

Our Lady of Lourdes Catholic Primary School

Minutes of a Quality and Standards Committee Meeting– Friday 29 January 2021, 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, Paul Barber (Headteacher), Emma Briggs (from 1.10pm onwards), Sandra Hogan, Giulia de Rosa (Committee Vice Chair), Helen Snow (Committee Chair),

Apologies: Blanaid McCauley, Jess Winter

In attendance: Karen Cordell (agenda items 1-4)

Quorum: Three committee members. 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.	Prayer, welcome, and to consider and accept apologies for absence The Headteacher opened the meeting with prayer. Apologies were <i>received and accepted</i> from Blanaid McCauley and Jess Winter.	Actions
2.	Declaration of business interests or interests of loyalty in agenda items None	
3.	Minutes of the last meeting 13 November 2020 - <u>To agree accuracy</u> The minutes were <i>agreed as a true record.</i> - <u>Matters arising, including action points</u> None, except matters which are covered within the agenda.	
4.	Curriculum Report Phonics The Headteacher introduced this item and commended Karen for her leadership of the Phonics programme. Karen proceeded to take governors through the previously circulated phonics data. She explained that, returning from lockdown 1 in September, only 36% of Y1 children were on track for phonics. Karen then sought support from the Read Write Inc trainer, and it was agreed to address this by teaching two back to back phonics lessons daily for Autumn 1, instead of a phonics session followed by a Reading session, as also outlined further in Karen’s report. This resulted in a marked improvement when children were reassessed around October half term. Before Christmas 90% of Reception children were at age related expectations (ARE), Y1 maintained 75%, and Y2 had increased to 76%. This is only slightly below the national – pre-Covid – average of 80%. When children return from this lockdown, they will again be reassessed and action will be taken to close gaps.	

	<p>Governors were pleased with the impact phonics teaching had in the Autumn term and are confident that the same can be achieved when children return from this lockdown, and they extended their congratulations to the team.</p> <p>Governors recalled that the current Y3 class did not do well in their Y1 Phonics screening in 2019 and asked whether it is known how the children who did not pass are doing now, as the Y2 Phonics re-take did not take place in May 2020.</p> <p>Karen explained that this information is not known, but she assumes that the Y3 teacher would have identified concerns had there been any.</p> <p>The Headteacher confirmed that he is satisfied with the quality of the Phonics team and its leadership and the deployment of the different members of staff. Where children do not make progress they are known and identified.</p> <p>Governors appreciated to see the format of the phonics programme as outlined in the document "What to teach when".</p>	
5.	<p>Remote and in-school Teaching Update, including</p> <p><u>5.1 Remote Learning Audit</u></p> <p>The Headteacher explained that this is a DfE document aiding schools in the auditing of their remote provision, leaders scoring their current remote provision against five gradings.</p> <p>Page 6 lists identified key gaps as of 18 January, which are now being addressed, prioritising gaps around safeguarding and knowing which children are attending off-line and in school. As a result, arrangements have been clarified.</p> <p>11 children are not coming into school nor attending online; these have been provided with work packs.</p> <p>Governors asked:</p> <ul style="list-style-type: none"> • Do the 11 children include siblings? – Yes. • Do you still use CPOMS at the moment, ie is it still relevant? – Yes. If we have any safeguarding issues during the day, teachers inform the INCo, and concerns are discussed at our weekly meetings. This seems to be working well. <p>The Headteacher outlined the organisation of staff. Teachers are working online with classes, and children in school also work online with the rest of the class and are supervised and supported by INAs and TAs. An intervention teacher is working in school with children in Y5. The INCo has not been allocated to any particular group, but her role is to keep in contact with families, via phone but also making deliveries as needed.</p> <p>Governors are confident that everyone at school is doing their best to provide resources, but asked if there is anything that can be done for the 11 children not online. The Headteacher explained that regular calls are being made to children in whose best interest it would be to be in school. He will let governors know if there is anything they can do to assist.</p> <p>Governors asked if social services are involved with some of these children. This was confirmed, and governors were satisfied that all agencies are working together.</p> <p><u>5.2 Giulia's visit report</u></p> <p>Noted.</p> <p><u>5.3 Engagement/attendance</u></p> <p>A report on engagement and attendance during lockdown was circulated prior to the meeting, and the committee discussed this whilst referring also to the attendance report for the Autumn term submitted for item 6.1.</p> <p>Governors asked</p> <ul style="list-style-type: none"> • Why was attendance in Y3 in the Autumn Term so low? - This class has a lot of vulnerable children. In terms of remote learning now, these families are also struggling to get their children online. Cross referencing this data with SEND, there is also a disproportionate number of children with SEND in that class. 	

