

# Our Lady of Lourdes Catholic Primary School

## Minutes of a Quality and Standards Committee Meeting– 22 November 2019, 10am 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, Noreen Buckley, Sandra Hogan (until 11.18), Adrienne Nnadi, Anita Philbrook (Headteacher – until 11.18), Giulia de Rosa

**Apologies:** Helen Snow (Committee Chair)

**In attendance:** Zoe Garbarz (INCo), Jess Winter (new governor not yet appointed to a committee)

**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: \_\_\_\_\_

1.	<b>Prayer, welcome, and to consider and accept apologies for absence</b> Anita opened meeting with prayer. Apologies were received and accepted from Helen Snow (committee chair). Due to Helen’s absence, the meeting was chaired by the vice chair Giulia de Rosa.	Actions
2.	<b>Declaration of business interests or interests of loyalty in agenda items</b> None.	
3.	<p><b>Minutes of the last meeting 9 October 2019</b></p> <p style="padding-left: 20px;"><i>3.1 To agree accuracy</i></p> <p>The minutes were <b>agreed as a true record</b> and signed by Giulia.</p> <p style="padding-left: 20px;"><i>3.2 Matters arising, including action points</i></p> <p><b>Pier’s action:</b> Endeavours have been made to do a joint observation of playground behaviour, but due to Pier’s other responsibilities this has not yet been possible. Now that a INA has been appointed for a Reception child, Pier’s availability has improved. <b>Playground visit therefore still outstanding.</b></p> <p><b>Anita’s actions:</b> All completed, not requiring further discussion.</p> <p><b>Giulia’s action:</b> Although not a dedicated link governor visit, Giulia showed a prospective Foundation around and looked at the religious areas as well. <b>Anita requested that staff should be notified of the visit to monitor prayer tables.</b></p> <p><b>Helen’s actions:</b> Zoe will keep Helen updated with staff safeguarding training dates, but it was felt governors should prioritise their time and focus on school visits rather than joining staff on external training.</p> <p>Safeguarding audit action plan – another visit planned for w/c 25 November.</p> <p><b>Zoe’s action:</b> Safeguarding policy will be ready for FGB.</p> <p>Anonymised report on progress of PP children is agenda item. Poverty Proofing Action plan has been updated and is also an agenda item.</p>	<p>GdR/PA</p> <p>GdR</p>

