

Our Lady of Lourdes Catholic Primary School

Minutes of a Quality and Standards Committee Meeting– 13 March 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: Paul Barber (Headteacher), Giulia de Rosa (Committee Vice Chair), Jess Winter

Apologies: Pier Anscombe, Emma Briggs, Sandra Hogan, Helen Snow (Committee Chair),

In attendance: Zoe Garbarz (INCo – agenda items 6.1 and 6.2 only)

Quorum: Three committee members. Three 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: Helen Snow _____ Agreed on: 13 November 2020

1.	<p>Prayer, welcome, and to consider and accept apologies for absence Due to the absence of the committee chair, the meeting was chaired by Giulia de Rosa. The Headteacher opened the meeting with prayer. Apologies were received and accepted from Pier Anscombe, Emma Briggs, Sandra Hogan and Helen Snow. The committee discussed whether moving meetings to Friday afternoons may be better in view of some members’ work commitments. Should Friday afternoon be a better option, the committee could use the opportunity to collectively attend Friday afternoon assembly. The clerk will check with Emma who was unable to attend because of work.</p>	Actions RA
2.	<p>Declaration of business interests or interests of loyalty in agenda items None.</p>	
3.	<p>Minutes of the last meeting 27 January 2020 <i>3.1 To agree accuracy</i> Item 6.2 should read “interventions start at 8.50am” – not “9.50am”. Subject to this amendment, the minutes were agreed as a true record and signed by Giulia. <i>3.2 Matters arising, including action points</i> Pier’s actions: Lunchtime visit report is an agenda item at this meeting. Paul’s actions: Collective worship policy is an agenda item at this meeting. Newsletter notice about rubbish has not yet gone out. Giulia’s actions: Giulia attended an RE council meeting, and the visit report is an agenda item for this meeting. She has also attended the last meeting for preparation for the Catholic Schools Inspection (CSI). A CSI Working Group meeting has been scheduled for w/c 23 March which will also involve Helen and Sandra. Jess’s actions: Jess has not yet been able to visit a PE lesson in Y5 or visit at lunch time. She has been in regular contact with the PE subject leader and will visit as soon as possible. Helen’s actions: Not discussed due to her absence. Zoe’s actions: Families have now been supported by Catholic Family Support fund. Other actions to be followed up with Zoe.</p>	JW RA

	<p>Actions for All: Only Helen attended Data Protection staff training. However, it became clear that the training was more relevant for staff in terms of operational workings during the school day, rather than for governors.</p> <p>Paul Platts is visiting school on 18 March. So far he has been happy with the progress made, although leaving computers unlocked is still an issue. He will conduct another walkaround in September.</p>	
4.	<p>Curriculum Reports</p> <p>The committee discussed the format of the report template, which had been slightly amended in light of the new Ofsted framework. They agreed that further tweaks are needed, ie that curriculum intent, implementation and impact should be reported on in that order. This will enable subject leaders to reflect on their practice and encourage leadership of the subject.</p> <p><u>4.1 To receive the Curriculum Report for Writing</u></p> <p>Governors appreciated the informative report. The Headteacher explained that “next steps based on staff voice and subject action plan” will feed into the subject improvement plan.</p> <p>Governors asked for more information about the effectiveness of teaching for Greater Depth. This will be covered under the Quality of Teaching report.</p> <p>The new Writing Link governor should make contact with the Subject leader.</p> <p><u>4.2 To receive the Curriculum Report for Science</u></p> <p>The report identified resources for investigation as an issue. Further auditing of available resources and a clear out are needed, and the subject leader will be given time to do this. This should be followed up by the subject link governor.</p> <p>Governors requested to have further information about Forest School next term.</p> <p>A curriculum intent statement has been created, which governors liked very much. The Headteacher explained that all curriculum intent statements would be based around the school motto of Live Love Learn, and some governor involvement in creating these would be welcomed.</p> <p>Governors asked if the subject leader is able to lead some staff meetings for further CPD. The Headteacher confirmed that he is confident this is possible. This would lead to further actions. He is working with other Headteachers within the Deanery to establish training for middle leaders in schools, especially in terms of leadership in a Catholic school.</p> <p>Governors thanked the Headteacher for empowering staff to grow in confidence in their ability to lead.</p>	<p>RA/EB</p> <p>RA/MF</p> <p>RA/PB</p>
5.	<p>RE</p> <p><u>5.1 To receive an update on preparation for the forthcoming CSI inspection – including the termly RE report</u></p> <p>Governors appreciated the succinct report. Attention was drawn to the auditing of learning across the school. The Headteacher commended the RE leader for her strong work on the preparation for the CSI. This is scheduled for the Summer term. A draft Self Evaluation Form (SEF) has been prepared, which will be submitted to the Diocese prior to the inspection. School is working in partnership with schools that have recently been inspected. Teacher staff meetings have been given over to the teaching of RE; these are led by the RE leader.</p> <p>It is envisaged that school has finished preparations by the start of April. A governors’ working group meeting is scheduled for 23 March. It is unlikely that the inspection will take place before July; it may therefore be necessary to have another working group meeting before then.</p> <p>Giulia as RE link governor reported that she had joined the last SEF preparation meeting, and it was evident that a lot of work and discussion had been put into this. It was confirmed that all teachers can approach the RE leader if they have any questions, which they are happy to make use of.</p>	

