

# Our Lady of Lourdes Catholic Primary School

## Minutes of Quality and Standards Committee Meeting– 17 May 2019, 1.30pm 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), Sandra Hogan (Committee Vice Chair), Giulia de Rosa

**Apologies:** Helen Snow (though present for a brief time during the meeting)

**Not present:** Zouhour Robinson-Zaabar

**Quorum:** Three committee members. Four/five committee members were present. The meeting was quorate throughout.

**Clerk:** Ruth Ali

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

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

1.	<p><b>Prayer, welcome, and to consider and accept apologies for absence</b></p> <p>The Headteacher opened the meeting in prayer. Apologies were received and accepted from Helen Snow. No apologies were received and therefore not accepted from Zouhour Robinson-Zaabar. Due to the resignation of Helen Snow as Committee Chair, the meeting was chaired by the Vice Chair Sandra Hogan.</p>	Actions
2.	<p><b>Declaration of business interests or interests of loyalty in agenda items</b></p> <p>None.</p>	
3.	<p><b>Minutes of the last meeting 13 March 2019</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 Sandra.</p> <p><i>3.2 Matters arising, including action points</i></p> <p><b>Sandra's action:</b> Sandra has met with Zoe, and her report is an agenda item at this meeting.</p> <p><b>Paul's actions:</b> Paul has not yet emailed staff reminding them to adhere to the Homework Policy.</p> <p>Documentation in connection with the Appraisal Policy has been sent.</p> <p><b>Helen's actions:</b> Helen has not yet met with Zoe. The committee noted that, when a new Safeguarding Link governor is appointed, it must be ensured that they are available for regular meetings. It was proposed that this responsibility would fit in well with Sandra's current responsibilities.</p> <p><b>Giulia's actions:</b> Giulia and Pier will do a joint lunch time visit.</p> <p>Too much time has elapsed now for meaningful feedback to parents on the parent survey.</p>	<p>PB</p> <p>GdR, PA</p>
4.	<p><b>Pupil Attainment and Progress/quality of teaching</b></p>	

	<p style="text-align: center;"><u>4.1 To receive a report on the Read Write Inc monitoring visit</u></p> <p>The most recent monitoring visit took place on 25 April, and the report was circulated prior to the meeting. During the visit, different teachers and TAs were observed. The consultant trainer (Nick Locke) gives feedback and demonstrations, and he leaves next steps for staff. This was confirmed by Giulia, who visited during the previous monitoring visit.</p> <p>Governors asked:</p> <ul style="list-style-type: none"> <li>• <b>For how long has Nick Locke been working with the school?</b> - The programme has been running for four years, and during this time he has been associated with the school. Phonics results have gone up from 58% to 89% last year, and this year could reach 91%.</li> <li>• <b>How many teachers have benefitted from the training?</b> - The Reception class teacher and TA, the Y1 teacher and TA, and the Y2 TA, ie five groups. The programme comes with resources.</li> <li>• <b>Due to the cost of the programme, will there be an evaluation in the future whether to continue?</b> – The cost is £2,000 per year, including books and development days. This is money well spent, as it is bearing fruit. There is consistency throughout the year groups and the school, as the programme also continues into KS2 intervention programmes.</li> </ul> <p>Governors agreed that it is good value for money.</p> <p style="text-align: center;"><u>4.2 Disadvantaged Pupils</u></p> <p style="text-align: center;"><b>4.2.1 Pupil Premium Progress Whole School Comparison</b></p> <p>Progress data for the whole school (Y1 – Y6), showing the percentage of children making expected KS progress and those making more than expected progress, was circulated prior to the meeting. The document also showed progress in individual classes, and both tables compared progress of Pupil Premium children to that of all children. In most year groups, Pupil Premium children compare well to other children. It was noted that many of the Pupil Premium children also have SEND. Figures are indicative, and not necessarily exact.</p> <p>Governors discussed Y5 in more detail and know that it is a particularly challenging year group. In the last year, they were also joined by five new children.</p> <p style="text-align: center;"><b>4.2.2 Pupil Premium Attainment Whole School Comparison</b></p> <p>As with the progress data, governors were supplied with attainment data for the whole school from Y1 to Y6, and attainment data for individual year groups, both comparing Pupil Premium children to all children. Attainment data reflects the fact that many children have SEND, but governors were satisfied that progress is good.</p>	
5.	<p><b>SEND</b></p> <p style="text-align: center;"><u>5.1 SEND Progress and Attainment Data (refer to Single Plan Review)</u></p> <p>The Headteacher took the committee through the areas of the SEND Progress and Attainment section of the Single Plan review. He explained that the data normally supplied as part of the review has now been separated into the areas of focus (boys, disadvantaged and writing), and governors focused on all of these, not just the SEND data.</p> <p>Boys' Progress is generally good, around 90% in most year groups. Y5 stands out as particularly low progress (60%), and it was noted that there is a high level of SEMH and vulnerability in that class.</p>	

