

St Bartholomew's Church of England Primary School
Governing Body
Minutes of LGC5 Meeting held on Tuesday 17th June 2025 at 5pm

Present: Gemma Coward (Headteacher) Tammy Court (Staff Governor), Stephen Gray (Chair/Foundation Governor/SENDCo link), Karen Samuel (Governor) Elizabeth Fox (Safeguarding link Governor)

Also Present: Emma Harwood (Clerk)

Agenda Item	Detail
1	Apologies for Absence and acceptance or non-acceptance Chris Burghes (QET Trustee)
2.	Declarations of interest None
3.	Procedural Matter <i>SG begins with a prayer.</i> <i>SG informs the board that Haygove Scholl have been authorised to build a new school site.</i> <i>SG informs the board that Rob Brown (Chair of QET Trust) is stepping down from September, the board passes on their thanks to Rob for all of his work walking us through the onboarding process to the QET multi academy Trust, the board wishes him well.</i>
4.	Minutes from previous meeting and matters arising <i>SG asks the board if everyone has read the minutes from the previous meeting and whether it is a true representation of the meeting. All board members confirm that they have/is.</i> GC confirms that she has amended some minor typos. <i>SG asks how the Glade training was received by the staff on the INSET day.</i> TC answers admits that she was originally unsure how this would help the children, however once they started to do the activities and make stamps that think about symbols you started to open your mind up to how this could be adapted across the curriculum. GC explains to the board that they have a 'First school' mosaic in the hall and the PTA have paid for every child in July to be part of creating a new mosaic for the Primary School. When GC met with the children on the school council about what they wanted to include on the mosaic, they wanted to include pictures of the school virtues. GC explains that this demonstrates that symbols are important to the children as it is in every language and every culture and it is about reducing barriers. GC also adds that they have offered to host a parent session for the school. <i>SG adds that symbols could play an important part in the character education, especially with the Christian distinctiveness as symbols have a big role in Christianity.</i>
5.	Christian Distinctiveness GC updates the board on Christian Distinctiveness. GC informs the board that the year 6 children today had their moving on service which was lovely at the minster. GC goes on to detail the

Signed Chair of Governors ...



..... Date...11/09/25.....

highlights of the service to the board. GC expresses what a lovely occasion it was and how it brought all of the primary schools together.

GC explains to the board the project where staff have pulled together to create a distinctly Christian character education curriculum for our school ready to roll out in September. GC explains that this started to come together in January after they had attended the Association of Character Education conference in December. GC goes on to say that the character education that was being discreetly taught was what is going to move our school on but it was how do we make that look distinctively Christian.

GC explains that they were looking for a school that they could model from, but there are very few out there that are quality plus and are a church school. However they met and spoke with the chair of governors at Corpus Christi Primary in Bournemouth, and BD and GC followed this up by visiting the pastoral lead at their school. GC explains that despite this being a Catholic school the principals are very similar. GC explains that whilst character education was being discreetly taught away from other areas of the curriculum but woven into that was their religious underpinning. GC explains that they were inspired by the really clear model that they had for the children to look at, and this was based on catholic underpinnings but it still gave you a principal of I can see how the children could hook onto that. GC explains that they went away with a few ideas that they would really like to develop for our school.

GC explains that they recognise that we have our own Christian virtues, which are linked to bible stories and feed through everything we do in school right through to policy and decision making etc. We also recognise that for our children who find decision making and regulating tricky, the difficulty for them is that they can tell you what they aspire to do and can explain a virtue and link it to a bible story and what they should do, but they find it very difficult to make that next step.

GC then goes on to explain that what really resonated with her at the conference is that they continually used the language of virtue, GC wanted to understand how this impacts us and what is the difference between a value and a virtue. GC explains that a value is something that you aspire to, a virtue is something that you live out. GC explains that they looked to the jubilee centre as they have a framework for both primary and secondary. GC explains that they were looking at how they could build this up knowing that they are getting smaller as a school and that there are less adults to support our young people and the curriculum that we have been running. GC explains that we have good courageous advocacy opportunities for our children such as the mini police, the archbishop's youth challenge etc, but we need to streamline what we are doing.

