

Our Lady of Lourdes Catholic Primary School

Minutes of a meeting of the Full Governing Body held on Friday 16 October 1.30pm 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: Paul Barber (Headteacher), Emma Briggs (until 2.45pm), Mel Fane (Chair), Sandra Hogan (until 3.40pm), Blanaid McCauley, Giulia de Rosa (Vice Chair), Dee Simson (until 2.15pm), Helen Snow, Jessica Winter (until 3pm)

Apologies: Pier Anscombe

Quorum: Five governors. Between five and nine governors were present. The meeting was quorate throughout.

Clerk: Ruth Ali

Minutes signed by: Mel Fane _____ Agreed on: _3 December 2020_____

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

		Actions
1.	Welcome <i>1.1 Prayers</i> The Headteacher opened the meeting with prayer. <i>1.2 To consider Apologies for Absence</i> Apologies were received and accepted from Pier Anscombe. <i>1.3 Declaration that remote participants are maintaining confidentiality</i> All declared that they are not in a situation where conversations can be overheard. <i>1.4 Declaration of business interests or interests of loyalty in agenda items</i> None.	
2.	Minutes of last meeting <i>2.1 To agree accuracy</i> The minutes were agreed as a true record and will be signed when face to face meetings are possible again. <i>2.2 To discuss action points and matters arising, if not on this agenda</i> Min 2.2: The clerk will check with Ian whether he has been able to speak with his contact at church about the Foundation Governor vacancy. Blanaid explained that due to Covid, she is not in close contact to the university chaplaincy. The action therefore is still ongoing. Mel will complete her actions around Foundation Governor recruitment w/c 19 October. Posters have now been put up in church. It was agreed that Ian's and Paul's action in connection with Foundation Governor recruitment during marketing talks at church should be removed, as it is unlikely these can take place at the moment. Virtual Open Days are an agenda item at this meeting. Webinar report still to be completed.	RA BMC MF MF

	<p>Min 2.4: The Headteacher has spoken with the Business Manager about staff register of interests. Some are still being chased, and once these have been received, he and Mel will review to see if there are any issues.</p> <p>Min 3.2, 3.3, 5.2, 6.1 and 6.2: All agenda items.</p> <p>Min 6.3: It was highlighted that the RSE Policy working group should be put on the agenda for the Q&S meeting, and not the FGB meeting in Autumn 2, as this takes place earlier.</p> <p>Min 8: Some discussion took place as to when it is an appropriate time to train office staff in the Lockdown Policy. It is a busy time now, and therefore could be considered as not appropriate. However, as windows and doors are supposed to be left open at the moment for ventilation, this could provide access to an intruder and therefore this is a matter of priority. The Headteacher will again look at the Lockdown Policy and prepare the school community, details to be considered after half term, with a view to finalising at the end of the Autumn term. This is likely to involve ensuring that procedures work and then putting these procedures into the policy.</p> <p>Behaviour Policy has been published to parents.</p> <p>2.3 <i>Other outstanding matters if relevant</i></p> <p>None.</p>	MF/PB RA PB
3.	<p>Headteacher's Verbal Update</p> <p>Procedures are working well, and parents appear to be happy with staggered drop off and pick up arrangements. Staggered lunch also works well. It seems that these arrangements actually make the school day work better. However, there has been some union feedback that the staggered arrangements leave less time for work.</p> <ul style="list-style-type: none"> • <u>Data Overview from Baseline Assessment</u> <p>Baseline Assessments have been completed in Reading, Writing, Maths and Phonics. This data is now being moderated and will form the basis for monitoring standards over the second half of the Autumn Term. It seems that gaps are significant in Phonics and Maths, both that children have made significant progress during lockdown, and that some are significantly behind. Outcomes will be communicated to parents; how this can be done in addition to a written report is currently being considered.</p> <p>Phonics data suggests that one third of Y1 and one third of Y2 are where they should be. Another third is around one month behind, so the focus will be on this group. Leadership of Phonics is part of the Phonics Lead's appraisal.</p> <ul style="list-style-type: none"> • <u>Update on use of Catch-up Funding/recruitment</u> <p>Governors were reminded that school will receive approximately £12,000 of catch up funding. As agreed, an advert has been issued for an Intervention teacher, and two applications have been received, one internal and one external. Interviews will take place on 20 October. It is envisaged that the Intervention teacher will focus on gaps in Y5 and Y6. Teacher appraisals are currently being undertaken; targets are related to the Covid SDP. Staff happiness and wellbeing are a focus, and conversations are taking place with staff about how all can support each other to be well and happy. Some staff are considering their aspirations which may mean further recruitment.</p> <p>Governors asked:</p> <ul style="list-style-type: none"> • You have received two applications. Can you tell us more about them? – The external applicant is known to the school; the internal applicant is a member of support staff and has previous experience of being an intervention teacher. • When will the contract start and end? - It is a temporary contract until the end of the Summer term, with a start date as soon as possible, ie before 1 January, if applicants are available to start at that time. 	
4.	<p>Contingency Plan</p> <ul style="list-style-type: none"> • <u>To scrutinise the Contingency Plan for Remote Education If Needed, also refer to training report circulated at the last meeting</u> <p>The Headteacher reminded governors that the Contingency Plan must be finalised and published to parents by 22 October. Schools are unlikely to close fully, but governors should</p>	

