

# Our Lady of Lourdes Catholic Primary School

## Minutes of a meeting of the Full Governing Body - Thursday 3 December 6.30pm 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 the effective and efficient performance management of staff, 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 (Chair), Sandra Hogan, Blanaid McCauley, Giulia de Rosa (Vice Chair), Dee Simson, Helen Snow,

**Apologies:** Emma Briggs, Jessica Winter

**In attendance:** Karen Cordell (agenda items 1.1 and 1.2), Anita Philbrook (agenda items 1.1, 1.2 and 1.3)

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

**Clerk:** Ruth Ali

Minutes signed by: \_\_\_\_\_ Agreed on: \_\_\_\_\_

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

		Actions
1.	<p><b>Curriculum Updates</b></p> <p><u>1.1 Introduction</u></p> <p>The Chair thanked the two staff members for joining the meeting and explained that the reason for the invitation was to trial a different way of monitoring the curriculum.</p> <p><u>1.2 RE (Karen Cordell)</u></p> <p>The RE report was circulated prior to the meeting, and governors had submitted questions by email, which were answered as follows:</p> <ul style="list-style-type: none"><li>• <b>Has it been difficult to establish pop up prayer spaces in the different bubbles?</b> – Pop up prayer spaces have been a priority, not just because of the forthcoming Catholic Schools Inspection (CSI). We are establishing four different prayer spaces – one for each bubble and one in the hall. The prayer space in the hall is in the process of being set up. Three separate RE Council meetings have taken place, where suggestions for their bubble prayer spaces were shared and agreed. These suggestions and ideas were shared with governors.</li><li>• <b>Spiritual journaling was an exciting innovation; how are the trained councillors doing, how much did they remember?</b> – Nearly all classes are doing it; new teachers have been introduced to it and like the idea and understand the purpose. Both children and teachers enjoy the spiritual journaling.</li><li>• <b>Do you know how many children and families used the Come and See resources that were uploaded to the website during lockdown? Also any feedback on how many families managed to get to church in the summer or watched the live streamed services?</b> – It is not possible to establish how many families have accessed the Come and See resources on the website. Karen pointed her classes to it, but did not ask for work to be submitted.</li></ul>	

	<p>Pings and links were sent for online streaming of masses, but it is not known to what extent these were accessed.</p> <p>Governors thanked Karen for her report and recognised that, despite the obstacles that Covid had put in the way, school had kept RE going very well, including the preparation for First Communion. The Headteacher commended Karen for the numerous resources uploaded to the website during lockdown. A ping went out to parents this week about advent resources. The Y4 class which is currently isolating has been asked to do “Advent in a Shoebox”, which they will bring in when back in school.</p> <p>Karen thanked governors on behalf of all staff for the support governors give.</p> <p><u>1.3 Maths (Anita Philbrook)</u></p> <p>The Maths report was circulated prior to the meeting, and governors had submitted questions by email, which were answered as follows:</p> <ul style="list-style-type: none"> <li>• <b>How are new members of staff coping with the White Rose maths scheme?</b> – Anita is in daily contact with the NQT, and the other new teacher is already experienced with White Rose.</li> <li>• <b>Do staff feel confident now the government guidance from June 2020 has been cascaded to them?</b> – Staff have the documents, but need to familiarise themselves with them.</li> <li>• <b>Baseline assessments seem to have been successfully undertaken, obviously there is a lot of catching up to do, although Yr. and Yr. 6 look good. Has the SLT got any idea of how long it might take for all to catch up?</b> – This is currently unknown. Children in Anita’s class are making good progress. New data will be gathered before the end of term which will give more insight.</li> <li>• <b>In light of Yr.3&amp;4 isolating, how confident do you think relevant staff will feel delivering online maths via Zoom?</b> – Maths lessons are going ahead remotely. Y4 have also pinged worksheets. Anita (Y4) is in daily contact with the Y3 teacher. Delivering a lesson remotely takes longer, and less content is provided so as not to overwhelm parents.</li> <li>• <b>Are you enjoying the Sustaining Mastery Project?</b> – This has not started yet, except for the introductory meeting. Maths attainment needs to be raised by providing challenge activities.</li> </ul> <p>Governors thanked Anita for joining the meeting. The Headteacher commended Y3 and Y4 teachers for meeting the challenges in connection with the closure of their bubble and teaching remotely.</p> <p>Governors were unanimous in their view that they found staff attendance at this meeting useful and interesting. It was obvious that staff offer a lot of support to each other.</p>	
2.	<p><b>Welcome</b></p> <p><u>2.1 Prayers</u></p> <p>The Headteacher opened the next part of the meeting with prayer.</p> <p><u>2.2 To consider Apologies for Absence</u></p> <p>Apologies were <b>received and accepted</b> from Emma Briggs and Jessica Winter.</p> <p><u>2.3 Declaration that remote participants are maintaining confidentiality</u></p> <p>All confirmed that they are not in a situation where conversations can be overheard.</p> <p><u>2.4 Declaration of business interests or interests of loyalty in agenda items</u></p> <p>None.</p>	
3.	<p><b>Minutes of last meeting</b></p> <p><u>3.1 To agree accuracy</u></p> <p>The minutes were <b>agreed as a true record</b>.</p> <p><u>3.2 To discuss action points and matters arising, if not on this agenda</u></p> <p><b>Min 2.2:</b> Actions removed, due to current circumstances.</p> <p>Training webinar has been circulated.</p>	