We came back and talked to SLT and started planning how this can be rolled out in a really structured way. We only had 7 values and we started straight away moving to the language of virtue and filtering that out through the whole school community. We looked at how we would be able to implement a discreet curriculum when we are already so pressured for time. GC explains to the board that they have brought back in this year our family worships and from there we could see that class worships could change to moving to once a week into the classroom. We already have reflection areas which are linked to big questions, which we could adapt and that we could start looking at a virtue and the children could start exploring that. GC explains that with courageous advocacy what you are aiming to get the children to be able to do is move from a place of adults guiding to that is something that you naturally do as you live out a virtue. GC explains that when children get to the top end of the school, we want to give the children opportunities to be able to come up with ideas for themselves, but when you start in



EYFS and Year 1 it is very much adult guided. GC explains that the children are having more opportunities as they go up through the school but also linked to a virtue we are going to have opportunities for those sorts of courageous advocacy that we are already doing on top of everything else. GC explains that next year that will be where the framework rolls out for the discreet education. GC explains that INSET time was used to explore beyond the 7 virtues that we already have and what was really important to develop in terms of character with our children, what things have parents told us that are issues, for examples one of the issues that we have been hearing about is curtesy, children are not using that basic please and thank you. GC explains that from this they took our core virtues that we already have, and then built in the QET ones and then link in the other information we had from parents etc. GC explains that those have been broken down over year A and B to make it manageable, and then the INSET time has been to start to build a progression from EYFS to year 6 like the rest of the curriculum is for each of those virtues.

GC goes onto to explain that the pastoral lead and the SENDCo spent time working on that, it was then looked at again. GC met with SG and Reverend CJ, we looked at how we could link other elements and link in more bible stories that were going to link to those particular virtues, we were thinking about a school prayer, and this was all about getting the children engaged more.

GC explains that all of this links into our outcomes from SIAMS. GC goes onto say that additionally we wanted to bring in the work that they have been doing on global learning and how do we bring all of those bits of learning and linking them into what the children have been doing on the virtues. GC wants to instil the global issues into the courageous advocacy, GC explains that they have started to introduce picture muse into collective worship so that we were linking in that global learning.

GC then explains that this all then hangs on a modal. GC explains that the other project that they have been working on this year links to spirituality and a spirituality statement, and that they have had two sessions of training around that. GC goes onto explain that they are already looking at a model of 'look in, look up, look out' how does this work fir into that as it is a very similar way of looking at things. GC explains that the 'looking in' is when the children look within themselves and how does a situation make them feel, 'look up' is where they may look for guidance, whether that be to a faith or anything else, and 'look out' is what am I going to do about this, and this then links us back to some of the issues we are trying to work on. For example, if we go back to some of the time where we have had racist incidents and you have had children that have seen that and have perhaps not done anything. If we are teaching the children about the virtues, if you see that, you look at it and know it feels bad and wrong and you look up for that guidance, what are you going to do in that situation, are you going to stand there and do nothing or are you going to say that this is not right and get someone to sort that situation out. GC explains that it I a very succinct model that can bring lots of learning together.

GC tells the board about the relationships that they have developed this year. They have been working with Glade, who have come in and contributed to part of our INSET and are coming into to meet with the pastoral lead and looking at more opportunities to feed this learning into also.

GC explains that whilst they are looking at the wider curriculum, they are also exploring what makes it distinctively Christian, and this is about what is that guidance that we are going to teach the children about how they are going to act in any given situation.



GC explains that the next steps to the board. Books have been purchased with bible stories to link to virtues and stories from different faiths so we are trying to bring in that whole inter faith and global aspect for the children. We have advocates for each of the virtues and quotes to go with them, we are buying signage so that they can go on the walls. We have been keeping the QET ethos committee updated on our work as we have gone along.

