

St Bartholomew's Church of England First School
Governing Body
Minutes of GB3 Meeting held via Teams on 20/02/2022 at 5.00pm

Present: Cheryl Govier, Gemma Coward, Steve Briggs, Rachael Howe, Tammy Court
 Absent: Judith Morris
 Also Present: Sonia Yorke (Clerk)

Chair thanked all for attending this virtual meeting today.
 Meeting opened with a Prayer and quote for the day around compassion.

| Agenda Item | Detail |
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| 1 | <p>Apologies for Absence and acceptance or non-acceptance No apologies received, JM absent CG to check in with her tomorrow.</p> |
| 2. | <p>Declarations of interest No new declarations declared</p> |
| 3. | <p>Minutes of meeting held 02/12/2021 including Matters Arising</p> <p>Minutes agreed as a true record - Action chair to sign TC issues with accessing SharePoint during the actual meeting - all aware if she has difficulties this evening.</p> <p>Matters Arising All actions from GB2 completed</p> |
| 4. | <p>Finance Month 9 Report Report circulated prior to meeting via SharePoint.</p> <p>Questions raised prior to meeting: It appears that there was a drop in funding from the PP, PE and Covid catch-up grants, why is this? Has this impacted on any facilities or resources for the children?</p> <p>-PP allocation on original budget was £56,350 BUF 2 mid year adjustments actioned by SCC of -£345. The PP grant is based on information shared with the LA drawn from our Census returns. The PP grant is being monitored carefully with expenditure mainly focusing on additional TA provisions across EYFS/KS1.</p> <p>-PE grant has been adjusted by -£41 this will not impact on the overall spend of this grant which is monitored by the PE lead</p> <p>-The Covid catch up summer term grant was adjusted by -£6. In addition to the original budget allocation, school has also received school led tutoring grant of £1122 and recovery grant of £1341 which have both supported the contract for 0.465 intervention teacher.</p> |

Cheryl Govier

Signed by Chair of Governors _____

Date 31/03/2022

The predicted outcome at year end looks as good as we could have expected.....how sure are we that this is accurate and that we will not have any unexpected expenditure / reduction in income?

The estimated expenditure used to complete month 9 building/grounds costs were based as much as possible on actual spend up to Dec 2021 ie; electricity, water and heating etc. The predicted year-end figures for staffing and resources are as accurate as possible at this stage using the SDP and the agreed budget commitments for training, staffing and curriculum resources. School waiting for agreed additional HNTUF to be allocated but this will meet the cost of new one to one TA spring and summer terms and the costs to meet EHCP costed plan therefore this will be an in and out process and should not impact on the overall outcome – please see notes in month 9 report

Is there any additional grant income likely in relation to Covid?

Outstanding Covid recovery grant of £1878 to be received BUF 3, Spring term 2022 – this will be ringfenced and allocated to A001 to support intervention teacher contract Summer term 2022. The provision of FSM support during the holidays will run again for Feb 2022 half term and this will be reinstated by the LA. No further COVID funding expected at this time.

Budget 2022/23 Update

- GC/SY received email from LA senior finance officer which indicates that school will be able to action all staffing and budget plans identified for the 2022/23 budget. The SFO confirmed that the 2022/23 budget allocation has been adjusted to allow for the additional pupil numbers we will receive next year ie EYFS NOR 20 Sept 2022
- Governor queried about the significant staff absence which the school has to manage at present, both financially and the impact on existing staff workload? GC confirmed that school not allocated all SEND sickness cover reimbursement, as most SEND work carried out by HT to date but now using cover to release staff members to support with case-by-case paper work. GC confirmed another staff member positive covid case reported today, school expecting to see full impact of this wave as we move forward to the next couple of weeks. Reminder SMF 3rd day cover for teachers and 5th day cover for support staff.
- Please see staffing report circulated prior to meeting for personnel updates. HR understand our staffing issues leading into the summer term and recognise the importance of holding onto good teaching staff for 7th class from Sept 2022

Thanks to SY for producing report

All agreed month 9 report.

SFVS

Does the school review its staffing structure regularly to ensure it is the best structure to meet the needs of the school whilst maintaining financial integrity?

The staffing structure is considered as part of the budget process. Various staffing scenarios are presented if appropriate. The staffing structure is agreed as part of the budget process.

