



St Bartholomew's ASEC Meeting Minutes

Date: 20th November 2024

Time: 15:45

Venue: In School and on Teams

Meeting Reference: 24/25 Meeting 1 Term 2

Members present	Initials	Representing
Dan Oakes	DO	Headteacher
Catherine Hersom	CH	Foundation Appointed (Chair)
Kathryn Brooke-Dean	KB-D	Foundation Appointed (Vice Chair)
Beth Dixon	BD	Staff Governor
Liz Hickling (Part)	LH	Foundation Appointed
Richard Holman	RH	Parent Governor
Kirsty O'Neill	KO'N	Parent Governor
Ruth Sexton	RS	Foundation Appointed
Apologies	Initials	Representing
Jane Curtis	JC	Foundation Appointed
Attending	Initials	Representing
Rachel Bristow	RB	Deputy Head Teacher
Jacqui Stammers	JS	EYFS Phase Leader
Fiona Holness	FH	Clerk

MINUTES

Agenda Items	Actions
1. Welcome, Prayer & Apologies	
<p>In advance of this meeting the Governors had attended an OFSTED training course which they found very useful and informative.</p> <p>The Chair welcomed everyone to the meeting. The meeting was quorate. Apologies were received from JC. LH led the opening prayer.</p>	
2. EYFS Baseline 2024-2025 & Sports Premium	
<p>a. The EYFS Phase Leader attended the meeting to give an update on the EYFS baseline and to discuss next steps for the rest of the year.</p> <p>There are currently 55 children in the Foundation stage. This splits out as 29 and 26 children in each of the two classes.</p> <p>The EYFS team had two very good open evenings in mid-November for the September 2025 in take. Thirty-seven families visited with tours of the school as</p>	



well. There were a lot of positive comments from families. A lot of the families visiting were new families looking for a school for their eldest/only child.

The EYFS Phase Leader gave the meeting a summary of the children which will need additional support. Wiltshire Council have committed to complete new EHCP's within 20 weeks. There will be one-to-one speech and language support for some of the new intake along with sensory time and support for socialising and playing for these and other children. The EYFS team are also following up with parents who received Early Years Pupil Premium (EYPP) so that they can apply for Pupil Premium (PP) if applicable.

A third of the EYFS children are classified as 'Summer born' meaning that they were born after 1st April 2020, this can cause challenges as they are only just over four when they start school. There needs to be a big focus on listening and attention for all children.

There are seven baseline areas, key areas like Maths and Literacy are Government targets but all of the areas are tracked by DSAT. In terms of children currently on track the picture is similar to last year. There are 17 areas which feed into determining if a child has a 'Good Level of Development' (GLOD) at the end of their Reception year. All children are assessed on all areas at the beginning of the year and then again at the end of the year to monitor their progress.

Governor Question:

The Chair challenged a couple of specific lines, 'Communication' and 'Being Imaginative and Expressive' which were very low scoring. She wanted to understand why these lines had scored as low as they had.

Response:

The Staff Governor shared that there is a national trend that children can struggle to play and interact with others due to an increasing use of iPads during the past few years.

The EYFS lead then went on to talk about the Neli programme, which is an early language intervention scheme.

In terms of Neli screening there are 13 red children having clear concerns, these children and two of the amber children, receive two 1-2-1 sessions with a TA and two small group work sessions per week. There are a further 11 amber children, who will receive additional support, and 31 children classified as green, which means there are no concerns.

One of the governors shared that she had been in the classroom whilst the Neli assessments were taking place and praised the way that the TA's are working with Neli.

The HT shared that the provision of TA's has increased, and an additional qualified Teacher is in EYFS one day per week. The school is investing time and money in helping the children to achieve GLOD.



Governor Question:

A parent governor challenged how the base line scoring is communicated to parents.

Response:

The EYFS lead responded that it is discussed at parent evening.

The EYFS lead confirmed that as one to one Neli had started earlier then whole class Neli could be started earlier.

The EYFS lead shared that the team use an online platform called Tapestry to communicate each child's progress with family members. She shared some examples of the children's work in the meeting.

