

Our Lady of Lourdes Catholic Primary School

Minutes of Quality and Standards Committee Meeting– Friday 13 November 2020, 12.30pm held 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

Present: Pier Anscombe (from 1.10pm to 1.40pm), Paul Barber (Headteacher), Emma Briggs, Sandra Hogan (until 2.35pm), Giulia de Rosa (Committee Vice Chair, from 1.15pm onwards), Helen Snow (Committee Chair), Jess Winter

Apologies: None

In attendance: Mel Fane (Chair of Governors)

Quorum: Three committee members. At least six committee members were present at any one time. The meeting was quorate throughout.

Clerk: Ruth Ali

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

Minutes signed by: _____ Agreed on: _____

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

1.	<p>Prayer, welcome, and to consider and accept apologies for absence The Headteacher opened the meeting with prayer. The clerk advised the committee that Blanaid McCauley had expressed an interest in joining this committee but that she had not yet been officially appointed. She is unable to attend this meeting. Her appointment will be an agenda item at the next FGB meeting.</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 13 March 2020 <i>3.1 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>3.2 Matters arising, including action points</i> Emma's actions: Due to Covid, no contact has been made with the Writing Subject Leader. The Headteacher will contact Emma to discuss how best to approach this. Mel's actions: Not completed due to Covid. Mel will continue to follow up resources with the Science Subject Leader. Paul's actions: The Diocese confirmed that it is up to the school whether to link an individual or a group to RSE. Jess's actions: Jess has met with the PE Subject leader, and a report was circulated to all governors. Covid, however, has prevented her from visiting a PE lesson or lunch time. Zoe's actions: A report from the LSS teacher has not yet been provided, and governors asked the Headteacher what impact it would have on Zoe's workload to provide this. He suggested that such a report could be provided as part of Zoe's input into the committee, which would cover Pupil Premium and interventions (to be scheduled as regular agenda items in Autumn 1, Spring 2 and Summer 2).</p>	PB MF RA

	Zoe has provided details of the Catholic Family Support Fund and also suggested that school could do a fund raiser for the charity at some point to show their gratitude. This will be kept in mind.	
4.	<p>To review Committee Terms of Reference</p> <p>The following amendments were discussed and agreed:</p> <ul style="list-style-type: none"> Remove “Safeguarding” – this is now reported to FGB as safeguarding is everyone’s responsibility and all governors should be aware. It is intended that there should be one Safeguarding related item on each FGB agenda. “Pupil Wellbeing” – to be replaced by “Pupil Attendance and Wellbeing” and “Staff Attendance and Wellbeing”, as this is more in line with the holistic approach to wellbeing governors would like to take. Remove “Attendance” – as covered under the new item of “Pupil Attendance and Wellbeing”. <p>It was noted that Staff attendance and wellbeing has previously been covered in the Resources Committee, and it must be ensured that there is no duplication.</p> <p>Approved: The committee unanimously agreed to recommend the Terms of Reference to FGB for approval.</p>	
5.	<p>Monitoring of School Development Plan</p> <p><u>4.1 To discuss Feedback from Strategic Group meeting on approaches to:</u></p> <ul style="list-style-type: none"> Link Governor Monitoring, considering relevant timing / reporting <p>The Committee Chair explained that, following the last FGB meeting and the Strategic Group meeting, governors had been provisionally allocated to an area of the School Development Plan (SDP). All confirmed that they are happy with their allocated responsibility.</p> <p>The monitoring responsibility of each link governor does not have to follow a certain procedure or template, and governors were invited to give some thought to what approaches they might want to take. The Headteacher offered to suggest some ideas in order to provide a framework for governors to work in and encouraged governors to ask pointed questions. Such questions should be seen as a developmental opportunity for staff.</p> <p><i>Pier joined at 1.10pm</i></p> <p>The Headteacher will send some ideas to the clerk for distribution to the committee, and for governors to come back with further ideas also to be included in the planner.</p> <p><i>Giulia joined 1.15 pm</i></p> <ul style="list-style-type: none"> Sports Premium <p>Monitoring the impact of the Sports Premium was linked to the Behaviour and Attitudes element of the SDP. Emma would therefore work alongside with Jess In terms of monitoring the spending of the Premium, it was clarified that the Resources Committee would discuss with SLT why and how the Premium would be spent and notionally agree this. The funds would then be used by the different leaders to have an impact on academic outcomes as well as behaviour and attitudes. The Q&S Committee would still be kept updated on academic progress.</p> <ul style="list-style-type: none"> Catch up Premium <p>Taking a similar approach to the Sports Premium, the impact of the Catch-up Premium would be monitored by the Q&S Committee.</p> <ul style="list-style-type: none"> Pupil Premium <p>This will be continue to be monitored by Sandra, as part of the SEND section of the SDP.</p> <p>A different reporting format will be used, which will better facilitate justifying the spend and impact on pupils’ lives.</p>	PB RA All
6.	To discuss the Pupil Premium Update and Progress Report	