Evidence GB4 minutes



Has the use of professional independent advice informed part of the pay decision process in relation to the head teacher and is it tightly correlated to strong educational outcomes and sound financial management?

The Head Teacher Performance Management process is extremely thorough; members of the Performance Management Sub Committee (PMC) have received performance management training to ensure there is robust challenge and support. The school purchases external support from a School Improvement Partner (SIP), Judith Barrett who challenges the Head teacher on staffing and financial decisions. The SIP assists the PMC with setting HT targets which link in with the SDP. The PMC report to the Pay Committee who agree HT pay increments.

The Headteacher presents pay recommendations for teachers to the Pay Committee for approval/non-approval.

Teacher Appraisal policy is adopted annually at GB1.

Progress from the teacher Main Pay Scale to the teacher Upper Pay Scale has an agreed 2-year process.

Evidence – Full Board, Pay Committee and Performance Management Committee minutes

Has the school published on its website the number of employees (if any) whose gross salary exceeded £100k?

This is not applicable to St Bartholomew's School but the school is aware of the requirement.

Does the school benchmark the size of its senior leadership team annually against that of similar schools?

Annual benchmarking exercise carried out during the Spring term with an appropriate group of schools, adjusting for the fact that we are a First school as opposed to Primary. All Board members are provided with access details to the benchmarking website. Bench marking is discussed and evidenced at GB meeting

Bench marking will be challenging as we move forward with the transition to Primary as we will only have Years EYFS to Yr 5 for one year board agreed there should be no come back on this as this is the stage we are in

All agreed

Staffing update 20.01.22 – circulated prior to meeting

Area Restructure

- Budget still not agreed by LA. SBM and HT still being asked for more information about overspend
- HLTA and part time teacher have still not had contracts issued as funding not agreed. However, HT is going to go ahead with the two part time teachers' contracts as we know we must have 7 teachers for next year
- Until budget has been agreed, we don't know that we can keep the teacher currently on maternity (covered by intervention teacher). Both their contracts will otherwise cease and start again in September 2022 (This will be discussed in line with month 9 report – see Budget 2022/23)
- Budget planning meetings with the finance officer are in the diary to finalise plans
- There has been no expression of interest for the Catering Assistant Post. The HT has contacted HR. We are able to offer to the fixed-term post holders after all the Area Restructure interviews have taken place

Reviews

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- During MDSA reviews, 2 MDSAs requested First Aid training. The SBM offered both staff two separate options, including one in the town. Both staff members declined both training options as they did not want to give a whole day which is what the training requires. Therefore, once we are out of bubbles, staffing will be reorganised to ensure that First Aiders are well spread out
- The SBM is exploring whole support staff training for next academic year to bring everyone back in line again. The HT is looking at this for TEAM TEACH as well

General updates

- A costed plan has been agreed for a child with an EHC in Year 3. After mediation, the LA have agreed a place at Special School for the child in September 2022. The school have advertised and recruited a TA/1:1 for the spring and summer term as part of the costed plan
- The SENDco has been off sick since the end of November. We were expecting her return on the 24th January. However, we have now had a formal resignation with a leaving date of the 30th April 2022. It looks likely that the post holder will not return in a full capacity prior to the that date. The absence is being covered by the HT with some admin support through KIT days from the staff member who previously covered the SENDco's maternity leave. Supply cover has been used to release staff members from class to update paperwork. The HT has asked for support from the SEND advisory teacher and the Educational Psychologist about how best to cover the role and continue the same level of provision for our children
- HR initially suggested that the SENDco job would need to be offered to the wider schools as a teacher 'at risk' of voluntary redundancy might like to be trained into the role. The HT is extremely concerned that after this period of time without a SENDco and the level of need in our school, this is not an appropriate course of action. This has been taken back to HR
- HR have now given the go ahead for school to advertise externally and also look at internal expertise that could be utilised. GC started discussions and if appropriate will liaise with HR.