Governor Question:

The Chair asked about how the EYFS team effectively use Tapestry to communicate the child's progress to the individual parents and carers.

Response:

The EYFS lead responded that the team share a weekly memo to parents and carers on Tapestry, enabling families to keep up to date with their child's latest learning.

Governor Question:

One Governor asked do the school know when parents have accessed and viewed the files on Tapestry.

Response:

The response was that the team can see when parents have logged in and if they like or comment on a post.

Governor Question:

There was a follow up challenge around, have all parents accessed Tapestry.

Response:

The EYFS lead responded that they would chase some families all year and there will still be a few which never engage. These parents/carers will be approached at drop off and pick up to try and resolve any access issues.

The EYFS lead confirmed that parents can download and keep the children's work at the end of the year from Tapestry and it can be turned into a book.

In other areas, following a review a previous practices, the EYFS team noticed that the lowest testing children were often the children who did not complete the 'Rainbow Challenge' where children will pick seven core skills to complete on a weekly basis. So now they have five days, with five activities and all the children have to go to and find an activity to complete each day.

Governor Question:

A Governor challenged how communication with the local pre-schools could be improved. This is following a questionnaire which was produced by the ASEC and the EYFS team. It was sent to last year's EYFS intake to examine how the school could improve the induction experience.

Response:

The EYFS lead is working with Old Court pre-school about how they can help pre-school children to be ready for school such as using pure sounds and pre-writing or mark making skills.



<p>The HT said that Old Court wanted to work more closely with the Primary schools in Royal Wootton Bassett. St Barts are looking to work with other pre-schools too.</p> <p>Governor Question: There is a concern with the Admission Form for Primary Schools, in that it doesn't ask which pre-school the child attended. Governors felt that from a safeguarding perspective it would be good to know which pre-school a child has attended.</p> <p>Response: The HT responded that it creates additional work for the school office to have to contact each family to establish which pre-school their child attended. It would also be useful to have insight into which pre-schools St Barts are receiving interest from.</p> <p>Sports Premium The EYFS lead also gave the Governors an update on Sports premium, as she is the School PE lead. There was a girls football tournament recently and the St Barts team won every match. There is also a Netball tournament coming up soon.</p> <p>The PE lead and the Sports Premium Governor are due to have a meeting soon.</p> <p>The HT shared that this year there will be a Foundation Stage Christmas performance, separate to the Nativity for Years 1 and 2.</p> <p>There was a query about newsletters not going to the governors. The DHT will follow it up.</p>	<p>Action 2.1 DHT: To follow up on Governors receiving Newsletters & other key communication. By Mid-December.</p>
3. Declaration of Interests	
There were no declarations of interests.	
4. Minutes & Matters Arising (not covered elsewhere) from the Previous Meeting and Action List Update	
<p>The minutes of the last meeting, ASEC#01 2024/25 dated 18.09.24, and were approved as a true and accurate record of the meeting.</p> <p>The Actions from Term 1 were reviewed. They are all complete.</p> <p>1.3 To schedule Governor Monitoring Days for 2024/25</p> <p>1.4 To circulate the upcoming dates of the Ethos Committee meetings</p> <p>1.5 To listen to the recording of the DSAT Induction Training</p> <p>1.6 To complete the Safeguarding and Cyber Security Training</p>	
5. Strategic Governance Leadership	
<p>The Chair updated the ASEC following recent Hub meeting. A report has been uploaded to the Share Point. The Chair has linked it to the AIP.</p> <p>The HT confirmed that all Teachers attended the Thrive Hub music training, and this is noted in the Hub Improvement Plan.</p> <p>The Chair confirmed that the DSAT training videos are being refreshed and will be circulated by the New Year.</p>	



