

St Bartholomew's Church of England Primary School
Governing Body
Minutes of GB6A held on Tuesday 4th July 5.00pm via TEAMS

Present: Cheryl Govier (Chair/Foundation Governor), Tammy Court (Staff Governor), Gemma Coward (Headteacher), Stephen Gray (Foundation Governor) Melissa Diment (Parent Governor)

Also Present: Emma Harwood (Clerk)

Agenda Item	Detail
1.	<p>Apologies for Absence and acceptance or non-acceptance</p> <p>Steve Briggs (Vice Chair) apologies accepted by the board, Tammy Court (Staff Governor) apologies, running late, will arrive shortly.</p>
2.	<p>Declarations of interest</p> <p>No new declarations declared</p>
3.	<p>Procedural Matter</p> <p>Minutes from last meeting GB5 – No comments, agreed CG to sign, EH to upload agreed minutes to website.</p> <p>Actions from GB5</p> <p>EH – To complete rolling policies programme by half term – completed in part, meeting with GC to go through and finalise needed, due to SIAMS inspection, arranged meeting paused and needs to be re-arranged.</p> <p>CG meeting with SENDCo and monitoring - completed</p> <p>MD – Has completed Website compliance checklist - completed</p>
3.	<p>Headteacher's Report, including data</p> <p>Governors Questions</p> <p>Will we be completing a pupil survey? Should we consider doing this at a different time of year if workload at this point makes this challenging? If so, when?</p> <p><i>We will be. Unfortunately, that piece of work was pushed back due an unexpected SEND issue that took a significant amount of time. Next year, we are considering the Spring Term for this.</i></p> <p>Conscious that the HT is undertaking CPD – encouraged and welcomed by the Chair, but also aware that budget is such that we can't offer to fund CPD in a way that seems fair or right. Are there CPD opportunities that other staff would like? Have we asked or given them ideas of what that might be? How might we ensure we give them opportunities for personal and professional growth?</p> <p><i>There has been a considerable amount of CPD this year. All teachers were offered NPQ opportunities; one has taken this up. One SLT has shared the wish to do a Masters in Relationships and Behaviour. They have taken on one of the pastoral roles next year.</i></p> <p><i>One SLT member has accessed coaching and has regular CPD through the English Hub</i></p>

Signed Chair of Governors

Cheryl Govier

..... Date.....09/10/2023.....

The maths lead has had termly CPD
 The Art and D&T leader has been on several subject leader courses
 The Science lead has been on a 5-day subject leader course
 The RE and RSHE lead have accessed diocesan training around becoming an Eco School
 The TAs and MDSAs have had training via the Educational Psychologist
 Three of the DSL team have had Advanced Safeguarding training this year
 One TA has been offered a bespoke package next year to support them in aspiring to teaching

Do we have an indication of what is still required and what is coming in relation to due diligence from QET? Will we require any support from LA finance staff, if so, will this be an issue? How can we be sure the LA don't hold us up on this area of work?

We still must provide an asset audit. I got a quote for this of £900 linked to our IT. Instead, I have asked the Caretaker to take this on as an additional paid piece of work.

I have purchased another 10 hours Business Manager hours. There is an outstanding question around the Efficiency Grant and how and when this needs to be spent. I am currently in dialogue with the LA to get advice.

[Condition grants spend guidance \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/publications/condition-grants-spend-guidance) £13,410.20

[Energy efficiency: guidance for the school and further education college estate - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/energy-efficiency-guidance-for-the-school-and-further-education-college-estate)

















QET needed more information around the 3-year forecast for the budget. I have asked our Finance Officer to do this and saved the budget for you in the Finance folder which will move to GB6b to consider. This has been emailed to Richard Hanks

We need to provide bank details and information to the solicitor but can't action this until we receive the information from Tracy Lee at QET

There has been an obvious increase in the number of staff being absent. What are the common themes/reasons why?

Long Covid, Mental Health, low level recurring illnesses. This is most common within the non-teaching support staff group.

Intrigued by the below... all our averages are lower than similar, LA and national – do we know why?

	Average Teacher Salary		Pupil Teacher Ratio (PTR)		FTE Teaching Assistants		FTE Teachers	
You		£37,513		19.8		7.2		8.6
Similar		£37,729		21.1		9.1		14.2
LA		£37,381		20.1		8.5		14.1
National		£40,662		17.7		10.4		13.0

N.B. Benchmarking data is taken from the latest the 'school workforce return' update (2019/20)

How has the SENDCo handover been?