	<p>The Pupil Premium Update and Progress Report was circulated prior to the meeting. Governors noted that the school seeks to employ a new TA in Y3, and the Headteacher explained that Y3 is the most needy year group in the school in terms of children with additional needs and had also been subject to some other staffing changes (class teacher, TA and another supporting adult). The TA would be shared with Y4.</p> <p>The Headteacher highlighted that Zoe has outlined her strategy in the first paragraph of her update. School currently has a three year Pupil Premium Strategy, but there would also be a regular update on the amount of funding that has come in and how it is spent. Spending at this school exceeds Pupil Premium income, and it is therefore important that any report should outline the impact on the children in terms of academic progress and wellbeing. The Pupil Premium Link governor's role would be to monitor individual interventions on individual children.</p> <p>Governors asked:</p> <ul style="list-style-type: none"> • PP children are not significantly behind other children after lockdown - could this be due to school having kept up close links with the families? - The Headteacher confirmed that this could be the case. • Why did three PP children leave the school? Was this due to a feeling of lack of support during lockdown? – No, there were other reasons, such as relocating. • What are the Art Groups mentioned in the PP register? Are they still happening at the moment? – The groups can't happen at the moment, due to bubble cross over and cleaning and sterilising of equipment. However, play therapy and virtual counselling continues. 	
7.	<p>To discuss Benchmarking Data, refer to:</p> <ul style="list-style-type: none"> • <u>Executive Summary</u> <p>The Headteacher explained that baseline assessments had been undertaken which had been standardised and also moderated.</p> <ul style="list-style-type: none"> • <u>Phonics Data</u> <p>The Phonics Leader has caught up quickly with Y1 and Y2 who lost six months of phonics teaching. The percentage of children on track has increased from 33% to 75%. Phonics Screening for Y2 is to be submitted by 11 December, and the Phonics Leader is working with her team in that bubble.</p> <ul style="list-style-type: none"> • <u>Data Whole School</u> <p>Reading: Data is better than for Writing and Maths throughout and particularly in Y6. It shows that parents were supportive of Reading during the period of school closure, it being a natural thing for parents to read with their children. In Y1 only 36% are at age related expectations (ARE); focus is on getting that year group into alignment with the others.</p> <p>Writing: Broadly 1/3 at ARE, and hardly any above. This needs to be a focus for all.</p> <p><i>Pier left at 1.40pm</i></p> <p>It was noted that Y3 has an above average number of children with SEND, but their data is not any lower than the other year groups.</p> <p>Governors were surprised to see a marked difference in Y2 between Reading (67%) and Writing (5%) and expected to have seen a correlation between the subjects. However, during lockdown children did not have the classroom experience of a teacher talking about transferable skills between reading and writing.</p> <p>Maths: Not discussed separately.</p> <ul style="list-style-type: none"> • <u>Data by Year</u> <p>Governors had received anonymised individual pupil data for each year group, which highlighted SEND and PP children as well as gender. The data indicated the number of terms difference to ARE for each child in Reading, Writing and Maths. This data informs the use of the Catch-up funding.</p> <p>Year 6 data is not a concern.</p>	

	<p>Governors asked</p> <ul style="list-style-type: none"> • Did the data hold any surprises? – There were no set expectations, but we recognise the support the parents have given during the period of school closure and its impact on Reading. Now that this data is known, strategies can be identified and implemented. • How will the information about their children be relayed to parents? – We have looked at the gaps and identified what needs to be done to close the gaps. We have set targets for Reading Writing and Maths and included a generic comment on how children have settled back in school. Further details will be communicated in telephone conversations between parents and teachers w/b 23 November. Teachers will be freed up during that week to take some time during the day to conduct these conversations. <p>Governors appreciated the clearly specified and analytical data, which gives them confidence that the school is aware of and working on bridging the gaps, and the Headteacher was asked to pass on a message of thanks to all staff on behalf of the governors.</p>	
8.	<p>To receive an update on the use of Catch up Funding</p> <p>The Headteacher gave an update on staffing plans, which had initially been shared with FGB. The teacher who had been recruited as intervention teacher for catch-up sessions with Y5 and Y6 has now taken over Y3, following the class teacher’s resignation, leaving a vacancy for the intervention teacher. The benchmarking data indicates larger gaps in Y4 and Y5, and not in Y6 as initially assumed. The Headteacher therefore proposed to recruit an intervention teacher to support the closing of gaps in Y4 and Y5, focusing on boys.</p> <p>Governors asked whether there were any concerns around crossover of bubbles. They would be separate groups, and not on the same day. Staff is permitted to move between bubbles, as long as risks are minimised.</p>	
9.	<p>Relationships and Sex Education</p> <ul style="list-style-type: none"> • <u>To receive an update on steps taken for consultation</u> <p>The consultation started on 9 November and will close on 11 December. Every member of the school community is being consulted. At the end of the consultation period, the way forward will need to be considered, which is where the RSE Working Group will be involved.</p> <ul style="list-style-type: none"> • <u>To establish a RSE Working Group</u> <p>It was suggested that this should be the same group as the CSI Inspection working group, as both areas are linked, and having the same group involved leaves governors better equipped to answer questions in relation to the consultation during the inspection. The CSI Inspection group was already appointed at a previous FGB meeting (1 October) and consists of Helen Snow, Blanaid McCauley and Giulia de Rosa.</p>	
10.	<p>Pupil Well-being</p> <p><i>10.1 Attendance Data</i></p> <p>The Headteacher gave a verbal update on attendance. This stands at 96.5% average, which is just below the target of 97%.</p> <p>Some pupils have been self-isolating over recent weeks and have been provided with work through Ping.</p> <p>Children’s emotional wellbeing appears to be good; this is apparent in the way they conduct themselves around school and in assembly.</p> <p>Zoe continues to support the most vulnerable pupils, with her work now also being enhanced by a dog.</p> <p>The school is not teaching a different “Recovery Curriculum” but is continuing with the usual breadth.</p> <p>Governors asked whether there had been any Covid cases, and if so would individuals be monitored as to whether Long Covid is impacting them. There have been no cases so far. Any individuals isolating had to do so because of contact outside of school. It was clarified that children who are isolating have a separate absence code, which includes them as “attending”.</p>	