<p>At the Hub meeting, the Chair tabled the St Barts monitoring plan, another Chair, within the Hub, with an educational background is going to put together crib sheets to aid Governor classroom visits with Marden Vale. These are also linked to Walkthrus, and the St Barts HT will follow this up.</p> <p>The Chair brought up in the Hub meeting that there is some ambiguity in the wording within the attendance policy over when a child is marked as absent or present and in education. The Hub Chair is taking this to DSAT for further discussion.</p> <p>Governor Question: A Parent Governor asked at what point the responsibility for handover of a child takes place.</p> <p>Response: The HT feels that from Years Reception to 5 it's at the classroom door. The Year 6's can walk themselves to school if parents have given permission.</p> <p>It was noted that there is an outstanding policy amendment from DSAT around parents being unable to pay for school trips and having to speak to the HT and St Barts want that removed.</p> <p>The Diocese recognises that there is an issue with the recruitment of Foundation Governors, but currently there isn't a proposal to change the requirements.</p> <p>The pay panel has met, and the HT's appraisal has taken place.</p>	<p>Action 2.2 Head Teacher: To link in with Marden Vale re the crib sheets assisting Governor visits & Walkthrus. By mid-December.</p>
6. Church School Flourishing (CSF)	
<p>The Chair is going to resend the Flourishing videos and confirmed that it's important for Non-Foundation Governors to watch them too. There are four modules.</p>	<p>Action 2.3 Chair: To resend the links to the CSF videos. By mid-December.</p>
7. Accountability for Educational Improvement	
<p>a. Head Teacher's Report and Statutory Data The HT circulated a report in advance of the meeting.</p> <p>He also shared the Simplicity model designed to show how it's important to remove distractions in terms of environment, clutter in the classroom and stripping the lessons down to the key information to help the Teachers secure information into children's working memory.</p> <p>In terms of questions and the environment are all children paying attention. The HT asked Governors to think about "are all children thinking deeply" when they come in during week four each term.</p>	<p>Action 2.4 All Governors: To consider the question "are all children thinking deeply" during their monitoring visits. By mid-November.</p>



The HT said that the current focus Walkthrus will encourage children to think deeply and be ready to answer a question 'Cold Calling' or to 'Think, Pair Share'.

The Governors queried the best time to come in next week, especially as there are NTS tests for Years 1-5. The HT suggested that the governors come in during an afternoon.

The AIP wants Governors to see examples of Walkthrus being used in class, and this will give them an opportunity to do so.

The HT shared the new Curriculum page on the school website, previously for example Term 1 would be a science 'topic' from the international primary curriculum.

Since the previous OFSTED we have linked to the etymology of the words, the key concepts, and the big questions. So children will study Science, History and Geography as separate subjects. Science is studied throughout the school year with Geography and History being studied on alternate terms.

We want our children to be confident speaking and so have crafted a school 'Oracy Curriculum' which encourages children to be good orators. Every term we have a 'no pen day' to focus on this important aspect of development.

We have also designed our own unique 'Legacy Curriculum'. Every term we hold Legacy days where the children look at someone in history who has left their legacy on the world and have really soared. It links with our mission statement and the worldwide community. The children have a legacy book throughout the school. So that by the time they leave they have quite a catalogue of people who have made an impact in history.

Governor Question:

A Parent Governor asked about 'how do we promote this', showing the extra things the school are doing to make the school special.

Response:

The HT said that he does see this is something which should be communicated maybe sending home a letter after Legacy day saying "ask me about"

There was a concern raised that the parents who would really benefit from engaging with these things wouldn't necessarily engage.

The HT feels that it's good to have something printed to discuss with parents. The Staff Governor felt that short videos to watch online would be good too.

The Chair suggested that the SENDCo or Parent Support Advisor/Early Help Coordinator could talk to the parents that they interact with about this sort of information.

The HT said that to enable parents to engage with RWI for example there was a daytime session and an evening session to enable more parents to attend.