A full handover took place between the staff. There is considerable adjustment to not having the SENDCo on site and able to support with issues. More workload has fallen to the Headteacher and SLT have been out of class more again. In September the full time HLTA will be in post to cover some of this.

Cheryl Govier

Signed Chair of Governors

..... Date.....09/10/2023.....

How has the new leadership structure been received? How did you decide who would take which role?

The structure has been received well. The staff member undertaking the NPQ is leading on curriculum as this links and supports their work. Having a firm understanding of the curriculum to Year 6 will also support all subject leads.

The staff member wishing to pursue work with Behaviour management has taken this role along with the other SLT member.

How have things been since the SBM left? Things that have gone well and biggest challenge?

The new Office Manager has taken to their new role and is flourishing. They have attended SBM meetings and the conference and are networking confidently.

The caretaker has also stepped up brilliantly to manage the site.

The biggest challenge is missing the knowledge of the budget and overview of the whole system.

There was a recent understanding of an Efficiency Grant for Schools that the Headteacher is following up with the LA to get a full understanding of the parameters and when and how this can be spent.

How will this be impacted with the likely later date for joining QET?

Working without a SBM does put more workload onto the Headteacher. The day to day jobs are done but a lot of the questions and investigations come back to the Headteacher whereas previously the SBM would have done that work. This will continue until the transfer date and possibly beyond.

Are the race/hate incidents consistent with those experienced in local schools/in Somerset? How have we sought to work with those children/families? Is there any learning we can take from elsewhere?

We have linked with RAISE and the headteacher has the support of all the local schools to work on a joint project.

1:1 work has been completed with children around Racism linked to our Christian values and British Values. The curriculum links have also been shared. This has all been shared with parents and carers Agencies involved with families have also been updated

Martha who works in Somerset for 'Stand Against Racism & Inequality' (SARI) and is able to offer some funded support. A meeting to develop some ideas for a project for Black History Month in October has been organised.

What do you think the reasons are for the disappointing multiplications check outcome?

While significant progress was made during our weekly focused times table session for Year 4 with the majority of children completing their 2, 3, 4, 5, 6, 7, 8 and 9 times tables, only around a third of the group completed all 12 multiplication tables. Weekly challenges were set for them to practise at home to consolidate knowledge and learn new tables but this was not consistently engaged with by parents, despite rewards for children to complete a times table. Two parent workshops were held but these were poorly attended. Much of the group's progress was made in the last six weeks before the check and this did not allow sufficient time to practise and consolidate their knowledge. From September, the times table weekly session will commence straight away, rather than begin in January, to allow for these skills to be developed earlier to give sufficient time to consolidate later in the year.

Do any of the safeguarding/educational transference of information involve Cross County liaison. If so, is that process satisfactory to the needs of the child/family and to St Barts.

No, none of the information is cross county. The DSL has attended all meetings relevant to other agencies

Is it possible to have a comparison of the year 2 data from this years current year 5?

I would like to see the pupil progress of that cohort as they prepare to enter into year 6 and in preparation for their SATS.

Please see the data breakdown provided in this file. This cohort were the Year 3 impacted by the COVID lockdown starting in March 2020.

Cheryl Govier

Signed Chair of Governors

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Ofsted inspections at a previous school were concerned with the pupil progress from KS1 to KS2 when doing a deep dive into the data.

Pupil Tutoring Grant. The accelerated steps 3+ progress data across the subjects in the data breakdown seems to have little improvement. Was that an expected outcome from the cohort of children who were receiving the tutoring?

The children identified for this support were those at risk of not making ARE and those whose progress is slower. It is helpful to look at the end of year data as much of this learning has impacted by the end of the year.

Year 1 was not included due to the complexity of the data from EYFS to Year 1 (different frameworks) but the 84% meeting the screen shows the impact.

Having said that, we will not be continuing with the PTG due to the cost impact on the school and the outcomes to not meet the cost.

GC refers to a question asked by governor in relation to the progress made by year 5 from KS1. These were the children that hit the first lockdown, GC explained that when you look at the data and in particular the baseline of 37% that they had in their writing to where they are now, you can see the journey they have been on.