11.	<p>Parent Voice</p> <p><i>11.1 To receive an update on Parent Council</i></p> <p>The parent council meeting was well attended, with a full agenda. Much of it focused on Covid. Parents are generally happy with what is going on. They requested the return of the newsletter, as they missed the celebratory part of it. Having this back would give more sense of normality. Minutes will be circulated when finished.</p> <p>Governors who also attended the Parent Council meeting thanked the Headteacher for his prompt action on a parental concern in connection with masks at pick up time.</p> <p><i>11.2 To agree Parent Survey questions</i></p> <p>The committee discussed whether any further questions around the forthcoming CSI inspection should be added, for example around the teaching of RE, Catholic life or supporting families.</p> <p>Governors considered:</p> <ul style="list-style-type: none"> • The CSI team will also send out a questionnaire at the time of inspection • There is already a consultation process under way around RSE • Duplication should be avoided <p>Governors agreed to add just one question “The School has a strong Catholic ethos”, and to delay sending out the survey until the beginning of the Spring term.</p>	
12.	<p>To receive an update on Pupil Voice activities</p> <p><i>12.1 Student Council</i></p> <p><i>12.2 Eco Council</i></p> <p>The Headteacher explained that both councils are currently dormant. A staff member has been assigned to oversee student leadership as a whole and will audit parents, staff and governors before moving these student leadership opportunities forward again.</p>	
13.	<p>To receive an update on Forest School</p> <p>The woodland area is not currently used for Forest School activities, due to a number of reasons:</p> <ul style="list-style-type: none"> • The area cannot be sanitised • School has moved away from an external provider to an internal member of staff. This staff member still needs to complete training, and school has to liaise with the LA around insurance and other legal matters. <p>It is expected that Forest School can start around February half term. Until then the area can still be used as an outside learning environment for children on an individual basis.</p>	
14.	<p>Policies</p> <p><i>12.1 Opportunity to discuss questions in connection with policies brought before last FGB meeting</i></p> <p><i>Sandra left at 2.35pm.</i></p> <p>Online Safety Policy:</p> <p>Governors asked for clarification on the procedure for mobile phones. The Headteacher explained that it is not mandatory for pupils to hand these to the teacher, but school would not accept responsibility if a phone was lost or stolen if kept in a child’s bag instead of being handed in.</p> <p>It was clarified that the agreements in the appendices are a typical template and not necessarily applicable.</p> <p>Governors asked whether staff have training for online teaching. This is booked for later in this term to enable staff to work with G-Suite.</p> <p><i>12.2 Policies due for review next term:</i></p> <ul style="list-style-type: none"> • Attendance and Welfare Policy (Spring 1) • Designated Teacher for Looked After Children Policy (Spring 2) • Education for Personal Relationships Policy (Spring 2) 	

	<ul style="list-style-type: none"> Equality Objectives (Spring 2) Intimate Care Policy (Spring 2) Noted.	
15.	Prayer The Headteacher closed the meeting with prayer.	

Documents circulated prior to the meeting:

Minutes of the last meeting
Action points from the last meeting
Committee Terms of Reference
Governors' Monitoring Plan
Pupil Premium Update
Pupil Premium Register anonymised
Benchmarking Executive Summary
Benchmarking by year group
Benchmarking whole school
Phonics data grid
Parent survey questions
Remote Learning Policy
Online Safety Policy

Item	Who	What	When by	comments
1	Ruth	Put Blanaid's appointment on next FGB agenda	26.11.20	On draft agenda
3	Paul	Contact Emma to discuss how to approach Writing visit	n/a	Approach to monitoring clarified at subsequent FGB
3	Mel	Continue to follow up resources with Science Subject Leader	n/a	Approach to monitoring clarified at subsequent FGB
3	Ruth	Schedule regular Zoe's input as regular agenda items Autumn 1, Spring 2 and Summer 2		On planner
5	Paul	Send Ruth ideas for monitoring		Completed
5	Ruth	Forward ideas to committee		Completed
5	All	Suggest further monitoring ideas		Discussed at subsequent FGB – but could be ongoing?