	<p>The Headteacher has looked at the staff register of interests and found there were no contentious issues to discuss with the chair.</p> <p><b>Lockdown Policy to be brought to Spring 1 FGB.</b></p> <p><b>Min 4: Governors were invited to watch Advent assemblies on the website.</b> Collective Worship monitoring can then be revisited in Spring. <b>Keep as action for Spring 1.</b></p> <p><b>Min 5: The clerk will liaise with Ian, Emma and Paul about GDPR monitoring</b></p> <p>All other actions have been completed and did not require further discussion.</p> <p><u>3.3 Other outstanding matters if relevant</u></p> <p>None.</p>	<p>PB, RA</p> <p>All</p> <p>RA</p> <p>RA</p>
4.	<p><b>Governor Body Business</b></p> <p><u>4.1 To appoint Blanaid to Q&amp;S Committee</u></p> <p><b>Appointed:</b></p> <p><b>Governors appointed Blanaid McCauley to the Q&amp;S Committee.</b></p> <p><u>4.2 Update on/discuss Governor Recruitment</u></p> <p>This is an ongoing agenda item. The chair, vice chair, Headteacher and clerk will meet with the National Black Governors Network on 4 December to discuss diversity recruitment.</p> <p>Adverts have gone out in the two parish newsletters.</p> <p><b>The Chair will write a brief blurb to go with an advert on BEEM.</b></p> <p><b>Dee</b> has been working with a lady from minority ethnic background in Woodingdean and <b>will ask whether she may know a suitable candidate.</b></p> <p><b>Adverts will also be placed in the Woodingdean Newsletter and other local publications.</b></p> <p><u>4.3 Training reports –</u></p> <ul style="list-style-type: none"> <li><b>a. Focus: Diversity recruitment report</b></li> <li><b>b. Recommended further actions</b></li> <li><b>c. Summary: Other training reports (Anti-Racism in Schools, Equalities Forum)</b></li> </ul> <p>The Diversity Recruitment report was circulated prior to the meeting and was considered also in connection with the other two training reports (Anti-Racism in Schools, and Equalities Forum).</p> <p>Governors found the reports enlightening and thought provoking.</p> <p>The Chair reminded governors that this is currently a priority for the governing body in terms of recruitment, and for school as a whole. With regard to governor training generally, a key priority would be set at the beginning of a year, and training would be focused on this priority (in addition to role specific training). Training reports would then be discussed at the beginning of a meeting, highlighting actions to follow up. Governors' thoughts about this approach to training were invited.</p> <p>The Headteacher outlined further that the student body is diverse as coming from different communities, but this is not reflected in the staff, governing body and PTFA. These bodies are integral in making policy and driving change and procedure, but are not representative of the student community. He has therefore drafted a letter going out to parents in the new year, explaining this and inviting parents and carers to become involved with the governing body or the PTFA. This letter is currently being annotated by other contacts with an ethnically diverse background and will then be shared with governors before going out to the school community.</p> <p>The chair explained that similar conversations had also taken place around wellbeing training and that she had discussed next steps for Spring 1 with Helen (inked to wellbeing through the SDP priority 6). Helen confirmed that she had taken part in training and webinars, though has not prepared reports for FGB. The training identified that school is doing well with regard to mental health and wellbeing, which should be recognised and celebrated, but further improvements should always be sought. <b>Helen has identified a Governing Body self-assessment tool which she would like to circulate to all governors in Spring 1.</b></p>	<p>MF</p> <p>DS</p> <p>MF</p> <p>HS</p>

