

Our Lady of Lourdes Catholic Primary School

Minutes of a Quality and Standards Committee Meeting– 23 January 2019, 7.30am at the school

The three core strategic functions of the Governing Body:

- Ensuring clarity of vision, ethos and strategic direction
- Holding the Headteacher to account for the educational performance of the school and its pupils, and the performance management of staff
- 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), Adrienne Nnadi, Giulia de Rosa, Helen Snow (Committee chair)

Apologies: Sandra Hogan

In attendance: Zoe Garbarz (InCo), Anita Philbrook (Deputy Headteacher, agenda items 1-5), Zouhour Robinson-Zaabar (governor not yet appointed to a committee)

Quorum: Three committee members. Five 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: _____

1.	Welcome, and to consider and accept apologies for absence The chair welcomed everyone to the meeting. Apologies were received and accepted from Sandra Hogan.	Actions
2.	Declaration of business interests or interests of loyalty in agenda items None.	
3.	Minutes of the last meeting 28 November 2018 <i>3.1 To agree accuracy</i> The minutes were agreed as a true record and signed by the chair. <i>3.2 Matters arising, including action points</i> Sandra's actions: A meeting has been arranged with the InCo for 30 January. Equalities Information has been updated, but, due to an oversight, has not yet been forwarded to the committee. To follow. The school constantly reviews poverty proofing when considering trips etc, and the topic is at the forefront of all decisions. Helen's and Giulia's action: A date for a lunchtime visit has not yet been set. Paul's action: Clive has already contacted the RE Coordinator, and this contact will be followed up by Paul. Adrienne's action: Still to be completed – select comments of parents for website. Other actions: Paul will draft a short summary of the parent survey for the newsletter.	
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4. **Pupil Attainment and Progress/quality of teaching**

4.1 To discuss Autumn Term internal data

Data was circulated prior to the meeting, and Anita directed governors' attention to the overview on page 8.

- Girls are outperforming boys across school
- Priority areas for development are writing and boys' attainment
- Several new children without prior data (11) for KS progress– initial teacher assessments given for autumn – schools being chased for data
- As it is the Autumn term, the expectation is for all to be on track at .1. Progress will vary from Spring term.
- 3 children in KS2 with INA's (are also Pupil Premium) – all are below age related expectations (ARE)

Governors asked whether the new children have settled in well. Anita confirmed this, but also explained that some have anxiety issues.

Measures taken by the school to further improve children's attainment and progress (including "So what" from page 8 of data report):

- Developing Writing Day for all teachers.
- Wild Beach Day – Going to the beach every week for a whole day during Spring 2, learning about sustainable fishing, pollution, exploring the beach; and all these activities providing lots of writing opportunities for Y4. The organisation behind Wild Beach Day would also like the school to go for an award.
- Assemblies have been moved to afternoons to make better use of mornings for learning. **Governors enquired**
 - **whether this has worked well.** - No conclusive answer could be given, as it had only started last week. Some parents are not keen, but will be given the opportunity to discuss this at the forthcoming Parents Forum.
 - **whether behaviour is ok for assembly at the end of the day.** - So far this has not been an issue, but if it was, then it would be addressed and the children would learn, as there were compelling reasons in connection with children's learning for moving assemblies to the afternoon.
 - **Whether parent attendance has been affected.** – School primarily has to accommodate for best opportunities for learning; parents' attendance has not been affected.
- Action Research Maths has taken place. All teachers have seen Anita and Karina deliver a Maths Mastery lesson and have selected points which they want to try out. Staff will then get back together and feed back. Maths Mastery teaching also impacts on use of language and thereby benefits English as well. **Governors asked how mastery is going** and were advised that it has an impact, which is confirmed by talking with the children. Last year's SATs data of children working at Greater Depth also shows the impact of mastery teaching. An issue picked up also by Ofsted is inconsistent use of resources, and staff are constantly reminded of this.
- Further Maths staff meetings have been led by Anita.

Autumn data is early days, and for some classes there are still issues in connection with confidence and reliability of assessment. This is on the