<p>4.</p>	<p><b>Parent Voice</b></p> <p><u>4.1 To receive an update on the Parent Council</u></p> <p>Anita and Jess both reported that the meeting was very productive. Discussions were around the cost of trips (schedule of costs was shared) and the cost of swimming. This has been reduced substantially, due to public transport being used now. However, this reduces the amount of teaching time back in school by one hour per week for 10 weeks. This is currently a concern, but impact has not yet been assessed. Extra swimming, for those children who did not meet the standard, is funded through the Sports Premium. A parent suggested to look into alternative provision at Blind Veterans; but this does not solve the transport issue, which is the biggest cost.</p> <p>Further topics discussed at Parent Council were the timing of workshops and the implementation of the Behaviour Policy (Time Out). SLT gives consideration to the impact on teacher workload when setting times for parent workshops. School reassured parents that they know the children well enough to implement Time Out appropriately. It was further clarified that this policy is in place for the safety of all children and only applies to playground behaviour.</p> <p>The Parent Council meeting was well attended, and each year group was represented.</p> <p><u>4.2 To evaluate parent survey and agree response</u></p> <p>Governors were pleased with the excellent response rate and thanked Noreen for inputting information online from hard copies received at parents evening. As always, parents are divided on their views on homework. It was suggested that those parents not in favour of it may be more receptive if the emphasis was changed from “homework” to “practice” as this places importance on becoming good at something through practice, rather than a chore. <b>Anita will discuss this with staff and relaunch after Christmas.</b></p> <p>Parents did not feel well informed on the work of governors. It was agreed:</p> <ul style="list-style-type: none"> <li>• that parents should be advised after each meeting that minutes of the previous meeting have been uploaded to the website.</li> <li>• Governors Corner in the newsletter will be given more emphasis, introducing one governor each time, <b>starting with Pier as staff governor.</b></li> <li>• To remind parents of the School Development Fund, in cooperation with the Parent Council, who had previously drafted a communication to parents, which had not been published. <b>Noreen will locate this and liaise with Mel as School Development Fund administrator.</b></li> <li>• Parent council had also been promised a learning walk, which could be led by governors. Special emphasis would be given to areas developed through the School Development Fund. <b>This will be discussed further at FGB and then brought back to the Parent Council.</b></li> </ul> <p>A considerable number of parents would like to see further development of extra-curricular activities. The following has already been started or is in the process of being planned:</p> <ul style="list-style-type: none"> <li>• Y4 and Y5 free football club started already</li> <li>• Coding club planned to commence after Christmas, also free</li> </ul> <p><b>Governors asked why the football club is limited to Y4 and Y5</b> and were advised that this is to start training pupils up for tournaments later in Y6.</p> <p>Anita explained that, although it would be lovely to run more clubs, staff cannot be asked to work extra hours, unless they volunteer. However, parents could be offered paid for clubs run by outside providers. Forest School is also in planning, though likely to be chargeable. Feedback from the parent survey indicated that parents would be happy to pay for clubs, but due to limited space on the premises, it is also a logistical issue. Further actions agreed:</p>	<p>AP</p> <p>PA</p> <p>NB</p> <p>GdR</p>
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	<ul style="list-style-type: none"> <li>• Anita was asked to discuss with St Margarets whether pupils from this school could share in clubs run by outside providers at their school.</li> <li>• Zoe agreed to put a notice in the newsletter asking whether parents can run a club. This would also show parents that their comments are being taken account of.</li> </ul> <p>One parent expressed a concern about their child being taught by a TA and the PE teacher more frequently than they felt is good for their child’s education. From their knowledge of the school, governors are confident that all TAs in charge of a class are suitably qualified, and that the PE teacher is a qualified teacher. Parents should address concerns of this nature directly with the Headteacher.</p>	<p>AP ZG</p>
<p>5.</p>	<p><b>Pupil Attainment and Progress/quality of teaching</b> <i>5.1 Statutory External Data</i></p> <p>ASP headline data was circulated prior to the meeting. Anita highlighted that, as governors are already aware, phonics was an issue this year. The phonics lead has just done assessments, in line with the recommendation from Nick Locke that assessments are always conducted by the same person. This has come at a cost as the phonics lead’s own class needs to be covered during that time. 50% of children are on track at the moment, and around 88% are expected to pass at the end of Y1. The target is to be above the national average of 82%. The focus on phonics has led to a loss of interventions in Y3 and Y4. School would like to get these interventions back on track to ensure children receive the support they need to work towards ARE, but there are cost implications, and the 1:1 phonics interventions must take priority. Two lesson observations on phonics have been done, and one was good with outstanding elements. Further training is being delivered, for example to the new Y1 TA. Some “spare” adults in the afternoons have been trained up to deliver interventions but time is limited.</p> <p><b>Governors asked how confident school is that results will be improved on last year.</b> 12% will really struggle and need to be targeted. Every class teacher has been given a list of all children showing where they are and what support they need. Giulia confirmed in the report on her visit in September that the focus on phonics needed financial support, and she thanked Anita for putting this into place. Other data: Greater Depth in Maths is fairly low. Two children were requested to be remarked for Reading, but this was not granted.</p> <p><i>5.2 Quality of Teaching Report</i></p> <p>Lesson observations have started. Two RE lessons and two Phonics lessons have been observed, none of which are less than good. More lesson observations to take place w/c 25 November.</p> <p><b>Regarding Phonics lessons, governors asked whether the Phonics lead sees a difference in how phonics is taught between now and last year.</b> Anita confirmed that, although it involved a lot of work, staff practice has moved on, and it was good for the phonics lead to have been observing lessons, as areas in need of a some tweaking have been identified. SLT are confident that practice is moving on positively.</p>	
<p>6.</p>	<p><b>To receive the RE Report</b></p> <p>The RE Report on Summer 2019 was circulated prior to the meeting. Governors recognised the work load of the RE lead, who is also the phonics lead, and expressed their concern. Preparations for the forthcoming Section 48 inspection and the increased focus on Phonics are two major areas of responsibility for just one person. Anita confirmed that she had also taken this into account and paid for supply staff to allow the RE lead to have some time out to focus on these areas. Governors asked Anita to pass on their thanks to the staff member. Governors referred to the report and asked:</p>	

