

**St Bartholomew's Church of England Primary School
Governing Body
Minutes of LCG2 Meeting held on 19th November 5.00pm**

Present: Gemma Coward (Headteacher) Tammy Court (Staff Governor), Stephen Gray (Chair/Foundation Governor/SENDCo link), Elizabeth Fox (LA Governor/Safeguarding link) Anna Hammond (QET – joined via TEAMS)

Also Present: Emma Harwood (Clerk)

| Agenda Item | Detail |
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| 1 | <p>Apologies for Absence and acceptance or non-acceptance No Apologies</p> |
| 2. | <p>Declarations of interest No new Declarations of Interest declared.</p> |
| 3. | <p>Procedural Matter</p> <p>SG – Starts meeting with a prayer.</p> <p>EH and EF to complete Prevent and Cyber training. If this training has been completed at other establishments this is acceptable.</p> <p>Welcome to Anna from QET.</p> <p>EF talks about the LA restructure and the changes in education as a result. There are going to be big changes to the way SEND and advisory services work directly with children and educators. There is a public meeting on 28/11 - SG as chair will attend, EF will send a link to register.</p> <p>SG talks about the reasons to celebrate, he goes onto say that the catering inspection was really successful, and expresses his thanks and congratulations to the team. LE has passed the SENCo award and TC is now a moderator within the LA.</p> |
| 4. | <p>Pupil Premium Statement/Report</p> <p>17.03pm DF (Pupil Premium Lead) joins meeting.</p> <p>DF explains that we have until the 31 December to complete PP strategy, DF submitted first draft to GC, Richard Hanks from QET coming on 5th December to check it is in line with QET values etc.</p> <p>DF has handed the statement of intent to the board.</p> <p>DF explains that the Statement of intent very specific to our school and is very much what staff are already doing and reflects our overall approach at St Bartholomew's.</p> <p>DF and LE (SendCo) attended the PP conference in Stroud and took from this that the challenges should be precise and achievable. It is Advised to have 6 or 7 targets to make it more achievable.</p> <p>DF refers to the document he has handed to the board where it lists the challenges, the first is cost of living crisis which still a factor in terms of providing opportunities outside of school. PP children essentially have less opportunities outside of school compared to non-PP children.</p> |

Signed Chair of Governors



..... Date...28/01/25.....

DF explain that a large portion of PP families have social and emotional challenges, and mental health is at the forefront of people minds and in ours to. We know that from assessments in reading writing and maths that our PP achievements and progression is not as good as their peers, DF explains that we need to continue to close the gap in that data.

DF explains that although better than two years ago but attendance of PP children is still lower than non-PP children. DF explains the new strategy where we check in with these pupils with significantly low attendance of which many are PP. DF explains our biggest target this year is that 50% of the children on the SEND register are also PP children, as these children are effectively double disadvantaged.

DF goes onto say that last year they looked at data from Forest school and ELSA provisions and the effectiveness of this, LE compiled a report which was extremely positive. At the end of PP report overview you will see the data from this report which highlights the need for meta cognition strategies and ELSA support for our children which is why we are putting in quite a lot of our concentration into putting in support for our children with meta cognitional issues. DF explains that their potential ideas into using our ELSA a little bit more include providing after school clubs to provide more meta cognition strategies and self-belief strategies; so our fundamental belief is that if a child can self-regulate and be able to identify positive things about themselves and process these thoughts effectively they can then learn effectively, so if we can support in that meta cognition area they are also supported in their learning.

DF explains that we have the Yeovil town coaching coming in as well as social action projects, maths interventions and racism workshop.

Biggest take away was to have specific targets to specific barriers and not just generalised problems and putting strategies in place.

GC explains that this is built on patterns of concern we have had post COVID. Prior to COVID our PP children were outrunning our non PP children in terms of attainment so there has been a massive shift post COVD even though before we got told we made it priority to bring the PP children into school and put in many interventions throughout COVID however there has been that decline. GC goes onto say that it is really interesting how they have related the number of ACES and double disadvantages to those in PP. Everything that they have learnt is research based and really leading the way for us in terms of strategies. DF explains for example that through analysis they know that ELSA had more impact than forest school.