Sarah Joseph, the character play lead for the Trust is coming to join the pastoral lead and GC on the 30th June when we have Kerry McFarland from Corpus Christi's Primary coming back to give us some feedback on our work.

GC has been in touch with ACE to book a one-to-one consultation to discuss where we are in terms of the Quality Mark Award that we would like to go for and whether we go for Quality Mark or Quality Mark Plus and where we are with this now. They also give you some feedback on how else you can develop the practice that you are already doing.

GC explains that the priority this year in terms of worship has been to get the children to lead more themselves. GC explains that we had great pockets of children leading but not every child was getting the opportunity and now with the class worships we have this, and every child is having the opportunity to lead every term in some way. GC explains that what has been picked up from the Collective Worship monitoring is that every child wants to do more. GC explains that behaviour has improved in worship as they are much more engaged.

GC explains that there is more work to do in terms of the language. GC goes onto say that she has met with the PTA to share with them the virtues that we have chosen. The feedback from the PTA is how this will strengthen the partnership and reinforce what they are working on from home with the children.

KS comments that all sounds very positive with how everything is being linked together. GC explains that emerging priorities for next year include monitoring teacher workload and how we can decrease. GC explains that as there will not be so many staff members we need to really streamline and think more strategically about how we do everything.


KS comments how positive it is to get the children involved.

EF comments that it all sounds very interesting and exciting but acknowledges that it is a lot of work. GC acknowledges that it has taken more time than originally anticipated but has been hugely energising.

EF explains that she has observed that when she has visited the school to speak with the children, they can quite often articulate what has gone wrong and what they should do but can sometimes struggle to action this and this will support them with that decision making going forward.

TC comments that a lot of the children know what they should do, but often think that someone else will do it, so it is helping them to recognise that it is their responsibility also and empower them to want to do it.

EF uses Online Safety as an example, where all the children know what they should be doing, however we can see that they are quite often not following through and doing what is necessary.



	<p>SG asks about SIAMS and whether there are any other schools in the Bath and Wells rust that are ahead of us in this and do we know how this work links to the SIAMS inspection. GC answers that in terms of the whole SIAMS framework, character runs all through it, but in terms of the schools within the diocese, GC is not aware of any, she has shared with them what we are doing.</p> <p>GC explains that in order to get the Quality Mark Award you have to be able to demonstrate that you are doing the character, taught, sort and court and this absolutely picks all of that up.</p> <p>Governor Questions</p> <p>How do you plan to be able to capture all parents to enable engagement? May need to be more than one way.</p> <p>We liaised with the PTA as a representative body of parents and carers.</p>
5.	<p>Headteachers Report</p> <p>GC discusses Safeguarding elements and refers to EF's report. GC particularly refers to the Parent Questionnaire in response to the question 'does your child feel safe in school?' GC explains that the work EF has done with the children on school visits triangulates this very well. EF explains that she met with children who had said in their pupil voice that something had happened that they were not happy about in school or made them feel unsafe. EF explains that when she first met with children, they recognised that it wasn't because they felt unsafe in school it was due to particular behaviour incidences that had occurred in school, and then not necessarily trusting that the adults had dealt with it because they had not known or seen the outcome of this. When meeting with them this time they were very clear that there are fewer incidences of poor behaviour, they had all communicated that they feel safe at school, which EF explains is no different from last time, however what they were able to articulate this time was that when behaviour incidences did occur they trusted that the adult would resolve the situation. GC explains that from this feedback she was able to go to staff, and it is more explicitly explained to the children that they will not see the consequences for poor behaviour, but there is a behaviour and relationships policy in place and there will be sanctions for poor behaviour.</p> <p>TC explains that they have also really drilled down with the children what poor behaviour is, as previously they were not very clear on this. TC goes onto explain with EF that the children perceived any kind of behaviour as poor, for example talking in the classroom which is not very respectful but not necessarily poor behaviour. EF explains that when she met with the children this time, they were very clear on what poor behaviour was. They were also able to say that they trusted the adults to keep them safe in school, and knew that they would do whatever was necessary to keep them safe.</p> <p>GC states that the Parent/Carer Questionnaire from those that responded all agreed or strongly agreed that their child felt safe at school.</p> <p>SG discusses the behaviour report and in particular the questions around the culture as opposed to the data. GC explains that we have a lot more joined up understanding than we did previously We have done a lot of work in the priority group that we have been working with</p>

