

Our Lady of Lourdes Catholic Primary School

Minutes of Quality and Standards Committee Meeting– 3 July, 9.30am 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), Sandra Hogan (Committee Vice Chair), Giulia de Rosa, Helen Snow

Apologies: None

In attendance: Noreen Buckley (governor not yet appointed to a committee), Zoe Garbarz (InCo, agenda item 7 only)

Not present: Zouhour Robinson-Zaabar

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.	Prayer, welcome, and to consider and accept apologies for absence The meeting opened with Hail Mary. No apologies were received and therefore not accepted from Zouhour Robinson-Zaabar.	Actions
2.	Declaration of business interests or interests of loyalty in agenda items None.	
3.	<p>Minutes of the last meeting 17 May 2019</p> <p><i>3.1 To agree accuracy</i> The minutes were agreed as a true record and signed by Sandra.</p> <p><i>3.2 Matters arising, including action points</i> Pier's action: No date for a lunchtime visit has been agreed yet. The committee discussed whether a visit is still relevant, as a long time has elapsed since the visit was first agreed. It was confirmed that such a visit ties in with agenda items 7.4 and 7.5 (weight, measurement, activity), and it was therefore agreed that a date should be fixed for September.</p> <p>Paul's actions: Staff have been reminded to adhere to the Homework Policy, and no adverse comments have been received from parents.</p> <p>Link to SAWSS information on the website will be shared with parents in this week's newsletter.</p> <p>Helen's action: Helen has met with Zoe, and more information will be shared under agenda item 7.</p> <p>Ruth's actions: Ruth has checked first aid training with the office, but has not yet received the required information. She will remind the office again, so that the Supporting Pupils with Medical Conditions Policy can go to FGB for approval.</p>	GdR, PA PB RA
4.	<p>To receive Curriculum Reports</p> <p><i>4.1 Reading</i> The curriculum report on Reading was circulated prior to the meeting, with relevant internal progress and attainment data contained in the Quality of Teaching Report.</p>	

	<p>The Guided Reading monitoring summary was not circulated to governors, and the Headteacher will send to the clerk to forward to the committee.</p> <p>Project X is working well in all areas.</p> <p>The current expected standard in Reading is 86% at ARE in KS1 and 81% in KS2. Both are well above last year's national average.</p> <p>School has met with a representative from Oxford University Press (OUP). As a result, two further projects have been purchased (a module similar to Project X, which helps "wobbly" children in Y2, and Reading Buddies for Y2 to Y6). Reading Buddies is internet based and can be used in class or at home, and is a good tool for teacher assessment. School intends to hold workshops with parents to introduce Reading Buddies.</p> <p>EYFS moderation of reading has gone well. Reading has been identified as being a strength within the school.</p> <p>Giulia reported that she attended Guided Reading monitoring in the form of pupil conferencing (report to follow) and felt that it was useful to do this regularly to obtain the views of the children.</p> <p>Governors appreciate the various ways in which information is gathered, as this ensures the confidence they can have in the information given.</p> <p>The Headteacher further advised governors of Mastery Curriculum workbooks, which school could consider obtaining as the next step after his departure. This is a specific programme targeting children for comprehension skills, encouraging much higher level thinking and supporting work across all ability ranges.</p> <p style="text-align: center;"><i>4.2 Phonics</i></p> <p>A report of the recent Phonics Screening analysis was distributed prior to the meeting. This analysis was undertaken after surprisingly low outcomes of the Phonics Screening test (current indicators 53% pass, prediction was high 80s). Governors asked how this drop occurred and explored whether the test was different. The Headteacher explained that decisions were made in connection with the administration of the test without reference to him. Relevant staff members met to analyse the discrepancy, but were unable to find an obvious reason. The Read Write Inc phonics programme has been used very successfully for a number of years, which indicates that the issue is not with the programme in itself. Despite being disappointed with the results, governors recognised that the screening results are not representative of the Reading level, as Reading is high. In the long term, children must be equipped with the ability to read, and as reported under item 4.1, school has obtained further resources to bring up lower attainers.</p> <p>The Headteacher has arranged a meeting with Nick Locke to discuss the discrepancies between consistently high monitoring outcomes and low screening results.</p> <p><u><i>Actions were identified in the report:</i></u></p> <ul style="list-style-type: none"> • More robust monitoring, including tightening up of triangulation procedures • Class teachers and Phonics leader to work together to group children • Information to be fed back into Pupil Progress meetings (PPMs) • Support parents in phonics meetings with how to pronounce pure sounds and how to blend sounds <p>Governors will monitor that these actions are being completed and assess next year whether they have been successful. They appreciated SLT openness and honesty and have confidence in how leaders are dealing with the issue, the matter having been immediately investigated and actions identified.</p>	<p>PB</p> <p>PB</p> <p>RA</p>
5.	<p>RE</p> <p style="text-align: center;"><i>5.1 RE Report</i></p> <p>The RE report was circulated prior to the meeting, and the Headteacher took governors through it.</p> <p>A start has been made to update the SEF in preparation for section 48 inspection, which is expected in July 2020. This will be shared with governors at the end of this term.</p>	<p>PB</p>

