

# Our Lady of Lourdes Catholic Primary School

## Minutes of a Quality and Standards Committee Meeting– 28 November 2018, 9.30am at the school

### The three core strategic functions of the Governing Body:

- a. Ensuring clarity of vision, ethos and strategic direction
- b. Holding the Headteacher to account for the educational performance of the school and its pupils, and the performance management of staff
- c. Overseeing the financial performance of the school and making sure its money is well spent

### In this meeting governors will be mindful of equalities issues in all agenda items

**Present:** Pier Anscombe, Paul Beverton (Headteacher), Sandra Hogan, Adrianne Nnadi, Giulia de Rosa, Helen Snow (Committee chair)

**Apologies:** None

**Quorum:** Three committee members. Six committee members were present. The meeting was quorate.

**Clerk:** Ruth Ali

Action points: **bold** Questions to the school: **highlighted** Decisions: **bold italics**

Minutes signed by: \_\_\_\_\_ Agreed on: \_\_\_\_\_

		Actions
1.	<b>Welcome, and to consider and accept apologies for absence</b> The meeting was fully attended.	
2.	<b>Declaration of business interests or interests of loyalty in agenda items</b> None.	
3.	<p><b>Minutes of the last meeting 17 October 2018</b></p> <p><i>3.1 To agree accuracy</i></p> <p>The minutes were <b>agreed as a true record</b> and signed by the Chair.</p> <p><i>3.2 Matters arising, including action points</i></p> <p><b>Paul's Actions:</b> The Science Report was not circulated, but the committee was advised that the whole curriculum is currently being reviewed, in particular in light of the development of the outdoor areas and Forest School. Ofsted were satisfied with the current wide ranging curriculum. Governors recognised that the curriculum is not static, but developing and invigorated, and all areas of the curriculum are tied up together.</p> <p><b>The INCo and SEND link governor will meet to discuss Poverty Proofing, and also to review the Accessibility Plan.</b> It was suggested and agreed that the Site Manager, Associate Member to the Resources Committee, should join this meeting for the buildings related aspects of the plan. The Headteacher commended the Site Manager for his tireless and varied input into the school, and governors agreed to recognise this by getting him a card to be signed by all at the next FGB meeting. <b>Helen will bring a card.</b></p> <p>All other actions have been completed and did not require further discussion.</p>	<p>SH</p> <p>HS</p>
4.	<p><b>To review committee Terms of Reference and if agreed to recommend to FGB for approval</b></p> <p><b>Agreed:</b></p> <p><b><i>The committee unanimously agreed to recommend the Terms of Reference to FGB for approval without changes.</i></b></p>	

5.	<p><b>Curriculum Report – Writing</b></p> <p>The Headteacher explained that joint moderations have taken place to ensure that assessment is consistent throughout the school.</p> <p>Governors discussed the new Handwriting Scheme (Letter Join) in some detail and asked whether it had already been implemented. The Headteacher confirmed this, but also explained that this had not been done effectively as monitoring had shown inconsistencies. A staff meeting was held to relaunch the programme. In response to a question in relation to how emphasis on handwriting and presentation may impact the quality and quantity of writing, the Headteacher explained that the teacher is responsible for guiding the children to produce draft work, concentrating on quantity and quality of content, and then published work, with the emphasis on handwriting and presentation. The monitoring of handwriting also showed that there are some presentation inconsistencies, which are being addressed by the Headteacher.</p> <p>The Writing Link governor conducted a Subject visit on the day prior to this meeting, where the handwriting scheme was discussed in some detail. It is expected that the scheme will be embedded by the end of the year.</p> <p>Governors asked whether there is any feedback from other schools using the programme and were advised that, as the programme is new, everyone is at the same stage. <b>It was agreed that the committee should receive an update and information on next steps at the first meeting of the Summer term.</b></p> <p>Initial teething troubles around resources have now been resolved, which will help teachers to implement the programme.</p>	PB/RA
6.	<p><b>RE Report</b></p> <p>The report did not contain Y6 data, which was overlooked due to the RE Subject Leader’s absence at the time. The committee discussed what impact this could have, but agreed that it is of no consequence in itself as both the Y6 cohort and the Y6 teacher at the time have now left the school. The Headteacher will nevertheless look into this and will also scrutinise more effectively in the future.</p> <p>Attainment is generally good in all year groups and across both boys and girls. However, progress in both Y4 and Y3 should improve, and for one class this is being addressed by their new teacher, and the Headteacher will look further into assessment of the other class.</p> <p>Governors were reminded that the Diocese is introducing a new assessment system (away from levels) in January. <b>This will be an agenda item at the Spring term meeting. The Headteacher will ask the RE Subject Leader to invite the RE link governor in to look at the new assessment system. The RE Link Governor will also be asked for his availability to join the Q&amp;S Committee when an RE report is presented.</b></p> <p>The Headteacher explained that the new system will also provide support for non-Catholic teachers in that the wording will make the teachers feel more confident. <b>The Headteacher will circulate the RE Assessment toolkit to the committee.</b></p>	RA PB RA  PB
7.	<p><b>Pupil Attainment and Progress/quality of teaching - To discuss</b></p> <p><i>7.1 ASP and Arbor Data</i></p> <p>Governors were pleased with this year’s data across all areas. Phonics was the biggest success and shows that the investment in the Read Write Inc (RWI) programme had an impact.</p> <p>The committee agreed that, as Analysing School Performance (ASP) is now</p>	