GC explains that the ELSA will be used for class forest school as this will benefit every child whereas the nurture group forest school is teaching led program, so we are really trying to make sure we get that meta cognition work and emotional literacy work into every child because that is going to support everybody. GC feels we have a real focussed plan that isn't trying to do too much. DF explains South West as a region the attainment of PP children and progress particularly in KS1/2 is less than other areas of the country. DF confirms challenges are quite high in the South West.

GC explains the other significant issue is around FSM and authorised absence GC goes onto say that if absence was brought down just for children in receipt of Free School Meals we would be in line. GC explains we are good at tracking this.

SG asks about trying to get an understanding of the family. DF explains its understanding what the disadvantages and barriers are specifically to our children, for example if a child has a chaotic

home life, we need to understand what is it that is chaotic? Is it a sibling? Is it divorced parents? Domestic abuse? It could be anything that could be causing the disadvantage for that child, and it's working out how we can support children through TAFS and TACS effectively. DF says it's about getting specifics and not generalising. EF asks about disadvantage markers and when we talk about there being less opportunities for disadvantaged children compared to those who are not, EF asks DF if he has considered doing any kind of disadvantaged score for that cohort so that you have a profile of those things you would consider to be a disadvantage so you can look at which groups of children are most disadvantaged, as there are probably different scales of PP and some are more disadvantaged than others and would there be more targeted work. GC explains that we have a group of vulnerable students, that are not just PP students. Those children every member of staff knows about, and those children are checked in on everyday by all members of staff from the office to the teachers. GC explains equally if they are absent the office do the attendance call then another member of staff does a 'holding you in mind call'.

SG asks if the term double disadvantaged can be explained. DF explains that a child maybe PP and SEND register or have attendance concerns and a PP child.

SG asks Anna if she has any insights, Anna asks how much opportunity have we had to tap into the work that other QET schools have done around disadvantaged children? GC responds that she has asked about this when we joined the Trust as she was aware that a big piece of work had been completed on this just before we joined, so potentially at some point there will be an opportunity for us to be able to catch up on that, however the opportunities that we have had are attending southwest disadvantaged network and Research School in Stroud Conference. GC then presented the paper that DF did from the disadvantaged network to SLT within the QET and had a discussion within that.

Anna says that QET have their own attendance officer that work within QET schools, GC confirms that a visit was arranged but cancelled but will be rearranged.

Governor Questions

1. It is good to see the implementation of a second hour of PE. What have been the wider impacts for children – for example on teacher/child relationships or behaviour?

We are now into the second year of implementing 2 hours of PE. With the second hour of PE, children have more opportunities to practise the routines and expectations of a PE lesson. It is important that children see consistency from the classroom to the PE space regularly to support their behaviour. Pupil voice has indicated that PE is a very popular lesson, and every child randomly selected stated how much they enjoyed PE and could explain well what they were learning.

Action: I will observe lessons to see the impact on behaviour within PE lessons.

2. Which lunchtime activities have not been popular and what is it proposed they will be replaced with?

Through observations, lunch times are being enjoyed by the children, the space provided is small for the number of children we have, which is an area I am looking to improve. The children love football and basketball, but would like to do more football, however, we do not have the space to accommodate this. Skipping ropes were popular, however this needs to be monitored carefully to ensure they are used for their purpose. Some children dislike football/basketball, so