GC confirms that they are already looking at the targets for year 6. GC confirms the KS2 lead went to a meeting where a CISP group are working with the LA on the year 6. GC confirms that it was very reassuring to know that most of the actions that came from that meeting the KS2 lead has already actioned or is in the process of actioning them.

GC wants to highlight to governors that staff have worked really hard to bring back the morale, especially after a huge dip in November/December time, she confirms that there is a real change of feeling in the school and morale has risen, however we have recently faced another set of challenges and staff are becoming very tired. GC wants to recognise how well the team have done, which you can see in the data outcomes.

TC joins meeting at 17.13pm

CG was encouraged by the accelerated progress made this term.

GC confirms that we have submitted all the Census for the year.

4. Key Stage Lead Reports

EYFS report

Governors' Questions

Is writing commonly one of the weakest areas for other local schools and schools in the county? With all other areas being 80% +, it looks more obviously our weakest area. Are there any commonly known reasons why this is the case?

I am sorry I do not know how this compares with other schools in terms of writing.

Reasons for children not getting the ELG are mainly resilience to write independently, application of phonics, letter formation.

What are 2 key things for celebration in EYFS across this academic year?

One child with high needs ran the running race with their team mates! Happy tears all round!

Children being able to talk about their learning and why they are doing things in the class.

Cheryl Govier

Signed Chair of Governors

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In addition to high needs, what has been the biggest challenge in EYFS?

Sourcing high quality resources cheaply or for free! The outdoor learning space is very vast and needs to be resourced well. This of course takes time and money. In order for this to be set up to a high standard I have to plan my EYFS team out of class to clear the provision and set it up. Typically this takes a day to do to a high standard. I will plan the activities and source resources and my team will set it up and further enhance using what they know about the children.

Many of the resources we find on freecycle or on marketplace or often items are sourced from Amazon (for example) out of our own pockets (no one has asked us to do this, however our budget will not stretch to what is needed).

KS1 report

Governors' Questions

In year 1, there has been some significant movement from BARE to ARE and ARE to AARE as the year has progressed. What has been key to this progress that can be used to inform practice next year?

This is due to using consistency. The consistency has been embedded through, phonics, guided reading and English. The children have a clear scaffold of what is expected of them, and they understand the structure and the scaffold of the learning that is delivered. Within Maths that structure is naturally there through the learning of concrete, pictorial and abstract.

The other key aspect is the focus on vocabulary across all subjects. The children know that they will have a vocabulary lesson first and then the learning of the subject area will continue. The children are well equipped and have embraced the structure.

AARE seems high across the board in year 2 – what do you think has been key to this?

The children have a structure that is in place for their learning and have thrived on the systematic approaches to English, Phonics, Guided Reading, Maths and foundation subjects. The children are able to talk about Grammar rules and give examples. This has also dripped down to supporting their peers too.

The Secret Agent SATs training played a pivotal role, as it helped the children to have lots of children to experience the papers. The children when taking SATs were calm and all engaged well. It was clear that the children's knowledge of vocabulary was a high area within the paper.

What are 2 key things for celebration in KS1 across this academic year?

The success of the children's ability of apply phonics to their reading which has enabled both year groups to make amazing progress.

English has also been another key success as the children have responded well to the I'm a Clever Writer approach and have strong foundations to transition to their next Year groups. Handwriting is a massive element of I'm a clever writer. We have a stronger cohort of children who can position descenders and most of Year 2 is joining.

In addition to high needs, what has been the biggest challenge in KS1?

Staffing across the Key stage has been tricky at various points due to sickness and having to support other member of staff which has added to the teaching workload.

A couple members of staff are resistant to change and have needed more support.

KS2 report

Governors Questions

Is a pupils writing skills measured across the curriculum or only when doing a specific writing lesson?

Cheryl Govier

Writing skills are measured across the curriculum. However, it has been noted that due to History, Geography and Science schemes of work being purchased, opportunities for writing in these lessons has decreased. This is something that will need to be rectified moving into the next academic year. We have agreed that if we use a scheme, it will be adapted to suit the needs of the children as well as promote the best outcomes.

Is writing commonly one of the weakest areas for other local schools and schools in the county During the year 6 course yesterday, this was a hot topic. Writing has been in decline countrywide since covid and Somerset has been rated as one of the worst performers.