more straightforward than Raise Online, there is no longer a need to buy the Arbor reports.

### 7.2 Quality of Teaching Report

The very detailed and honest report was circulated prior to the meeting and evaluated the overall quality of teaching in the school to be good. There are members on the staff team who can model good practice. One teacher was reminded of the need to follow policies and has since then received positive feedback.

100% of teaching should be at least good, and 60% with outstanding elements. The school currently has 100% good teaching with some outstanding elements. **Governors asked whether individual teachers know where they are in terms of their quality of teaching.** The Headteacher confirmed this and outlined the format of evaluation of teaching and how this feeds into appraisal and the recommendations to the Pay Committee. **In response to the question whether teachers comment on the effectiveness of interventions,** it was confirmed that this is the purpose of the Pupil Progress Meetings (PPMs), where teachers are invited to suggest alternatives. Governors who have attended PPMs confirmed that they have observed this.

### 7.3 Early Years Data

Early Years data is overall in a very good place, and Ofsted did not raise any issues. Governors have noted through their own observations that the Early Years leader is held in high regard throughout the school.

**A governor commented on reports in the national press that the gender attainment gap is starting really early, and that Maths in particular was highlighted, and asked for the Early Years Leader's views.** Pier explained that Maths can be more physical and kinaesthetic, and not always transcribed, which is more appealing to boys. The discussion then moved on to explore the gender gap throughout the school, where boys are generally somewhat behind girls, except in some areas of Maths. The Headteacher confirmed that this is the reason why this year's school priorities are boys and writing. Some classes are particularly boy heavy, and boys are also more likely to have Special Educational Needs (SEND) or are disadvantaged.

Pier reported on training she attended recently in connection with pre-number skills in Reception and the value for transferring these to number skills later in school.

One child in Reception did not achieve Age Related Expectations (ARE) for a good level of development (GLD). However, this was only due to Writing and more of a confidence issue than ability in that the child did not automatically write, but requested support at every step of the way. **Governors asked whether Pier has followed this up to Y1 and knows how the child is doing now.** She has observed lessons and seen progress overall, but was not able to recall particularly.

The Headteacher confirmed his confidence in the Early Years Leaders assessment.

Governors were advised that the curriculum will change in the next few years for EYFS to be in line with the National Curriculum. It is expected that this change will bring EYFS data down. LA moderation is expected this year.

The school is still exploring and researching how to bridge the gender gap in literacy, and governors are looking forward to seeing development.