around staff has been the support staff in the middle of the day who spend the least amount of time in school, getting them to understand the needs of different children and how to respond to that and this has been a huge piece of work over the last 18 months, and from this you have a much better understanding of everybody and get a more joined up picture of what that looks like. GC goes onto say that the number of external advisors that we have had in school and saying that behaviour in your school is really good. GC explains that tis has been very good for staff as sometimes when you have had a difficult period it is very hard to see the progress that has been made.

TC goes onto explains that COVID had a huge impact on our children and families and the behaviour within our school. TC feels that we are now coming out of the other side of this and that the school is in a much stronger place.

EF goes onto say that you cannot control how children behave but you can respond to how children behave and equip them to make better choices. EF examples bullying in that the children now understand that people have difficulties in relationships and will have disagreements and that this is different from bullying.

SG asks EF how we should follow that through with our visits next year and show progress in it. EF answers by saying that ot will be interesting to see how the character education changes their behaviour and also changes their attitudes towards it. EF explains that when she asked the children what could be different they couldn't respond. EF feels it would be worth looking at how the character education has an impact on behaviour in school.

GC talks about the disconnects in the results of the parent questionnaire was what parents were saying about their child being happy at school and what children are telling us. GC explains that there are 5 questionnaires where parents have said that their children aren't happy at school.

SG discusses the wider platforms for parents to access the questionnaire to get the best possible outcome. Email and FaceBook is discussed as well as paper forms. It is suggested that parents could complete the feedback at parents' meetings.

GC discusses the idea of 'tea with your teacher' where parents who have concerns can drop in and discuss them.

SG discusses school improvement visits and that Richard from QET has assigned areas for each visit, SG asks if we could have a comparison and how often will the areas he looks at be repeated so a comparison is possible? GC explains that he is mainly looking at the SDP. GC goes onto explain tat they always discuss the Trust priorities; school attendance, children from under resourced backgrounds, TA deployment and SEN, these are discussed at every visit. Then it is other key priorities and items in the SDP. GC goes onto say that items are revisited, for example Maths has been discussed every time.

GC discusses the quotes received for decoration, the cheapest one that we have is just under £3000.00, which has been accepted, and the Wren and Robin classes will be decorated over the summer period.

GC informs the board that she has another finance meeting this week, we will then know if we have any additional funds that we can use, however GC doesn't think that there is.

GC informs the board that the fencing work is happening over the summer holiday period.



	<p>GC discusses the new phone system, and that we have to move to a digital system. GC has some quotes for this and the most expensive is in the region of £5000, which is what we have budgeted for. GC explains that this will mean that we will get new phones across the site. GC goes onto say that the new system will be able to import absent reasons directly into Arbor, GC explains to the board how the new phone system will help in terms of efficiency and workload within the school.</p> <p>GC explains that the electrical conditions survey has been received, GC explains that the work as a result of this means we can't have as much decoration as she would have liked.</p> <p>GC explains that there is a lot to do over the summer period, including the deep clean and teachers getting their classrooms set up.</p> <p>GC informs the board that she will need to interview for the MDSA job available next year.</p> <p>GC explains the SIF bid to the board and how this works. GC goes onto say that we had won both of our bids and that this equates to around £150,000.00 worth of work taking place over the summer. One of these is on drainage, GC explains to the board that last year we needed to close the school due to water coming up through the electrical cupboard, which was attributed to the drains, therefore that work is being completed. The other work needed is around fire doors and fire alarms. GC explains that when all of this work is completed it will mean that we are then compliant in all of the areas that currently we are not.</p>
6.	<p>Finance</p> <p><i>SG refers the board to the briefing paper. SG explains the delays on the draft budget. The briefing paper explains the pressures and challenges that the Trust are facing.</i></p> <p>GC explains to the board the pressure to leadership teams in school's when the draft budget is delayed, such as being able to talk to staff about contracts moving forward, this can be very difficult.</p> <p>GC talks to the board about the staffing. GC explains the decisions that have been made around this and the strategic reasons for this to support the children better and to decrease incidences around unstructured time, this will rely On TA support as they know the children best, TA lunches will be staggered to support with this.</p> <p><i>SG explains the multi-year budget review, where it looks at potentially numbers falling over the years, SG explains that GC is having challenges with the budget and this looks to be getting even more difficult, and difficult decisions will become the normal.</i></p> <p><i>SG explains that every school will enter a deficit unless the government can come up with a solution.</i></p> <p>GC explains to the board that due to these pressures we need to be thinking all of the time about we can streamline systems to minimise workload and ensure it is cost effective.</p> <p>TC discusses the systems already in place to streamline workload.</p>