scrutinise the plan for its effectiveness in case of a partial closure, as has already happened in other schools.

Governors asked:

- How is the learning and attainment going to be marked and monitored if we are going into a closure, and how do you know children make progress? – Once staff are fully trained in the use of Google Classrooms, this will allow feedback and assessment to happen as closely as it would in a lesson. It would also allow children to share their work online. However, if there is a need to implement the contingency plan before this package is rolled out, staff will have to use Zoom, email and Ping to stay in contact. A register would be taken in the morning. Work would be set in RE, English, Maths and Phonics. Parents would have to take photos of the work and email to teachers, or children could hold up their work in front of the camera. English, Maths, and Phonics would be prioritized as they give children access to other subjects.
- The parent survey suggested that feedback in response to emails did not work well during lockdown. When do you think we are going to be ready to roll out Google Classrooms? – Getting the laptops ready has taken longer than expected, due to Schools IT, and we expect to be ready by the end of November, if not earlier. Circumstances have changed since the parent survey, as staff will be working in a different way, most importantly not on a rota system. There should therefore not be the same concerns around feedback and communication.
- Work is different for teachers now – are they finding support networks? Do you signpost them for example to Social Media teacher groups? – I am happy if they seek support from other groups, but they also receive support in school. Staff already have access to resources which help them with lesson delivery; these are the same as are normally used in the classroom. In addition there are the Oak Academy resources. Networks with teaching staff are also being developed through the Deans and Deanery partnerships. Some of the Covid funding is also used for trained professionals for emotional wellbeing. This has been discussed between the INCo and the Headteacher.
- How will you monitor impact? – The benchmarking activity has identified children who are vulnerable to not making progress. We would therefore focus specifically on those, as it appears that during the last lockdown, these children did not do any work. We would look at the gap between Age Related Expectations (ARE) and their current attainment and would find that gap narrowing. But this will not be without problems.
- What about children who are hard of hearing? They might struggle to listen online? – We would need to look at bespoke work / a task for children hard of hearing. This is where a TA or intervention staff would be deployed.
- What is the plan if parents have more than one child, but only one device? – We would need to ensure that not all the resources were available online. We were given five chromebooks during lockdown and tried to place them in households where we knew there were a number of siblings. We will have to communicate with parents and manage their expectations. It may be possible to obtain further DfE funded devices in the event of a bubble closing.

Dee left the meeting.

- Will Google Classrooms offer the possibility to put children in breakout rooms to give the opportunity for peer to peer assessment? – It does seem to have that function. However, we would need to consider safeguarding issues if children are in “rooms” by themselves online. But we could assign an adult to each breakout room. There is more dialogue and therefore more opportunity for formative assessment in smaller groups.