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| | <p>plans are in place to support with tennis, and I will research other games for outside, particularly in the areas where there is no football or basketball.</p> <p>Action: Implement a tennis area to support more activities at lunch.</p> <p>3. Are there opportunities within the trust around participation, competition and CPD specifically around sport?</p> <p>Within the trust we have the CISP tournaments focussing on participation and competition. We also have many SASP events throughout the year to support both participations led sport and competition based. I attend a termly PE CISP meeting to discuss how we can continually improve our provision. This year I am attending the regional PE lead conference which is focussing on inclusion in sport - I will then provide feedback to staff.</p> <p>DF leaves at 17.20pm.</p> |
| 5. | <p>Minutes of previous meeting and matters arising</p> <p>The board and SG confirm that everyone happy that the minutes are a true record of everything discussed.</p> <p>SG raises a couple of points; it was noted in LGC1 that we were trying to get a one page assessment and this hasn't happened but were to remain in discussion with QET to rectify an appropriate assessment, SG asks if this is still on going? GC clarifies in terms of assessment to be able to use in school and explains that we continue to be in discussion, but because it is such a big focus for us this year we now use TES Base that we use and cover from year 1 to year 6, but it is essential that we have standardised tests. TC explains it won't replace teachers assessment, but will sit alongside nicely, as we know that there is a really big jump between the 12345 maths results and it didn't reflect in our SAT results.</p> <p>SG asks if someone in QET will look at the results and understand the assessments. TC explains that this site delivers it back to us like it is a SATS result and then we will know who is on track and who isn't.</p> <p>TC explains to the board how TES Base was picked as a resource explaining that a lot just did assessment in in Autumn and Summer and not in the Spring and that this was a big gap not to have an assessment and didn't match our curriculum base at all. TC explains that there are endless resources available and children form year 1 will be able to sit a SAT style paper so it will be all familiar to them by the time they reach year 6.</p> <p>GC explains that we are still not putting our data into Arbor as we haven't been able to have a marksheet that fits the termly data. GC explains that the marksheet that has been suggested in Arbour hasn't been giving the progress to the level that we track it so would be going backward for us in terms of our practice and therefore needs a wider discussion about how this is going to work.</p> <p>TC confirms we have signed up to TEST Base for 1 year.</p> <p>GC explains it is a reduction of workload.</p> <p>Financial audit of staff – SG asks if this has taken place as yet. GC confirms that this has been paused due to the change in circumstances in that the office manager is leaving. All invoicing has</p> |

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| | <p>gone into central team and we have one admin that will go from 3 to 4 days in the office and the Trust have asked GC to advertise an administration position for a fixed term 1 day a week, so we will go to having 1 full time in the office all week, staff being trained to continue work from office manager for when she leaves. SG asks if there have been any applicants, GC explains that it all goes to the central recruitment team in QET, which is really helpful.</p> <p>SG refers to page 11 H&S report, there is a link document to the monitoring of H&S. GC says that we have our audit due shortly.</p> <p>SG asks about Governing monitoring dates, SG has found out that Safeguarding is termly visits, PP and SEN are twice a year, so the agreement is that we will do the term in and the term out, H&S conflicting information from QET and in discussion whether this will be bi-yearly or termly.</p> <p>Board approves minutes form LCG1.</p> |
| 6. | <p>Headteachers Report</p> <p>GC shares that there is an issue with arbor, the PP data in Arbor is not linking up with the data in Headteachers Report. There is a PP eligible and in receipt of PP, there is data coming out that is not accurate, similarly there is some data about teachers' sickness which is not accurate. There is also an issue with EAL in EYFS. GC is aware it has been an issue in some of the other schools. GC confirms that we are just trying to sort out why these issues are occurring and what tweaks need to be made. GC believes that maternity leave might be pulling into sickness as well distorting the figures, but currently this is all under investigation.</p> <p>Pupil data and leadership management it is important to note that two children have left CPP, and we now have another two CLA children. It's been interesting to do the safeguarding audit, which is now completed and will share with EF. GC confirms that we have Safeguarding on agenda every week at SLT especially since returning from half term as we have had a huge increase in safeguarding. The number of EHA's that have been completed over the last 12 months and interestingly all of the referrals that have been rejected came from health, and the School Nursing team. What we have had is an increase in support from the Health Centre, they have really recognised their role and medical professionals are attending TAFS and information is being provided about pupils of concern etc.</p> <p>GC confirms that we have just had back outcomes from staff and parent questionnaires which will be on the agenda for LGC3. GC explains that it was a really poor uptake, only 16% of school responded. GC is taking that as a positive, as people that respond tend to have quite strong views. GC goes onto say that a couple of issues came out which we will be able to work on. There were 5 comments around communication/emails from the office GC acknowledges that this is something that needs to be worked on. There have been no parents responded to SEND survey; this has never happened before. SG asks if this was possibly because they came to the coffee morning? GC explains that we have always done those two things in tandem and we it's unusual not to have any responses. There have been some strong opinions around specific children which we can follow up. Because there are no names on the response it might be difficult to work out where the issue might be. GC has said that some parents have stated how well supported child has been with specific support in place.</p> <p>GC discusses staff survey was really positive, however for a third year in a row, someone really doesn't like the school but doesn't put name, so GC cannot work out who this individual might be.</p> |

GC talks about layout, putting the responses under linked Ofsted headings, this has been helpful for discussions.

GC explains focus on letting parents know about what we do for personal development, which GC believes has made an impact.