	<p>Governors were conscious of including all staff members, and not just teaching staff, in their discussions and will always ensure a whole school approach.</p> <p>Governors were also invited to suggest further ideas for training foci.</p> <p><u>4.4 Finalise dates for Working Group meetings</u></p> <p>A combined Relationships and Sex Education/Catholic Schools Inspection Working Group has been set up. <b>The clerk was asked to circulate a doodle to the group for a meeting in the second or third week in January. The Headteacher will propose some dates.</b></p> <p>Governors were advised that the Diocese intends to mirror Ofsted timings for resuming their inspections. Ofsted will resume inspections again from April, and it is expected that school will have their CSI inspection any time from April onwards. The consultation on the RSE Policy will be finished by then. <b>Governors were reminded that they are also part of the consultation process and were invited to submit their views.</b></p>	<p>RA PB</p> <p>All</p>
5.	<p><b>Safeguarding</b></p> <p><u>5.1 Termly Safeguarding Briefing</u></p> <p>The Safeguarding briefing was circulated prior to the meeting, and questions were invited.</p> <p>Governors noted that CPOMS referrals had increased this term. This, as well as other data in the report, will be used as benchmark moving forward, helping governors to identify trends and enabling questioning.</p> <p><u>5.2 To agree framework for Safeguarding Link visits</u></p> <p>The Safeguarding Link governor will conduct termly visits and report back to FGB with a focus on the same areas as reported this term. This is to enable governors to utilize statistical information to evaluate the effectiveness of initiatives and to support a proactive approach.</p>	
6.	<p><b>School Development Plan</b></p> <p><u>6.1 To discuss questions on Headteacher's Report</u></p> <p>The Headteacher's Report was circulated prior to the meeting, and governors had been invited to submit questions by email. These were answered:</p> <ul style="list-style-type: none"> <li>• <b>How have space constraints impacted delivery of French Club and Music?</b> – French Club had no space constraints. Specialist music teachers have used the IT suite or the breakfast room. Permanent wrap-around care is in the process of being put in place; 12 or 13 families have expressed an interest, making it viable for CATS club to start.</li> <li>• <b>Are new staff members comfortable in a Christian setting?</b> – The new NQT is Catholic and has settled in well. Induction generally is frustrating in that contact with the wider staff team is limited at the moment. Staff briefings for teaching staff have therefore been reintroduced once a week, in the library to allow for appropriate distancing. Both new teachers have been supported by the RE leader in their RE teaching and are happy in a Catholic setting.</li> <li>• <b>How will the isolating of Y3 and Y4 bubble impact on Maths Mastery?</b> – Maths mastery is underway, as is training. However, bubbles prevent any kind of subject leadership activity, so this has been deferred. Governors are aware that this is one of the challenges. With two new staff members, subject leadership will be realigned.</li> <li>• <b>What is research based practice?</b> – Research based practice means looking at research bodies such as the Education Endowment Foundation (EEF) and specialist educators.</li> <li>• <b>What are the Lourdes Super Six?</b> – As part of research based practice, we have introduced staff to key six things that make a difference in lessons. The Super Six are:</li> </ul>	