Year 3 writing feels of particular concern, how will this be targeted as the cohort move into year 4?

Opportunities for writing in core subjects will be presented in order to help children practice and apply skills more often. Key stage lead is currently taking part in an oracy course which has been proven to help children's confidence, speaking skills as well as writing application. This has been trialled in Woodpecker during this last half term and will be ready to roll out to the rest of the school in September.

What are 2 key things for celebration in KS2 across this academic year?

There were key suggestions from the year 6 course yesterday, many of these were already in place. The Summer 2 assessments from this term have shown that we are in a strong position for the year 6 SATS next year.

Teamwork - Teaching assistants have said they feel more supported with behaviour needs when approaching SLT. Teachers have listened carefully to constructive feedback and have adapted accordingly to suit the needs of our children.

In addition to high needs, what has been the biggest challenge in KS2?

Behaviour has been an issue in year 3 and 5. The PCSO is working closely with the school and is planning to work with the year 5 children regarding antisocial behaviour, online safety and treating each other with respect. Mini police will be put in place for the next cohort of year 4s.

KS2 lead TC says that whilst there have been challenges in behaviour, particularly in year 3, however the children have noticeably settled, and this is a real positive.

GC agrees with this statement and has also noted an improvement in attitudes and behaviour.

CG thanks the team for keeping up the high standards even though there have been significant challenges.

CG asks GC to talk through the 'mini police' scheme in place for year 4. GC confirms that through a good working relationship established with the PCSO's, they have offered us to be part of the scheme called 'mini police', where the PCSO will come into school and run a club and they work with the next years, year 5 cohort to get the children engaged with the local community. They will get the children to think about how the PCSO's support the community and get them involved in projects in the community. The children will also get to have mini police uniforms. This gets the children engaged in the PCSO service and encouraging them to be citizens so that they understand that they are part of a community, not just in school but in town and wider, and then building on that. GC goes onto to say that one of the priorities of CISP next year is writing across all of our schools, and another will be to create a behaviour charter across all of our schools which has started from our children voice conference we had at the end of last week, and the children came up with what they feel is really valuable to them, being part of the CISP schools and what our shared values are. This will be the starting point for this charter across all the children to look at what behaviour they want to see from one another in the community. This links in with what the PCSO's are doing across our schools as well.

Cheryl Govier

	Governor asks KS2 lead about the attendance when it comes closer to the KS2 SAT exams in May and how it will be communicated to parents about how they should not take their children out from school at this time. KS2 lead confirms that the SAT dates will be given out well in advance.
6.	<p>Subject Lead Reports</p> <p>CG and GC starts by explaining that we would normally look for a PE report, however due to the PE lead being off for most of this year, it has meant that there have been gaps. However, a new PE lead is in place for September. GC confirms that the handover is already in place and the new lead is linked with the CISP PE Co-ordinator. GC received an email from the school games mark lead in the area and said that if we don't resubmit by the end of July, we would lose that accreditation. GC has gone back to explain our current situation, they will try and support us.</p> <p>Governors' Questions</p> <p>Art report</p> <p>Are staff confident in teaching art and do they feel well equipped to do so?</p> <p>Following a PDM carried out most of our staff members feel confident in teaching art to their class. Practical approaches from my previous training were shared with the teachers at this PDM which helped teachers develop their confidence with this. To further develop this confidence, there will be opportunities for practical workshops (ran by myself or an external Art coordinator). This will give teacher's a chance to be more hands on to encourage, stimulate and harness and their own individual creativity. Additionally, we encourage collaboration among the teachers to share best practices and support one another in delivering high-quality art education. This can occur across St Bartholomew's staff but will be enhanced with the collaboration between Art leads in among the QET schools as St Bart's joins the academy.</p> <p>How is art viewed by the children?</p> <p>Art is highly valued by the children in our school. They demonstrate enthusiasm and interest in art activities and projects. Next year, there is a hope to showcase more of the children's artwork around the school to boost their confidence and provide them with a sense of achievement. We also encourage their creativity and self-expression through various art forms, allowing them to explore their individual interests and talents. I hope to collaborate with Mrs Coward to discuss how to collate and evidence these spontaneous moments of individual self-expression from the children.</p> <p>Has the focus on art this year developed it as a subject? If yes, how? What more needs to be done?</p> <p>There have been real forward steps as my confidence as subject lead has increased. With a whole school focus being on embedding vocabulary all art topics and lessons start with a key vocabulary grid that the children will then learn to apply to their creative process. There is now more of a differentiation between year groups moving up the school but I intent to make these clearer in the following academic year. Although I would say I am naturally creative my training involved me understanding the subject progression moving through the school, how art progression looks and how this can be assessed. This is something that will be stronger as I apply what I have been taught to the long-term curriculum in year D (23/24). There are hopes to diversify the media used by the children more with the use of technology and allowing the children to experiment with digital art. There are plans to share with Mrs Coward that involve increasing the children's cultural capital through art and enhancing the community involvement through projects, with the help of new contacts made through the recent networking I have done this year.</p> <p>What opportunities are there for cross-curricular learning, and are these being utilized?</p>