	<p>An intent statement for RE has not yet been prepared. Because of the centrality of RE in school all staff should be involved in the preparation of this. This will then form the basis of the whole school curriculum intent statement.</p> <p>The SEF has not yet been shared with all governors, but Giulia reported that she is pleased with what she has read. Gradings may be reviewed again, as in some areas judgments may have been too cautious.</p> <p><u>5.2 To receive feedback on Relationships and Sex Education (RSE) training and implications for governance</u></p> <p>This was discussed after agenda item 5.3.</p> <p>The Headteacher reported on the training he attended at the Diocese and shared the following:</p> <ul style="list-style-type: none"> • Recommended to have RSE as standing agenda item to keep updated • The policy must be reviewed • This has to be written with parental input • A parent review group should be set up • This should also have governor input, from a Foundation Governor as the policy must be in line with the teaching of the Catholic church • The draft should be available for all parents and carers to review and be consulted on • The policy should be ready to be ratified at the final FGB meeting this year, RSE ready to be taught in line with the new policy from September <p>The Headteacher envisages RSE not to be taught as a separate lesson but feeding through other subjects.</p> <p>The Diocese recommends that there should be a named link governor for RSE; however the Headteacher would prefer RSE to be the responsibility of a governor committee (Q&S), as this would give more governors a detailed understanding and opportunity for input. The committee agreed that this would be a good approach and asked the Headteacher to explain the reasoning to the Diocese and confirm that this is acceptable.</p> <p><u>5.3 To discuss key points from RE Council visit report</u></p> <p>Having taken the committee through the key points from her report (Spiritual journaling), Giulia asked whether the RE leader will also do a similar thing with staff. The Headteacher confirmed that this has also been his consideration, as staff pray with the children and ask the children to reflect on spiritual points, but this is not done often with members of staff. The committee considered this in terms of staff wellbeing, which they agreed is best served through regular input, rather than just as part of an Inset day. This approach would therefore feature as part of a strategic plan. The School Development Plan (SDP), which will be brought to FGB at the next meeting, is based around Live Love Learn, with Ofsted elements around it as part of that plan.</p> <p>Governors asked how school endeavours to keep staff spirits up when people have worries outside of work. Staff talk with each other, and the Deputy Headteacher feeds important issues back to the Headteacher.</p>	PB
6.	<p>Pupil Attainment and Progress/quality of teaching</p> <p><u>6.1 Pupil Premium Update</u></p> <p>The PP register, listing PP pupils, the concerns, interventions and progress, was circulated to all. The majority of children are making good progress. Where this is not the case, there is a story behind it. These are highlighted in red. Governors were advised that all classroom based adults have a copy of the PP register and know who the PP children are and what their needs are. Actions for the year are outlined at the end of the document. This is discussed in detail at Pupil Progress Meetings (PPMs) and updated termly. Classroom adults are informed of all updates.</p> <p>Not yet listed are pottery interventions for a small group of PP children or children with child protection concerns. This is timetabled to take place until Easter. School is currently considering possible changes to how PP is being spent.</p>	

Governors asked whether there had been a recent meeting with the PP link governor (Sandra, who was unable to attend this meeting). The last meeting took place at the beginning of the Spring Term.