	<p>Single Plan for SLT to monitor. Assessment is by “Best Fit” model, and exact outcomes cannot be predicted due to possible barriers along the way. A governor asked when the school will be able to get the data for the new pupils. Anita explained that she has the Autumn Term data from OLOL and is chasing the other schools. However, if pupils join from private schools, their data is not applicable.</p> <p>The committee then moved on the agenda item 5 – Curriculum Reports <u>4.2 To receive the Pupil Premium Report</u></p> <p>This was discussed after agenda item 5.</p> <p>The Headteacher advised the committee that there was an issue with the Excel template he had been using, which means that not all relevant information is visible. The previously circulated report gives a rough idea, and a corrected version will be presented to governors at the FGB meeting. Governors discussed the positive Ofsted feedback on the school’s use of the Pupil Premium and the recording mechanisms, and governors also satisfied themselves that there is a clear paper trail of the process. Impact on individual children (anonymised) is reported by the InCo on a termly basis. The InCo also offered to provide an anonymised report of individual children in the Autumn term, with the Pupil Premium Report, and governors agreed that this would be helpful.</p>	
5.	<p>To receive Curriculum Reports (discussed after agenda item 4.1) <u>5.1 Maths</u></p> <p>The Maths Report was circulated prior to the meeting. Anita explained that Mastery teaching tries to get children involved (both in Maths as well as English which is another subject taught by Mastery teaching) in a “ping pong” approach. A class set of paddles has been purchased to help with this, as well as other types of equipment. Governors were reminded that Mastery teaching focuses on children really understanding a concept and on reasoning and explanation.</p> <p>The Headteacher has attended a course on Writing, and when staff training for Maths has finished, the material will be used for Writing. Governors appreciated the school’s consistent approach and recognised that Mastery is not just viewed as an ideal concept, but is visibly put into practice in the school, and its impact can be seen in this year’s data, especially at Greater Depth.</p> <p>Girls are overall outperforming boys, which is unusual. It is currently too early to analyse progress, but discussions have been held in PPMs.</p> <p>In order to support staff assessment, school has moved over to a more user friendly tracker system for Maths, which fits in with White Rose and links exactly with the lessons. Staff are asked to complete it when they are marking, though some are inconsistent in the frequency in which they complete it. Governors asked whether the staff members who use it consistently also find it user friendly and were advised that this is the case and proves especially valuable in a job share. The tracker gives an instant picture, and teachers can see how to move on and change track if needed. School is involved in a triad of supporting schools and has been chosen as a case study. This involves extra work, but is a compliment to the school. Staff are now more involved in the PPM process.</p> <p>Marking practice was highlighted in the teacher workload review, and school</p>	

	<p>has reduced the requirement for marking and instead uses mini plenaries. Teachers provide instant feedback, and children peer and self mark as well. Governors suggested that parents should be informed about mini plenaries to confirm to them that their children’s work continues to be reviewed, although not marked in the way parents are familiar with. Parent workshops were poorly attended which could be because parents had attended them before, or because they have come to trust the school and its processes. They will continue to be offered each Autumn Term.</p> <p><u>5.2 Art & DT</u></p> <p>A report was circulated prior to the meeting. Pier explained that initially the embedding of the core curriculum took priority. During this period, Art and DT did happen, but was not an area of priority and focus. Now school is secure with the framework for literacy and maths and will further develop Art and DT, including an overhaul of the whole creative curriculum. Staff will use an Inset Day to apply progression of skills to the creative curriculum. The Headteacher met with each subject leader to assist with the development. It is envisaged to have a whole day of Art and a whole day of DT each half term (alternating).</p> <p>Pier did an online module of “Art and Culture” governor training. Creativity will also inspire children’s writing. The value of it lies in the process and not in the finished product.</p> <p>Subject leaders from all Deans schools will visit different schools to share good practice. OLOL will host Art and DT subject leaders. The same will be done in the Summer term.</p> <p>It is planned to have another whole school art exhibition again next year, where each child’s art work is framed and can be bought by the parents. Money raised will go again into art and resources.</p> <p>Assessment and tracking of Art and DT will be developed, resulting in a data report, whilst also considering teacher workload.</p>	
6.	<p>Pupil Well-being</p> <p><u>6.1 To discuss Attendance Data</u></p> <p>The committee was pleased to with the positive attendance data (96.45% for the Autumn Term). Attendance is on track for the aspirational target of 97%. School is now concentrating on lates. There is a particular issue in Reception (some children arrive late daily), but attendance and lateness cannot be enforced until the child is five years old. Once a child reaches compulsory school age, lateness is followed up, and if needed with the help of the Ethnic Minority Achievement Service (EMAS) for translation. Where attendance and lateness (both dropping off and collecting) does not improve, families are referred to Front Door for Families.</p> <p>The committee asked whether fines are considered and were informed that the Education Welfare Officer is very strict and does look at fines for lateness. This is done in coordination with the LA. In response to the question whether fines for lates have actually been issued, governors were advised that this has not yet happened, but that letters have been sent and support offered.</p> <p>A governor enquired what constitutes an authorised absence. This is generally sickness, but can also be extenuating circumstances, following government policy. Governors emphasised the need for a supportive rather than punitive approach and were reminded that this is what the school is</p>	