Signed Chair of Governors

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Throughout this year I have made a conscious effort to make Art cross-curricular in my planning. In textiles the children practiced sewing skills through sewing a poppy, they used pastels to portray animals in the rainforest from their Brazil geography topic. The KS1 children made individual segments and parts to a flower with clay to create a sunflower to link with their science topic of plants (these are now displayed outside). This intention will be continued into the following year. While we have been utilizing these opportunities, there is always room for further integration with other subjects and more collaboration with teachers to enhance cross-curricular learning experiences. I endeavoured to begin this following our SIAMS inspection where Art through RE was something that came under a 'next step.' I actioned on this in my planning for the KS2 RE and the children had a lesson on exploring Islamic Mosque architecture and art through mosaic tiles. The children engaged well with this lesson.

Music report

Do you feel well prepared for a music deep dive with Ofsted if it were a subject area chosen? Both music leads feel confident that they have the evidence to explain and discuss the way in which the music curriculum has been developed in response to both close monitoring of the subject in school and also to meet the needs of the Model Music Curriculum. The impact of this has been clearly shown in the clear progression of skills across the school evident from monitoring, the quality of children's comments during and following lessons and from feedback given by the Somerset Music teaching staff, stating the high level of understanding and knowledge of our children.

What are the next key focus areas to continue to develop music as a curriculum area?

Upper KS2 is the main focus area for next year, to ensure that the high standard and progression across the school continues and develops further as our children reach Year 6 and secondary education. We also aim to develop our range of music equipment and will continue to fundraise to expand our range of musical instruments.

Science report

Is science still one of our strong subject areas? How do we know?

From the assessment data science looks strong in terms of subject knowledge. In terms of scientific enquiry, I need to ensure that there are appropriate balanced approaches to scientific enquiry. Pupil voice and confidence to talk about science is strong.

Would we be confident in having an Ofsted deep dive for this subject?

Now that I have attended the science course, I feel in a much better place to talk about science. I have a much greater understanding and will need to continue to develop my leadership at St Barts.

History report

Is history still one of our strong subject areas? How do we know?

How effective was the handover to staff covering these subject areas?

Monitoring carried out this term showed that the key elements of the planning are evident in lessons and books. The History Lead observed that vocabulary was focused on at the start of each unit of work and weaved throughout. The use of chronologies has also been a strength. Handover took place on 14/06/23 between Lucy Edwards, David Woodley and Gemma Coward. Lucy Edwards shared her subject files and the newly developed blueprint. Priorities for the new academic year were shared: review the use of the four substantive key areas (civilisation, empire, invasion and conflict, legacy and achievements) and ensure these are more explicitly discussed and linked to by teachers. Possible activities have been identified to support this.

