

ST BARTHOLOMEW'S SCHOOL GOVERNING BODY

Minutes of a meeting of the Governing Body of St Bartholomew's School held at the school

Thursday 23RD November 2023 at 6.30pm

PRESENT:

Daniel Meyer, Headteacher (HT)	Steven Larwood, Associate (SL)
Bettina Carlyon, Chair (BC)	Louise Ryle (LR)
Cathryn Johnston, Associate (CJ)	Rebecca Johns (RJ)
Hilary-Anne Buckhurst (HB)	Pauline Lloyd (PL)
Rosalind Goodrich (RG)	Jim Perry (JP), <i>arrived 6.45pm</i>
Laurianne Juhel (LJ)	Deborah Williams (DW)
Gwilym Jones (GJ)	Amber Makia (AM)

Also present:

Justine Tunstall, Clerk to the Governing Body

The meeting started at 6.35pm

1. WELCOME, APOLOGIES AND DECLARATIONS OF INTEREST

Apologies were received and accepted for Peter Main and Chelsea Drake.

The Chair welcomed Amber Makia to the Governing Body as the new Teacher Governor and introduced her to the governors.

There were no new declarations of interest.

2. MINUTES OF THE LAST MEETING & MATTERS ARISING

- a) To approve the minutes of the meeting held on 21 September 2023. Draft minutes had been circulated with the agenda.

It was **RESOLVED** to approve the minutes of the meeting of 21 September 2023 as a true and accurate record.

- b) **Matters Arising (not included elsewhere on the agenda) from the meeting held on 21 September 2023.**

A list of action points from the last meeting is provided below.

ACTION LIST	To be completed by
Complete the new 2023-24 Declarations of Interest and return these to the clerk either via email by the end of October or at the meeting. HT to liaise with JT, and Clerk to resend where necessary	All Governors
Update Services for School Website with Governors Terms (RG/HB) Work In Progress	Clerk
Confirm to the Clerk you have read the Governance Handbook.	All Governors

Governor reminded to read this and confirm to the Clerk	
Review the list on MyDrive of Link Governors and inform the chair of any changes – no changes required	All Governors
Complete ethnicity profile online	All Governors
Write a letter to the parents about the Ofsted visit. Action RJ	Governors present during Ofsted visit.
Confirm to CJ that you have read and understood the new KCSiE guidance.	All Governors
Add as an agenda item for next FGB: Progress update on Tackling Race Equality in Education Completed	Clerk
Inform CJ if you have attended Tackling Race Equality in Education training	All Governors
Share School Budget Document with all Governors Completed	Headteacher
Add as an agenda item for the next FGB: Review of SBM role Completed	Clerk
Safeguarding and CP policy, minor amendments required, circulate with changes ahead of the next FGB Completed	CJ
Add as an agenda item for the next FGB: Equalities Data and Objectives Completed	Clerk
Change date to July 2024 on the Performance Appraisal Document Completed	Clerk/Chair

3. UPDATE FROM CHAIR ON ANY CHAIR'S ACTION TAKEN

None

4. GOVERNING BODY BUSINESS

There are currently two vacancies, these are one foundation vacancy and one SDBE vacancy.

The new Governors AM will sit on the CLC.

a) Review of the number of GB meetings per term

A discussion was held about the number of FGB meetings the school holds. The statutory minimum is three per year, the school has always had six FGB meetings as well as committee meetings. The CLC meetings have changed as mentioned below in point 5.

JP arrived 6.45pm

b) Review of SBM Role within the school

The Headteacher was please to confirm that Josee, who had been seconded to the school has been appointed as a part time permanent member of staff as the SBM.

5. REPORTS FROM COMMITTEES and LINK GOVERNORS

The minutes from the Finance Committee will be forwarded to governors from the Chair (PM).

The minutes from the CLC meeting are on MyDrive.

The CLC meetings each term will now alternate so they are either during the working school day or out of hours. Therefore the next meeting will be held during the school day on 5th February, all Governors are welcome to attend this.

The following meeting will be on 7th March and held in the evening.

BC and LR visited EYFS this has been documented in the CLC and Governors folder on MyDrive.

6. APPROVE COMMITTEES' TERMS OF REFERENCE

- a) Resources Committee Terms of Reference

ACTION: These are currently being amended by the SBM.

7. HEADTEACHER'S UPDATE

- a) School Development Plan Update
- b) Headteacher's Report

The Headteacher thanked the Governors for the questions submitted ahead of the meeting, these are in appendix 1 at the end of these minutes, with the answers to the questions from the Headteacher.

- c) RAAC Update
Governors will be pleased to hear a survey has been carried out and the school does not have any RAAC.

8. EQUALITIES DATA AND OBJECTIVES (New Rolling Item)

The school's equalities data and objectives were included in the recent CLC meeting. Gender, Ethnicity and Religion were identified as key areas, this information will be circulated by Headteacher.

Action: Headteacher to circulate equalities and data objectives information.