The committee discussed whether a governor from the Resources committee should share the link from a financial point of view, whilst the link from Q&S looks at progress, interventions and their impact on children. It was recognised that a discussion around whether best use is made of the funds is often overlooked.

Governors were advised that the school is receiving less PP than last year. School is aware that some families may be eligible for PP, but are not registered.

It was suggested that PP spending should be a question asked regularly at Resources Committee meetings.

6.2 To discuss NGA PP guidance

The document highlighted the two aspects already discussed above (progress, and use of resources).

Governors considered the suggestion that “governors should know who PP children are” and were concerned that this may put some governors who are also parents in a difficult situation. All recognised that teachers need to know who the children in their class are, but at governor level only the number of children needs to be known. It was agreed that future PP registers would only list initials.

Except for more questioning of the financial aspects, governors are satisfied that the information they receive and the way they monitor PP is in line with the guidance.

6.3 Phonics Update (March data)

March phonics data was shared prior to the meeting. Reception data is good. Y1 data is 20% below target, the likely reason being that the class is not taught by the Phonics leader. This will be changed from September. However, for this year it means freeing up the Phonics leader to assist Y1 with team teaching, and the Headteacher has covered Y3.

The Headteacher shared his concern for the arrangements for phonics currently in place. Although school is paying for a consultant, it is felt that he does not provide any advice in addressing the current issue. The approach will be reviewed, in order to bring phonics back to the good place where it was a couple of years ago.

Governors asked whether this means running phonics in house. The Headteacher explained that he would still follow the RWI approach, but without spending money on the consultant, or buying someone else in.

Governors were reminded that the cohort is small, and each child counts as a fairly high percentage.

6.4 Quality of teaching update (verbal)

The Headteacher reported that he conducted a series of lesson observations during the week prior to this meeting. These were held in line with union guidance, ie giving five days’ notice. All were broadly good, but some were on the border of requiring improvement due to teachers feeling stressed about the process. Some lessons showed practices that are highly effective. Pupil behaviour was exemplary, with no low level disruption anywhere, meaning there is no barrier to learning. However, the most able are not making progress due to a strategy adopted across the school which is helping primarily those below and at age related expectations (ARE). This means a heavily modelled lesson, whereas in the best lessons the teacher sent more able pupils to do higher level tasks. The summer term will focus on greater depth. Although there is consistency in teaching at the moment, the Headteacher would also like to give teachers some greater autonomy.

Governors asked whether children choose which task they complete, ie a simpler one or a harder one. At the moment they get some choice, but for example in one lesson children were aware that they should be working at greater depth and were targeted with a specific task, and when they engaged in other tasks they were stopped and directed back to the higher level task. This approach bears out in data and should be seen throughout the school.

