

Our Lady of Lourdes Catholic Primary School

Minutes of a meeting of the Full Governing Body held on Thursday 17 September 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), Emma Briggs, Mel Fane (Chair), Sandra Hogan, Giulia de Rosa (Vice Chair), Helen Snow, Jessica Winter

Apologies: Blanaid McCauley, Dee Simson,

In attendance: Ian Watson

Quorum: Five governors. Eight governors were present. The meeting was quorate.

Clerk: Ruth Ali

Minutes signed by: _____ Agreed on: _____

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

		Actions
1.	<p>Welcome</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 Blanaid McCauley and Dee Simson.</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>	
2.	<p>Minutes of last meeting – 15 July 2020</p> <p><i>Documents pre-circulated: Draft minutes 15 July 2020</i></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 taking place again.</p> <p><i>2.2 To discuss any matters arising, if not on this agenda</i></p> <p>None.</p> <p><i>2.3 Other outstanding matters if relevant (Declaration of Interests etc)</i></p> <p>One declaration of interests form is still outstanding. Matters in connection with the register of interests and declarations submitted will be discussed at the next meeting.</p> <p>Referring to written questions supplied prior to the informal Reflection meeting at the beginning of term, relating to the Risk Assessment (Recent research suggests only sanitisers with high alcohol content are effective. Are children allowed this type. I feel adults at least should have the alcohol based type in staff areas.), the Headteacher explained that Reception children are using hand sanitiser with high alcohol content as this is the approved type. However, this is always done in a</p>	RA

	supervised manner. Governors were satisfied with this approach as this is the most effective sanitiser.	
3.	<p>To confirm that all have read the following documents</p> <p><i>Documents pre-circulated: Keeping Children Safe in Education 2020 (link); Acceptable Use Policy for Governors</i></p> <ul style="list-style-type: none"> • <u><i>Keeping Children Safe in Education parts 1 and 2 and appendices</i></u> • <u><i>Acceptable Use Policy for Governors</i></u> <p>Some confirmations are still outstanding and will be followed up by the clerk.</p>	RA
4.	<p>Governance</p> <p><i>Documents pre-circulated: Governors' Code of Conduct, Governor Reflection Day Outcomes;</i></p> <ul style="list-style-type: none"> • <u><i>Update on Governing Body Membership</i></u> <p>Mel's term of office as Foundation Governor expires in January, and she will complete an application form for re-appointment.</p> <p>There are currently three Foundation Governor vacancies and one Co-opted vacancy. Whilst recruitment efforts have been hampered by Covid, research about effective methods has still been ongoing. Increasing the diversity on the board was identified as an immediate focus, and some members have done training on how to recruit a diverse Governing Board, although opportunities for recruiting Foundations Governors are more limited.</p> <p>The following actions were agreed:</p> <ul style="list-style-type: none"> • Ian to follow up a personal contact at church • Blanaid to enquire among her contacts at the University Chaplaincy • Advertise in the church newsletters • Investigating further ways in which the Filipino community can be approached • Ian and Paul to promote Foundation Governor vacancies at churches when Open Events are advertised • Governors being visible to prospective parents by taking part in virtual open event zoom calls, thereby generating an interest in the role • Giulia to approach First Communion families • Giulia to approach Fr Benny with the request to promote the vacancy after mass, having been given information on the current needs of the Governing Body <p>Governors considered how to communicate their desire to recruit a diverse governing board to minority communities in a way that does not appear to be tokenistic but genuine.</p> <ul style="list-style-type: none"> • Mel to summarise training/webinar feedback, information and links and circulate • <u><i>To appoint Ian Watson as Associate Member to the Admissions Committee</i></u> <p>In the interest of transparency, Ian informed governors that he had supplied school with computers earlier in September, at no profit to himself. He was no longer a governor at the time.</p> <p>The chair explained that following Ian's resignation at the end of last term, she had approached with the request to consider taking on the role of Associate Member to the Admissions Committee as otherwise his expertise would be missed on the committee, as well as the request for continued involvement in the Data Protection working group. The clerk explained the regulations around the role of Associate Members.</p> <p>Agreed:</p> <p>Governors unanimously agreed to appoint Ian Watson as Associate Member and chair to the Admissions Committee for a two year term of office.</p>	<p>MF</p> <p>IW BMcC MF MF</p> <p>IW, PB</p> <p>All</p> <p>GdR</p> <p>GdR</p> <p>MF</p>

