

# Our Lady of Lourdes Catholic Primary School

## Minutes of a meeting of the Full Governing Body to be held on Thursday 1 October 6.30pm remotely

### Outstanding Governance reminder:

Governing bodies should have a strong focus on the core strategic functions:

1. Ensuring clarity of vision, ethos and strategic direction;
2. Holding the Headteacher to account for the educational performance of the school and its pupils; and
3. Overseeing the financial performance of the school and making sure its money is well spent
4. To maintain and develop the Catholic nature of the school

### In this meeting governors will be mindful of equalities issues in all agenda items

**Present:** Pier Ancombe, Paul Barber (Headteacher), Mel Fane (Chair), Sandra Hogan, Blanaid McCauley (from 6.47pm), Giulia de Rosa (Vice Chair), Dee Simson, Helen Snow, Jessica Winter

**Apologies:** Emma Briggs

**Quorum:** Five governors. Nine governors were present. The meeting was quorate.

**Clerk:** Ruth Ali

Minutes signed by: \_\_\_\_\_ Agreed on: 16 October 2020

Action points: **bold** Questions/challenges: **highlighted** Decisions: **bold italics**

1.	<p><b>Welcome</b></p> <p><i>1.1 Prayers</i></p> <p>The Headteacher opened the meeting with prayer.</p> <p><i>1.2 To consider Apologies for Absence</i></p> <p>Apologies were received and accepted from Emma Briggs.</p> <p><i>1.3 Declaration that remote participants are maintaining confidentiality</i></p> <p>All declared that they are not in a situation where conversations can be overheard.</p> <p><i>1.4 Declaration of business interests or interests of loyalty in agenda items</i></p> <p>None.</p>	Actions
2.	<p><b>Minutes of last meeting 17 September 2020</b></p> <p><i>2.1 To agree accuracy</i></p> <p>The minutes were agreed as a true record and will be signed when face to face meetings are possible again.</p> <p><i>2.2 To discuss any matters arising, if not on this agenda</i></p> <p><b>Min 2.3:</b> Register of Interests is an agenda item at this meeting.</p> <p><b>Min 3:</b> All have confirmed they have read the required documents.</p> <p><b>Min 4:</b> Foundation Governor application form has been submitted.</p> <p><b>Min 4:</b> The <b>clerk was asked to check with Ian</b> whether he has spoken with his contact at church.</p> <p><b>Min 4:</b> Due to Blanaid not having joined the meeting yet, <b>this was deferred.</b> (Action to promote Foundation Governor vacancy at university chaplaincy)</p> <p><b>Min 4:</b> Both <b>Mel's actions were deferred</b>, as she will meet separately with the vice chair, Headteacher and clerk to discuss next steps for recruitment and to identify next steps with delegated actions for all. <b>She will also then send out webinar summary.</b></p> <p><b>Min 4:</b> Actions in connection with talks at churches and open days are not due yet.</p>	<p>RA</p> <p>BMc</p> <p>MF</p>