	<ul style="list-style-type: none"> <li>○ Inclusive to everyone in the room, no one is left behind, differentiated</li> <li>○ Clear learning intention and success criteria</li> <li>○ Planning for effective discussions</li> <li>○ Providing feedback (verbal, dynamic, marking, etc)</li> <li>○ Opportunities for meta cognition, getting children to think about their learning</li> <li>○ Peer and self-assessment, understanding of criteria of success so well that children know what they have to do next</li> </ul> <p>Lesson sampling focuses on these features, and the Headteacher confirmed that some of these are in evidence. Once embedded with all teachers in the majority of lessons, progress will be made.</p> <ul style="list-style-type: none"> <li>○ It seems that subject leaders have had to become more autonomous and proactive. Have they lost out on peer discussions during this time in bubbles? - Although bubbles mean that there has been a loss of some peer discussion, they have in other ways enhanced teams in that staff working in the same bubble have more concentrated discussions.</li> <li>○ Modern Foreign Languages (MFL) leadership is vacant. How will this role be filled? – Our key development is Reading over a three year cycle. We have therefore allocated English to two subject leaders, leaving MFL vacant. Once Reading has moved on, one of the two English leaders could be given leadership of MFL as both have relevant MFL background.</li> <li>○ Do attendance figures reflect a higher percentage of SEND in Y3? – This is not the case. 95.36% of children in Y3 attended, and 95.4% of the 20 children on the SEND register attended. There is no correlation.</li> </ul> <p>The chair asked the Headteacher to explain his personal recent achievement to governors. He explained that he was made a Fellow of the Chartered College of Teaching and outlined what this entails. Governors congratulated him on this success and recognised the opportunity this presents for moving the school forward.</p> <p><u>6.2 Final arrangements for Governor Monitoring</u></p> <p>Governors confirmed that the document circulated prior to the meeting reflects accurately what had been agreed for this year's monitoring.</p>	
7.	<p><b>Updates on Partnerships</b></p> <p><u>7.1 Deanery</u></p> <p>The Headteacher is chairing the Deanery Headteachers' Group. They met once this term. In Summer 1 2021, there will be opportunities for middle leaders of schools to work together on middle/subject leadership, from a Catholic perspective.</p> <p><u>7.2 Deans</u></p> <p>Governors were updated on changes to the Deans Partnership. One Headteacher is retiring at the end of the Autumn term, and the new Headteacher was invited to attend the last meeting. The group is working well together; a number of sub-groups have been set up. The INCo is leading the Safeguarding group as well as the SENCo group, which is good for her professional development. Further collaboration is being sought with another local school which had previously been part of the partnership.</p> <p><u>7.3 Deans Sports Partnership</u></p> <p>Some, but not all, of the schools of the Deans Partnership had also been part of the Deans Sports Partnership, which has now been disbanded. Schools are investigating who they can use the Sports Grant (with which the Sports Partnership had been financed). In response to a question, it was confirmed that the grant will be used to pay the redundancy of the person who used to lead the Sports Partnership. Some of the grant will also be used to finance a coach to offer sports provision, coaching and,</p>	