	<p>Boys have good ideas and are good at speaking and listening. However, they struggle to transfer this into written text. Significantly good mean progress has been made in the year and this term. This is the same for all groups (boys, disadvantaged, SEND). Governors recognised that the various initiatives introduced by the Headteacher are benefitting, although it is clear that each cohort has different characteristics. The example of the new Reception cohort was given, ie they show more interest in creative activities than academic ones.</p> <p>New resources for Writing have been introduced, which give termly examples of Age Related Expectations (ARE) and Greater Depth. It is helpful for teachers to have this standardisation. These resources were also highlighted in training courses attended by Pier.</p> <p>SEND progress data is positive, and the outstanding work of the InCo was emphasised.</p> <p><u>5.2 To receive a report on the SEND Link Governor Visit</u></p> <p>Sandra's visit report was circulated prior to the meeting. Most of the visit was spent on going through the Poverty Proofing Action. Sandra also outlined the general focus of their termly meetings.</p> <p><b>It was agreed that the committee should consider the Poverty Proofing Action Plan at their next meeting, and after that annually.</b></p> <p><u>5.3 To discuss key points from SEND Governors' Briefing Report</u></p> <p>No further discussion.</p>	RA
6.	<p><b>Single Plan and Governor Action Plan</b></p> <p><u>6.1 To consider the Spring Term Single Plan Review</u></p> <p>Noted. No further discussion.</p> <p><u>6.2 To consider the Single Plan in connection with the Governor Action Plan and identify any further governor visit opportunities</u></p> <p>The committee noted the actions completed and progress made. No further actions were identified.</p>	
7.	<p><b>To receive Curriculum Reports</b></p> <p><u>7.1 Music/Creative Arts</u></p> <p>The curriculum report was tabled at the meeting and provided points of key information. Music is taught via a web based programme "Charanga". Not all aspects of it can be delivered due to lack of resources (for example, school does not have class sets of glockenspiels or drums), although Pier explained that it is possible to work around this lack in imaginary ways. Governors agreed that it would be good to consider buying class sets of music resources. They ascertained that storage would not be a problem. Brighton and Hove Music Service may be available to support staff meetings.</p> <p>Pier explained in more detail how the programme works.</p> <ul style="list-style-type: none"> <li>• It follows the National Curriculum</li> <li>• is broken down into year groups, terms and lessons</li> <li>• It builds on previous learning</li> <li>• Includes ethnic diversity</li> </ul> <p><b>Governors asked</b></p> <ul style="list-style-type: none"> <li>• <b>What has the feedback from teachers been?</b> - This will be ascertained through "Next Steps" (monitor and evaluate coverage and effectiveness of programme).</li> <li>• <b>How do the Y4 Trombone lessons fit in?</b> - These lessons are provided for the whole year group through Brighton and Hove Music</li> </ul>	

	<p>Service. Feedback from parents was positive.</p> <ul style="list-style-type: none"> <li>• Does Brighton and Hove Music Service also come in for specialist lessons? – Yes, and we have a big celebration of all of those (keyboard, violin, or pupils can have individual lessons in the instrument of their choice that is not currently on offer for group lessons).</li> </ul> <p><i>7.2 Modern Foreign Languages</i></p> <p>The curriculum report on French was tabled. French is taught for 30 minutes each week in KS2 classes from Y3 to Y6. Teaching rotates on a weekly basis between lessons being delivered by a native French speaker who comes into school and class teachers following up on and consolidating the teaching of the previous week. <b>Governors asked how confident class teachers are.</b> Confidence is generally low, and one of the next steps is to monitor that all teachers are following up on lessons. Governors recognised that, whilst MFL is often a low priority for schools, there is good provision at OLOL.</p> <p>Giulia attended a Chairs meeting of the chairs of all Catholic schools in the Deanery and reported that CNCS are considering how they can support primary schools in their teaching of MFL to ensure pupils are ready for secondary school.</p> <p>The French teacher comes at a cost, but governors agreed that this is good value for money. The French teacher also runs an after school club for the lower year groups.</p> <p>Input of other MFL is through diversity days, which celebrate the diverse background of the school community. Not many children in the school are native French speakers.</p>	
8.	<p><b>RE</b></p> <p><i>8.1 To discuss the revision of the Religious Education Curriculum Directory consultation</i></p> <p>The Headteacher and the RE Coordinator have completed the online consultation. They stated that it would be great if the RE curriculum could be worded more simply, which would be especially beneficial for teachers who are not Catholic or have any other Christian background. Content could be made more interesting and accessible, with exemplars and learning objectives.</p>	
9.	<p><b>Pupil Well-being</b></p> <p><i>9.1 To discuss Attendance Data</i></p> <p>Whole school attendance for the year has dropped to 95.41% (target is 97%). There has been a lot of illness in the Spring Term, and furthermore, some parents take their children on holiday during term time despite the issue of fines. Parents constantly need to be reminded to follow the process for asking for authorisation. The cost of the Education Welfare Officer is £800 per year, and her input is worth the cost, as the issue of fixed penalty notices for absence and lateness is thereby distanced from the school.</p> <p>The timing of term dates can contribute to absence, ie if a term starts or finishes mid week, parents can feel it is not important for their child to attend on the “odd” days.</p> <p>Governors considered absence statistics for different groups and noted that they are all quite low. However, the small number of children in these groups skews the percentages. One child can make a considerable</p>	

