of budget we are on track where possible and identify potential issues – getting regular updates</p> <p>All answers agreed by Board</p> <p>Action – SY to adapt where necessary to fit with current situation and inform board of any changes at GB3.</p> <p><b>Unofficial Fund Audit</b></p> <p>Unfortunately the audited accounts are not yet available to agree. Return to be submitted by Friday 10<sup>th</sup> December. Board agreed to be sent/approve audited accounts by email in order to submit by the deadline. The accounts will then be fully discussed and agreed formally at GB3. Board thanked Miss Shepley for her continued support.</p> <p>Action – If audited accounts are agreed by majority of members by email Chair to sign and SY to send to LA</p> <p><b>Finance update</b> – chart of account</p> <p>Chart of accounts circulated prior to meeting, no questions raised.</p>
8.	<p><b>Safeguarding and online safety</b></p> <p><b>Updates shared with Board:</b></p> <ul style="list-style-type: none"> <li>• No children on CP plan</li> <li>• 6 children/ 4 families on level 3</li> <li>• 1 referral to level 4</li> <li>• 9 children 7 families – level 2</li> <li>• Continue TAS meetings all services attend and support offered</li> <li>• Attendance discussed there have been really positive outcomes</li> <li>• Attendance monitored fortnightly by HT 95% TEO support 2 families – now off long term sick</li> <li>• Terms time holiday unauthorised</li> <li>• Online safety lead worked with school council - Squid share</li> <li>• FSM vouchers for Christmas funded by LA with additional 15% funding to support families identified by school</li> <li>• SG training – NSPCC speak out speak up session next week</li> </ul>



Signed by Chair of Governors

Date 20/01/2022

	<ul style="list-style-type: none"> <li>• MDSA /Catering staff inductions complete</li> <li>• TA completed team teach training - Continues to put pressure on staff – outstanding practice in school</li> </ul> <p><b>Safeguarding Audit</b></p> <p>Access to online report now open deadline of Feb 2022 – HT to complete and will share with SG governor</p> <p><b>Action – SY to email AUP's to Board members to read and sign - explain how to use our tech safely – ie not taking phone into classrooms etc</b></p>
9.	<p><b>Boys Attainment DW joined meeting at 11.18</b></p> <p>DW carried out this project last year as he was intrigued by difference in attainment of boys and girls.</p> <p>The contents of his findings were shared with the board, and the report is saved in GB2 SharePoint file.</p> <p>Questionnaire to children as part of project included topics on favourite subjects, attitude and future job opportunities.</p> <p>Thanks to DW very interesting</p> <p><b>Questions/discussions</b></p> <p>Role models – for example Teaching as a career – do more girls become teachers due to the number of female teachers in school? Role models are so important unless you see someone doing the role you do not think you can do it.</p> <p>We can all name inspiring teachers – but you need that spark from role models.</p> <p>We need to show good role models in school, need visits to inspire differing choices</p> <p>Girls need to know what opportunities they have. Are boys becoming confused as to what they can do in their world ie are they supported to be the alpha male etc lots of teenage boys going off the rails because they cannot decide where they fit in .</p> <p>Very complex</p> <p>What is the key piece of leaning for you from this study?</p> <ul style="list-style-type: none"> <li>• Expectations of both genders – children think 'not' but maybe subconsciously 'we can' – ie if praising pupils we say 'good man' to a boy,, good girl to a girl – how is that perceived why am I trying to big boys up into a big strong man – I will think of language I use in class.</li> <li>• All is not what it first seems - We assume the girls who are quiet with neat handwriting have good work, but the content may not be there and boys with challenging hand writing may have the content.</li> <li>• Gimmick lessons do not work boys focus on the project and not the technical</li> </ul>

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	<ul style="list-style-type: none"> <li>Board expressed thanks and will look forward to how these findings get implemented across the school.</li> </ul> <p>DW Left meeting at 11.40</p>
10.	<p><b>SDP and Governor Visits</b></p> <ul style="list-style-type: none"> <li>All in SharePoint folder - all visits completed for this half term</li> <li>Next visits by 18/02/2022</li> <li>Please check visit schedule and questions to evidence the monitoring of SDP</li> </ul> <p>Thanks for completing</p> <p>Board requested for KS leads be notified of visit plan so they can be prepared for questions. Helpful if all know what they will be asked – send questions in advance of visit make visit as easy as possible.</p> <p><b>Action</b> - GC will include details at next staff briefing</p> <p>Discussed that it is positive that governor visits are helpful to staff and appropriate challenge not just another job for them. Significant part of leadership role – and links to SDP</p> <p><b>Rag rate SDP –</b> After discussion it was agreed that the process for rag rating the SDP must be agreed and that board was not prepared to do this at this meeting as new to all. TC offered to liaise with Board members for this term. Rag rating process to be agreed before next meeting.</p> <p>Colour code for rag rating: Red - not completed Amber - in progress Green – target met No colour – unsure</p>
11.	<p><b>Policy Approval</b></p> <p>Charging and Remission Finance Financial Management Scheme Critical Incidents Business Continuity Plan Attendance Policy TED Policy for Appraising support staff (CG) Improving Individual Performance for Support Staff Privacy Notices Governor visits and procedures for visits</p>