GC talks about Safeguarding leadership and management we had our DSL supervision today. One of the discussions was around the Governor link safeguarding role and how it supports and what challenges it brings. GC was able to confidently say that she finds the role really supportive and challenging. GC was able to give examples of how the role supports and the actions EF does to support to talk to the children and triangulate all the information to pick through and challenge and ask thought provoking questions. GC says that the feedback was that EF must be the most outstanding safeguarding governor, and QET have asked if EF would talk to other Safeguarding governors that come into the QET schools about what EF does on the visits to our school.

EF talks about using QET proforma and each visit being aligned with questions and evidence but also picking up if there is a specific focus we want to look at and so the visit is not necessarily governed by the QET Pro Forma.

Anna explains that as the Trustee responsible for Safeguarding she can confirm that the QET Pro Forma is having a total overhaul as it is no longer fit for purpose. Anna explains that they are heading in the same direction as what EF has done as this is exactly what they want our governors to do. Anna explains that the governors are the eyes and ears on the ground giving that direct support to DSLs and QET want Governors to be safeguarding curious.

Anna explains that local governors don't need to be checking the SCR or H&S this is what the central team do, governors should concentrate on local knowledge, local support and challenge.

QET emailed new proforma today and includes four areas of compliance and feedback.

Anna confirms that the compliance issues should be dealt with by the QET central team.

Board thanks EF for her ongoing support and work to her safeguarding role.

TC explains how the curriculum information has been presented to the board. TC confirms that she read all monitoring for the board and essentially pulled out all the headlines. TC explains all under three headings Adjustments, impact, and next steps, TC explains each heading to the board.

TC attended the Improving impact course and confirms that there was nothing presented that we were not already doing, although there are some tweaks to be made. TC explains the next steps are to do red, amber, and green and looking at what would be the most important things to do to make an impact now.

GC explains that previously we had been buying into a company called Support Solutions for Schools and is run by an HMI, GC goes onto explain that the resources that supported schools, videos, CPD, group work with headteachers across the country etc and this really moved our practice on. This year we haven't been able to afford to buy into that but explains this course to the board and what areas of practice it covered. GC explains that in almost all of those areas we were already doing the strategies suggested, and there are just a few tweaks to be made. GC explains that all the support we had already had from Support Solutions has had a positive

impact. GC explains how practice has improved and TC has curriculum lead has been able to challenge subject leaders and moving things forward.

SG asks about Ofsted and are we happy that the draw down data from labacus. GC confirms labacus is good at putting in priorities and showing progress.

Jeff from QET is doing a curriculum document SG asks how it compares. TC explains she thinks it is important that our monitoring documents don't get too heavy and should be three headings at the most, and the most important thing is the impact. TC is hoping that there may be similar strings along each curriculum so that we can see where we are and if something is missing in the curriculum delivery. An example of this was vocabulary a few years ago and TC it would have been picked up sooner if we had this document.

GC explains that we desegregated our inset day from January, so we had already done some curriculum work on the disciplinary skills and the key focus from Ofsted is that when you have mixed year classes you will have the children all working the same substantive knowledge but you must differentiate those disciplinary skills. What is it that makes that year 3 historian different from the year 4, what skills are they using differently to interpret that data and get that substantive knowledge. GC explains that they have done work on that and now what they are doing we are looking at assessments and have gone further in terms of data than other schools have. This has shown a helpful format where you can do next steps, for example why is this child working towards and what is it that they are missing and what is making this child greater depth so the teacher can understand how they can get more children into GD and ARE. GC explains that we know we have this amount of substantive knowledge that we have to deliver within this unit, we don't have to make a lesson for every piece of substantive knowledge, we know some substantive knowledge is tiny. Take for example Science there is on bit about labelling the body, most children know the parts of their body and it doesn't take a whole lesson, but what we are consistently doing is filling in the time. What we have decided to do now is that one lesson at the end of every unit is going to be the assessment lesson where we will provide a task that the children will do that will enable the teacher to pull together all of the substantive and disciplinary knowledge from that unit. This will be reducing teacher workload and improving assessment in terms of children's learning and feed that back. This is what teachers will be doing on desegregated inset so that we are ready to do this in the Spring term. So, when the monitoring is done we will be looking to see the impact that this has had moving into Spring term B and TC will be able to report to the board at LGC 4 the impact this has had.

TC describes that we can do mop up lessons to move more children up.