GC explains how important it is to manage staff welfare. GC explains that the staff morale is currently very good.

SG tells the board that as an LGC he still feels that finance knowledge is weak, he says that QET have said that they will do financial training within the next year. SG explains that he would like board members to be thinking about the questions that supports GC to make decisions for next year and so on.

GC explains that conversations need to be had now with regards to future proofing so that we can look ahead and making decisions that are sensible and looking at the impact of the decisions that are made.

GC informs the board that all alternative provisions and dance/yoga teacher etc have all increased their prices for next year, GC goes onto say that for us to meet our statutory obligations in terms of alternative provisions for children, becomes even more difficult because they become even more expensive, we are still unsure on whether the costed plans that we have submitted will be granted in full, GC explains that our situation could be a lot worse if don't receive what we put in in our costed plans.

EF explains that the LA are looking at block purchasing alternative provision places and that this may help.

GC explains to the board that the QET Trust are really good at coming up with solutions and may look at partnership work that will give us some flexibility.

GC explains that she was at DSL supervision yesterday afternoon and one of the discussions was around what will the impact be of children's unmet needs within the classroom have on other learners and other schools. How can we work together to resolve this.

GC explains to the board that a lot of the money has gone towards maintenance which we had to have done. This has meant that we are not going to have the forest school teacher, however we have future proofed by training up our own ELSA this year, GC goes onto say that the ELSA is already leading the class forest school. GC explains that we need to take this approach to everything as this has saved us £5000.00.

Governor Questions

Page 4. Specific Update Areas.

Alternative Provision. - **This will be picked up in the Safeguarding governor's visit report as the DSL talked them through this process.**

Can the Head Teacher share with the LGC what responsibilities our School, the LA & QET have, to ensure any AP satisfies both our Safeguarding checklist and the needs of our pupils?

The school are responsible for checking that we are satisfied with the safeguarding procedures and that the AP meets the needs of our children. The QET talk to the school about AP via DSL supervision and through the SEND meetings with Malcolm Reeve.

The LA provide a list of approved APs but school still need to check these. The LA are moving to place where they will broker AP support.

Regarding the child that will begin a block AP – can you share an historical example of how our procedures for a pupil’s placement at any AP are communicated to the LGC to ensure proper quality assurance updates and strategic decision updates are made and subsequently monitored?

The DSL/ Headteacher has informed the LGC via DSL and HT reports and email updates.

The school go through a process of using the LA list of APs linked to the needs of the child against the EHCP. Communication takes place with the AP, SENDco, HT/ DSL and parents/carers.

Once the AP is decided upon, the AP is sent a Third Party Letter of Assurance, the DSL or SENDco visit the setting and carry out the Check List supplied by the LA. Each AP is visited at least annually. ***Thank you. Is there a local collaboration either QET or Crewkerne schools where concerns about local AP’s might be shared?***

CISP have an Early Help Safeguarding group where we discuss a range of issues. If we had a concern with an AP we were using we would go directly to them and may refer to the QET Safeguarding consultant first.