	<p>in the future, some after school coaching with children. Inter school fixtures will be arranged again as soon as possible.</p> <p>The Chair reported on her involvement in the partnerships' chairs meetings. She confirmed that there had been a lot of change in the leadership of the Deans Schools, and leaders seem to be like minded, dynamic people working together, sharing best practice. Deans Chairs meetings have started up again, and the Chair is endeavouring to achieve the same with the Deanery Chairs, with a view to working together with the Headteachers' Group, so that outcomes from the Headteachers' meetings also feed into the chairs' meetings.</p>	
8.	<p><b>Grants</b></p> <p><u>8.1 Sports Premium Report</u></p> <p>This had already been covered at a previous meeting and was circulated since some financial information had been rectified.</p> <p><u>8.2 Catch-up Funding</u></p> <p>Plans had been discussed verbally at previous meetings, and the plans had now been outlined in a document to be uploaded to the website as required.</p> <p>Two candidates have been shortlisted for the Intervention Teacher role, and a governor will take part in the interview.</p>	
9.	<p><b>Reports from Committees</b></p> <p><u>9.1 Strategic Group (minutes)</u></p> <p><u>9.2 Q&amp;S (minutes)</u></p> <p><u>9.3 Resources (minutes)</u></p> <p>Minutes of committee meetings had been circulated prior to the meeting, and there was no further discussion.</p> <p><u>9.4 HT Appraisal Panel</u></p> <p>The Headteacher Appraisal Panel has carried out the appraisal and made a pay recommendation to the Pay Committee. They recognised the Headteacher's achievements and good leadership skills.</p> <p>Targets for 2020-21 were shared with governors.</p> <p><u>9.5 Pay Committee</u></p> <p>The Pay committee reported that they had approved the recommendation of the Headteacher Appraisal panel, being in agreement with their conclusions.</p> <p>In addition, the Headteacher recommended one staff member to move up to the Upper Pay Scale (UPS); this was also approved.</p>	
10.	<p><b>Policies and other statutory documents to review/approve/discuss</b></p> <p><u>10.1 Committee Terms of Reference (Q&amp;S, Strategic Group)</u></p> <p><u>10.2 School Fund Terms of Reference</u></p> <p><u>10.3 School Development Fund Terms of Reference</u></p> <p><u>10.4 Pay Policy</u></p> <p><b>Approved:</b></p> <p><b>All above documents were unanimously approved.</b></p> <p><u>10.5 New Governor Induction Policy</u></p> <p>New governors had been invited to share their views on their induction in order to shape future governor induction. <b>A meeting between new governors, Headteacher, chair and clerk will be arranged in order to review and finalise the policy before the next FGB meeting.</b> This is a priority due to recruitment drive for four new governors.</p>	JW, BM, EB, PB, MF, RA
11	<p><b>Meeting Close</b></p> <ul style="list-style-type: none"> <li><u>Any other business</u></li> </ul> <p><b>An up to date list of staff will be circulated.</b></p>	PB

	<p>Governors asked to be reminded when the parent survey would be circulated. This is planned for the beginning of the Spring Term, as parents had received other questionnaires already this term. This would also be used as an opportunity to re-introduce parents to the governing body. <b>It was requested that something about wellbeing should be included in the survey as well, this being a focus for Spring 1.</b></p> <ul style="list-style-type: none"> <li>• <u>Prayers</u></li> </ul> <p>The Headteacher closed the meeting with prayer.</p> <p>The meeting closed at 8.33pm</p>	PB
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#### Documents circulated prior to the meeting:

RE Report  
 Maths Report  
 Minutes of the last meeting  
 Diversity Recruitment Report  
 Promoting Anti-Racism in Schools Report  
 Equality Training Report  
 Safeguarding Report  
 Headteacher Report  
 Governors Monitoring Plan  
 Sports Report  
 Catch-up Funding Report  
 Strategic meeting minutes  
 Q&S Minutes  
 Resources Minutes  
 Q&S Terms of Reference  
 Strategic Group Terms of Reference  
 School Fund Terms of Reference  
 School Development Fund Terms of Reference  
 Pay Policy

Item	From when	Who	What	When by	Notes
3.2	01.10.20	Paul	Look again at Lockdown policy and prepare school community	Spring 1 FGB	
3.2	16.10.20	All	Watch Advent Assemblies on website <a href="#">Virtual Assemblies - Our Lady of Lourdes Primary School Rottingdean</a>		Suggestion – could governors do a brief report for the record?
3.2	03.12.20	Ruth	Put Collective Worship as Action for Spring 1		
3.2	16.10.20	Ruth	Contact Ian and Emma about working out GDPR monitoring strategy with Paul	Spring 1	
4.2	03.12.20	Mel	Write 100 word blurb for advert on BEEM		
4.2	03.12.20	Dee	Talk with lady from Woodingdean about whether she knows a suitable BAME governor candidate		
4.2	03.12.20	Mel	Place governor recruitment adverts in Woodingdean Newsletter and other publications		
4.3	03.12.20	Helen	Circulate GB self assessment tool about mental health and wellbeing	Spring 1	

4.4	03.12.20	Ruth	Circulate doodle for RSE working group meeting		completed
4.4	03.12.20	Paul	Propose dates for RSE working group meeting		Completed
4.4	03.12.20	All	Contribute to RSE consultation		Agenda item
10	03.12.20	JW, BM, EB, PB, MF, RA	Finalise new governor induction policy		
11	03.12.20	Paul	Circulate up to date staff list		Completed
11	03.12.20	Paul	Insert something about wellbeing into governor letter to parents/or parent survey		Completed