SG asks how the training documented. TC explains that the training document is generated straight from MS FORMS and all teachers have link and complete from there.

SG asks when we would expect to see an impact, GC confirms that ideally it needs another cycle.

TC spoke to staff when doing monitoring, TC explains there is resources but you have to be proactive and look for it.

GC explains subject leads have release time once per half term, so each half term you will be able to see impacts next bit of monitoring so you'll be able to see progress from this half term to next half term.

EF asks about the next steps after analysing the impact, TC explains that the next steps come from the subject leads. TC goes onto say that she effectively monitors their monitoring. GC explains that this is also fed into personal development etc.

SG asks if Richard from QET also feeds into this. GC explains that SLT set agenda for when Richard comes in. GC plans Richards visit so that visit A is focused on core subjects and visit B on foundations subjects, so he gets a good look around our school. GC goes onto say that the next visit Richard will look at the PP Statement and then our history as our strongest foundation subject and RSHE as our developing subject.

GC identifies that Pupil voice key in our learning as they will be able to articulate what is going on their lessons.

SG ask if when monitoring and obtaining Pupils Voice if you are then able to differentiate from ARE, BARE and AAREA from their comments. GC explains that they already know where they are with regards to their attainment, so you bring a mixture of those children together, also GC says that when she completed her Collective Worship monitoring, she brought together children from protective characteristics groups to get their views.

SG asks GC how the headteachers report new process is, and whether it was less burdensome and easier to manage. GC explains that it was definitely less burdensome and helped her think about some of the things that they have put in place. GC confirms that overall, it was easier for her to manage.

GC wanted to make the board aware that they have never had to cancel a trip but we have now had to do that due to lack of parental contributions. The PTA asked to have a discussion on this as well and it was such a brilliant conversation because some of them wanted to contribute towards the trip, however after much discussion around various points raised by GC it was decided that they were not going to contribute. GC had a good conversation at the Annual Trust review about some of the parental engagement, GC explains that last year staff did lots of fundraising, GC that she is responsible for staff workload. GC explains that a balance needs to be found and parents need to understand that they will need to contribute with additional funding to make these things happen.

GC explains that as part of our disaggregated inset day we will get the rest of trips planned so that parents can plan costs ahead of time.

Governor Questions

iAbacus:

1. Following your Head Teacher presentations on iAbacus at LGC1. How has the continued use of iAbacus, this term, strengthened the day-to-day school narrative and its many processes?

- It has been useful in determining impact of our actions so far this year and enabled us to see where we have not yet been able to make progress e.g. Silver Global Neighbours
- The conversation in SLT and PDMS has been strengthened and more strategic through all levels of leadership, particularly as all progress has had to be linked to specific impact seen

2. Have there been any specific challenges in filling the data?

- Yes, with Pupil Premium as we continue to have issues with Arbor and being able to get the correct information
- Similarly, there is not yet an agreement on how we record the data within Arbor

3. Who, at QET, helps in proving an effective assessment the data in the iAbacus report? Is there any specialist feedback shown to you/slt that gives appreciation to St Bart's/Crewkerne's unique challenges?

- Reports from Malcolm Reeve, Richard Hanks and other external specialists feed into moderating our data
- The Trust Annual Review looks at the school's challenges and strengths. I think, but am not certain, that the Trust also uses its specialists to look at particular areas e.g. Safeguarding and SEND

4. What, if any, feedback that you/slt are presenting to QET regarding the integration of iAbacus at St Barts?

- As part of the Inset Day on the 22.11.24 the whole Trust leadership are working on the implementation aspect of iabacus so we can feedback and learn more in these sessions
- As an SLT, we find this software incredibly useful and supportive for our School Improvement. We are keen to ensure we do not duplicate or produce any additional information that may not be needed

5. Which Alternative Providers are used? Was there anything of note sharing following the Safeguarding checks?

- REACH Alternative Education - our strong relationship with them meant we could bring them into a meeting for a child at risk of PEX. They were then able to offer support X 3 per week when needed
- HEARD Therapy – they needed to get their workers First Aid trained so we needed to pause until they had completed this
- Conquest
- Otterhead Forest School – they are part of a Trust so lots of their policies linked into them which was helpful

Attendance & Behaviour:

Attendance -

1. How is the importance of school attendance being promoted across all our vulnerable groups?

We have a specific strategy of raising the profile of our vulnerable children across ALL staff to have daily check-ins to support their sense of belonging. Where attendance is an issue, this is raised through TAFs where we provide the family with support to improve the attendance. An example is two children being given the opportunity to come into school at 8:30am. This have increased attendance from being severely absent to almost at 90%!