Budget 2022/23

- In the meantime, the SENDco role will need covering, especially as we are unlikely to secure a post holder prior to September 2022. We have budgeted for the intervention teacher to continue in the summer term however this has not yet been agreed by the LA. Looking at month 9 report we could ring fence the BUF 3 covid funding and SWSM sickness insurance reimbursement to secure this contract. This will enable us to continue the interventions but if further SENDCo cover or buying in additional SEND services is required this contract can also support teacher cover to release them from class, and this will spread the workload and ensure children's needs are met

Wellbeing days

- These are now all booked in or have been completed. We are on track to have delivered these by the 31st March 2022

Additional notes discussed at meeting

- HR have now given the go ahead for school to advertise externally and also look at internal expertise that could be utilised. GC started discussions and if appropriate will liaise with HR.
- GC currently looking at ways to manage the workload for the Spring term. RH has emailed contacts for advice but no replies to date. There is a SSE package for new SENDCo's but this will not impact on workload so not appropriate. Current situation is not sustainable, GC has full board support. There is a willingness from County to support

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| | <p>our school in this situation but finding the 'person' with the knowledge to actually carry out this role is proving a challenge.</p> <p>No further questions raised</p> <p>Unofficial Fund Agreed by all present. SY confirmed return had been sent to LA by the deadline</p> |
| 5. | <p>Review Autumn Term Data and Lead reports All reports circulated prior to meeting – questions raised:</p> <p>Autumn Term Data</p> <p>The majority of Year 3 SEND children appear to be BARE - is this expected and how many do you hope to have at GLD or AARE for reading, writing and maths at the end of the year? How will you achieve this?</p> <p>On average, the SEND children in Y3 are 4 points behind ARE. This means to reach ARE by the end of the academic year, 6 points of progress would need to be made. Therefore, it is highly unlikely that the majority of SEND children in Y3 will achieve this. One child with an EHCP for SEMH needs is currently making accelerated progress and it is hoped he will be ARE by the end of the year in all subjects. This is being achieved through small group and 1-to-1 adult support in all lessons. All SEND children are targeted in class with small group support in core subject lessons to maximise progress to close the gap as much as possible.</p> <p>All Year 4 SEND children are BARE - is this expected and how many would you hope to have at GLD or AARE for reading, writing and maths at the end of the year? How will you achieve this?</p> <p>The 4 SEND children in Year 4 are significantly below ARE and it is unrealistic to expect any to reach expected level by the end of this year. On average, these children are 5 points below ARE which would require 7 points progress between now and the end of Summer Term. However, a great advantage of us becoming a primary school in September means we will now have these children until the end of Year 6. Three of the four children have made accelerated progress in all subjects through targeted small group support led by the class teacher or HLTA. We hope to continue to close the gap for these children over the next two years through Y5 and Y6.</p> <p>In Year 3 and 4 it is notable that there is big difference between the progress of boys and girls. Following the KS2 Leaders work on progress with boys, what has been learnt and is being implemented as a result of that project to improve the outcomes for boys?</p> <p>I recall that Maths used to be an area of the curriculum that boys performed well in. That no longer seems to be the case. Is there any identifiable reason for this?</p> <p>I have put these two questions together as they are on a similar theme. The key message from my research last year was one of equally high expectations for both genders. The Talk 4 Writing scheme is being used for Writing and while the impact of this is not yet fully reflected in data, it is clear from book scrutinies that higher quality writing is being produced as a result as well as an increase in writing stamina. It should also be borne in mind that 7 out of the 9 SEND children in Y3 are boys and this significantly affects the data, which each child represented by almost 3%. In Year 4, there are only 10 boys compared to 25 girls. This means that each boy is represented by 10% in the boys data. So, while the data shows that 30% of Y4 boys are below ARE, this is three children, one of whom has significant SEND needs. The other two boys are only 1 point behind ARE and are targeted to make accelerated progress to ARE by the end of Y4. This would then</p> |

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result in 90% ARE for boys.

EYFS Lead Report – not in school at present, answers to be supplied post meeting

- You identify the 4 double-disadvantaged children in EYFS, how is their progress and what is in place to enable them to flourish and reach their potential?
- You identify that listening, attention and understanding and Literacy are the weakest areas - what is in place to address this?
- 38% of girls are on track for GLD, unusually, this is lower than the boys - how are you addressing this?
- Could you explain what the word wall is and is this something that is, or could be used across the school?

KS1 Lead Report

How many double-disadvantaged children are there in Year 1 and Year 2? How is there progress and what is in place to enable them to flourish and reach their potential?

Year 1

There are currently no children who are double disadvantaged in Year 1.