9. PROGRESS UPDATE ON TACKLING RACE EQUALITY IN EDUCATION

The school signed a pledge 2 years ago with Lewisham and the SDBE to tackle race equality in education, the new initiative is being launched today.

10. FINANCIAL MANAGEMENT

The Budget was presented in the meeting on 23 November it was **CONFIRMED** and **AGREED**

11. SAFEGUARDING AND HEALTH AND SAFETY

Health and Safety Update

- A DSE policy is being looked at as part of the Health and Safety.
- The Chair has completed the H&S Governor Training.
- The Chair met with the DSL to check the SCR.

Safeguarding Report

This was circulated ahead of the meeting and taken as read.

- The suspensions and bullying incidents are linked.
- There are a few children who have been identified as needing support.

- 11 parents attended the recent parent coffee morning workshop. Items that were discussed included difficulties about behaviour at home and general fears and worries. The school would like to continue with these and discussed looking at other options eg. Zoom to increase the uptake.
- The counsellor Rob left at half term and hasn't been replaced yet. It was confirmed there is now one counsellor who sees the children regularly.

8.10pm Steve Larwood left.

12. POLICY REVIEW

a) Admissions Policy

There is one proposed addition from the SDBE

- in cases of shared responsibility, the parents must choose one address only for school applications.

b) Behaviour Policy

It was **RESOLVED** to re-adopt the Behaviour Policy.

13. GOVERNING BODY TRAINING

RG maintains the Governors training Log.

BC has attended the Health & Safety training.

All Governors with the exception of two have completed the Safeguarding Training.

ACTION: CJ to send the safeguarding training to DW and JP.

14. ANY URGENT BUSINESS

Currently the school renews DBS' for every member of staff every 3 years, it was proposed to change this to every 4 years.

It was **RATIFIED** that DBS' will be renewed every 4 years, with the view that the school will move to the update service which is a live service.

ACTION: Add DBS Update Service to the agenda for the Spring FGB, Clerk.

The annual declaration will continue to be completed annually.

Invitation to the Christmas Event

7th December at St Barts Church

8th December Christmas Fair 3pm – 6pm (lunch before)

14 December 9.30am onwards

20th December 9.45am St Barts end of School Service

15. DATES AND TIMES OF FUTURE MEETINGS

6.30pm Thursday 8 February 2024

The meeting finished 8.20am

ACTION LIST FROM 23 NOVEMBER	To be completed by
Review Resources Committee Terms of Reference	SBM
Mention lateness in the school newsletter and the impact this has on children	Headteacher
Future meeting agenda item - Strategic Plan Progress	Headteacher
Circulate equalities and data objectives information	Headteacher
Send the safeguarding training to two governors	CJ
Add DBS update service to spring agenda	Clerk

Appendix 1

Questions from governors – Head's report Autumn 2023

Autumn term overview pg. 1

How are staff adjusting to the restructure?

All staff are valued, many of the people who left the school are still in touch. It should be noted that the school is still well staffed however it is at complete capacity.

Having reduced the number of TAs through the restructure, is there more impetus to apply for EHCPs to obtain more directed support for SEN children?

Yes, these are being applied for, however they are taking longer to be processed, and the amount of the rewards is low.

EHCP's are reviewed annually by the local authority to ensure the funding and support is at the right level.

The amount of enrichment activities is now very impressive. Could money be directed from the Friends funds towards e.g. for music lessons or Lamda so that every child could do one of these activities even if their parents can't afford it?

The school keeps records of every single child to see what they are doing. Free places are shared when they are received or if music lessons are paid for etc.

Just wanted to add to your comment about how well EYFS have settled, in case governors haven't seen our report, that this is what we saw when we visited 17.10.23. All EYFS children seemed so settled and were really enjoying being in EYFS. They were responding so well to the adults and seemed very independent already - it really was a lovely environment.

Number on roll pg. 4

Re gender mix in, year 3 - what impact, if any, does it have on the culture/feel of the year and the way lessons are conducted or received? Is there a reason why only 20 girls and 34 boys? Reception too is heavily imbalanced. Is it something the school should aim to avoid or perhaps not possible to do that.

The school cannot discriminate however the school makes sure the mix of boys and girls in each class is fair. This is also reviewed when new children join the school to even this out.

Attendance pg. 5

How are pupils who are persistently absent being supported? The figures have improved is this as a result of this support?

Could you provide brief reasons for the 'persistent absences'?

'NB 71 hours 36 minutes of schooling lost due to lateness' Is this down to one particular year group or across the years? Are there persistent 'offenders'? Given as we know that lateness not only affects the individual late child but also the whole class, what is being undertaken to address this problem?

How does the +71 hours of lost schooling due to lateness compare w previous years. Is this an amount that will have a major detrimental effect on learning?

You wrote that lateness amounts to 71 hours and 36 minutes of lost learning - this is quite a shocking figure - is it something you communicate with parents? Should/could it be?

Yr 1, 2 and 6 have highest numbers of persistent absence. Just wondered if there was an easy answer as to why this was?