	<ul style="list-style-type: none"> • Could you extend an invitation to governors to see an assembly? – I would welcome that and will think about how to action. • Can parents join assemblies, for example if a child is getting a certificate? – No assemblies of that character have been held. Liturgical assemblies are recorded on YouTube and the link sent to the class teachers who watch them in the classrooms. There is no reason why governors should not join, both for monitoring reasons as well as the community aspect. 	PB
5.	<p>School Development</p> <ul style="list-style-type: none"> • <u>Curriculum Statement</u> <p>The Curriculum Statement was circulated prior to the meeting, and governors asked:</p> <ul style="list-style-type: none"> • You say that “over time, we will build our curriculum around a diverse spine of high quality texts in each year group ...” – how long is that time? - That would be over three years from the point at which it is started. There has been some delay due to Covid, and we also need to ensure we choose the right texts, which takes some time. It is also part of the development of the staff members responsible for that area, and this must not be rushed but allowed to happen organically. <p><i>Emma left the meeting.</i></p> <p>The Headteacher explained that, although a curriculum statement is not a requirement in terms of the new Ofsted Framework, he feels that with the curriculum being an area of particular focus it is important to be clear about what we want our children to experience and know during their time at school. The curriculum statement is drawn from the school's Mission Statement and the school focus on RE.</p> <p>Governors appreciated the reference to the broad and diverse curriculum.</p> <ul style="list-style-type: none"> • <u>To consider the School Development Action Plan</u> <p>The Covid School Development Plan, which replaced the School Development Action Plan, is centred on six key areas relating to the Ofsted Framework, with foci in light of Covid under each heading. All these existed in the previous, wider, plan, but are now being prioritised.</p> <ul style="list-style-type: none"> • <u>To discuss and agree governors' monitoring activities</u> <p>It was suggested that one governor should be appointed to link to each of the six areas. Once identified, school would wish to liaise with that governor about how that area should be monitored. This could be through a variety of approaches and should be the ownership of the link governor, although the outcome of all monitoring activities should be the same, ie an understanding of what actions are taken and what their impact is.</p> <p>Governors thanked the clerk for preparing the framework of the governors' action plan. All were invited to state their areas of interest or expertise:</p> <p>Giulia: Leadership and Management, or Quality of Education</p> <p>Sandra: Quality of Education, and SEND</p> <p>Blanaid: Early Years</p> <p>Helen: Personal Development, or Behaviour and Attitudes</p> <p>Jess: No preference, but willing to commit enthusiastically to any area as directed</p> <p>Emma (previously communicated to the chair): Behaviour and Attitudes (note: finalised outside the meeting)</p> <p>Other statutory or focus link governors had already been appointed at the last FGB meeting in the Autumn term and will continue to work in their relevant areas.</p> <p>GDPR links: The clerk was asked to contact Ian and Emma, asking them to work out a monitoring strategy with the Headteacher.</p> <p>RSE link: Will be discussed at Q&S.</p> <p>The Headteacher will ensure that link governors know which staff member they are linked up to. In addition to communications between link governors and staff, other ways of monitoring would include reports from Middle Leaders attending governors' meetings, or through other reports being presented to FGB or a committee.</p>	RA PB
6.	Governor Visit Reports	

	<ul style="list-style-type: none"> • <u>Safeguarding / Wellbeing</u> <p>Governors thanked Helen for her report, which shows how much above and beyond school staff is going in their care for vulnerable pupils. There was some concern around the wellbeing of the INCo, due to her workload and the general pressure SLT is under, but Helen confirmed that she had ascertained that the INCo is feeling well supported by the Headteacher.</p> <p><i>Jess left the meeting.</i></p> <p>Sandra's SEND visit report will be circulated.</p>	RA
7.	<p>Reports from Committees</p> <ul style="list-style-type: none"> • <u>Pay Committee</u> <p>The Pay Committee report was circulated prior to the meeting and noted. The Headteacher explained that he had meanwhile been approached by a staff member wishing to move up to the Upper Pay Scale but had missed the deadline. He will communicate with governors further around this.</p> <ul style="list-style-type: none"> • <u>Admissions Committee</u> <p>The minutes were circulated prior to the meeting and noted. The Headteacher confirmed that his actions have now been completed.</p> <ul style="list-style-type: none"> • <u>Resources Committee</u> <p>The minutes were circulated prior to the meeting and noted.</p> <ul style="list-style-type: none"> ○ <u>To formally agree VASCA bid (formerly LCVAP)</u> <p>The Voluntary Aided Schools Condition Allocation (VASCA) bid was circulated prior to the meeting. This is broadly an amalgamation of the bids of the last two years, which had not been granted. The contribution governors would be expected to make is around £6,200, and Mel confirmed that sufficient funds are available in the School Development (Governors') Fund (see Resources Committee minutes).</p> <p>Approved:</p> <p>Governors unanimously approved the VASCA bid.</p> <p>The Headteacher will submit this to the Diocese; date of the last Condition Survey still to be added.</p>	PB
8.	<p>Governor Training</p> <ul style="list-style-type: none"> • <u>Training undertaken/reports – if any</u> <p>Both Emma and Blanaid have undertaken LA induction training and found this very helpful.</p>	
9.	<p>Marketing the school</p> <ul style="list-style-type: none"> • <u>To discuss how governors can contribute to open events</u> <p>Governors had previously stated when they can be available. All will endeavour to attend the open events, but the importance of a consistent tone and message for verbal contributions was highlighted. It was therefore agreed that Giulia would speak at the first two events, and other governors would then come forward if they wished to speak. Governors would be welcome to join the meeting 15 minutes early to finalise these arrangements.</p> <ul style="list-style-type: none"> • <u>Opportunity to help with leaflet distribution</u> <p>The Headteacher will also contact parents to help.</p>	
10.	<p>Policies to review/approve/discuss</p> <ul style="list-style-type: none"> • <u>Admissions Terms of Reference</u> <p>Approved:</p> <p>The Admissions Committee Terms of Reference were unanimously approved.</p> <ul style="list-style-type: none"> • <u>Admission Arrangements – Policy and SIF</u> <p>Determined:</p> <p>Governors unanimously determined the Admissions Arrangements for 2022-2023.</p>	