How is staff morale as we head towards the end of the academic year?

Staff morale is good. It is a busy time of year but the feeling is positive and collaborative.

With the drop in pupil numbers next year – what movement in staff has happened as a result?

Four MDSAs have been issued with non-renewal of contract letters as has one TA. One teacher is moving to another school at the end of their fixed term contract. All these staff are at the end of fixed term contracts put in place due to the Area Restructure of Education.

Do we know why there has been the drop in pupil numbers and could anything (more) have been done to avoid this?

From the community, we have heard there is still a perception that St Barts is full of siblings.

We did Open Mornings, contacted pre-schools, used QET to help us advertise. The only other thing is to pay for advertising to be done on Facebook via the QET.

Is there a plan in place to upload the SEND info report to the website?

No, we have been advised not to due to the small numbers and GDPR.

With the number of pupils going down does losing one TA likely to have much impact and how is the general staffing impact – especially around the split class of Year2/3 next year which straddles key stage groups? What does the support look like for staff and pupils in this class?

The support in this class is strong:

1 teacher per year group four mornings a week plus 1:1 support for a child with an EHCP and an additional TA.

In the afternoons there are three staff in the class.

Page 26. Quality of Education. Supporting Narrative.

Page 4. Specific Update Areas.

Alternative Provision. - This will be picked up in the Safeguarding governor's visit report as the DSL talked them through this process.

Can the Head Teacher share with the LGC what responsibilities our School, the LA & QET have, to ensure any AP satisfies both our Safeguarding checklist and the needs of our pupils?

The school are responsible for checking that we are satisfied with the safeguarding procedures and that the AP meets the needs of our children. The QET talk to the school about AP via DSL supervision and through the SEND meetings with Malcolm Reeve.

The LA provide a list of approved APs but school still need to check these. The LA are moving to place where they will broker AP support.

Regarding the child that will begin a block AP – can you share an historical example of how our procedures for a pupil's placement at any AP are communicated to the LGC to ensure proper quality assurance updates and strategic decision updates are made and subsequently monitored?

The DSL/ Headteacher has informed the LGC via DSL and HT reports and email updates.

The school go through a process of using the LA list of APs linked to the needs of the child against the EHCP. Communication takes place with the AP, SENDco, HT/ DSL and parents/carers.

Once the AP is decided upon, the AP is sent a Third Party Letter of Assurance, the DSL or SENDco visit the setting and carry out the Check List supplied by the LA. Each AP is visited at least annually. **Thank you. Is there a local collaboration either QET or Crewkerne schools where concerns about local AP's might be shared?**

CISP have an Early Help Safeguarding group where we discuss a range of issues. If we had a concern with an AP we were using we would go directly to them and may refer to the QET Safeguarding consultant first.

How is staff morale as we head towards the end of the academic year?

Staff morale is good. It is a busy time of year but the feeling is positive and collaborative.

With the drop in pupil numbers next year – what movement in staff has happened as a result?

Four MDSAs have been issued with non-renewal of contract letters as has one TA. One teacher is moving to another school at the end of their fixed term contract. All these staff are at the end of fixed term contracts put in place due to the Area Restructure of Education.

Do we know why there has been the drop in pupil numbers and could anything (more) have been done to avoid this?

From the community, we have heard there is still a perception that St Barts is full of siblings.

We did Open Mornings, contacted pre-schools, used QET to help us advertise. The only other thing is to pay for advertising to be done on Facebook via the QET.

Is there a plan in place to upload the SEND info report to the website?

No, we have been advised not to due to the small numbers and GDPR.

With the number of pupils going down does losing one TA likely to have much impact and how is the general staffing impact – especially around the split class of Year2/3 next year which straddles key stage groups? What does the support look like for staff and pupils in this class?

The support in this class is strong:

1 teacher per year group four mornings a week plus 1:1 support for a child with an EHCP and an additional TA.