	<p><b>Min 4:</b> Giulia will continue to approach First Communion Parents and has spoken with Fr Benny.</p> <p><b>Min 7:</b> Mel has asked the CNCS clerk to take the question about the Deanery Collaboration Agreement forward.</p> <p><u>2.3 To understand governors' responsibilities in connection with the Register of interests of governors and staff</u></p> <p>All governors have submitted their declaration of interests. The new B&amp;H form used this year highlights that there is also a need for a register of interests for staff, and governors should have a level of oversight over this. The Headteacher confirmed that the Business Manager ensures that forms are completed at the beginning of the academic year. <b>He will review the register and will meet with the chair to discuss how interests should be managed.</b></p> <p><u>2.4 Other outstanding matters if relevant (Confirmation of having read Safeguarding information)</u></p> <p>The clerk confirmed that all governors have read the Safeguarding information and evidence has been forwarded to Zoe.</p> <p><u>2.5 To appoint HT Appraisal Panel External Advisor</u></p> <p>This was an outstanding item from the last meeting of the Summer term. Traditionally the Schools Partnership Advisor (SPA) also acts as the External Advisor to the Headteacher Appraisal panel, but should be formally appointed as such. The Headteacher explained that a new Headteacher would normally also start to work with a new SPA. This is Dave Coles, an ex-Headteacher who has led two primary schools and is now a consultant. He has also met with him for coaching and recommended him to be the External Advisor.</p> <p><b>Agreed:</b>  <b>FGB unanimously appointed Dave Coles as External Advisor to the Headteacher Appraisal Panel.</b></p>	PB, MF
3.	<p><b>Governor Training</b></p> <p><u>3.1 Report: Monitoring quality of Education</u></p> <p>Jess's training report was circulated prior to the meeting. Governors noted that teachers should not be expected to do anything extra or different for governors' monitoring than what they would normally do. This is particularly relevant at this time.</p> <p><i>Blanaid joined at 6.47pm</i></p> <p><u>3.2 Report: Remote Learning – seeking assurance it is fit for purpose</u></p> <p>This webinar took place in the morning of the day of the meeting. A brief report was circulated, but due to its importance going forward, <b>this will be considered again at the next meeting.</b> Those who had been able to read the report felt that school is on top of what was mentioned. When the final draft of the Contingency Plan is ready, this will be evaluated against the points mentioned in the report for proper scrutiny.</p> <p><u>3.3 Report: Online Safety</u></p> <p>The training report highlighted the importance of having an Online Safety Policy, and governors are aware that the school's E-Safety Policy is out of place. Governors recognised that there is a lot of Online Safety information on the website, but this should be supplemented by an Online Safety Policy.</p> <p><b>The Headteacher agreed to produce an Online Policy and Procedure document which should be read in conjunction with the Contingency Plan.</b> This will manage parents' expectations and safeguard staff and pupils alike. The final Contingency Plan and accompanying policy document will be brought before the next FGB meeting and will then be published to parents.</p> <p>Helen has also taken part in the Governors for Schools wellbeing webinar and is meeting with Zoe on 2 October. <b>She will feed back after her meeting.</b></p> <p><u>3.4 To discuss options for taking up DfE funded training</u></p>	

	<p>The chair reminded governors that she had circulated an email from Governor Space which offers £1,500 worth of DfE funded training. She herself has taken part in the Chairs' Programme, and two more offers are now available. The offers expire in March 2021. She outlined the various types of training, coaching and mentoring on offer and urged governors to have another look. Governors considered what the developmental needs of the Governing Board are at the moment, for example in connection with developing the Relationships and Sex Education (RSE) Policy, and succession planning for the SEND link governor.</p> <p>Sandra reported that she has taken part in the Headteacher Appraisal training run by Governor Support and outlined the process. The Headteacher Appraisal panel will meet prior to the appraisal to ensure that they all have the same understanding of the process.</p> <p>The training also mentioned Online Safety, and in particular highlighted that Teams is more secure than Zoom. This is confirmed by other organisations as well. Governors discussed this briefly and noted that it is not possible for attendees to join Teams by phone if they need to. Zoom is also more user friendly than Teams. The clerk confirmed that she had taken great care in applying the security settings on Zoom. It is possible to continue using Zoom, as the decision around which platform to use has been left to schools.</p>	
4.	<p><b>Headteacher's Verbal Update</b></p> <p><u>Pupil attendance:</u> Attendance on 28 September was 97.5%, and the average since the beginning of term is 95.5%. Governors were reminded that, due to the small size of the school, a small number of children have a great impact on percentages.</p> <p><u>Staff absence:</u> All teaching staff are in school, including the staff member who had been self-isolating. Two referrals to Occupational Health have been made for support staff; these are ongoing.</p> <p><u>Behaviour and learning:</u> Children have settled well and behaviour is exemplary. Staff are making the most of that, and the standard of teaching and learning is very pleasing. Benchmarking assessments are currently undertaken with standardized tasks in Reading, Writing and Maths.</p> <p><u>Remote Learning:</u> The staff laptops which governors had agreed to supply have arrived and will have had the necessary software updates applied to them by half term. After that teachers will be able to work from laptops and be in a position to put in place the Contingency Plan when necessary.</p> <p>Five chrome books have been supplied by the council for the most vulnerable children. These belong to the school and will be given on loan to particular families, as identified by the Inclusion Leader. These will be ready before half term.</p> <p>The Headteacher has applied for a grant to enable school to move to Google Classrooms rather than Zoom, which will be the platform through which any remote learning will be conducted when necessary. This will give a more real classroom experience in terms of feedback.</p> <p><u>Catch-up funding:</u> The government is supplying two streams of funding – catch-up funding at £80 per pupil, and the National Tutoring Programme which is designed primarily for the most vulnerable pupils.</p> <p>The catch-up funding is paid in three installments of approximately £4,000, the first one due w/c 5 October, followed by another one this term, and the last one in Summer 2021. The Headteacher consulted governors on his plans how to utilize this funding and explained the following points:</p> <ul style="list-style-type: none"> <li>• If a teacher is ill or self-isolating, supply cover must be provided, and the supply budget has already been heavily used at the beginning of this term due to a teacher self-isolating for 14 days.</li> <li>• One part time teacher is going on maternity leave in January.</li> <li>• Interventions are most effective if run by a qualified teacher.</li> </ul>	