	<p>The Headteacher reported on his monitoring of RE books and confirmed that Writing is being incorporated throughout, driver words were used, and the presentation is generally good. Governors asked him to pass on their congratulations to the RE subject leader on the progress made in RE.</p> <p>Next steps include inviting Heather Kearon from “Meditating with children” to a governors’ meeting.</p> <p>Governors asked:</p> <ul style="list-style-type: none"> • What is the benefit of meditation in addition to mindfulness? - There is a spiritual element to meditating, which is not contained in mindfulness, although teachers do bring in elements of spirituality. • What is the cost attached to this? - The cost is minimal, ie the cost of a DVD to be downloaded onto the system. Staff have already been trained. • What are “driver words”? – These are related to age related expectations and encourage a higher level of thinking as children go through the school (“recognise” in Reception, “retell” in Y1 etc). • What does “pop up prayer” look like? - We are looking to setting up areas around the school, similar to pop up shops, which are dedicated to prayer and appropriately decorated. • Do classes still use the “Big Question” book? – Yes. <p>Giulia agreed to join Karen in monitoring prayer tables in September.</p> <p>Lesson observations for RE will be set up in September to monitor RE from an academic perspective.</p>	GdR
6.	<p>Pupil Attainment and Progress/quality of teaching</p> <p><i>6.1 Spring Term Internal Data</i></p> <p>Reception: Now 25 children in class (report stated 24); this is a low number, so each child counts for a comparatively high percentage (4%). Latest update is that there are now 8% above average in Reading, yet only one child (4%) is above ARE in Writing.</p> <p>Teacher transition meetings have taken place, and the Y1 teacher has been informed of the characteristics of the class. Benchmarks at the beginning of the year were very low. The class is very creative, and children enjoy music. They have improved academically, and their progress is good, but a core of seven children are really struggling.</p> <p>Year 1: Writing is low (50% at ARE compared to 70% for Reading and Maths). This links with the phonics results and has been investigated with SLT and the class teacher who have together evaluated the work of the Spring Term and amended the data accordingly. There are seven children with SEND in the class, and Sandra will continue to monitor their progress.</p> <p>Year 2: Attainment data has since been updated in the Teaching and Learning Report. Boys are still behind girls.</p> <p>Year 3: Were low attainers, but are making good progress. Lack of vocabulary of EAL children becomes obvious in Writing, but it was recognised that by Y5, EAL children generally surpass others.</p> <p>Year 4: In year progress is strong, though governors will continue to monitor Pupil Premium children</p> <p>Year 5: This class has seen the greatest influx of new children in year and is now full at 32 children. The progress score for all is good, combined attainment is low. There are high needs in that class. The class met their new teacher, who will be new to the school, on Monday, which was successful.</p> <p>Year 6: Updated attainment data as reported in Teaching and Learning Report is 81% ARE Reading, 81% ARE Writing, 81% ARE Maths – 81% ARE combined. These are very strong results, and governors congratulated those who have contributed to these.</p> <p>Overall, data across the school is good in terms of progress, but there is still capacity to raise attainment.</p> <p><i>6.2 Quality of Teaching Report</i></p>	SH

	<p>The Teaching and Learning Report was referred to frequently throughout previous agenda items and therefore did not require separate discussion. It was reported that the quality of teaching is good.</p> <p>Governors briefly discussed the 50th Anniversary celebrations of the previous week and were pleased with how all staff and governors had been supportive in making this a success. The committee thanked the clerk for her input and help.</p>	
7.	<p>Pupil Well-being</p> <p><i>7.1 InCo Report</i></p> <p>7.1..1 SEND Report</p> <p>Sandra reported that she had attended the SEN Governor Forum and concluded from it that Zoe is brilliant in how she keeps governors informed. The staff governor confirmed that she is also hugely supportive of staff.</p> <p>Highlights and questions from the report:</p> <ul style="list-style-type: none"> • The LSS person now works with 10 children directly, with considerable impact on progress in Reading and Writing. Progress is even better if children are supported at home. Governors asked whether any further consideration had been given to the use of iPads or small laptops to encourage children with SEND to write. Zoe confirmed that school had been in contact with IT services and that she will discuss prices with them. This was initially put on hold due to pressures on the budget. Noreen offered to assist in recommending a suitable model. • EAL children are not on the SEND register unless they also have special needs. • Governors asked how many young carers there are in school. There are four - two of them in one family, and two other children. All families are contacted by Young Carers, but one family did not engage. The child is still supported in school as a young carer. The same family has not engaged with other support services either. • Why do you say the SEND register will go down? – We are going through the data and will remove all children who are no longer below ARE. • Why have only five out of six children completed Art Therapy? – This is a group intervention, and although one child went in with support, they still found it too overwhelming and could therefore not access it. <p>Zoe handed out information about a change of therapy provision, moving from counselling to play therapy (a 1:1 session and a group session for up to four children each week). This is also referred to in the Safeguarding Report. Costings are similar to Dialogue, or may work out slightly cheaper.</p> <p><i>7.1..2 Safeguarding Report</i></p> <p>There are no great concerns. School is working with some families and has made referrals to Front Door for Families (FDfF). School was also asked to provide welfare checks for a number of pupils.</p> <p>Governors explored reasons why some families choose not to engage with support services and suggested that meeting in school face to face is preferable, as FDfF can flag up issues for families.</p> <p>The committee asked how CPOMS is used with MDSAs. Zoe explained that she had considered carefully the best way to report playground issues and concluded that the most effective way is for MDSAs to write a report and another adult scanning it in. This ensures there is no duplication. Behaviour incidents are submitted to the office.</p> <p>Take up of Safeguarding training for volunteers is low, but will again be offered next year, though it is recognised that it cannot be enforced. Parents are still keen to help.</p> <p><i>7.2 To discuss the Safeguarding Audit</i></p> <p>The Safeguarding Audit was circulated prior to the meeting. Referring to the Local Safeguarding Children Board (LSCB) training, it was suggested that it may also be beneficial for the Safeguarding Link Governor to attend this, as it provides helpful</p>	