	<ul style="list-style-type: none"> <li>• <b>Are the signals to the start of the lesson happening?</b> - Karen reminded staff of the non-negotiables at the recent RE Inset afternoon.</li> </ul> <p>Other highlights:</p> <ul style="list-style-type: none"> <li>• Teachers ask Karen for advice as needed.</li> <li>• Training has now been booked.</li> <li>• Assessments will be moderated, especially in light of percentage at greater depth in Y2.</li> <li>• Boys are underachieving in Y5 and Y6 which is an issue in other subjects as well and cohort specific. Active learning is important.</li> </ul>	
7.	<p><b>To evaluate the impact of grants</b></p> <p><i>7.1 Anonymised report of individual Pupil Premium (PP) children</i></p> <p>Both Zoe and Sandra feel that, although Ofsted does not require schools to concentrate on analysis of PP groups, it is still important to continue to do this. PP children are especially targeted by teachers; all adults receive a copy of this register so that all can contribute to positive targeting of these children. PP children generally make expected progress; where not, the reasons and appropriate support have been identified.</p> <p>School provides support through targeted teaching, and activities to support social skills, nurture and art, though these are not exclusively aimed at PP children. The school's PP data ranks very well against national and local, and the gap is closing. Governors agreed that the range and consistency of interventions is a strength of the school.</p> <p>A number of children have joined recently from the Steiner School and have adapted well to the routine and systems in place here, though needing some extra support.</p>	
8.	<p><b>Pupil Well-being</b></p> <p><i>8.1 To receive an update on the Poverty Proofing Action Plan</i></p> <p>This has been updated by Zoe and Sandra, and again reviewed by Anita and the SPA. Lots of actions have been taken since the initial report, and the SPA was pleased with the progress made. All staff are aware of Poverty Proofing.</p> <p>For trips, the cost of transport remains an issue. As two classes go on trips together, using public transport is not possible as there is a limit of 40 children. School endeavours to run in-school workshops to lower the cost for parents, but contributions to these are not as forthcoming as those for trips. <b>Governors asked Anita to explain in the newsletter that in-school workshops are a great learning opportunity, run by a specialist, and that these involve a cost.</b></p> <p>School now provides bags for free school packed lunches.</p> <p><i>Anita and Sandra left at 11.18am</i></p> <p><b>Governors asked why KS2 are not supplied with snacks.</b> Zoe explained that school receives KS1 fruit free of charge, but that this is not available for KS2. <b>She was asked to look further into the possibility of local shops donating fruit.</b></p> <p><i>8.2 To receive a report on Anti-Bullying Week</i></p> <p>The week started with a big assembly, with resources supplied by B&amp;H. Further resources included lesson plans which were followed up throughout the week. A report was also given in the School Newsletter.</p> <p>School endeavours to continue to educate parents and children about what bullying is.</p> <p>20 Y6 children are currently attending Playground Buddy training, provided by SafetyNet.</p> <p>Sociograms are being introduced. These are based on internal data collected by the school and will assist staff in targeting friendship issues and working with children on</p>	<p>AP</p> <p>ZG</p>