Year 2

There are currently 2 children who are double disadvantaged in Year 2. Both children are working significantly below ARE in all areas of learning with significant barriers to learning such as; developmental delay with one child and severe speech and language difficulties with the other child.

We are currently working with one child around their positive mindset towards learning, whilst raising their self-esteem. Both children have specific bespoke English lessons daily around phonics and strengthening these skills.

Both children have COVID catch up intervention with Kate Spurway which is specific to the gaps that need to be filled with each child. We are also implementing the directed suggestions of an advisory SEN teacher; assessments of working memory, Phonological Awareness whilst exploring a Dyslexia Profile.

In Year 2, 1 child seems to have regressed from ARE to BARE in writing - is there a reason for this?

1 child has left in Year 2; this means the number in the cohort has change; and has affected the percentages which will make it appear that there had been a regression. No child in Year 2, who were previously ARE or GD have stagnated or dropped.

It is notable that Year 2 reading and writing targets look to be a long way off being achieved. What are the key things taking place to enable more children to reach GLD and AARE?

I feel it is also important to highlight this cohort of children have never had a normal year of school, this as you can imagine has had a significant impact on their learning and wellbeing. As a school, we have fully embraced that supporting the children with their mental health and wellbeing is pivotal. An example of this; half of the year 2 cohort is having yoga every Monday morning. In the two weeks that we have attended this, taking part alongside the children. I have noticed a difference in posture and stance, when sitting on the carpet and chairs in the class room. So while the impact of this might not be visible in data, it is clear from the reduced number of important incidents in our behaviour books that the children are making

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excellent progress in their learning behaviours. I fully expect this to positively impact on the attainment data.

It has also reinforced the children's connections with the staff. Children that find it tricky such as the double disadvantaged children, which is highlighted above. Alongside our child that has a bespoke tailored education, was able to fully engage in the session. I will continue to observe the links over this half term.

We have also had to spend time to go over things that should have been taught in Year 1 so effectively back filling in order to be able to deliver Year 2 curriculum. These children have continually had to catch up since starting school due to the pandemic.

The targets for Year 2 are below what we would usually have at this time of year. We are continuing to deliver phonics and spelling twice a day. Guided Reading is also tailored to support this as it implements phonics, suffixes, common exception words and vocabulary.

This is also then fed through the English, children are then held to account for this and it is also reflected in the marking.

Looking forward, the children will need to have targeted sessions to support accessing the SATs papers as a taught session. To have more opportunities to write which has been adapted across the foundation subjects.

KS2 Lead Report

In Year 3, across all areas, since the summer data, there are less children at ARE and AARE - what are the reasons for this and what is being done to improve this? (Some explanations are in the report, but I don't think the drop from AARE to ARE has been explained).

Are all three classes now ensuring regular use of the planned reasoning and problem-solving activities in maths, as identified by the book scrutinies in the Autumn term?

Historically across the school, we have had strong AARE data and staff have shown an adept ability to move children from ARE to AARE. A key focus for us now is to move children from BARE to ARE. This has led to changes in our planning. Firstly, Talk 4 Writing to provide strong example structures to the children's written work by emulating existing texts. Secondly, a new Guided Reading system which focuses on question type and explicitly teaching the skills needed to answer these. Also in Maths, a new medium-term plan which sequences units to ensure smooth transition between different areas learned and better enables children to build on skills. Also, in all core subjects, staff have been very focused during lessons on supporting those groups of children just below ARE. As a result, there has been less emphasis on children working at AARE. In addition to this, it was clear from book scrutiny that there had been fewer opportunities for children working at AARE to demonstrate their abilities, for example in writing due to following a set structure and example text. For this term, both English and Maths planning have explicit opportunities for AARE children to demonstrate their deeper understanding and challenging learning objectives for more able writers. This is a focus for the next book scrutiny on January 27th.