Cheryl Govier

	<p>GC explains that Science week starts at St Barts next week, where there will be some amazing opportunities for our children next week. Years 4 and 5 have the MOD coming in to run workshops. There is God and the Big Bang workshop as well as the ARK trips.</p> <p>GC explains that the 5 days of training given to our science subject lead this year we are already starting to see the impact through science week, and what will be going into the SDP for next year.</p>
6.	<p>Policies</p> <p>Arson Policy – GC confirms that everything is completed with regards to the audit action plan and has been talked through with QET.</p> <p>Items to note are the food bins that are situated by the fence near the staff carpark, however there is nowhere more suitable for these to go; there is also the shed located by the boiler room, GC confirms when we get funds to buy a new shed, we will be able to rethink the location.</p> <p>Policy approved.</p>
7.	<p>Parent/staff Questionnaire</p> <p>Governor Questions</p> <p>Of the issues raised, where names were supplied, have you managed to resolve or discuss some of those issues? What was the outcome?</p> <p>Yes, one allegation of bullying was investigated and found not to be the case. However, there was an issue that needing action between children. This was actioned and the outcome agreed by both sets of parents.</p> <p>Was it helpful to have the optional inclusion of a name on the questionnaire?</p> <p>Yes, where, it was taken up it was hugely helpful to follow up the concerns in discussion with the parents.</p> <p>In the parental responses regarding bullying there are 13 instances where bullying is marked as an issue.</p> <p>4 instances are recorded in each of the years 2, 3 & 5 and 1 in year 1.</p> <p>Are the SLT aware of these potential occurrences or is this a surprise figure?</p> <p>No, as I stated in the Safeguarding report there are more instances stated in the questionnaire than reported and recorded in school causing us to think that we still have an issue with the understanding and correct use of bullying. This will continue to be an action next year.</p> <p>If the bullying instances alluded to by parents here are recorded - are any of these incidents classed as a racist incident?</p> <p>No, these instances are not linked to racist/ hate.</p> <p>From the parent questionnaire there seems to be a few requests for more sport activities/sport after school clubs across the year groups. Is this something that is being considered?</p> <p>It has been very difficult to run everything this year due to the absence of the PE lead. A new PE lead is in post and is clear on the need to get these opportunities up and running again. It will be key in the SDP</p> <p>From the parent questionnaire, comment regarding large groups gathering on the pavement and location of cars being parked. Have the recent visits by the community support officers had any effect?</p>



Signed Chair of Governors

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	<p>There are still groups that gather, but regular visits from the PCSO have been very helpful and raised the profile. The PCSO is now visiting Happy Valley and some children at home too.</p> <p>GC comments that there is still a huge challenge around the word 'bullying'. GC goes on to say that there have been challenges around behaviour this year and parent recognise that, and when compared to how they felt about bullying this time last year to how they do now, we have definitely had a drop of almost 10%, however the number of bullying cases reported to the school does not match the responses on the questionnaire.</p> <p>There appears to be confusion between behaviour incidents and actual bullying and the difference between the two.</p> <p>GC goes on to say that there is challenge where COVID has had an impact on social and emotional maturity with the children, and this is as much as part of their education as the learning.</p> <p>CG comments on the high response rate of the questionnaires.</p> <p>MD confirms that she feels that FaceBook is the preferred method of communication by parents.</p> <p>SG asks GC if she is happy with the language used for the questionnaire and happy that when the results are returned possible incidences can be matched up with records in school. GC confirms that any bullying comments can be matched up with records in school and bullying cases are analysed.</p> <p>GC confirms that she feels it's helpful using the same language as parent view.</p> <p>GC highlights that the SDP is focussed on behaviour and we have all the evidence on what we are doing to respond to those behaviours.</p> <p>GC also explains that the analysis done of the behaviour logs and incidences and can evidence what has been put in place for those children and the impact that it has had.</p> <p>SG asks how the records are broken down into categories e.g. girls, boys, pupil premium etc.</p> <p>GC explains that it is broken down into classes, and that every child has a behaviour log, so that they can clearly see what issues are happening, how many, when and where. Children with high needs have a daily chart so it can be seen exactly what type of incidences are happening, where and when, so that they can reduce whatever the triggers are for those sorts of behaviours.</p> <p>MD raises the access to the school with regards to parking on the corner of the pavement and highlights the danger in this. GC advises that school reports to PCSOs and advises that parents should do the same.</p> <p>GC felt the staff questionnaire resulted in constructive comments and found it helpful to work with.</p> <p>Pupil Voice to be completed later this term.</p>
8.	Safeguarding and Online Safety

