

Our Lady of Lourdes Catholic Primary School

Minutes of Quality and Standards Committee Meeting– 27 January 2020, 10am 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 Barber (Headteacher), Sandra Hogan, Giulia de Rosa, Helen Snow (Committee Chair), Jess Winter

Apologies: Adrienne Nnadi

Not present: Noreen Buckley

In attendance: Zoe Garbarz (INCo – agenda items 5.2 and 6 only), Anita Philbrook (Deputy Headteacher)

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.	<p>Prayer, welcome, and to consider and accept apologies for absence The chair welcomed everyone to the meeting, and the Headteacher opened with prayer. Apologies were received and accepted from Adrienne Nnadi. No apologies were received and therefore not accepted from Noreen Buckley. Emma Briggs, new governor not yet appointed to a committee, had intended to be present, but had to send her apologies.</p>	Actions
2.	<p>Declaration of business interests or interests of loyalty in agenda items None.</p>	
3.	<p>Minutes of the last meeting 22 November 2019 <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> Item 4.2: The chair asked for clarification on “paid for clubs run by outside providers”. Anita explained that St Margarets is running a STEM Club, and the School Business Manager (SBM) is currently liaising with them whether it might be possible for children from this school to attend. Item 8.1: Governors asked whether school is aware that the government has launched a scheme providing free period products. Anita confirmed that prior to this scheme, school already had products available. Different period products are shown to Y5 boys and girls as part of Relationships and Sex Education (RSE). Pier’s Actions: A lunch time visit was conducted by Pier and Giulia before the Christmas holiday, and a verbal update was given. A written report will follow. They focused on: <ul style="list-style-type: none"> The hall, where children had lunch – walkie talkies were being used properly so that there was no delay in children being served. Special </p>	GdR, PA

	<p>dietary needs were handled well, help for the younger ones was available. When children had to wait, they did so very well.</p> <ul style="list-style-type: none"> Restorative justice – None observed, as not needed. It was wet play, and children were in the classrooms. All were calm. <p>A short biography for Governor Corner is still outstanding. Peter has visited Reception (report agenda item). Anita's Actions: Following discussion with staff, "Homework" will be changed to "practice", although opinions were divided as to whether this would be effective in more children completing their tasks, as homework is not compulsory. Parental feedback was that homework should be made more interesting, but it was highlighted that SLT have to consider staff workload as well. The Headteacher put a notice in the newsletter about in-school workshops. Curriculum report is agenda item. Giulia's Actions: Lunchtime visit was completed with Pier. Monitoring of prayer tables and other RE Link Governor involvement will be discussed further under agenda item 8.2. Learning walk postponed indefinitely, as those present at the meeting could not recall the purpose. Noreen's Action: Not completed, but School Development Fund administrator is aware of letter and has the publicising of the fund in hand. Zoe's Action: On reflection Zoe would prefer not to follow the route of asking parents to run a club. All other actions have been completed.</p>	PA
4.	<p>Curriculum Reports</p> <p><i>4.1 To receive the Curriculum Report for Computing</i></p> <p>Before focusing on the content of the report, the Headteacher explained that he is seeking to develop subject leaders as middle leaders who have formulated an intent and vision for their subject. Once in place, an "intent" section should be added to the report template, and all other sections should flow from that. Once a reporting schedule has been agreed, SLT will ensure that this is communicated to subject leaders so that they are prepared, and SLT will support them to deliver their reports to governors. The curriculum reports will be an important way of raising leaders up. In connection with the report, governors asked whether staff also receive support through staff meetings. There is no need, as the subject leader is giving support on an ad-hoc basis, ie staff members ask her advice when needed. Staff views had been sought to aid the preparation of the report, and honest answers were received. These indicated that computing is currently not taught consistently across the school, some teachers lack confidence, but feel free to ask for support. This has led to a good understanding of the current situation, and an action plan has been prepared. The computing subject leader is at school on a fixed term contract due to finish at Easter, and after that a new subject leader will have to be identified. Governors thanked the curriculum subject leader for her report.</p> <p><i>4.2 To agree schedule of reports to this committee</i></p> <p>Some changes were made to the previously circulated draft schedule. For next year, the Headteacher suggested to keep subjects allocated to Autumn 1 and Autumn 2 as a notional idea, but that he is exploring the development of middle leadership to create subject faculties. This should create more capacity, allowing staff to work together to support each other.</p> <p>The agreed schedule will therefore be reviewed at the last meeting in the Summer Term.</p>	RA
5.	<p>Pupil Attainment and Progress/quality of teaching</p> <p><i>5.1 End of Autumn Term internal data</i></p>	

Anita informed governors that, as part of continuing development of class teachers, staff members added their own comments to their class data. These are based on some key questions.