	<p>His advice on the Data Protection working group will also continue to be appreciated.</p> <ul style="list-style-type: none"> • <u>To review and consider the Governors’ Code of Conduct</u> <p>Governors discussed:</p> <ul style="list-style-type: none"> • Confidentiality – it was highlighted that governors need to be mindful of how they handle confidential papers, especially in the current situation of meetings taking place remotely where documents cannot be left and disposed of at school. • Frequency of visits – the Governing Body had agreed in a previous version to commit to a minimum number of in-school visits per year. It was recognised that under the current Covid related restrictions it may not be possible to commit to a particular number of visits or interactions. Meetings have also been held more frequently than under normal circumstances, enabling governors to be kept informed of what is happening in school. Governors were reminded that the model of link visits should correspond to the School Development Action Plan, and it was therefore agreed to remove the quantifiable element of commitment for the time being and revisit this after governors have agreed on how they would monitor this year. • <u>To discuss feedback from Governor Reflection Day and how this can help us shape the work of the Governing Body</u> <p>All governors found the Reflection day valuable and agreed with the outcomes circulated.</p> <ul style="list-style-type: none"> • <u>To discuss Governor Training</u> <p>Mel in her role as training link governor highlighted that there is currently a lot of online training on offer and explained that she had considered how governors would like to be informed of such opportunities, so as to avoid a feeling an element of pressure with regard to training. She concluded that she would forward all relevant training opportunities without obligation, but for governors’ benefit.</p> <p>Governors would:</p> <ul style="list-style-type: none"> • Inform Mel of any training attended so that a record can be kept • Feedback and share with colleagues, with the focus of the training in the subject line • Annually to include training feedback in reflection, using this as an opportunity to celebrate what has been done <p>Ian left at 7.30pm</p> <ul style="list-style-type: none"> • <u>To agree cycle of meetings</u> <p>Fortnightly FGB meetings will continue until October half term. After that the usual cycle of meetings will be resumed.</p> <p>Q&S meetings will take place on Friday afternoons.</p> <p>Resources meetings will take place on Thursdays after school, 3.30pm – 5.30pm, to enable Pier to stay in class and the SBM to complete her usual Thursday tasks.</p>	
5.	<p>Headteacher’s Update</p> <ul style="list-style-type: none"> • <u>To receive a brief verbal update on the full opening of school etc</u> <p>School operates a staggered day with three bubbles (Reception, Year 1 and Year 2, Year 3 and Year 4, and Year 5 and Year 6). Teaching staff, Individual Needs Assistants (INAs), Midday Supervisory Assistants (MDSAs) and Teaching Assistants (TAs) are allocated to bubbles; bubbles of children and staff do not mix. The staggered start has led to lunchtimes starting at 11.30am and going on for two hours, and the end of the day is staggered as well. Staff have been supportive in making the arrangements work, and parental support in bringing children in at the right time was recognised. Siblings arrive and leave at the time of the eldest child, in order to avoid mixing. Children have adapted well; their lunch times have been reduced from 1 hour to 40 minutes, with a 20 minute break in the afternoon instead This arrangement also assists with cleaning, which is well managed by the temporary staff member covering for the caretaker.</p>	

The drawback is that staff do not get a full hour's lunch break. The Headteacher has explained the need for their support in this, in order to make the arrangements work. A 1265 calculation has been undertaken and showed that working hours are still within regulations, and staff are not asked to work over their allocated hours.

There are currently not sufficient MDSAs in place, and as a result Senior teachers are undertaking cleaning duties in the dining hall. School is investigating supplementing staff in these areas to ensure sustainability, but presently it supplies a model to other teaching staff who have to clean their desks.

Reception children were praised for having become independent very quickly, as they are required to be dropped off at the farm gate and walk into school without their parents.

As part of the Recovery Curriculum children are currently engaged in Phonics, Maths, English and creative activities. The sole purpose at the moment is to get them settled back into a routine and to ensure that sanitizing hands is embedded in their practice. A benchmarking activity, with standardized tasks to enable moderation, is scheduled for the end of September/beginning of October, so as to understand where children are in Reading, Writing and Maths across the school. This will supply the data on which interventions will be based, and outcomes will be shared with parents and governors as well as being a basis of learning walks and lesson sampling between half term and Christmas.