	<ul style="list-style-type: none"> • <u>In-Year Admissions Procedure</u> <p>Approved under delegated powers by the Admissions Committee and noted.</p> <ul style="list-style-type: none"> • <u>Safeguarding Policy</u> <p>Approved:</p> <p>The Safeguarding Policy was unanimously approved.</p> <ul style="list-style-type: none"> • <u>Emotional Wellbeing Policy</u> <p>Governors asked:</p> <ul style="list-style-type: none"> • The policy states that pupils would be involved in interviews of members of staff. What do you have in mind? - When the interview involves the element of teaching a lesson, children would be asked some careful questions around this, for example how supported they felt in the lesson, or whether the lesson made them make progress. It must, however, be remembered that this is only a part of the process and would only be relevant to older age groups. Pupils may also be asked to meet a candidate on a tour of the school, just to get a feel of how they are getting on. <p>It was suggested that it would be more appropriate to change “interviews” to “appointment” or “recruitment”.</p> <p>Governors suggested that the list of how parents are involved in the school should also include school supporting parents to bring community causes into school, eg allowing parents to seek support from the school community for their personal community fundraising efforts.</p> <p>Parent council also to be added and some bullet points to be rearranged.</p> <p>It was highlighted that, when Q&S committee meetings recommence, it should be ensured that Pupil Voice and Parent Voice continue to be regular agenda items.</p> <p><i>Sandra left the meeting.</i></p> <p>Governors agreed that approval of this policy should lie with the Headteacher.</p> <ul style="list-style-type: none"> • <u>Online Safety Policy</u> <p>Governors thanked the Headteacher for producing this policy. They would like to ask some questions about it and will have the opportunity to do so at the next Q&S committee meeting.</p> <p>The policy was presented for information, as approval lies with the Headteacher.</p> <ul style="list-style-type: none"> • <u>Resources Terms of Reference</u> • <u>Scheme of Delegation</u> • <u>Pay Committee Terms of Reference</u> <p>Approved:</p> <p>Above three documents were unanimously approved.</p> <ul style="list-style-type: none"> • <u>Feedback Policy</u> <p>This was presented to FGB for information, as it is an internal operational policy. The Headteacher explained that the Deputy Headteacher (DHT) had gone through a consultation process with all staff and that the policy is now active. Governors appreciated the clear policy and asked the Headteacher to feed this back to the DHT.</p> <p>Governors asked if the same approach to feedback will be taken if learning has to be remote.</p> <p>It was confirmed that this is implied, and that staff had been consulted.</p> <p>The Headteacher explained that he had also written a Remote Learning Policy, to complement the Contingency Plan. The clerk will forward.</p>	PB PB RA RA RA
11.	<p>Meeting Close</p> <ul style="list-style-type: none"> • <u>Any other business</u> <p>No other business was discussed.</p> <ul style="list-style-type: none"> • <u>Meetings for the year</u> <p>Dates were circulated by email.</p> <ul style="list-style-type: none"> • <u>Prayers</u> <p>The Headteacher closed the meeting with prayer.</p>	

	The meeting closed at 3.50pm.	
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Documents circulated prior to the meeting:

Minutes of the last meeting
Contingency Plan
Webinar report
Curriculum Statement
Covid School development plan
Covid School development plan governors' monitoring plan
Safeguarding link governor visit report
Pay Committee report
Admissions Committee minutes
Resources Committee minutes
VASCA bid
Governors' availability for open events
Open evening crib sheet
Admission Committee terms of reference
Admission Policy and SIF
In year Admissions Procedure
Child Protection and Safeguarding Policy
Emotional Wellbeing Policy
Online Safety Policy
Resources Committee Terms of Reference
Scheme of Delegation
Pay Committee terms of reference
Feedback Policy
Meeting dates