<p>The HT also showed the Lesson Plan Design and the Summary Curriculum Paragraph about how children Learn, Grow and Soar.</p> <p>The Chair said it was worth the Governors thinking about questions from the OFSTED training completed earlier the same day and compiling questions to send to her.</p> <p>Governor Question:</p> <p>The Chair asked a question about the number of EHCP's in the school and are the TA's understanding the children's needs and receiving training.</p> <p>Response:</p> <p>The HT said that once a fortnight, there is a TA session, delivered twice to maximise attendance. There are also DSAT CPL training courses.</p> <p>The DHT said that the Teachers have ultimate responsibility, but the TA's do a great job because they know their specific child really well. They also have the support of the Class Teacher, tools which the child needs and the SENDCo team.</p> <p>The HT had shared the categories of My Concerns raised in his report.</p> <p>Governor Question:</p> <p>One Parent Governor asked about the eating category.</p> <p>Response:</p> <p>The HT responded that it's around for example an unhealthy lunchbox, or a lunch not being brought into school.</p> <p>There are also children who are consistently booked in for hot dinners and don't eat the food, this is fed back to parents.</p> <p>b. Academy Improvement Plan 24/25</p> <p>The Chair had shared the AIP and monitoring days in advance of the meeting.</p> <p>The Governors planned when they will visit next week. Monday afternoon four of the Governors will visit Years, 1, 2, 3 and 4. Then on Wednesday afternoon other Governors will visit EYFS, Year 5 and Year 6.</p> <p>Several Governors had shared reports in advance of the meeting.</p> <p>7d St Barts ASEC AIP Link Governor Written Report - Safeguarding Nov 2024.docx</p> <p>7d St Barts ASEC AIP Link Governor Written Report Flourishing AIM Visit October 2024.docx</p> <p>7d St Barts ASEC AIP Link Governor Written Report Flourishing EYFS 1.docx</p> <p>7d St Barts ASEC AIP Link Governor Written Report Flourishing Update Staff Wellbeing.docx</p>	<p>Action 2.5 All Governors: To send the Chair questions following the OFSTED training. By mid-November.</p>
8. Compliance	



<p>a. Governor Understand of KCSIE updates and completion of annual Safeguarding training All Governors are compliant, having read the appropriate sections of KCSIE and attended the annual Safeguarding training.</p> <p>b. Academy Website and GIAS The school website and GIAS are correctly updated with the current Governor information.</p> <p>c. Health and Safety Audit/Walkaround Report The Health & Safety Audit was carried out early in Term 2, they have returned to the old format. There was a discussion that the sliding doors in Years 5 and 6 can't be counted as fire doors.</p> <p>Governor Question: A question was asked over assembly points and whether the size of the school needs more than one assembly point now.</p> <p>Response: The HT is going to talk to the School Business Manager about requirements and safety, the Fire Marshall had previously said that the MUGA was the safest area on site and that children can be evacuated from the school site if necessary.</p>	<p>Action 2.6 HT: To speak to the School Business Manager re Fire Safety. By End November.</p>
9. People & Structures	
<p>a. Skills Audit Several of the Governors have completed Skills Audits and shared them with the Chair.</p> <p>b. Continuing Professional Development Opportunities The Chair reminded all Governors to look for training opportunities on Eventbrite and Right Choice. There is a new Right Choice training course listing circulated earlier today.</p> <p>c. Appoint Statutory Designated Lead Governors – H&S, Safeguarding, SEND, EYFS, PP/Disadvantaged. All statutory lead roles were appointed in Term 1 and Governors are building these individual links with their contacts in school.</p>	
10. Any Other Business	
<p>a. Self-Evaluation of Governance All Governors are looking forward to their monitoring visits next week.</p> <p>b. Any Other Business The Chair checked with all the Governors if they had anything final which they needed to raise.</p>	
11. Close and Date of Next Meeting	



The meeting closed at 17:49
Date of the next meeting: Wednesday 15th January 2025.

Actions from Term 2 Meeting 20.11.24

Agenda point	Action number	Action	Owner	By when
2	2.1	To follow up on Governors receiving Newsletters & other key communication.	DHT	Mid-December
5	2.2	To link in with Marden Vale re the crib sheets assisting with the Walkthrus	HT	Mid-December
6	2.3	To resend the links to the CSF videos	Chair	Mid-December
7	2.4	To consider the question “are all children thinking deeply” during their monitoring visits	All Governors	Mid-November
7	2.5	To send the Chair questions following the OFSTED training.	All Governors	Mid-November
8	2.6	To speak to the School Business Manager re Fire Safety.	HT	End November