2. What are we doing to achieve consistent support for pupils who need the most support?

Vulnerable children strategy

TAF meetings and bringing in specific professionals e.g. one family have Children with Disabilities and Health at their TAF as well as a step-in from Education Engagement Officer.

ELSA/ nurture

Targeted engagement for vulnerable children to take part in extra-curricular activities

3. What examples of the implementation of the pupil check-in strategy are evident? Eg. Examples of support based on our data that shows Pupil Premium children in Year 1 & year 4 are low, and how is the impact of those strategies to bring down the Persistent Absence rate to meet the 6% target.

The strategies are given a half term to take impact (as advised by HMI leading Proving Impact course), however, attendance is monitored fortnightly as well as by teachers in the classroom.

Behaviour -

1. Regarding the number of Child-on-child abuse incidents. Do these 5 incidents align with the Physical interventions incidents or are they unique/additional to.

No, they do not. These are separate.

2. What has been done to teach the slim lined school rules across the year groups?

- As per behaviour report

3. Have our children shown any signs of putting the new rules into practice across the school community?

- Yes, this is now part of the school language and much easier for children to articulate as the four words encapsulate everything

4. How do the slim-lined school rules line up with the updated Relationships & Behaviour Policy that Parents will access and what has been done to make parents aware of the new slim-lined school rules? Have any parents provided feedback/challenge?

- HT wrote about these to parents and carers about these as a priority at the start of the new school year and how we would be developing these
- There were FB posts about the workshop on this
- Teachers discuss these with parents when there are concerns or contact needed about behaviour

Vulnerable Learner Groups:

1. The SLT have identified Vulnerable Pupil Provision & Progress as a “golden thread” running through all school improvement priorities. Can you share an example of how this is reflected in objectives set for a child with SEN or Pupil Premium?

- SEN with PP have ILPs
- One target is personal, and one is set by the child
- Barriers to learning are identified by the teacher
- Monitoring of SEN by all leaders

- Further implementation of EEF 5 a day through our grid for High Quality Teaching and also training for TAs on the inset day

2. Has any child been offered and responded to any opportunities of responsibility that have been offered to children from Vulnerable Learner Groups?

- A child in Year 6 has become a prefect and this has motivated them to improve their attendance by 25% from last year

3. Given the pressure put on staffing resources by a very small group of children. How impacted has the teaching of the rest of our Vulnerable Learner groups this term?

- Owl class had the potential to be most impacted, but moving the child who was impacting most on the class reduced the impact. One TA was re-deployed to ensure that vulnerable groups in the class are getting the intervention needed.

4. What difference could the proposed SEND funding and allocation changes at the LA make for our SEND/Vulnerable Learners cohort?

- Concern that whilst providing the same level of funding sounds good. We don't have the same resources or class sizes as Special Schools, so this is still likely to impact schools negatively, especially with costed plans being removed

Curriculum Overview:

1. English - Will the Spelling Course and potential new Spelling Programme be made available in time for the current Year 6 Cohort? If not, what work is being done with the current Year 6 to close any gaps in their spelling learning.

New spelling course has been completed and the new resources have been purchased. They are in place for all of key stage 2 to use as of Monday 18th November

2. English - SPAG quizzing. Will this become used across all year groups as standard or it is simply at the class teacher's discretion to use?

SPAG quizzing is always done at the start of a lesson as part of the vocabulary discussion, it will then be used as part of a plenary, with children finding examples in their own or peer's work. As an additional SPAG quizzing will be used at teacher's discretion to fill gaps or waiting times (such as lining up, waiting to go out to play, etc).

3. Maths – engagement campaign. Has engagement with pupils and parents maintained its early positive uptake? What level of Vulnerable learners are engaged with TT Rock Stars at home?

The impact of this is clearly evident, with a significantly higher engagement. In Summer Term 2024, only 8% of our pupils were using Times Table Rockstars weekly. Since September 2024, this has increased to 42%. Vulnerable learner engagement is higher than this average- 47% of children with protected characteristics have logged onto Times Tables Rockstars at least once per week.