	<ul style="list-style-type: none"> <li>Capacity was an issue when providing for key worker children during lockdown – such a situation could arise again.</li> </ul> <p>Having considered these points, the Headteacher proposed to create a role for a qualified teacher in the early stages of their career (NQT) on a temporary contract for one year. This role would supply cover so as not to risk having to get in supply staff when a teacher is ill or self-isolating. The new staff member could also provide maternity cover from January. At the times when not working in these roles, the teacher would be tasked with closing the gap interventions for prioritized children. The Headteacher is approaching teacher appraisals with a view to developing staff – such development may naturally result in staff members seeking further development opportunities at another school. In that case, the person in this new role could be a backup at a time when it might be difficult to recruit. It would further add capacity to the Leadership team, allowing the Deputy Headteacher (DHT) to take a day for DHT duties when necessary.</p> <p>Governors agreed that this proposal is a sensible approach. The whole cost of the role will not be met through the catch-up funding, as maternity cover is paid through the insurance anyway. All agreed that it is better for pupils to have continuity than getting in supply cover. This is particularly relevant at this time, when outside staff should be kept to a minimum.</p> <p>The teacher who provided supply cover for the self-isolating staff member was identified as a possible candidate for the role. Governors highlighted that it is their desire to increase the diversity of the staff. Whilst it is important to recruit the best teacher, it would be good to address the current gender and ethnic imbalance.</p> <p>A number of finance related questions were raised, but it was agreed to discuss the financial aspects further in the Resources Committee.</p> <p>Governors' questions in connection with this agenda item:</p> <ul style="list-style-type: none"> <li>Did we have to send any pupils/staff members for tests? – We have supplied those who needed it with test kits we have in school, due to the difficulties of getting a test locally, especially as some qualified for Pupil Premium. We have now ordered more tests.</li> <li>Why is 97% a realistic attendance target, considering the number of children that have been absent over the last couple of weeks with the common cold due to parents being concerned about covid and therefore chose not send them in? – We believe that our environment is safe and have therefore set the same target as we would normally set.</li> <li>What is Super 6 (referred to in SDP)? – These are six teaching and learning strategies which we are in the process of embedding. Staff will have some CPD around them.</li> <li>What is DEAR (referred to in SDP)? – Drop Everything and Read. The idea is that there is a period of time when everyone in school – staff and children – drops everything and reads.</li> <li>How is the monitoring of the HT wellbeing going to be done? – Check-ins with chair, vice chair and Headteacher are a continual feature of work, and the Headteacher finds them useful. There is also good support available from the SPA as well as the Deans and Deanery Partnerships.</li> </ul>	
5.	<p><b>Contingency Plan</b></p> <ul style="list-style-type: none"> <li><u>To discuss Parent Lockdown Experience survey</u></li> </ul> <p>There had been 33 responses, out of a potential of 193.</p> <p>Governors had submitted the following questions prior to the meeting:</p> <ul style="list-style-type: none"> <li>Regarding the feedback re one teacher, did parents communicate their feelings to the school at the time and if we go back to remote learning do they envisage the same issues with this particular member of staff (or would it be different this time)? – Parents did not communicate their concerns at the</li> </ul>	

time. It would have been helpful if they had done so, as the problem could have been addressed.

- **Re the comment from the key worker about their child not being allowed to go to school could that be clarified, is this because of capacity or something else?**  
– The parent considered themselves a key worker, but did not match up with the government’s advice on what a key worker is. We were careful to leave capacity for children of parents from the key worker list.

Overall responses to the survey had been pleasing, in particular with regard to school communication and the amount of work on the website. However, views varied among those who did not agree with the amount of work on the website (too much as well as not enough). Further consideration will be given to how work is displayed. There was discrepancy between year groups in the amount of contact teachers made; this needs to be narrowed down and minimum and maximum expectations managed. Governors agreed that it is important for staff to provide feedback, to ensure there is continued motivation for pupils to do work. The Headteacher explained that this is the reason why he has chosen to use Google Classrooms, as this enables live feedback, using a laptop with camera. As far as possible teachers should teach as in normal classrooms, which is outlined in the stipulations in the contingency plan.