	<p>information on processes, changes in law, etc. Zoe will supply Helen with dates.</p> <p>Governors asked why the entry for policies and procedures for physical handling is marked red, when the comments indicate that the school has these policies and procedures in place. It was agreed that this should be changed to green.</p> <p>Self- Harm: Governors recognised the relevance of having adequate provision in place to support children and would like to see this addressed, as it is currently marked yellow.</p> <p>Fabricated Illness: Comments indicate that school is aware and up to date, yet it is marked yellow. It was recognised that there had not been any occurrences in school in recent years, and Zoe explained that sometimes she highlights entries just to keep herself aware.</p> <p>Online Safety: Though marked green, school is aware of new DfE guidance on the Teaching of Online Safety, which came out at the end of June, and will seek to address this.</p> <p>Operation Encompass: Governors were informed that this how police works with schools in connection with domestic violence, ie a report is emailed to school when an incident of domestic violence takes place. The school has not received any reports since this started.</p> <p><i>7.3 To receive an update on the progress made against the Poverty Proofing Action Plan</i></p> <p>The Poverty Proofing Action Plan has not been updated yet.</p> <p><i>7.4 To discuss the School Transport Data Report</i></p> <p>Governors were initially surprised at the data which indicated that only a small number of children walk or bike to school, compared to other primary schools. They then considered that, in faith schools, intake comes from a much wider area. The Headteacher intends to start again to work with Sustrans to revive the Active Lifestyle aspect. School does provide some training in connection with active lifestyles, but recognises that this is currently the minimum, ie cycle and scooter training.</p> <p><i>7.5 To discuss the Results of National Child Measurement Programme</i></p> <p>Governors thought that it was surprising that 32% of children in Y6 were overweight or obese, as this does not agree with their own visual observation.</p> <p>It was agreed that activity should be a focus for the lunch time visit. It was recognised that the Daily Mile is difficult to implement in a small school with small grounds, so this has not taken off very well.</p> <p>Points discussed were:</p> <ul style="list-style-type: none"> • How much of this is down to school, and how much down to home • Need to ensure that this doesn't "go the other way" and cause eating disorders. These are often associated with girls, but also affect boys. • Healthy living is important, not appearance or weight in itself. This is covered in the Science curriculum and Protective Behaviours teaching. <p>Governors had similar doubts over the accuracy of Reception measurement data and asked the Headteacher to investigate this further.</p>	<p>ZG</p> <p>ZG</p> <p>GdR, PA</p> <p>PB</p>
8.	<p>Single Plan and Governor Action Plan</p> <p><i>8.1 To receive an update on relevant aspects of the Summer Term Single Plan</i></p> <p>8.1..1 Handwriting</p> <p>The Handwriting monitoring report was tabled, giving a basic summary. The monitoring sessions were attended by Giulia and Clive, both of whom have provided a visit report. The following points were identified:</p> <ul style="list-style-type: none"> • Not being taught consistently twice a week in classes • Books to be stamped by teacher • Ensure all handwriting practice is dated • Differentiation not yet apparent <p>The "Letter Join" programme is also accessible on the internet, and a link will be sent out to parents. Literacy books will be changed, ie writing books will now have lines.</p>	

Action points from the last meeting
Reading Curriculum Report
KS1 Phonics Screening Analysis
RE Curriculum Report
Spring Term internal data
KS2 2019 Teacher Assessment Writing
Maths Triad Report
SEND Report
CP Report
Safeguarding Audit
Transport audit (OLOL and All Primaries)
Measurements (OLOL and B&H schools)
GB Action Plan
Reading and Handwriting Visit Report
RE Policy