Governors asked:

- **Will parents be made aware of the benchmarking activity, and will results be fed back?** – Yes, but we don't know yet in what format. However, parents will be able to see and understand where their child is on the continuum and what school is doing about it.
- **Are there likely to be parents' consultations like we usually have in the Autumn term?** – We are currently awaiting guidance on how the consultations can take place.

Attendance was high (upper 90s%) during the first week but has now dropped (individual class attendances were provided, with Y6 lowest at 73%, other classes in the 80s%). School is working with the Education Welfare Officer (EWO) to address this. A letter went out to parents on the day of the meeting confirming that school is safe, and that children with the usual seasonal coughs and colds can come in, but conflicting guidance is communicated outside the school sometimes. Governors who are parents were able to confirm that the letter has alleviated some of the concerns. Two staff members are absent due to self-isolation, awaiting test results. Three other support staff members are also absent due to other reasons. Good quality supply staff is covering and are able to work with the same class repeatedly, thus building relationships with children. However, the impact on the budget is concerning. Claims have been made to the Covid Grant (up to £25,000 can be claimed), but it is not possible to claim for supply staff.

The Headteacher answered questions previously supplied by governors via email:

- **What is the impact of not having a site manager?** – Whilst we are happy with the day to day cleaning, the impact of not having a site manager is logistical in terms of the long term overview of the site, and thereby the workload of the School Business Manager (SBM) and also the Headteacher.
- **How is the cleaning being maintained, and is it more challenging now the school is occupied?** – Cleaning is maintained well; staff are helping with the cleaning of desks; children help by putting resources on their chairs to leave tables clear for cleaning.
- **Have we claimed money back from the government's contingency pot, and if so how much?** - £25,000 is in the pot, and we have claimed £8,000 (details were provided).
- **Have SEND numbers reduced since Y6 have left, as indicated at the end of last year?** – In a way it is too early to tell as we do not know Reception well

enough, but the feeling is that there are fewer children with high needs, so the situation is more manageable, although there is still a high level of needs, though reduced. Temporary contracts did not end in August, but will be reviewed in December when Reception needs are known.

- **What are the curriculum implications of any Covid Recovery Programme?** – We are focusing on Reading, Writing and Maths to ascertain where children are, which has initially reduced the breadth of the curriculum. We have however introduced music.
- **Will the fact that some teachers will be leading Covid Bubbles become part of assessment of middle managers?** – Not directly, as staff are not in control of some aspects of leading a Covid bubble. However, if as part of the appraisal process staff members wish to have something noted and want to develop this further, they would be asked to facilitate such a discussion by providing a brief piece of self-reflection.
- **Will targets have to be revised in the light of assessments leading to a Recovery Programme?** – Potentially not; targets would remain, and we would work hard to narrow the gap. If we lower the target, we could be seen as lessening expectations.
- **How are the children adapting to new lunch time arrangements?** – They are adapting well and like the afternoon break. Years 5 and 6 enjoy being separate from the rest of the school, which is leading us to consider keeping post Covid some of the arrangements that have been introduced. Assembly arrangements were explained, and especially that Monday assemblies are held in three stages. Having a smaller group of children for assembly is nice, as they like the attention and differentiated style.
- **Have you had any feedback from parents?** – Feedback at the gate has been positive. A parent questionnaire has just gone out, the outcome of which can be evaluated at the next FGB meeting.
- **Have you had a good response to the arrangements from the MDSAs?** – Yes.
- **Are the staff getting a decent lunch break and a short break in the morning?** – Yes.
- **Are KS1 still able to have milk and a fruit snack if they want it?** – This is always an issue at the beginning of term, but fruit is now coming through.
- **Do you know when After School Club (ASC) will be starting again?** – We are currently in the process of sourcing an alternative provider. We need to be sure that they are aware of Covid guidelines. A meeting has been arranged with someone, the outcome of which will be reported back. Governors highlighted that ASC is important to new and existing parents, and it is important to ensure arrangements are put in place.
- **Is it possible to get a supply Site Manager from the LA?** – This is what we had requested, but instead of a Site Manager, the LA supplied us with a very good cleaner. The SBM continues to work on this, but HR laws are leaving us in a difficult position.
- **How are staff managing in the staff room – are they able to social distance as lunch times are staggered?** – This is right, and it is working well. Staff only meet members of their own bubble in the staff room.
- **Where does the funding for the music lessons come from? Previously there was a need to focus on Writing, so is this music provision made at the expense of something else?** – Some of the money for the music teacher comes from the surplus from last year. It was right to focus on Writing, but as teaching and learning are of a good standard we can take the opportunity to broaden the curriculum and undertake music lessons. Our curriculum offer is also part of our marketing strategy, and it does not take away the focus from Reading, Writing and Maths.