In Yr 6, children with an EHCP attendance is low (85.79) - I realise this is only 2 children but is this something that can improve or is it medical appointments etc? *One of these children was a low last year, and this has improved.*

Main comments from parents is that lateness is due to traffic, the bigger issue is to do with regular children who are persistently late. Governor asked why so many children are being driven, this is often because parents are driving to work.

There are two families who are being worked with as their children are persistently late.
ACTION: *Headteacher to mention lateness in the newsletter to remind parents the importance of being in school on time.*

Absences – this figure is much better than it was last year. The data needs to be drilled down to see if this related to individuals. There are very few children who the school has concerns about.

The attendance figure is very good.

Year 6 figures are distorted due to 11+ testing this term.

SIDP pg. 6

Re the school vision, am I right in thinking we said investigating the future in an academy in the next five years, would be one of the points for discussion?

Yes this has been discussed and it is likely to be in the 3 year plan.

You have set the target to raise writing standards - how is this going? How are you planning to do it? Are you seeing improvements so far from the introduction of the new scheme last academic year?

The outcomes are starting to pay off.

You wrote that intervention strategies include involving parents - does this mean additional reporting as to where children are or targeted homework to aid writing? I remember reading that you were going to consult about homework with parents - is this still going to happen?

Yes it does, there is an assessment week this week that will go back to parents.

Strategic Plan Progress – Governors met to discuss the strategy of the school and I note that this is a development point in the visit report. Can we schedule a follow up session to focus in on the ideas that were collected and put in place a vision with achievable next steps? Apologies if this is in motion and I have not seen it, please can you point me to it if so. Also, have there been any sessions with SLT / staff / (parents?) to capture their thoughts of where the school should be heading towards? Would be good to capture those thoughts too.

ACTION: Schedule this on a future agenda. Identifying what the school should look like in 3-5 years.

Tackling Race Inequality pg. 7

Professional Development pg. 8

Just a comment/request - could all acronyms be explained eg P7 - EDT and P8 - NPQ.
National Professional Qualification

The list of courses outlined do not state who is attending apart from Steve Larwood. Is the training budget being spread fairly across the staff so all have the opportunity to develop?
There is funding available for these courses.

Attainment and data pg. 9

Were there particular issues for the Year 1 phonics screening last year?

Yr 1 phonics result is low - 73% - is this a concern?

Phonics in year 1 is below national average. Are there plans in place to address this? Is the root cause understood?

This is low because of the number of SEN children in this cohort.

I noted the dip in this year's KS1 results at expected level and wondered what you thought the reason was? Is this still lost learning from covid or something particular to this cohort?

KS1 data seems to have dropped from last year - why is this? Is it just a different cohort? Is it a concern?

The school is measured by how many children have passed the phonics screening (including resits) by the end of Year 2.

KS1 Reading, Writing and Maths Expected Standard have slipped since last year (although it is above national average). In the case of Reading this has dropped for third year which is a significant indicator. Is there a plan in place to address this?

KS1 greater depth data is strong so there seems to be big differences in attainment with the year group. Is the 'Keep up' rather than catch up method working?

Is there a particular reason why progress against expected standards in KS1 is consistently down? is it the high number of SEN children in certain years, or were previous years particularly high achieving?

This is due to a mix of SEN and the Cohort.

What is being done with this data? Is it being used to inform interventions and support given? Are there plans/interventions in place to fill these gaps?

The cohort had a number of SEND children last year, and although they made significant progress the rest of the results weren't high.

KS2 data - there is a -8% difference in writing between the year before and most recent data in children attaining expected level. Writing progress score is lower than the previous year - why is this? Is this due to COVID?

There are a group of children in KS1 achieving greater depths in Reading, Writing and Maths in far greater numbers than the national average. It is encouraging to see that this group are getting stretched and achieving this level. Is a disproportionate effort being spent on the few over achievers and causing the majority to not meet expected standards as they are not receiving enough teaching?

The focus is on achieving all of these in all areas.

Behaviour pg. 20

Facilities pg. 21

LBL have indicated that the building and playground defects are not covered by any of 'our' insurance policies:

(a) Is this not something that as the SDBE own the buildings, presumably we should turn to them for answers as to 'insurance'?

(b) Is there not an equivalent of the Builders Certificate issued on new build homes for school buildings and if there is, would we still be within the period of cover?

Unfortunately this is not insured in school.

Why is the problem in the playground not covered in any Lewisham insurance policies - is this a mistake on their part? And I think you said it would cost £400k to repair the situation, of which we would have to pay £40k - is that right, and have we accommodated that in our budget for future years?

Lewisham Borough are now more involved and the SDBE have been supportive, the Headteacher hopes to have an update for the next meeting.

How soon will the work on the KS1 playground need to be started and what is the likely timeframe for completion?

This is unlikely to be completed this academic year.

Budget pg. 22

Universal Free School Meals - have we found a way to approach parents to contribute to the short fall yet?

There is a page on parent pay where parents can make a donation.