	<p>Governors' Questions</p> <p>Do all staff feel as equipped as possible for the summer court case? Can we in recognise staff giving up their time attending this in their summer break?</p> <p>This has caused considerable strain for some, and support has been signposted too. We can certainly offer for a day to be covered or make it a paid day, where appropriate. I am sure this would be appreciated.</p> <p>There appear to be several parents asking for term time leave – for what reasons?</p> <p>All have been to request time for holidays aside from;</p> <p>1 request to travel linked to a football tournament opportunity – agreed</p> <p>1 request to take part in UK championships for motor cross – agreed</p> <p>How many go ahead and take it anyway, despite being told no.</p> <p>All requests for holidays that have been denied have been taken anyway. There is a rise in understanding that if a child has 9 sessions out then the family don't meet the criteria for a fine.</p> <p>SCR has been checked; GC confirms that QET were also going to check this closer to when the transfer takes place.</p> <p>Action: Governor to check SCR at the beginning of September.</p> <p>GC also reminds governors of the safeguarding training that will take place on the 5th September in the morning.</p> <p>TC updates on 360 online safety. We are well on track to achieve this again. TC confirms that the online safety champions will be run by another member of staff. TC goes on to say that the guides that she used to share are no longer free and feels that it would be worthwhile paying for these.</p>
9.	<p>Christian Distinctiveness</p> <p>CG recognises that the SIAMS inspection was a success and there is a lot to celebrate. CG passes on gratitude to the staff for all their hard work on this.</p> <p>GC goes onto thank Chair for all of her support in this journey in creating our vision and seeing it through to the inspection. GC is proud that parents/governors/staff feel that the vision is at the centre of everything we do here at St Barts.</p> <p>CG talks about the new SIAMS framework and that staff should attend new SIAMS training. GC confirms that actions are already being fed into the SDP, throughout Art, and worship.</p>
10.	<p>Chairs and Clerks Briefing Update</p> <p>EH advises that the guidance with regards to exclusions is being updated in September, and that board members should attend the most up to date training. EH confirms that she will keep looking at SSE for new training opportunities and advise the board as necessary.</p> <p>CG talks about the chairs briefing and that there was guidance on the governing bodies role on monitoring attendance.</p>



Signed Chair of Governors

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	GC adds that QET asked about our energy efficient grant, which she was not aware of. Schools generally seem to be unaware of this grant. GC confirms that we have £13,401.00 to spend over a three-year period. GC has all the guidance and will investigate how this can be used.
11.	<p>MAT update</p> <p>GC confirms that we have been told by the LA that our date of transfer is 1 January 2024. However, following a meeting with Amelia Walker, Sarah Love and Marie Palmer and other CISP heads looking to join QET, and we have been categorically told that we will not get a reimbursement of the core offer, which means we wouldn't have any money to pay QET to join them. The conversation hasn't yet happened with QET to find out whether they would accept as part of them without accessing any of their services, as we are unable to pay twice. Essentially, we would have all our services through the LA. Richard Hanks is employed by QET to do all due diligence was at that meeting and will feed this back to QET.</p> <p>GC goes on to say that the transfer of systems etc will have an impact on workload.</p> <p>GC goes onto say that we are waiting for QET to send to us details with regards to banking and solicitors so that we can do our statutory duty, but have not had that yet, which is due before the summer holidays. We also need to complete an asset register. When GC approached Computeam they quoted £900.00 which is not feasible. We are now working on this internally.</p> <p>CG asks if we can ask QET for a list so we can anticipate what else will be requested.</p> <p>CG states that we are really disappointed with the LA's approach to this and their slow reaction.</p> <p>CG asks GC if it would be possible for Heads and Chairs could have a meeting with QET early September.</p> <p>SG leaves meeting at 6.30pm</p> <p>GC expresses how difficult it is to answer QETS questions without a School Business Manager, which we agreed we wouldn't replace due to joining QET.</p> <p>GC to arrange a meeting with QET.</p>
16.	<p>Feedback from meeting</p> <p>Good timing.</p> <p>GC confirms that the questions ahead of the meeting is very helpful.</p>

Meeting closed 6.40pm

Actions


Action detail	Member	Completion date	Completed Y/N
Sign minutes	Chair	GB6B	
Confirm rag rating percentages for SDP	Whole Board	Before GB6B	

Signed Chair of Governors

Cheryl Govier

..... Date.....09/10/2023.....

EH and GC to meet re rolling policy programme	EH/GC	Before GB6A	
Governor to check SCR early September	TBD	GB6B	

Signed Chair of Governors  Date.....09/10/2023.....