*Cheryl Govier*

	<p>Admission arrangements</p> <p>EYFS (2 year policy) move to GB3</p> <p>The above policies were agreed by all present with the exception of EYFS policy.</p> <p>Action – Policies to be uploaded to school website SY/GC to oversee</p> <p>Action – SY to add EYFS policy to GB3 agenda</p>
12.	<p><b>H &amp; S</b></p> <ul style="list-style-type: none"> <li>• H &amp; S Governor virtual visit completed with SBM</li> <li>• Barrier works in car parks have been completed – barriers in place to stop mud from badger holes sliding down carpark</li> <li>• Toilet build going ahead contractors visiting site to submit tenders – see HT report</li> </ul>
13.	<p><b>Christian Distinctiveness</b></p> <ul style="list-style-type: none"> <li>• Refer to governor visit report for full overview</li> <li>• SIAMS Inspections –school inspection due</li> <li>• Christian Distinctiveness self-reflection document prepared for inspection visit</li> </ul> <p>CG reported to members that JC, school Christian Distinctiveness Lead, has worked extremely hard and the School is well prepared for inspection. School can evidence progress from last visit.</p> <p>Yoga – issue is not significant – but would want to see rationale for doing this - Before GC was substantive head GC/CG were challenged about this activity SIAMS inspector may or may not comment on this.</p>
14.	<p><b>School Website</b></p> <ul style="list-style-type: none"> <li>• RH checked website – report on SharePoint.</li> <li>• GC has responded to questions</li> <li>• Policy section – suggested this could to be updated and made more user friendly.</li> <li>• Website is school shop window and OFSTED will look at this prior to visit – must be kept up to date.</li> <li>• Feedback from Board members very welcome</li> <li>• New process in to place in school so that updated more regularly – opened a sharepoint file for easier administration</li> <li>• Queried if administrators have capacity to maintain website in school administrator roles – GC confirmed this is external agreement and paid separately from admin contract</li> <li>• Link to ofsted website – need link not just school report – this will be actioned</li> <li>• GC feels reassured now website being monitored regularly</li> </ul>

*Cheryl Govier*

	Very good website and gives a good snapshot of what our school is like – be proud of it. Thanks to RH for her work on this area.
15.	<p><b>Area Restructure and MAT exploration</b></p> <p><b>Area Restructure</b></p> <ul style="list-style-type: none"> <li>• CG/GC gave Update from school adjudicator meeting</li> <li>• CG/GC are in process of booking visits to MATs</li> <li>• CPD offers to staff and particularly those taking on new roles</li> <li>• Area wide vacancies go out next week</li> <li>• Voluntary redundancy application was declined</li> </ul> <p><b>MAT exploration</b></p> <ul style="list-style-type: none"> <li>• 3 presentations received</li> <li>• CG/GC are in process of booking visits to MATs</li> <li>• Governors to hold a meeting early next term to share thoughts following presentations</li> <li>• Plan is then for all Boards to meet again January and February 2022</li> </ul> <p>Immediate thoughts from the board are:</p> <ul style="list-style-type: none"> <li>• All MATS had something positive to offer – good short list</li> <li>• Visits to school sites will be good to gauge what actually happening in these schools – difference in social media image and real image</li> <li>• Governors felt encouraged with what was on offer</li> <li>• Governors encouraged to visit websites and seek any information they can on the MATS</li> </ul> <p>GC informed board that she has not really spoken with staff about the MATs– if we move forward some detail will need to be shared. It is hard to staff the school at present and raising this now may make staff anxious – agreed to wait until process further on, and firmer details can be shared.</p>
16.	<p><b>Feedback from this meeting</b></p> <p>Rag rating in advance would be good</p> <p>Really interesting presentation from DW</p> <p>Really beneficial having staff governor on the board</p>
17.	<p><b>Date, Time and Venue of next meeting</b></p> <p>20/01/2022 5pm in person but venue tbc based on covid</p>
18.	<b>Next Meeting Focus – see yearly planner</b>

All members expressed huge thanks to CG for her support to the school,

Meeting Closed at 11.40am

Actions

*Cheryl Govier*

Signed by Chair of Governors

Date 20/01/2022



Action detail	Member	Completion date	Completed Y/N
Sign minutes	Chair	January 2022	
Return business interest forms	All	By GB3	
Investigate if parents /pupils can individually fund raise for school	RH		
Arrange Safeguarding audit meeting	GC/JM		
Prepare statement for negative Christmas activity comments	CG	Dec 2021	Yes
Email all Leads to thank for lead reports	CG		
Adapt agreed SFVS answers to accommodate restructure restrictions	SY	By GB3	
Unofficial audit	Agree – all Sign – CG Return to LA – SY Add to GB3 agenda - SY		
Send AUP's to all members	SY		
Governor visits – inform leads of visits and questions	GC		
Policies – update website	GC/SY oversee	31/12/2021	

*Cheryl Govier*