4. Maths – The two key areas identified from last year's KS2 Maths results (Reasoning & Timing) are being significantly addressed. How do the Maths lead & KS2 lead feel this is impacting the two key areas after implementing it with staff and children?

Monitoring undertaken this term has shown that regular reasoning is having a positive impact on children's work. Reasoning tasks are being completed more regularly in books by the majority of

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| | <p>children. This is a distinct shift in focus from previously, where reasoning tasks tended to be more regularly seen in children working above age-related expectations. Feedback from pupil voice has been overwhelmingly positive, with children commenting on how it has increased their ability and confidence when completing reasoning tasks independently. Weekly timed assessments are being completed in all KS2 classes weekly.</p> <p>5. Maths & English – Expectations. How have the agreed actions from our SI visit in Maths & English been addressed in our School Development Plan?</p> <p>Due to results of Y4 Multiplication Check results being below national average in June 2024, targeted teaching of Year 4 Times Tables was started immediately in September 2024 with all Year 4 children, rather than at the start of Spring Term as in previous years. These sessions are led by the Maths Lead, who also monitors progress weekly. Each child is set a target times table and they are tested weekly on these. Parents are informed of their progress every two weeks, with a current score out of 25 using the full test. Both children and parents are aware that children need to achieve at least 20/25. Last year, the national mean was 19 so we are aiming for 20.</p> <p>Last year, no child got 25/25, this year two children are already achieving full marks.</p> <p>So far, two children have completed all of their times tables and are now scoring 25 on the full test. The majority of the group are completing times table at a rate that is on track for full completion by Spring Half Term.</p> <p>The Year 6 teacher is keeping track of the SATs tests scores across reading, writing and maths to ensure that booster is provided where one subject may not be on track for ARE.</p> <p>The assessment lead is tracking all year groups for combined scores. This was started last year and is picked up through Pupil Progress Meetings.</p> <p>6. RSHE. Has any teacher feedback on the subject/delivery of RSHE been received? What courses/providers/good practice have been identified?</p> <p>RSHE lead has researched resource providers. However, they are too expensive to implement currently with the cheapest option being £3000 per year. Teachers have found the delivery simple enough from the guidance we have, the resources were being looked at for time saving.</p> <p>7. Science – Substantive knowledge. How good is pupil recall of the substantive knowledge facts that they have learned from one lesson to the next?</p> <p>Recall in UKS2 is strong. Methods have been shared with LKS2 and KS1. Children are good at recalling scientific learning from the current topic they are learning. Further development is needed to ensure recall of scientific topics taught in different terms.</p> <p>Compliance: Complaints/GDPR/FOI's/SARS:</p> <p>One SAR currently being undertaken</p> |
| 7. | <p>Finance</p> <p>SG explains that we had the September accounts from today. SG explains that there are two things to mention firstly the monthly management accounts and the new funding model, which SG will address secondly. SG hands over to GC, GC explains that she only had sight of this document yesterday. GC goes onto explain the key headlines. We knew that the in-year deficit was looking at around 45,000.00 and possibly looking like 47,000.00 by end of year. GC urges the</p> |

board to read the notes around this for an explanation as to why it is this high. For example, one of the reasons is due to the percentage increase due to staffing costs and back dating to September. There is a lot of money in the high needs budget and in the TA budget we are overspent, but GC unsure why as all of these staff were included in the initial budget plan. This is being investigated. GC goes onto say that we have had costed plans in which effectively cancel our salary that we budgeted for, for at least two of those TA's, so it doesn't make any sense.

There are a couple of movements of cost centres which are moving from one place to the other. GC concludes that those are the headlines that the board need to be aware of. GC explains the Key actions are that Tracy (QET) is looking into our PP grant. GC explains that the other issue is that we haven't got the exact monies for our PP strategy as the LA still haven't made clear what percentage of PP grant came to us in the summer term, and how much have we got now. High needs budget needs pulling altogether so QET know what money is in place for what child and which contract that offsets in the TA budgets.

Unofficial fund that has around 7,000.00 is going to be paid into our budget as it always should have been part of our carry forward and should bring us back in line again.

SG asks if there is anything due to us that will offset. GC explains that the only thing that could do is if anything is due to us around the PP grant.

SG asks if the deficit will reduce and what do we need to look at, GC explains that she can't really answer that until investigations have been done.

SG asks if figures could change GC answers yes.