	their social skills.	
9.	<p><b>Policies and other statutory documents</b></p> <ul style="list-style-type: none"> <li><i>To agree the SEND Information Report</i></li> </ul> <p>Some formatting errors and typos were noted. <b>The clerk will proof read and rectify.</b></p> <p>The clerk advised the committee of the new statutory policy “Designated Teacher for Looked After Children” and <b>will send Zoe related government guidance.</b></p> <p><b>Governors asked how often “regular” Epipen training is done.</b> This is annual. A governor highlighted that it had become apparent at the Resources Committee meeting that school had paid for Epipen training, and that this is available free of charge. It was suggested that school paid for a First Aid course which focused on Epipens. For future training, Zoe will check that this is free of charge.</p> <p><b>Approved:</b>  <b>The committee approved the SEND Information Report.</b>  <b>This will be uploaded to the website once mistakes have been corrected.</b></p> <p><i>Update on policies due for review next half term:</i></p> <ul style="list-style-type: none"> <li><b>Equalities information update</b></li> <li><b>SEND Policy</b></li> </ul> <p>Noted.</p>	<p>RA</p> <p>RA</p> <p>RA</p>
10.	<p><b>Curriculum Reports</b></p> <p><i>10.1 To receive the EYFS Report</i></p> <p>The EYFS report was circulated prior to the meeting and focused last year’s attainment. The gender gap in attainment was significant, but can be explained by some of the boys, but no girls, having significant needs (EHCP etc).</p> <p><b>Governors requested more information on this year’s cohort and Pier’s start to the year.</b> This year’s cohort is boy heavy (16 boys, 10 girls). Children are now ready to learn, having been made familiar with expectations for behaviour for learning. One child had a late diagnosis, of which the school was not previously aware, needing one to one support, which took one adult away from the rest of the class. This has now been addressed with extra staffing. One child is a very gifted reader and also able in Maths, but emotionally below age related expectations (ARE). A few children are trilingual, which presents a challenge for phonics, but will be positive for the children and the school in the future.</p> <p><b>Governors asked about the children’s fine motor skills.</b> These were lacking, as children come to school not knowing how to sit at a table, hold cutlery, use scissors or hold a pencil. Fine motor sessions take place every day.</p> <p>The boys are not keen on writing. Eight children have daily interventions. The much needed full time one to one support has financial implications as not fully funded.</p> <p><b>Governors asked about Pier’s workload,</b> working as EYFS and KS1 leader/Reception class teacher and being a staff governor serving on both committees. Pier confirmed that she is confident she can continue with membership on both Q&amp;S and Resources.</p> <p><i>10.2 To schedule future reports to this committee</i></p> <p><b>Governors requested a curriculum report on computing for the next meeting. – Anita to request from staff member.</b> Other areas which were not covered in the last year were PE and Science. <b>The clerk will draft a plan based on last year’s and circulate to the committee.</b></p>	<p>AP</p> <p>RA</p>
11.	<p><b>Single Plan/Governor Action Plan</b></p> <p><i>11.1 To consider key aspects from visit reports</i></p> <p><b>Phonics:</b> Discussed briefly already – governors were pleased to note that since the report school has provided extra support.</p> <p><b>SEND:</b> No further discussion.</p> <p><b>Maths:</b> The report stated that children said they have no resources, but that it</p>	

	<p>became obvious that resources were being used. Anita explained that this information was fed back to staff, as it highlighted that resources are not used as much as they should.</p> <p><b>Safeguarding:</b> Useful information, no further discussion.</p> <p><b>EYFS:</b> No governor visit has taken place yet. <b>Pier will extend an informal invitation</b> to the link governor to look at Phonics in Reception</p> <p><b>Governors asked what the uptake on Governor Week had been.</b> Impressions were that it had been a good start, but could be developed further to be more effective.</p>	PA
12.	<p><b>To receive an update on Pupil Voice activities</b></p> <p><u>12.2 Student Council</u></p> <p>No update.</p> <p><u>12.2 Eco Council</u></p> <p>No update. Minutes to follow.</p> <p>Governors were advised that an RE Council will be introduced as well.</p>	

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

Minutes of the last meeting  
Action points from the last meeting  
Parent Survey results – total and summary  
ASP Headlines  
SEND Information Report  
Curriculum Reports Schedule  
Five visit reports  
RE Attainment and Progress Report  
RE Report  
EYFS Report  
Poverty Proofing Action Plan  
Anonymised PP progress report