

Our Lady of Lourdes Catholic Primary School

Minutes of a meeting of the Full Governing Body held remotely on Wednesday 19 June 2020, 11am

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 Anscombe, Paul Barber (Headteacher), Mel Fane (Co-Chair), Blanaid McCauley, Giulia de Rosa (Co-Chair), Helen Snow, Ian Watson, Jessica Winter

Apologies: Emma Briggs, Sandra Hogan

Not present: Dee Simson

Quorum: Six governors. Eight governors were present. The meeting was quorate throughout.

Clerk: Ruth Ali

Minutes signed by: _____ Agreed on: _____

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

		Actions
1.	<p>Welcome The meeting was chaired by Giulia de Rosa. <u>1.1 Prayers</u> The Headteacher opened meeting with prayer. <u>1.2 To consider Apologies for Absence</u> Apologies were received and accepted from Emma Briggs and Sandra Hogan. No apologies were received and therefore not accepted from Dee Simson. <u>1.3 Declaration that all participants are maintaining confidentiality</u> All confirmed that conversations cannot be overheard. <u>1.4 Declaration of business interests or interests of loyalty in agenda items</u> None.</p>	
2.	<p>Minutes of last meeting – 3 June 2020 <u>2.1 To agree accuracy</u> The minutes were agreed as a true record and will be signed when face to face meetings are possible again. <u>2.2 To discuss any matters arising, if not on this agenda</u> Min 3: Governors asked whether there is an update on support staff members who were feeling concerned about opening more widely. The Headteacher explained that SLT had looked what measures could be put in place in areas they were particularly concerned about. Most staff are returning and are in continual dialogues. Pier led staff through individual risk assessments, which has been instrumental in bringing staff back, which was appreciated. Staff generally feel supported.</p>	
3.	<p>Headteacher’s Verbal update</p> <ul style="list-style-type: none"> • <u>How the school is continuing to provide care for children of key workers and vulnerable children</u> 	

School continues to provide care and support for key worker children. Numbers are increasing as parents return to work, though are not expected to exceed 20 children. From 15 June, this group has been split into two separate KS1 and KS2 bubbles, which has led to more pleasing work done by the children.

- How the first week of the wider opening has gone

From 15 June, two Y6 bubbles have started, one on Monday and one on Wednesday. Children were excited to come back. The two bubbles are working well. They do sport with the PE coach in the afternoon and in the mornings tasks relating to transition, including getting used to sitting at desks again. This has been working well. Guides about demarcation etc have been sent home to families, and it is clear that having Y6 in first was the easiest way to start.

Governors fed back comments from the school community – communication has been good, parents feel supported.

Governors asked whether the Headteacher feels that academic progress is being made with key worker children. This was confirmed, and is testament to the members of staff working with the bubbles. Due to splitting them, engagement of both groups has been good in the latter part of the week. School endeavours to continue to balance the academic side with nurturing, as some children have been in school every day since before Easter, including all holidays.

The Headteacher confirmed that he is confident that the slow approach taken to wider opening was good, as it was a way of acclimatising staff.

- How the school is continuing to provide education for children/supporting parents in providing some education for children at home

The learning of some children is now split between home and school, and this could be the case for more children over a longer term. School is mindful and aware of emotions of families around this challenge and continues to provide education via the website, signposting towards Oak Academy resources. Some work has also been done around phonics provision, and packs are in the foyer for collection. Not all have been picked up, which indicates that remote learning is slowing down. School is also considering how contact with children at home can be maintained and is therefore trialing Zoom, initially with a Headteacher's assembly. Another meeting will take place with Y6 children around transition, and class teachers are making Zoom appointments for their classes.