Anna explains that when a school is with the LA your budget goes from April to April and when you are in a Trust it goes from September to August, and that always causes a bit of tension and explains we just need to sit with it as we will get there in the end. Anna reassures the local board that the finance committee will be all over this and your money is your money and won't go anywhere, and should come in as predicted by the end of year.

Anna explains that they encourage Local Governing Boards to step back from finance and let central team deal with it, the budget is always agreed with the Headteacher.

GC adds that currently we have eight days cover of the office and this will be moving to 5 which will all so be a saving.

SG explains the new approach to central funding document. SG asks Anna what happens if all of the schools are under financial pressure and who gets the most input. SG also asks about school efficiency and how you can be penalised for being too efficient because we are doing everything correctly whereas another school may not be and could potentially having access to funds. GC explains that she is aware that QET carry out quite a rigorous piece of work with how you are managing your budget. So couldn't be inefficient with your budget and then get extra a bit of resource because you are expected to manage it. GC goes onto say that there is a criteria to obtain extra funding, however if you are not managing your budget correctly then this is addressed with you as you go along and if you needed extra funding you would need to follow the process. GC explains that QET also have value-based criteria as well. Every decision comes back to QET values.

Anna explains that if all schools are under pressure, decisions are made aligning with QET values. The finance committee are rigorous with school finances.

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| | <p>SG asks Anna if QET are fit and able to manage finance of all the additional schools. Anna reassures that QET will buy in additional experts when needed.</p> <p>SG asks what happens if we disagree and ask for money and don't get it, Anna says that decision ultimately sits with the trust.</p> <p>SEN and PP are protected and money that we raise is for us.</p> |
| 8. | <p>Quantock Educational Trust and Governance Update</p> <p>SG explains that he has had one Chairs meeting back in October where the new funding model and H&S updates were discussed. SG explains that the only thing we need to address is that TC as a staff member on the board cannot take on the role of link H&S governor as it has to be a none staff governor, this is still to be decided. SG explains that they are looking at some training and what we could do together as schools.</p> <p>Attendance training – SG has completed this.</p> <p>Chairs have been invited to join QET inset day.</p> <p>SG explains there is still an ongoing struggle to get governors. GC shares Claire (QET) has done a marketing video to go out to schools and Claire is coming in on 26th November as QET needs a stock of photos of our school.</p> <p>Link Visits - EF has completed a safeguarding visit on 17th October this was a virtual visit. Discussed pupil survey, PTA funding, World mental health online which would be used and odd socks day. School council did worship on cyber bullying. Looked at and talked about discriminating behaviour and educate rather than react. Last year the number of racist incidents and Yeovil Town Football club an is intervention.</p> <p>GC explains consistent categorisation of concerns.</p> <p>Training provided through NSPPC and GC has completed brook traffic lights training.</p> <p>SG has completed a SEN monitoring visit, LE is very detailed. Still ongoing high percentage of SEN children in school. Battles for EHCPS. SEMH is high and advisory service came in and said we were doing it right, but identified two more children. Support from the Trust is fantastic.</p> <p>Governor Questions</p> <p>1. The Monitoring Forms provided by QET that we now use have the potential of pushing Monitoring Visits to be focused on ticking the right boxes. While that is not wrong – it does take away any particular areas of focus or key areas that might be better observed/discussed at the time of the visit. Is it possible to add targeted /key areas to the Monitoring Visits to add increased understanding/insights into St Barts unique school setting?</p> <ul style="list-style-type: none"> • As these are QET led documents, I would suggest that we refer that question back to Rob Brown with our rational as to why this would be beneficial to the LGC in understanding the school's impact |
| 9. | <p>Policies</p> <ul style="list-style-type: none"> • Accessibility Policy • Collective Worship Policy |

Signed Chair of Governors




Date...28/01/25.....

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| | <ul style="list-style-type: none"> • First Aid Policy • Governor or Trustee Visit Policy • Medical needs including children with health needs that cannot attend school <p>All approved by the board.</p> |
| 10. | <p>Date of next meeting</p> <p>28th January 2025</p> |

Meeting closed 7pm

Actions

| Action detail | Member | Completion date | Completed Y/N |
|---|--------|-----------------|---------------|
| Sign minutes | Chair | LGC3 | |
| EH and EF to complete Prevent and Cyber Training, or evidence this has been completed | Clerk | LGC3 | |

Signed Chair of Governors  Date...28/01/25.....