8.	<p><b>Single Plan and Governor Action Plan</b></p> <p><i>8.1 Update on Single Plan</i></p> <p>Governors were reminded that the Single Plan had been amended from a termly plan to a yearly plan. It is still reviewed termly, but the Headteacher no longer needs to micromanage processes, as they are all in place now. An update will be given in Spring 1, following review of the Single Plan, when data and observations have been analysed.</p> <p><i>8.2 Update on Governor Actions</i></p> <p>All monitoring except for PPMs has been suspended for this term. Jo Pearce is now Reading Subject Leader. It was recommended that the Governor Action Plan should also be annual.</p> <p>Further discussion on actions will take place at FGB.</p>	
9.	<p><b>Pupil Wellbeing and Behaviour</b></p> <p><i>9.1 Report on Anti-Bullying Week</i></p> <p>The Headteacher gave a brief verbal report on a very successful week. There was a launch assembly at the beginning of the week, and teachers had various resources (SEAL) throughout the week. Blue Day was celebrated on the Thursday (Friday was Spotty Day for Children in Need). The theme of the week was Respect. Children’s understanding has been raised, and they were very articulate about bullying and mean behaviour. This now needs to be fed back home to the parents who do not always understand the difference. It was confirmed that all children know what to do when being bullied. The topic of bullying is never dropped, and children are constantly reminded. Restorative Justice is used throughout the school, and children can articulate the process.</p> <p><b>9.2 To plan lunch time visit to assess</b></p> <ul style="list-style-type: none"> <li>• <i>Impact of Playground Resurfacing</i></li> <li>• <i>Restorative Justice</i></li> </ul> <p>Data shows fewer behaviour incidents. <b>Helen and Giulia will agree a date between them to visit in January.</b></p> <p>In connection with lunch time, the Headteacher made governors aware of some issues around the new B&amp;H catering contract. The quality of food has changed, and some parents apportion blame to the school and the needs of a child with an allergy. Parents have been advised in the newsletter to contact the catering service directly if they have any issues with the quality of lunch.</p>	HS/GdR
10.	<p><b>To receive an update on Pupil Voice activities</b></p> <p><i>10.1 Student Council</i></p> <p>Some timetabling issues were experienced, but two meetings will take place this half term. Adrienne has been in touch with the Student Council Coordinator.</p> <p>Ofsted was impressed with opportunities for pupil voice throughout school in other ways additional to Student Council.</p>	
11.	<p><b>Parent Voice</b></p> <p><i>11.1 To evaluate the Parent Survey</i></p> <p>The survey showed very positive results, and where negative evaluations were given, these were by only two or three individuals.</p> <p>The most “disagrees” were for the homework question. One parent commented that they did not agree with homework in primary school, and the Headteacher explained that parents should be aware that it is not compulsory.</p> <p>Governors are aware that parents were repeatedly given opportunity to input</p>	

	<p>into the Homework Policy through the Parent Council. The policy was emailed out to all parents, and comments were invited, but none received. They therefore felt frustrated that negative feedback was received through the survey, although it was recognised that one person's comments may not have made any difference to the policy. <b>Governors will explore changing the question in the next survey (agenda item Autumn 1 2019).</b></p> <p><b>Governors' feedback from the survey will be given to parents through the newsletter.</b> The Headteacher is considering asking parents with strong negative views to come forward and discuss their issues.</p> <p><b>Adrienne will select which of the many positive comments to add to the website.</b></p> <p>Governors recognised that the school is offering many facilities for parents to have their voice.</p>	<p>RA</p> <p>Who?</p> <p>AN</p>
12.	<p><b>Policies etc</b></p> <ul style="list-style-type: none"> <li>• <u>Behaviour Policy (for information)</u></li> <li>• <u>Anti-Bullying Policy (to recommend to FGB)</u></li> </ul> <p>Both policies were tabled at the meeting. The committee was therefore unable to recommend them to FGB for approval, <b>but will look at them prior to the next FGB meeting with a view to asking FGB to consider them for approval.</b></p> <ul style="list-style-type: none"> <li>• <u>Equalities Information (to recommend to FGB)</u></li> <li>• <u>Update on Accessibility Plan</u></li> </ul> <p><b>Both will be looked at together by the SEND governor and the INCo.</b></p> <p>The meeting closed at 12.07</p>	<p>All</p> <p>SH</p>

**Documents circulated prior to and at the meeting:**

Minutes of the last meeting  
Action points from the last meeting  
Committee Terms of Reference  
RE Attainment and Progress Data  
RE Report  
ASP Data  
Arbor Data  
Quality of Teaching Report  
EYFS Report  
Single Plan Objectives  
GB Action Plan  
Parent Survey Results (two documents)  
Anti-Bullying Policy  
Behaviour Policy