Reception: Data is very low overall. However, Pier confirmed that the class has moved on this term. Children needed a whole term to be prepared for learning, but now that they are ready they are making good progress.

Overview: No surprises – focus continues to be on Phonics and Greater Depth.

Governors asked about boys' Writing in Y6, which is low at 33% at ARE. Anita explained that 10 children in the class have SEND, the majority of whom are boys (around half the boys have SEND). The attainment of some is pre-key stage. This is a great concern, and governors were informed of actions taken to help move the children forward in all subjects:

- Y3 and Y4 have given up a day of TA support to put in Y5, and the Y5 TA runs booster groups in Y6
- Easter booster groups will be put in place
- The Deputy Headteacher will use some of her management time to run Maths booster groups.

When SATs are over, the Y6 TA will go into Y5 to start working with the children in that year group.

Further questions:

- **Are there Greater Depth (GD) writers in Y6?** - Yes. Three based on school's Y2 data, but also some new children have joined the class, some of whom are able.
- **Is there a link between GD and English as Additional Language?** – No such link has been observed. GD is an area of development. Y5 did not have anyone in working at GD when in Y2, but children are being pushed towards GD.
- **Could boys' writing be helped by the use of computers, as some boys don't like writing, but would be happy to type?** – This will not help these children. One of the reasons for concerns over attainment and progress is the challenging behaviour in that class.
- **How much influence does gaming have on boys? Does this affect their sleep, and they come to school tired?** – This does not appear to be an issue. The boys do not seem to be tired, only challenging.

5.2 To receive the termly SEND Report

Governors thanked Zoe for her report, and questions were invited.

The committee was pleased to note that Zoe is again taking part in the LA SEND panel, and Zoe confirmed that she finds this very helpful.

The work of the Literacy and Language Support (LSS) teacher is highly valued, and the impact of her work in class is huge. This involves setting up systems and organising training for TAs. As she also works for Cardinal Newman Secondary School, her work also supports transition. Governors agreed that she provides excellent value for money and will champion this at FGB. **They would find a separate report from the LSS teacher helpful and asked Zoe to arrange for this to be supplied.**

Governors asked whether the six children on the medical register impact on attendance. There is very little impact; the register is designed to ensure the children are monitored and do not slip through the net.

Governors received a detailed update on the child currently on a part placement at the Pupil Referral Unit (PRU).

Governors noted the high number of children with SEND in Y4. Their needs are not behavioural but emotional, and a lot of support is going in. **The question was raised whether there is a correlation between their needs and attendance**