Governors asked how staff feel about moving to Zoom, in particular how the emotional experience will impact on staff and children. The Headteacher confirmed that he also found the assembly moving, and this was confirmed by governors who are parents. The Headteacher explained that, with uncertainties about to what extent school will be open in September, it is likely that children will have to interact with their teacher via Zoom or a similar platform, so the emotional side of this has to be overcome, so that it becomes a normal experience. As far as staff is concerned, this is why the Headteacher trialed the practice first, to enable him to discuss with staff logistical improvements, so that they are ready to do their own Zoom meeting w/c 22 June. Staff and the Headteacher are also in discussions on how to help with the transition of children from one year group to the next, especially for Y5, as their teacher is leaving. He confirmed that all year groups will be invited to collect their report from their teacher. New class teachers are producing welcome videos to be sent home before the end of term. As far as Zoom meetings are concerned, it was noted that children see each other in the same situation, which is an affirming experience in the fragmented communities created through lockdown.

Governors asked how Zoom class meetings will work for children who are in school. This will continue to be explored over the next few weeks.

Ian as Y6 link governor asked whether there is any way in which he can be involved in saying good bye to the class, as he has been linked with them since they were in Reception. The Headteacher will email him separately.

- Safeguarding and wellbeing of pupils (to include update on transition arrangements for Y6 to Secondary School)

Transition was covered under the previous bullet points.

Families continue to be reminded about online safety; pointers are now on the front page of the website. The Inclusion Leader continues to be in contact with families.

- Wellbeing of Staff and Headteacher

Staff are well and feel supported; concerned staff have gone through risk assessments with Pier; the next phase of wider opening starts on 30 June, and staff therefore do not feel rushed.

The Headteacher had his first meeting with his new Schools Partnership Advisor (SPA) and continues to have weekly check-ins with the co-chairs. These are supportive and helpful. He also continues to keep in touch with other Headteachers.

Having gone through more than 14 weeks of lockdown is having an effect on the experiences of parents, and on teachers who are parents. This manifests itself in some correspondence. School will continue to communicate with parents once or twice per week. Government guidance around summer schools and a tutoring fund are still expected; it is unfortunate that this information reaches governors and parents at the same time. Teachers are feeling more isolated because of media coverage and parents' ideas of what teachers are doing during school closure. This concern was confirmed by parents who are members of various parent groups. It is clear that parents think they can only cope with school closure until the end of term and hope to get back to normal in September. As this is unlikely, previously supportive parents are getting more impatient generally. The Headteacher will continue to monitor the situation. Governors explained that, when they were aware of issues raised by parents, they endeavoured to explain that issues are not decisions made by the school but by the government and associated media commentaries and not something that school can pre-empt.

- Health and Safety – including an update on Site Management

Governors were reminded that the SBM had requested support from the LA to cover the long term absence of the Caretaker. Support is being provided, but only for cleaning, and not for the administrative aspects of caretaking. The site manager role therefore remains unfilled, though the cleanliness of the site is very important at the moment.

- Any issues arising from how the building is currently being used and remote working for staff

No particular issues were raised, except for minor grounds maintenance. Governors asked about the condition of the pond and asked the Headteacher to check whether this is being maintained. The Headteacher will discuss separately with Mel.

Remote working is not an issue at the moment. If Zoom contact with pupils is expanded, it would have to be ensured that all staff have access to laptops with cameras, but this relates to the longer term plan.

- What actions the school is taking to mitigate against concerns that the partial closure of schools will impact on the outcomes achieved by disadvantaged pupils and widen the attainment gap

The Inclusion Leader ensures that eligible children receive FSM vouchers and have access to counselling and that they access home learning. When tutoring funds are coming through, disadvantaged children will have access first. This will be a more specific rolling agenda item.

Governors asked how school ensures that pupils engage with the school, ie would it be picked up if families did not submit any work or make contact for a number of weeks.