	<p>doing. In response to the question whether parents are able to understand the language of the letters, the Headteacher agreed to check with the EWO whether there is a bank of letters in other languages if needed. The question was raised whether, in order to address lateness, school can assist families in financial difficulties by helping with the cost of breakfast club. The Headteacher confirmed that school always offers support as soon as it is aware of an issue. The After School Club provider is also flexible if possible.</p> <p><i>6.2 To discuss the termly SEND Report</i></p> <p>The previously circulated report was taken as read, and questions were invited.</p> <p>Discussed:</p> <ul style="list-style-type: none"> • The InCo is attending the SEND panel. This has been interesting and gives a clearer understanding of both the need and the provision in Brighton and Hove • School has withdrawn from the Autism Champion initiative, but intends to do this next year • Considering its size, school offers a great variety of support • Positive impact of interventions is noticeable • There is concern about the budget for next year and how this could affect any provision in the school. However, school is determined to continue with necessary provision for support <p><i>6.3 To discuss the termly Child Protection Report</i></p> <p>This was circulated prior to the meeting and taken as read. The InCo asked governors to prioritise external agencies when setting the budget. The Chair will feed this back when reporting to FGB at their next meeting. The committee asked for more information around the Mental Health worker. School is allocated a Primary Mental Health worker. This size school qualifies for a visit six times a year for half a day. It is envisaged to offer support similar to Art Therapy in the setting of a Nurture Group.</p> <p><i>6.4 To receive an update on the Safeguarding Audit</i></p> <p>The Headteacher and the InCo have timetabled a meeting to go through the audit. There are very few areas to address. The Safeguarding Link Governor will also set a date to meet with the InCo. Governors asked whether school is under the impression that safeguarding concerns have diminished. Some referrals have been made, but there are no children on a Child Protection or Child in Need Plan now. Staff continues to bring concerns to the InCo's attention, and Safeguarding is at the forefront of everyone's minds.</p> <p><i>6.5 To discuss the proposal of having a Therapy dog</i></p> <p>Details of the proposal were circulated prior to the meeting. The InCo has had some informal conversations with staff members and parents, and response has been enthusiastic. The dog would not be a discrete therapy dog, but rather be there for everyone as part of the nurture programme. The dog would be owned by the InCo and only be on site during her working hours.</p> <p>The committee requested that parents are consulted, and it should be ensured that the majority agrees. Concerns may be around apprehension,</p>	<p>HS</p> <p>HS</p>
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	<p>allergy or culture. It was confirmed that this will be part of the process, as school recognises that it is not a decision to be taken lightly. For individual pupils, parents or staff members who are not in favour, it can be ensured that they would never come into contact with the dog.</p> <p>The proposal will be further discussed at another committee meeting and then at FGB.</p>	
7.	<p>Single Plan and Governor Action Plan</p> <p><u>7.1 To scrutinise review of Autumn 2018 Single Plan</u></p> <p>The Headteacher highlighted:</p> <ul style="list-style-type: none"> • NQT to shadow Maths and English (not both at once). This will also assist in developing their practice. • Currently no disadvantaged children working at greater depth, except for in some areas. This is broadly due to anxiety levels. • RE – staff are working on becoming familiar with the new assessment system. • He is working with the priest for liturgies. <p>Governors discussed the effectiveness of their scrutiny of this agenda item and agreed that they have already looked at a number of areas under different agenda items (progress, attainment and attendance data). They will continue to use this item to question whether there are any gaps they need to be aware of.</p> <p><u>7.2 To consider the Single Plan in connection with the Governor Action Plan and identify any further governor visit opportunities</u></p> <p>Giulia will attend Read Write Inc day on Friday 25 January.</p>	GdR
8.	<p>Equality</p> <p><u>8.1 To have further discussion on Training Report from Governance Briefing Meeting (Equalities) which focused on BME</u></p> <ul style="list-style-type: none"> • Signage in other languages <p>Following the Governor Support Equalities Forum, Giulia fed her learning back to the Headteacher. Some new signage has been put up already, and other plans are to have “welcome” at classroom doors in all the languages spoken in that class.</p> <p>As mentioned under agenda item 6.1, school calls on EMAS to help with translation when needed.</p> <p>The committee is aware that some parents or children may be anxious about Brexit and whether they will be granted settled status. School confirmed that they have been Brexit attuned right from the start.</p> <ul style="list-style-type: none"> • Books <p>The committee enquired concerning the impact on the budget. The Headteacher explained that he has provided a book shop with a list of books recommended at the Governors’ Equality Forum, but that he has delayed placing an order until the new budget has come out. Until figures are released by the council, no firm decision can be made.</p> <p><u>8.2 To review the Accessibility Plan – considering: are these what we want to continue with, is there anything we need to add?</u></p> <p>The committee discussed whether sections of the plan should be removed as there is currently no need to make these areas accessible. Governors agreed that they wish to document their awareness of potential need, and that therefore no sections should be removed as they provide proof that the</p>	