	<p>difference to the figures – for example one had a fixed term exclusion twice and is now on a part time timetable, which has an impact on overall attendance data. Governors were satisfied with the explanation.</p> <p><b>Parents will be reminded again about what pupils are missing, also in connection with lateness, and that absence is not allowed.</b></p> <p>Brief discussion took place on how/whether good attendance should be rewarded. This was trialled some while back, but some parents were not happy with this.</p> <p>Various options to address lateness and pupils missing out on important learning were briefly discussed, but no workable solution was identified.</p> <p><i>9.2 To discuss the Safe and Well at School Survey results</i></p> <p>Governors were very pleased to see the positive data. OLOL results are consistently higher than the B&amp;H average, have improved year on year, and 100% of children feel they belong to the school. <b>Governors asked the Headteacher to make parents aware of this data through the newsletter, or sending a link to the information on the website via School Ping.</b></p>	<p>PB</p> <p>PB</p>
<p>10.</p>	<p><b>To receive an update on Pupil Voice activities</b></p> <p><i>9.1 Student Council (verbal update)</i></p> <p>The student council has worked with an artist from Same Sky to design the banner for the Children’s Parade. Same Sky asked for some consistency in banners in terms of size and colour (to be kept and reused in future years). The design children came up with included the school motto of Live Love Learn, images of caring for the world, and local features (seagulls, Rottingdean windmill).</p> <p>Dates are being set with the coordinating staff member. The next meeting will include the request to consider children’s thoughts about a time capsule to mark the 50<sup>th</sup> anniversary.</p>	
<p>11.</p>	<p><b>Parent Voice</b></p> <p><i>11.1 To receive an update on the Parent Council</i></p> <p>Minutes of the last meeting were circulated. Another date has been set for 7 June, and Adrienne will attend. Parent Council is going well and building momentum.</p> <p>Brief discussion took place on the comment of one parent (referenced in the minutes) that school should arrange for more mass attendances. Governors considered the various occasions of mass at OLOL church as well as in school and agreed that what the school is currently doing is already a lot and in line with other schools. Going to mass in buddy year groups works well.</p>	
<p>12.</p>	<p><b>Policies</b></p> <ul style="list-style-type: none"> <li>• <i>Appraisal Policy</i></li> </ul> <p>This policy was considered already at the last meeting, at which it was noted that it states that Support Staff appraisal documentation “will be reviewed in 2018”. The InCo has since advised the committee that no further updates or reviews have been issued by B&amp;H. It was therefore agreed to remove the reference to the review date.</p> <p><b>Approved:</b> <b>Subject to the removal of the reference to the review date, the Appraisal Policy was unanimously approved.</b></p> <ul style="list-style-type: none"> <li>• <i>Supporting Pupils with Medical Conditions Policy (to agree to recommend to FGB for approval)</i></li> </ul> <p><b>The clerk was asked to check first aid training information with the office</b></p>	<p>RA</p>

	<p><b>and to update this section of the policy.</b></p> <p><b><i>Agreed:</i></b></p> <p><b><i>Subject to training update, the committee unanimously agreed to recommend the Supporting Pupils with Medical Conditions Policy to FGB for approval.</i></b></p> <p><b><u>Update on policies due for review next half term:</u></b></p> <ul style="list-style-type: none"> <li>• <b><i>RE Policy</i></b></li> </ul> <p>There have not been any changes coming from the Diocese. The current policy will therefore be sent to the committee for the next meeting.</p> <p>The meeting closed at 3.30pm</p>	
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**Documents circulated prior to and at the meeting:**

Minutes of the last meeting  
Action points from the last meeting  
Pupil Premium Progress  
Pupil Premium Attainment  
Governors SEND report  
Briefing Report SEND  
Single Plan review  
GB Action Plan  
Two documents in connection with Revision of the Religious Education Curriculum Directory  
SAWSS OLOL and all schools  
Parent Council Minutes  
Supporting Pupils with Medical Conditions Policy  
Appraisal Policy and relevant documentation for support staff  
PPM Visit Report Giulia  
Attendance Data