In the afternoons there are three staff in the class.

Page 26. Quality of Education. Supporting Narrative.

These are very helpful suggestions for the LGC to adopt into our ongoing review and plan for 25/26. Thank you for bringing them to our attention.

Pastoral Report.

Thank you for the Half-Termly Behaviour Report.

Can you help the LGC by informing us of what is the Overall Perception of Pupil Behaviour at St Bart's?

I.e.

Is there a shared understanding amongst all staff of what "Good Behaviour" is?

Yes - this comes through our Relationships and Behaviour Policy, regular staff discussions, the class agreements of positive behaviour - positive consequence/ negative behaviour - negative consequence and the consistent response to this in line with policy and documentation. All positive rewards are consistent e.g. raffle for Frosty Friday, Top 2 for Tea and Dojos

Are 'rewards' limited?? e.g if you have had top tea for 2 already even though you have high dojo points and could go again you have already been?? Aware it is tricky to make it fair to everyone but those with good behaviour may struggle if incentives not there?

This is monitored and, of course, we have Frosty Friday and Stars of the week as well.

Do we feel our rules on behaviour fairly applied all of the time?

Yes - this is why we implemented the chart to share with children and families to ensure that it is fairly applied.

Are parents supportive of our rules on behaviour?

On the whole, yes, but there are still some negative comments regarding children with SEN being treated differently.

Is this explained to the children in a way they can understand as part of school life?

Does the SLT's view on behaviour match the opinion of Teachers/Support Staff?

This has become much more consistent over the last 18 months with the intensive work done with support staff, particularly MDSAs as detailed in the iabacus SDP.

Do we have an estimate of how much teaching time is lost per class but to behavioural issues?



This is not something we do as a matter of course. We have deployed TAs so that teaching can still continue if there are disruptions due to behaviour. The biggest impact is on interventions being impacted as staff have to move. This is now not a regular occurrence.

Finally, do we believe our pupils believe that behaviour is good at the school?

Please see the outcome of the recent pupil voice and the comments in the Safeguarding Governor's visit report.

DSL Report.

Online safety – Are any of the 5 instances repeat offenders? (Just thinking of the Behaviour report that said 38% of occurrences are repeat Instances)

Yes, they are which is why further work has been done in terms of referring to outside agencies such as the PCSO.

Online Safety – of the 5 instances, do any of the children fall under any of our Vulnerable Learner groups?

Yes, they do and TAFs are in place to support the child and family. The online safety response feeds into the TAFs.

Online Safety- a lot of interventions have taken place including parental engagement. How concerned were parents when approached about online safety?

Parents have taken on board our concerns and have seen the escalation in concerns as this has been made explicit and the DSL's initial response has been followed up in TAF meetings.

Does parental support for no mobile phones in school remain the same?

This has not been raised again by parents and no incidents of phones being brought in for some time.

Are all parents aware that the number of online incidents is increasing?

Parents in Year 5 are aware which is where the majority of incidents are.

SIV Report:

The report from Richard Hanks appears to be quite positive. Are there any parts of this visit and subsequent report that the Headteacher feels encouraged in our progress/attainment? And any that you feel discouraged about?


Encouraged by our response to and support for children from under resourced backgrounds /attendance and early developments from maths changed.

PP/Atom Learning/Doodle Maths – is this a classroom centred piece of software or a home learning piece of software?

Atom learning is primarily for home. Doodle maths and English is used both as intervention at school and at home.