ZG

	<p>(attendance report, item 6.2 indicates that Y4 attendance is low). Zoe explained that low attendance in that year group is because of one child who has been regularly absent, but has now received a particular code which will improve attendance data.</p> <p>Some children with SEND are persistently late, also in Y6.</p>	
6.	<p>Pupil Well-being</p> <p><i>6.1 To receive the termly Child Protection Report</i></p> <p>Governors noted the report and asked for further information on the new lanyard system to be introduced imminently. The Headteacher gave the background to why a need for such a system was identified and explained how it would work. Staff will also receive some training.</p> <p><i>6.2 To receive an update on attendance and lateness</i></p> <p>The main focus of discussion was on lateness, rather than attendance. Governors asked about lateness in Reception. One parent also has a child at another school, which impacts on their arriving at this school on time. This is logged by the Reception teacher, and in response to the question whether there is any follow up, governors were advised that there is a "Late Letter", but this is only sent after a child reaches compulsory school age.</p> <p>The Headteacher has met with the Education Welfare Officer (EWO) who suggested that the "late after registration closed" should be tightened up by moving the closing time forward. Arrival on time is important as phonics and interventions are scheduled to take place first thing in the morning. These sessions are very focused and planned and are disturbed when children arrive half way through. Whilst younger children who arrive late may find it distressing, the older children do not appear to care.</p> <p>The Headteacher will put a notice into the next newsletter explaining clearly to parents that interventions start at 8.50am and to discuss what, if any, sanctions should be put in place. Expectations at Secondary School were highlighted, and it was pointed out that an insistence on arriving on time is also good for the older children in terms of transition.</p>	PB
7.	<p>Single Plan and Governor Action Plan</p> <p><i>7.1 To consider the review of the Autumn Term Single Plan</i></p> <p>Governors asked about the wellbeing of a staff member who has a number of important responsibilities this year. The Headteacher explained that he had met with the staff member, followed by discussions with SLT, and ways of support had been identified. Regular meetings continue to be held to support, without removing the work itself.</p> <p>Governors asked:</p> <ul style="list-style-type: none"> Referring to the introduction of the RE council, is it ok for the RE link governor to attend? – When an RE council meeting has been set up, the RE link governor will be invited. Does the RE council work in the same way as Eco and School Council? - RE councillors are prayer leaders for students at the school. Pupils can write a prayer request and post it somewhere for the RE council to pick up. RE councillors then have time to pray for these things. Are they from each class? – Yes. <p>Governors suggested that the RE councillors could also be asked to monitor their class RE area.</p> <ul style="list-style-type: none"> Have you spoken with Fr Benny about masses? – Yes, and dates have been set. Why is Restorative Justice to be reviewed? – Restorative Justice is being used, but it is worth raising its profile again. Can you tell us more about the Catholic Family Support Fund? – More details will be shared when known. 	ZG

Mindfulness is to be refreshed; this has been a massive success in families, also confirmed by governors who are parents. **Governors asked if it is being used in Y6, as it could have real impact before they start their SATs.** Pupil voice sessions identified that it is used with different regularity in different classes, and the current Y6 teacher was not yet working in this school when initial training took place.

7.2 To receive an update on Phonics (verbal)

The Headteacher reported on the recent visit by Nick Locke who monitored the standard of phonics work. This included watching teachers and TAs using techniques, team teaching, as well as him teaching and being observed by staff. He met with the Headteacher to discuss the data. There are no concerns about progress in Reception, and congratulations were extended to the Reception class teacher and her team.

Progress in Y1 is not as good, and governors were updated on measures being put in place to address this. **Governors asked whether, in future years, the Phonics Lead could be placed in Y1 as class teacher.** The Headteacher confirmed that he has considered this as a likely option.

7.3 To consider key points from visit reports

• **EYFS Phonics (PT report)**

Governors were pleased to receive this visit report, which raised some good points. They asked Pier what she thinks about the length of a lesson. She explained that there are ways around this, for example leaving the writing task for a literacy session. However, she also feels that the children do cope and have made progress. Governors agreed that, if the current structure seems to be working well, there is no need to change.

• **Sport (JW report)**

The report was very informative. **Jess is planning to further visit on 30 January to look at a PE session in Y5.** A few other teachers have also agreed for her to watch their lesson. She is also planning to visit at lunch time to see what equipment is being used. The Headteacher explained that in the meantime the PE Subject Leader has obtained more lunch time equipment and will introduce a new system for lunch time on 3 February, to be reviewed on 14 February. **Jess agreed to visit w/c 10 February.**

Governors asked:

- **Why is it that some classes can manage the Daily Mile and some can't?** – Y6 are struggling because of emotional needs, so some children do not like going outside. They are dysfunctional as a group and likely to get into rows.
- **How are they with the younger children?** - They are brilliant. However, it would not work to let them do the Daily Mile together with the younger ones.
- **Some teachers struggle to fit in the Daily Mile – should it not be a priority?** – All classes in KS2 are doing it.
- **What is the rule?** – They have to do it a number of times a week, so not strictly a “Daily” Mile, although this is being aspired to. It is 16 laps around the junior playground. Children try to beat their personal best, and their stamina has improved. The time is also used for same day interventions, although teachers ensure that different children are identified for these, so that they do not miss out on exercise.
- **Are there any funds left for PE?** – The PE Subject Leader has bought a lot of quality resources for the KS2 playground, but some funds are still left.