Discussions during meeting:

GC/SY looked at PE grant and commented positively on yoga provision. School looking at doubling up or an additional session for groups of pupils

Thanks to all the leads for time with answering questions

Good answers to help understand the statistics

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| | <p>Both leads stated how helpful it was to go through the questions to help look at wider picture and useful process</p> <p>GC- informed members that due to the high amount of staff absence being covered internally, there has been no speech and language interventions or intervention teacher work which will have a knock on impact.</p> |
| 6. | <p>Safeguarding including online safety</p> <p>All staff and governors sent January Safeguarding update with a focus on Online Safety and GDPR</p> <p>Attached documents:</p> <ul style="list-style-type: none"> • Cybercrime Staff Factsheet • Incident Flowchart for online safety concerns • Social Media guide for teachers and support staff • Teachers and technology checklist <p>The Next LA DSL briefing is next week Monday or Thursday. The Safeguarding governor has been sent the links to both meetings. The DSL will attend on the Thursday.</p> <p>The HT/Data Protection Lead will be attending the Data Protection update meeting on the afternoon of the 20.01.22</p> <p>Behaviour logs are being scrutinised by SLT on 24.01.22</p> <p>The HT/DSL is attending Day 2 of the Senior Mental Health Lead training on 25.01.22</p> <p>The School Council will be acting as the wellbeing group + The Spirituality Leader and Online Safety/PCShe Leader. The PE leader will be invited as will the parent governors. The meeting will focus on online safety as well. This will be on the 4th February at 3:15pm</p> <p>Risk Assessments for the Year 4 Kilve Residential are starting to be completed</p> <p>The online safety leader is attending a workshop to update the 360 safe online on the 2.02.22</p> <p>The next safeguarding SLT meeting is on the 7.02.22</p> <p>The new ELSA starts training on 17.02.22 then 28.03.22</p> <p>There are two families who are undertaking Children and Families Assessments currently</p> <p>The school will be hosting TINK (Tuning Into Kids) parenting course again after half term in the nurture room on Wednesday afternoons</p> <p>Safeguarding Questions</p> <p>My Concern archives query – with many schools using My Concern, this must be a common issue that has arisen across the country, do we know if consistent advice is being given to schools on how they store and approach data?</p> |

Cheryl Govier

The LA (Local Authority) Data Protection Officer has given us this advice and most schools use this service so that advice would be consistent. I do not know any other DSLs/HTs who have raised this issue. It was a concern of mine knowing that we are responsible for handing on all safeguarding records within 2 weeks. This advice and the record of it has clarified the situation.

PLEASE ALSO SEE SAFEGUARDING UPDATE for agenda in the Safeguarding folder

Single Central Record SCR

GC checked SCR today all compliant except one outstanding ongoing issue with processing a governor DBS

Discussions:

- Are we up to date on governor safeguarding visits – GC to check
- Annual safeguarding Audit – Governor enquired if GC needs support from board – GC confirmed on track but one outstanding element around safer recruitment – currently only GC/CG/SY have this training, should we get more governors trained? Yes, as such a small board helpful for most members to have an awareness of this. Raised about being good for staff governor to be trained but TC only covering for one year so hold off? TBC
- How long does the training certificate last –SY to check on sims
- DSL team extremely efficient – paperwork and attending TAF meeting.

7.

Fundraising Opportunities

SLT have held discussion – what are we fund raising for to end of academic year:

- Compassion UK – direct debit cost to be met from ‘out of uniform days’ at end of each half term.
- Drumming Workshop -to enable all pupils to attend workshop. School will invite parents/carers in at end of day for performance. HLTA music lead has set this up, very grateful to her for this work

How are we fund raising:

- Compassion UK – direct debit cost to be met from ‘out of uniform days’ at end of each half term.
- Easter decoration to sell to parents/carers
- Possibilities for film night and cake sale – guided by covid rules and regulations
- Ice Cream day – very kind of parent to organise this for us
- Clothing bank – easy to operate monthly DD into unofficial fund
- Preloved uniform sales – difficult to hold sales in school but being operated via school staff and parent pay on request.
- School received anonymous donation from member of public and a separate donation from a staff member to support vulnerable families at Christmas

Discussion points:

Keep it easy, mindful of staff workload.