- *To scrutinise the Contingency Plan for Remote Education If Needed*

Governors asked:

- **Using Google Classrooms, will work be marked while classes are online, or are children still expected to email work in and receive feedback the following day?** – Google Classrooms should allow teachers to give feedback orally as in classroom lessons. We wish to move away from emailing in work and returning it by email due to the workload. However, Google Classrooms requires CPD for staff, which will take time. Our plan will be communicated to parents with a letter outlining what our hopes are. It is important to bear in mind that no two schools are the same.
- **Point 11 of the contingency plan, if a child was isolating for 14 days, they would be in contact with their teachers by email. Would they not be able to use Google Classrooms?** – Not necessarily as the teacher would be teaching the class.
- **Children in self-isolation would still benefit from communication directly from the teacher. Is it possible that the class teacher would make visual or audible contact with the child during isolation?** – This is possible and could also be facilitated by the additional staff member discussed above. If larger numbers were isolating, this would create a capacity issue, and this scenario will still need to be considered further.

Governors highlighted that in the case of one or more pupils self-isolating, teachers would still have a full class, and there is no expectation for them to contact children who are off for other health reasons. The question about direct contact from a teacher is an important one to consider, but it must be remembered that such concern was raised by only a small minority of parents.

- **How would we monitor engagement from families? Is there a system in place?** – The morning check in from the teacher is important, to be considered as “taking the register”.

Governors recognised that some criticism around communication was unfair as school had followed government guidance, and staff were in school only two days per week. Some had no internet at home and do not drive. Coming into school on public transport was being avoided in order to keep staff safe. However, in the event of the Contingency Plan having to be actioned, staff would be in school, and not on a rota system.

Governors recognised that there must be a balance between utilizing online programmes such as My Maths and children feeling connected with school.

	<p>The final Contingency Plan will also clarify expectations of teachers to ensure that there is consistency which is manageable for all.</p> <p><b>The Contingency Plan will be brought again to the next meeting and then go out to parents.</b></p> <p>Governors recognised that the government expects schools to remain open and to have a Contingency Plan in place, having given clear directions of what this should cover. They agreed that the proposed Contingency Plan is in line with these directions and that risks in school have been minimized.</p>	RA
6.	<p><b>School Development</b></p> <ul style="list-style-type: none"> <li>• <u>To consider the School Development Action Plan</u></li> </ul> <p>The School Development Action Plan was circulated prior to the meeting, but a revised and reduced plan was since issued. The Headteacher outlined his reasons for the change, ie that he felt that the original plan had been too broad and overwhelming. This plan concentrates on the core pieces and is more realistic, especially as appraisal targets will be based on the plan. This change has implications on governors' monitoring, <b>discussions on which were deferred to enable all to consider the plan in more detail.</b></p> <p>Governors appreciated that they have seen both plans and thereby have an understanding of the original focus. They agreed that now is not the time of challenge but rather support and that it is important to be flexible. The new plan contains ten targets, and governors would be satisfied if they are all met, recognising that this will still be a challenge.</p> <p>Governors asked:</p> <ul style="list-style-type: none"> <li>• <b>Phonics screening is still going to happen this term – how is this going to be dealt with, and will any children be exempt?</b> – Exemption should be discussed with the Inclusion Leader. The Phonics leader is now based in Y1, in the perfect position to liaise both with the Reception and the Y2 teachers. A large number of children are not reaching the required standard, but an action plan is in place. After six months of disruption it is clear that there will be children who have not made progress. However, we will not be looking at numbers but rather at strategies being used to close gaps, and we are confident that these strategies are there.</li> <li>• <u>To discuss and agree governors' monitoring activities</u></li> </ul> <p><b>The SDP will be brought again to the next meeting to consider governors' monitoring and relevant links (30 minutes agenda time).</b></p> <ul style="list-style-type: none"> <li>• <u>To set up a CSI Inspection Working Party</u></li> </ul> <p>The Headteacher reminded governors that the Catholic School Inspection, which had been due in June, is now taking place in the Spring Term. The inspectors will also speak with governors, and it would therefore be beneficial to set up a working party of those who would be free to meet with the inspectors. Ideally these should be Foundation Governors. It was clarified that if necessary the meeting with the inspectors could be conducted virtually.</p> <p><b>Agreed:</b> <b>The following governors were appointed to the CSI Inspection Working Party: Helen Snow, Blanaid McCauley, Giulia de Rosa.</b></p> <p>Blanaid agreed on the proviso of a conversation with the chair, vice chair and Headteacher about her ability to commit time at the moment.</p>	All          RA
7.	<p><b>Policies to review/approve/discuss</b></p> <ul style="list-style-type: none"> <li>• <u>To understand the governors' role in developing the RSE Policy and to set up a Working Group</u></li> </ul> <p>Governors will be involved as a Working Group, and also by appointing a permanent RSE Link Governor, instead of previous agreement to monitor RSE through the Q&amp;S Committee. The new curriculum will become statutory in the Summer Term next year. The Headteacher envisages that the development of the policy and consultation with</p>	