The Headteacher explained that there is regular contact between teachers and children through ping or phone. If teachers have concerns, these are logged on CPOMS and shared with the Inclusion Leader. Initial focus is on key children or families of particular concern. Governors asked whether it would be possible to identify children who were not previously of concern, but are now becoming children

	<p>of concern. The staff governor explained her own practice as an example, ie that she keeps notes of the outcome of contact with children and refers to them in subsequent contact with families. She thus becomes aware of issues and is able to follow them up.</p>	
4.	<p>Looking ahead, considering:</p> <p><u>4.1 Clerks Forum Report</u></p> <p>The report was circulated prior to the meeting, and the following points were emphasised:</p> <ul style="list-style-type: none"> • Attendance is better at remote meetings. Governors are thankful that this forum is available to them, however it would not be ideal in the long term, though it is a great opportunity for occasions when necessary. • Governors were encouraged to research BEEM and NGA resources proactively. <p><u>4.2 NEU 10 Points</u></p> <p>The NEU's 10 points were circulated to raise awareness of their proposals, which are likely to have some impact on future government decisions.</p> <p>It was emphasised that, although these may have an impact, they are a list of recommendations rather than any confirmed plans. The Headteacher will discuss the points with the union rep on a continual basis between now and September.</p> <p>Governors asked whether there is accurate data about children at this school in homes without internet access. Children were asked before lockdown, and four claimed not to have internet access. However, internet access is not necessarily the issue, but also bandwidth and access to devices as they may have to be shared with the whole family. Any devices would also need to be used in a private location.</p>	
5.	<p>Policies</p> <p><u>5.1 To approve the reviewed addendum to the Safeguarding Policy</u></p> <p>Some amendments in connection with Zoom were circulated at short notice. Details of this new practice were discussed earlier in the meeting.</p> <p>Agreed:</p> <p>Governors agreed to approve the reviewed addendum to the Safeguarding Policy. Seven voted in favour, one abstained, as the governor did not have opportunity to read the new arrangements in detail.</p> <p><u>5.2 Discussion on how to approach policy review</u></p> <p>The policy review document was circulated prior to the meeting; and the clerk asked governors how they would wish to approach policy review under the current circumstances. The policy review document indicated a number of policies due for review, however none of these were considered to be urgent, considering the circumstances.</p> <p>The new Relationships and Sex Education (RSE) policy is still due to be consulted on. Consultation was scheduled for the Summer term, but was not possible due to school closure. However, governors were advised that due to Covid, the introduction of the new RSE curriculum, which would otherwise have been statutory from September, may be delayed if necessary, until Summer 2021. Consultation may therefore be rescheduled for either the Autumn term or Spring term (ideally September). Conducting the consultation remotely may be an option if necessary.</p> <p>The Headteacher has reviewed the Behaviour Policy to ensure it reflects practice during Covid. The policy was circulated to governors for information and was noted. A governor noted that children may be rewarded with stickers and asked how this is currently practiced, as distancing would not allow for teachers to put the stickers on the children as would usually be done. The Headteacher explained that he had not witnessed any staff giving stickers out but instead stickers have been placed in children's books.</p>	

	<p>It was noted that “Star of the Week” badges are no longer given out. This was requested to be reviewed, if possible, when school is back to normal, as children were proud to have the badges all week.</p> <p>A governor reported that it was suggested at an earlier governors’ briefing that a Behaviour Policy should have reference to trauma and attachment awareness. The Headteacher agreed that he would also like the policy to reflect that children will show more difficult behaviours coming out of lockdown. Governors agreed that this is a relevant point, but it should also be considered separately from Covid that a child’s behaviour is relevant to their background. The Headteacher will redraft the rationale section to make reference to such children, but also to include Covid related trauma, as the full extent of such a long lockdown is not yet fully known.</p>	PB
6.	<p>Meeting Close</p> <ul style="list-style-type: none"> • <u>Any other business</u> <p>No other business was discussed.</p> <p>Governors thanked the Headteacher, the staff governor and all other staff members for their continued work.</p> <ul style="list-style-type: none"> • <u>Prayers</u> <p>The Headteacher closed the meeting with prayer.</p> <p>The meeting closed at 12.45pm.</p>	

Documents circulated prior to and at the meeting:

- Minutes of the last meeting
- Clerks Forum Report
- NEU 10 Point Plan
- Child Protection and Safeguarding Policy addendum
- Policy Review Schedule
- Behaviour Policy