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| | <p>RH to investigate tea towel portrait drawing fundraising idea 100 club (GB2) – CG to ask JM to move forward with this project, if not SB will pick up SY to investigate if we can have an open donation facility on parent pay for families to use as and when Keep Board updated on ideas and include in emails. Board would like to be involved to offer support. Action SY to make fundraising regular agenda item</p> |
| 8. | <p>Christian ETHOS and SIAMS GC and CG gave following update:</p> <ul style="list-style-type: none"> • New Referend, CJ Davis, instituted last Thursday– GC attended and represented the school at this service. • GC has communicated with a follow up email –JC Davis is keen to work in partnership with us – GC asked about governors and made him aware that 3 school without ex officio representation. The new referend has 2 roles until November so spread thinly for some time but happy to have conversations with Christine Newman and Pippa Smith, Church Wardens, about how he could encourage church community to support schools. • JC Davis to hold virtual CW next week. Positive about our schools, he was quick to contact us and prioritising partnerships with schools. GC explained we have SIAMS due. • CG – SIAMS inspections paused until end of January – Ofsted continue • Raft of schools are being contacted by Ofsted at present • Visit booked with GC/JC by CG later this term <p>No further questions raised</p> |
| 9. | <p>H & S Questions raised prior to meeting: Are any of the recommendations in the energy report feasible or worth looking into as part of the buildings improvements in the restructure? Is there a budget for minor improvement works that we can access as part of the overall restructure process? If money becomes available as part of restructure to support recommendations from our energy report we have been advised by our building surveyor's that the primary order of works for progressing towards a more energy efficient school is as follows:</p> <ul style="list-style-type: none"> • Insulation – I have raised this with Rob Paton, school LA building surveyor to request we are considered for capital funding next year as this is high on the recommendation list - potential project for restructure • Window replacement – School has applied and had approved capital funding from LA to replace all windows this year - area for improvement will be met once actioned • Lighting – The school had signed up for a project with SALIX but this has now been stopped by government – Mark Jacob from LA is looking into alternative sustainability funding projects to support us moving to Led lighting across the school site – high on recommendation list - potential project for restructure |

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| | <ul style="list-style-type: none"> • Heating – school has new boiler, water heaters, electrical power circuit and fire alarm panel - therefore we meet all criteria for this area • Solar Panels – advised not to proceed with panels until all above areas are met as this will impact on grant opportunities for school to apply for. Potential project for restructure • Battery storage – final project <p>It would also be interesting to look at the possibility of installing suspended ceilings or fans to help limit heat loss as identified in the report.</p> <p>I am not sure until budgets are agreed if there will be a budget for minor improvements that we will be able to access as part of the restructure, but we could investigate using some DFCG for items like motion sensors and energy monitors in classrooms.</p> <p>MB opening nursery advertising door to door Gap in the market for this as no service in crewkerne – not a surprise but</p> <p>SB gave following update at meeting:</p> <ul style="list-style-type: none"> • H & S and Fire R/A meeting scheduled for Friday 21/01/2022 with Education Safely, SB and SY rearranged for 11/02/2022 due to Covid peak in school. • SB carried out external site walk, impressed with fencing and site maintenance • New fencing in carparks excellent, should prevent the H & S mud issues in both carparks <p>School update at meeting:</p> <ul style="list-style-type: none"> • Problem at present that some person is flinging full bags of dog poo into the EYFS playground and staff car park – one bag each day – there is a dog poo bin at bottom of path – could this be the issue- one per day at start of school – difficult to know what to do GC to contact PCSO <p>Maiden Beech School opening a nursery - advertising door to door.</p> |
| 10. | <p>Policies</p> <p>H & S – model policy adapted for our site Governor Allowances – part of finance policy Medical Needs – revisited in some detail as significant medical needs in school for some children, lot of changes for staff Staff Absence Policy – LA policy Children Looked After - updated EYFS Policy – JC prepared concise document to overview</p> <p>Above policies all agreed by members present Action SY – Polices to be prepared for uploading to school website</p> |
| 11. | <p>Restructure</p> <p>Restructure – Questions prior to meeting:</p> <p>What are the next agreed steps for the Crewkerne Area schools in relation to possibly joining a MAT?</p> |

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For now, schools are investigating the MATs to the level they feel appropriate after the RSC update – we are still intending to visit all three as this is good professional development regardless.

Are we still committed to 'all going together' or could we move forward independently?