	<p><i>If it is home learning – do we know if all PP children have access to a laptop/tablet and/or broadband to make use of the Atom Learning platform and is Atom Learning being made available across all the cohort's (not just PP)?</i></p> <p>Yes, DW is looking into a device for one family and another is being supported to log in for two children.</p> <p>No, Atom is free to just children in receipt of Pupil Premium.</p> <p><i>“Cold Calling” strategies is mentioned in the report. Can you explain what this entails?</i></p> <p>This is referring to strategies where children don’t put up their hands to answer questions but other methods that are used to increase engagement of all pupils knowing they might have to share their thinking with a partner or adult at any point. This can be via mini-whiteboard, paired talk, use of technology, quizzing or teachers directly asking questions for example.</p> <p><i>The SIV mentions that one child may enter with a reduced timetable. Are there any children currently on a reduced timetable? How are these timetables used to support learning and engagement in school?</i></p> <p>There are not currently any children on a part time timetable and have not been since the Autumn term. These are only ever used as a short-term measure to support children back into full time in school.</p>
<p>7.</p>	<p>Governance Update</p> <p>SG thanks the board for all of their contributions and welcomes KS to our team. SG refer the board to the governor review link that he has distributed. SG thanks everyone for their answers and discussed results.</p> <p>SG asks EF about the safeguarding monitoring and whether she feels she is following the form. EF explains that she feels that the form is a lot better, she goes onto explain that there are some elements of the form that don’t always come up in conversation. EF says that the form is not as ridged and this helps conversation.</p> <p>EF explains that the QET have discussed putting in sessions for safeguarding governors, which everyone though would be a good idea, unfortunately these haven’t taken place yet, but EF feels they would be really helpful.</p> <p>SG explains that on the Pupil Premium form he can’t see progression, SG goes onto say that as a governor it is hard to follow through without referring back to the previous form. SG also explains that they are the same questions.</p> <p>GC informs the board that she has had some really good feedback, one about our safeguarding practice and another about the quality of our evidence building.</p> <p>SG discusses how our board needs to integrate more governor self-evaluation and this should always be on the agenda.</p>

	<p>SG would like the board to increase knowledge on curriculum. SG has been looking into what sort of questions an LGC should be asking for example of Christian distinctiveness. SG suggests that we have one questionnaire at the beginning of the year which then sets the agenda for what we ask in the curriculum for the rest of the year. SG suggests a continuous document that reads through the year so that you can see the progression in each subject.</p> <p>TC discusses the training document; it is decided that some more detail needs to be added. TC will start a new one for September.</p> <p>Governor Questions</p> <p><i>When deciding which interventions to use (PP/FSM) which research/evidence is used to inform decisions?</i></p> <p>Primarily Education Endowment Fund.</p>
8.	<p>Quantock Educational Trust Update</p> <p>SG confirms that update was sent through and circulated.</p> <p>Tracy Barnes the Governance advisor for QET has advised that we should invite additional staff members to sit in on a meeting to add towards CPD.</p>
9.	<p>Policies</p> <p>Refer to agenda for policies discussed.</p> <p>Governor Questions</p> <p><i>Are there any ways that AI is being used or planned for to support staff with workload?</i></p> <p>The use of AI was discussed with staff at the beginning of the academic year and the appetite at that stage was limited.</p> <p>Over the year, copilot has been introduced and is used for tasks such as helping to create WAGOLs (What a Good One Looks Like) for writing or creating texts. It is important to remember that this is a starting point.</p> <p>For admin it is used for creating templates and email texts.</p> <p>The Data Protection Lead has attended a Data Protection workshop where the use of AI was discussed. A model policy was shared which has been shared with SLT. Staff are aware not to put anything confidential into AI.</p> <p>The HT and Computing Lead attended a conference about the use of AI to support Teaching and Learning and reduce workload. This will feed into the SDP next year.</p> <p>We are also looking into software to record and summarise meetings using AI which would transform the workload of the SENDCo, HT and DSL team. The HT is liaising with the DPO.</p> <p>All policies agreed by the board and to be adopted.</p>
10.	<p>Date of next meeting</p>

Signed Chair of Governors ... 

..... Date...11/09/25.....

	SG discusses the next year academic meeting calendar. SG discusses roles of chair and vice chair which will need to be discussed at the preliminary LGC in September.
--	---

Meeting closed 19.01pm

Actions

Action detail	Member	Completion date	Completed Y/N
Sign minutes	Chair	LGC6	

Signed Chair of Governors ...  Date...11/09/25.....