It was brought to the attention of one of the governors by a hirer of the hall that there may be an issue with damp in the Sports cupboard. This will be brought to the attention of the PAP group for their next walkaround.

JW

JW

	<ul style="list-style-type: none"> • SEND (SH reports) Both noted. There were no further discussions. • Learning Character/Growth Mindset (MF report) Anita explained further that children in KS2 can get dismissive about Learning Character toys being handed out, although the actual characters are still useful and all children appreciate the Learning Character awards given out at the end of the week. But some differentiation is necessary to be made in how children are awarded in class. • Any other visits? None. <i>7.4 To agree any further visits, if relevant</i> <p>Guilia – Catholic School Inspection (CSI) related visits as discussed under item 7.1.</p> <p>Helen – also interested in CSI visits, as well as visiting to learn more about Restorative Justice and Mindfulness.</p> <p>Jess – further Sports visits, as discussed under item 7.3</p> <p>Sandra – also interested in CSI visits.</p> <p>Nearer the time, a CSI Working Group may be established.</p>	GdR HS JW SH
8.	<p>Catholic School Inspection</p> <p><i>8.1 To receive a report from training</i> Executive Summary was circulated prior to the meeting and noted.</p> <p><i>8.2 To discuss governors’ monitoring of this area and agree actions</i> School actions put in place:</p> <ul style="list-style-type: none"> • Fortnightly meetings between the Headteacher and the RE Subject Leader to work on the school’s Self-Evaluation Form (SEF) for RE. • Training identified the importance of centrality of children’s perception – being sought • Website has been re-organised, with tab for “Catholic Life” • Parental questionnaires have gone out. Those that have been returned are mainly positive, but parents want to learn more about RE. This information is now on the website. <p>Governors’ actions:</p> <ul style="list-style-type: none"> • To establish a working party after the Headteacher and RE Subject Leader have made some progress with the SEF. At these meetings, the Headteacher will brief on behalf of the RE Subject Leader. <p>It was pointed out that the Collective Worship Policy is due for review in Summer 2, and the question was raised whether the policy should be looked at prior to the inspection. The clerk will forward the current policy to the Headteacher to review with the RE Subject Leader. This is unlikely to involve any major amendments, as any changes would not be fully embedded at the time of the inspection.</p>	RA, PB
9.	<p>To receive an update on Pupil Voice activities</p> <p><i>9.1 Eco Council Action Plans</i> Action plans were noted. With reference to bins in the pick-up area, there was concern that this may encourage seagulls. The school’s big bins are available for parents to put their rubbish in. The Headteacher will put a notice in the newsletter advising parents to not drop their rubbish, but put it in the bin or take it home.</p> <p><i>9.2 Student Council</i> A meeting has been set up.</p>	PB
10.	<p>Parent Voice</p> <p><i>10.1 To discuss governor presence at Parents Evenings 10 February – will there be a focus for conversations?</i></p>	

	<p>Dates for Parents' evening are Monday 10 February and Thursday 13 February. Governors agreed to just be available for a chat, without a certain focus. The clerk will set up a rota.</p> <p>Governors were reminded of Data Protection Staff training to which they are invited.</p>	<p>RA</p> <p>All</p>
11.	<p>Policies – none this term. <u>Policies due for review next term:</u></p> <ul style="list-style-type: none"> • RSE Policy • Equalities Policy • Equalities Information/Objectives • SEND Policy <p>The meeting closed at 12.20pm</p>	

Documents circulated prior to and at the meeting:

Minutes of the last meeting
Action points from the last meeting
Computing Curriculum Report
Draft Curriculum Report Schedule
Autumn 19 Data Report
SEND Report
CP Report
Attendance Data Autumn 19
Single Plan/GB Action Plan Autumn 19 reviewed
Five visit reports
Executive Summary of CSI training
Eco Action Plans
Governors' Question bank