We could go forward independently and all schools have acknowledged this. However, there is commitment from the group to try and do this together. The RSC (Regional School Commissioner) have also suggested that it would be better to do this as a group and it makes us a more attractive option. We have not yet all done the visits and been to the next meeting to be at a point to consider this yet

Points raised and shared:

- PAN Change will impact on Class structure – GC working on this with 4 year rolling programme
- September 2022 EYFS – admissions received 19 first place; 20 second; 18 third
- First admissions meeting scheduled for February 2022 – surprised if not allocated 20

Feedback from MAT visit

- Unable to visit due to covid–re-booked BW and Richard Huish and will reorganise QET
- Restructure email – RSC have updated HT acting on our behalf – 2 MATs in Devon –
- SW Devon – difficult to visit – 5 schools in MAT none in our area – difficult to make sense why this MAT being pushed by RSC – CG will follow up
- Need to take drive in to consideration particularly the summer roads
- CG will ask why this is being pushed – geography does not work for us
- Suggestion is now for schools to look nationally at trusts – distance???
- Still questions to be asked of the MATS we have looked at

Next Steps:

Board agreed that realistically we do not have capacity to join MAT at present – propose Sept 2023, discussion arose if this would change the RSC decision?

- Board enquired if school entitled to have a conversation with CEO's – Yes they are keen to have conversations with us. However, exploring MATS takes time and impact on GC day to day work load
- Agreed 2023 seems realistic – year settling into primary status
- Arrange extraordinary meeting to discuss MAT presentations - Delay for now until we have answers from RSC

Questions for AH to ask ACE / RSC on our behalf:

1. Why did the RSC choose those trusts for us in particular? What is it about our values they think aligns us with them or would they suit us?
2. Why such a small trust so far away This was a concern with Priory.
3. If our joining date were 2023 would the RSC have a different view about any of the trusts we are currently exploring? Would they suggest any others?

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| | <p>4. Have either of those trusts looked at all the issues involved in our group of schools? Do they know that they are being suggested to us?</p> <p>5. Can either take financial capacity of Wadham</p> <p>Update either GB3 or via email before this.</p> |
| 12. | <p>Chair and Clerks Briefing Update</p> <p>Clerk attended briefing session on Tuesday 18th January – information has now been uploaded to SharePoint.</p> <p>There appears to be ongoing difficulty across the county with governor recruitment, when I asked other clerks about this, like us, they had also signed up to the external agencies that we have been signposted to by GS but with little success.</p> <p>Chair unable to attend last meeting – Action SY to request update material from GS</p> |
| 13. | <p>Training and Governor Recruitment</p> <p>Training Update and training opportunities:</p> <p>Induction training for new governors will be organised via GS</p> <p>08/03/2020 - preparing for Ofsted</p> <p>15/03/2022 - Being Strategic</p> <p>23/05/2022 - Being Strategic</p> <p>Policies role of board – 10/02/22 and 04/05/22</p> <p>Please contact SY to book or to confirm you have booked courses</p> <p>RH – safer recruitment - SY to book</p> <p>TC - Ofsted</p> <p>Feedback on training courses</p> <p>None for this meeting</p> <p>Governor Vacancies</p> <p>New reverend to support school with ex-officio vacancy</p> <p>No luck with parent governor vacancy to date</p> <p>SY in contact with volunteer who works for SCC who has expressed an interest in joining our board as LA Governor – SY to keep Board updated</p> |
| 14. | <p>Feedback from this meeting</p> <p>Very good meeting</p> <p>Effective working ways to streamline meeting</p> |
| 15. | <p>Date, Time and Venue of next meeting</p> <p>24/03/2022 budget meeting 5.00 to 7.00pm</p> <p>31/03/2022 GB4 9.15 – 11.00am</p> |

Cheyl Govier

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| 16. | Next Meeting Focus – see yearly planner |
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All members expressed huge thanks to CG for her support to the school,

Meeting Closed at 6.30

Actions

| Action detail | Member | Completion date | Completed Y/N |
|-----------------------------------------------------|--------------------------|-----------------|---------------|
| Sign minutes | Chair | Feb 2022 | |
| Return business interest forms | All | By GB3 | |
| Safeguarding checks | GC/SY | GB3 | |
| Fundraising Tea towel | RH | GB3 | |
| Parent Pay donation tab | SY | GB3 | |
| 100 Club | CG/JM | GB3 | |
| Agenda item | SY | GB3 | |
| H&S Contact PCSO re dog mess | GC | GB3 | |
| MAT Questions to AH MAT investigations | GC/CG GC/CG | GB3 | |
| Information from Chairs briefing | SY | ASAP | |
| Book training Request training | SY All as appropriate | ASAP | |

Cheryl Govier

Signed by Chair of Governors _____

Date 31/03/2022