	<p>The Headteacher does not feed the gradings of the lessons back to staff, but focuses on conducting developmental conversations with them.</p> <p>In response to the question whether there had been any feedback from teachers about this approach, an example was given of one teacher really opening up and responding to this.</p> <p>Governors asked how prepared school is for the new times tables tests. It was confirmed that this is well in hand and children practice their times tables frequently, also using Times Tables rock stars.</p>	
7.	<p>Pupil Well-being</p> <p><i>7.1 Safeguarding Audit update</i></p> <p>Zoe updated the committee on issues highlighted at the Q&S meeting in July:</p> <p>Self-harm: This is covered in staff training, also to all new staff members. She has asked the school nurse to do this, but it is not something they can deliver. Staff are aware to approach Zoe if they have any concerns.</p> <p>Online Safety: SafetyNet are going to work with pupils in October. Zoe has not yet discussed Online Safety with the ICT leader.</p> <p>A link to CEOP is now on the front page of the website.</p>	
8.	<p>Single Plan and Governor Action Plan</p> <p><i>8.1 To consider key points from visit reports – if not anywhere else on agenda</i></p> <p>Giulia took governors through her lunch time visit report. There were no particular issues requiring discussion.</p> <p><i>8.2 To agree any further visits, if relevant</i></p> <p>No other visits were identified. Jess confirmed that she will visit PE, as discussed under item 3.2.</p>	
9.	<p>To receive an update on Pupil Voice activities</p> <p><i>9.1 Eco Council</i></p> <p>Eco Council is going from strength to strength. The PTA have agreed to pay for the Green Flag assessment. The Eco Council notice board is being prepared for this. School is in contact with Rottingdean in Bloom and also with neighbours as required. Eco Council took assembly at the launch of Eco Week and ran a competition to design a logo.</p> <p><i>9.2 Student Council</i></p> <p>The Student Council has met as part of the CSI review, where the Headteacher sought feedback on the quality of RE lessons and assemblies. Very open conversations were held. The meeting was chaired by the teacher responsible for Student Council, and even the younger pupils participated in the meeting in a professional and impressive manner.</p> <p>The committee recognised that Student Council is very much Adrienne’s legacy. They discussed whether another link governor should be appointed, but felt that this link was a perfect fit for her and agreed to wait initially to see if another link comes up organically.</p> <p>School and governors are keen that Adrienne’s family should be invited after some time and be involved in deciding what should be done in her memory, possibly an end of year Student Council award with her name.</p>	
10.	<p>Parent Voice</p> <p><i>10.1 Parent council</i></p> <p>The last parent council meeting was attended by the Headteacher, and by Jess as a parent.</p> <p>Parents shared their concerns about access to school via Old Place Mews no longer being granted. The Headteacher explained that school is not in a position to reinstate this access. He is also monitoring parking on the kerb on the main road. Some discussion took place around teachers’ communications with parents at the end of the day. There is no set policy around how teachers communicate issues to parents, but parents were advised that it often depends on the particular incident.</p>	

	<p>Parents need to trust the school that they also communicate with other parents if necessary, but that this is not publicised.</p> <p>Roedean School has been contacted about the possibility of having swimming lessons there.</p> <p>Prior to the meeting, parent reps have spoken with other parents of the class.</p> <p>Governors were pleased to note that this has worked well.</p>	
11.	<p>Policies</p> <p>Policies due for review this term:</p> <ul style="list-style-type: none"> • <u>RSE Policy – to receive an update, approval deferred</u> <p>This will be done via the process discussed under item 5.2</p> <ul style="list-style-type: none"> • <u>Equalities Policy – to receive an update, approval deferred</u> <p>Approval was deferred as there was a possibility that changes would be recommended following the RSE training. It is now clear that there is no need for changes, and the policy will be brought before the next meeting.</p> <ul style="list-style-type: none"> • <u>Equalities Information/Objectives – to approve</u> <p>Only contextual information has been updated. Objectives are due for review in 2021.</p> <p>Approved: The Equalities Information was unanimously approved.</p> <ul style="list-style-type: none"> • <u>SEND Policy – to agree to recommend to FGB for approval</u> <p>Agreed: The committee unanimously agreed to recommend the SEND Policy to FGB for approval.</p> <ul style="list-style-type: none"> • <u>Designated Teacher for Looked After Children (LAC) Policy – to agree to recommend to FGB for approval</u> <p>Agreed: The committee unanimously agreed to recommend the Designated Teacher for LAC to FGB for approval.</p> <ul style="list-style-type: none"> • <u>Collective Worship Policy – to discuss any changes if necessary, and then to agree to recommend to FGB for approval</u> <p>The committee discussed the discrepancy around review frequency within the document.</p> <p>Agreed: The committee agreed a review frequency of three years and unanimously agreed to recommend the Collective Worship Policy to FGB for approval without any changes.</p>	RA

Documents circulated prior to and at the meeting:

Minutes of the last meeting
Action points from the last meeting
Writing Report
Science Report
RE Report
RE Council visit report
Pupil Premium Register and progress
Pupil Premium Guidance NGA
Phonics Data
Lunch time visit report
Equalities Information and Objectives
SEND Policy
Designated Teacher for LAC Policy
Collective Worship Policy