	<p>parents would take place over the second half of the Autumn term so that it is finalised before the CSI inspection.</p> <p><b>This item will be back on the agenda at the first meeting after half term.</b> Meanwhile the Headteacher and RSE subject leader will continue to work on it and give an update after half term with suggestions on how to move forward.</p> <ul style="list-style-type: none"> <li>• <u>Early Years Foundation Stage Policy</u></li> </ul> <p>Governors were advised that there had been no changes to the policy. Next year the EYFS curriculum will change, which means the policy will also have to be amended accordingly.</p> <p><b>Approved:</b>  <b>The EYFS Policy was unanimously approved.</b></p> <ul style="list-style-type: none"> <li>• <u>Lockdown Policy</u></li> </ul> <p>It was pointed out that the Lockdown Policy still refers to the previous communication method Teachers to Parents and text messages, but all communications are now taking place by Ping. <b>The Headteacher will amend.</b></p> <p>Governors sought assurance that Walkie Talkies are checked termly in the absence of the caretaker. <b>The Headteacher will look into that.</b></p> <p>Governors asked</p> <ul style="list-style-type: none"> <li>• <b>Does the school conduct a lockdown drill, similar to a fire drill?</b> - Some discussion took place on whether this is appropriate as it could create panic, yet a drill could identify issues with the plan. It was agreed that now is not the right time, but it should be considered later, maybe in the form of a game. Schools are currently very open and well ventilated, but the Headteacher confirmed that the building is safe and external doors are shut.</li> <li>• <b>The policy places a lot of responsibility on the office staff. Have they had training, and are they aware of guidance around suspicious packages?</b> - No. It was agreed that <b>at an appropriate time staff should be trained, and the policy discussed with parents.</b></li> </ul> <p><i>Jess left at 8.30pm</i></p> <ul style="list-style-type: none"> <li>• <b>Is it still ok to use St Margarets in case of an emergency?</b> - Yes. However, it was pointed out that, if there is a suspicious package, St Margarets is not far enough away.</li> <li>• <u>Emergency Plan</u></li> </ul> <p>It was noted that the details of staff members are no longer accurate. <b>This will be amended.</b></p> <p><b>Approved:</b>  <b>Subject to the amendment, the Emergency Plan was unanimously approved.</b></p> <ul style="list-style-type: none"> <li>• <u>Behaviour Policy</u></li> </ul> <p>As requested at the meeting in July, a preamble about trauma has been added. This was noted. <b>The policy will now be published to parents,</b> and they will also be asked to sign the Home School Agreement.</p>	<p>RA</p> <p>PB</p> <p>PB</p> <p>PB</p> <p>PB</p> <p>PB</p>
<p>6.</p>	<p><b>Meeting Close</b></p> <ul style="list-style-type: none"> <li>• <u>Any other business</u></li> </ul> <p>None.</p> <ul style="list-style-type: none"> <li>• <u>Prayers</u></li> </ul> <p>The Headteacher closed the meeting in prayer.  The meeting closed at 8.40pm</p>	

**Documents circulated prior to the meeting:**

Minutes of the last meeting

Training reports – monitoring quality of education, online safety, remote learning

Contingency Plan

NGA guidance

SDP Actions

Covid 19 SDP

Draft RSE Policy

Good practice in developing RSE Policy

Governors' responsibilities around RSE Policy

EYFS Policy

Lockdown Policy

Emergency Plan

Behaviour Policy

Lockdown Parent Questionnaire