	<p>Governors who are parents fed back on their experience of the last two weeks and felt that all had gone well and really smoothly.</p> <p>Governors agreed to continue to submit questions by email in advance of the meeting.</p>	
6.	<p>School Development</p> <p><i>Documents pre-circulated: School Development Plan Actions</i></p> <ul style="list-style-type: none"> • <u>To consider the School Development Action Plan</u> • <u>To discuss and agree governors' monitoring activities</u> <p>Both items were deferred to the next meeting, to enable full discussion, as the previous item had overrun.</p>	
7.	<p>Policies to review/approve/discuss</p> <p><i>Documents pre-circulated: Collaboration Agreement, Children with Health Needs who Cannot Attend School Policy Equalities Policy, Governors' Statement of Behaviour Principles; Behaviour and Discipline in Schools Guidance</i></p> <ul style="list-style-type: none"> • <u>Collaboration Agreement</u> <p>There were no known changes from any of the participating schools, and no amendments were suggested.</p> <p>Agreed:</p> <p>Governors unanimously agreed to continue to collaborate with the participating schools under the current Collaboration Agreement.</p> <p>There is also a Collaboration Agreement in place for the Deanery Schools. However, the Governing Body is not in possession of the final version of the document. The Chair has approached the CNCS clerk and will report back.</p> <ul style="list-style-type: none"> • <u>Children with Health Needs who cannot attend school Policy</u> <p>It was clarified that the practices outlined in the policy have already previously been in place, and that they are published in a policy as this is now a statutory requirement.</p> <p>Approved:</p> <p>Governors unanimously approved the Children with Health Needs who Cannot Attend School Policy.</p> <ul style="list-style-type: none"> • <u>Equalities Policy</u> <p>Governors asked:</p> <ul style="list-style-type: none"> • To ensure that highlights are removed from the final version • Does the choice of books in the library represent the diversity of the school? - No; this has already been identified as a priority for the next few years. We are developing a curriculum based around reading, in the process of which the resources in the library will be reviewed. It is envisaged that the library resources will not only represent the profile of the children in the school, but in the city and wider region. • Are you confident that the resources in classes cover diversity? – Yes, although these could also be improved. • The policy does not mention the term "BAME" – should the policy refer to this term specifically, especially to show that we are taking recent events seriously? – A city wide working group is currently creating a new model, which we are looking to adopt when ready. This will take into account recent events. <p>Approved:</p> <p>The reviewed Equalities Policy was unanimously approved.</p> <ul style="list-style-type: none"> • <u>To set up Working Group to review Governors' Written Statement of Behaviour Principles</u> <p>Although due for review, it was agreed that other areas are of higher priority at the moment and the review should be deferred to Spring 2. The clerk will update the planner.</p>	<p>MF</p> <p>RA</p> <p>RA</p>

6.	Meeting Close <ul style="list-style-type: none"> • <u>Any other business</u> None. <ul style="list-style-type: none"> • <u>Prayers</u> The Headteacher closed meeting in prayer.	
----	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

Actions:

Item	Who	What	When by	Notes
2.3	Ruth	Put Register of Interests on next agenda	24.09.	
3	Ruth	Follow up outstanding confirmations of required reading	21.09.	
4	Mel	Complete Foundation Governor appointment form	01.10.	
4	Ian	Speak with contact at church		
4	Blanaid	Promote vacancy at university chaplaincy		
4	Mel	Arrange for advert to be placed in church newsletters		
4	Mel	Investigate ways in which Filipino community can be reached		
4	Ian Paul	Promote vacancy when doing marketing talks at churches	31.10.	
4	All	Governors to be present at Virtual Open Days	08.01.	
4	Giulia	Approach First Communion parents		
4	Giulia	Approach Fr Benny to promote vacancy after mass		
4	Mel	Summarise training webinar and circulate		
7	Mel	Report back on status of Deanery collaboration agreement	01.10.	
7	Ruth	Remove highlights from Equalities Policy	18.09.	Done
7	Ruth	Update planner with Behaviour Principles statement review	18.09.	Done