	<p><i>Emma joined at 1.10pm</i></p> <p>Furthermore, the TA and INA in that class resigned and it was not possible to replace them due to lockdown. As a result of this combination of factors, ie vulnerability, SEND and attendance, Y3 will be a focus when children return to school, at which time there will also be a TA again in that class.</p> <ul style="list-style-type: none"> • Are there any areas where attendance has improved during remote learning, ie where a child's attendance has previously been poor but has improved because they are not physically attending school, or vice versa? <ul style="list-style-type: none"> - Attendance has always been quite good, but it has gone up across the school, though this is depending on the codes used, as the code for isolating does not impact on absence data. Some children also really enjoy remote learning. Governors noted that attendance for boys exceeds girls. • How do you ensure that children are engaged if not live teaching; how do you give feedback if not using Google Classrooms? – Teachers are still able to respond on Zoom. If work is not set online, children can send in photos. However, tracking feedback for those is more difficult. Parents are also contacting the school if they feel there are issues. <p>Actual numbers in school are now higher than in the update; on the busiest day there are 53 children in the building (25%), which is significantly higher than the guidance states (20%). All are either children of key workers or vulnerable. It is now not possible to increase this.</p> <p><u>5.4 SEND</u></p> <p>Information on how children with SEND are catered for was circulated prior to the meeting. This included differentiated material in lessons for children working online, and providing packs of work for SEND children who do not have access to online learning (ie also falling into the category of disadvantaged children). The SEND link governor is in the process of arranging a meeting with the INCo. Helen explained that, in an informal conversation, the INCo had shared her concern that she had not seen any work from the children who had been provided with packs of work and asked what could be done to remind parents to send in work. In their discussions, governors explored the situations individual families might find themselves in which could make it difficult to submit work. They considered</p> <ul style="list-style-type: none"> • The need for feedback from parents • Families may need support to be organised • Lack of differentiation in CGP books • The pressure on families of children with SEND, where expectations to submit work may result in anxieties being transferred onto the children <p>The Headteacher confirmed that children working online and in school receive feedback, but there are currently no systems in place for children who work off line. Whilst assessment works best when it is instantaneous, it also works over time. The Headteacher will consider options, one of which could be to ask all children to keep their best bit of work each week and to bring it in when they come back into school. This can then be used to get an understanding of the effect of lockdown in terms of academic progress.</p> <p>Governors referred back to the minutes of the last meeting and recognised that disadvantaged children are not significantly behind other children.</p> <p><u>5.5 Disadvantaged</u></p> <p><u>5.6 How is pupil progress being monitored</u></p> <p>Both discussed under item 5.4.</p>	<p>SH</p> <p>PB</p>
6.	Pupil and Staff Well-being	

	<p><u>6.1 Pupil Attendance Data Autumn Term</u> Discussed under item 5.3.</p> <p><u>6.2 Staff wellbeing update – including Helen’s visit report</u> Noted.</p> <p><u>6.3 To introduce the Wellbeing assessment tool</u> Helen in her role as wellbeing link governor explained that this tool would be discussed in more detail at the next FGB meeting, so that staff wellbeing is a whole Governing Board focus. She will also share a pupil wellbeing survey which the Governing Board could use. Helen further explained that she had taken part in a Wellbeing webinar, where the use of a third party to conduct a staff survey was recommended. Further information from the training will be circulated once the slides are available. A governor suggested that sometimes staff members can find completion of wellbeing surveys stressful in themselves.</p> <p><u>6.4 To discuss the Attendance and Welfare Policy</u> Governors asked:</p> <ul style="list-style-type: none"> • With a reward initiative for good attendance, how do you take into account SEND/vulnerable/disadvantaged children who may have genuine reasons for not attending school, affecting the overall good attendance record of a particular class? – We want to make sure that children who are coming into school understand the importance of attendance. We would need to use discretion in classes where there are such situations and remove these children from the overall statistics. <p>Governors agreed that class rewards are preferable to individual rewards as some children have ongoing medical issues. It was suggested that “commitment to education” could be rewarded instead of “attendance”. Current attendance target is 97% - to be amended in the policy.</p> <ul style="list-style-type: none"> • In terms of agreed absences, is taking time off school for auditions/rehearsals/performances an exceptional educational reason? – Rather than stipulating what is an “exceptional educational reason”, we would instead say that such absence is at the discretion of the Headteacher. <p>The Headteacher will address these points in a re-drafted policy and resubmit it at the next meeting.</p>	<p>HS</p> <p>HS</p> <p>PB</p>
7.	<p>Pupil Progress and Attainment <u>7.1 Autumn Term Data Report</u> The Headteacher took governors through the data report: Reception: Generally strong. Year 1: Generally strong. Year 2: No data due to teacher absence. The Headteacher is addressing this. Year 3: Current data is a more accurate picture than incoming data. Year 4: Generally strong. Year 5: Concern for boys’ writing and maths. This is being addressed by having employed an intervention teacher. Year 6: Lower percentage at ARE now than incoming. The Headteacher is currently researching the reasons for this, as the quality of teaching in that class is very effective. Governors will discuss Y2, Y3 and Y6 data again at their next meeting. Whilst those three classes are a concern, they were reassured knowing that the Y2 is now being taught by a very experienced and effective teacher, Y3 whilst current attainment is low, the class is likely not to have gone backwards as incoming data is not trustworthy, and 100% of Y6 are accessing remote learning and when in school are working very hard.</p>	<p>RA</p> <p>PB</p>

	<p>The Headteacher will look into assessing Y6 again, either through CGP assessment papers or online.</p> <p><u>7.2 Phonics Data report</u></p> <p>Discussed under agenda item 3.</p>	
8.	<p>To receive an update on the use of Catch up Funding</p> <p>Governors had previously discussed the plans, ie to employ an Intervention teacher. This plan has been implemented, though slightly amended. It had initially been intended to target boys' Writing in Y4, Y5 and Y6. However, having considered the Autumn term performance data, the support is now focused on boys in Y5, who the intervention teacher supports in school five days a week.</p>	
9.	<p>Disadvantaged Pupils</p> <p><u>9.1 To discuss the Pupil Premium Report/Strategy</u></p> <p>The Headteacher informed governors that the Resources committee had viewed and agreed the spending plans. This committee will use this document going forward to ask specific questions about the impact of the initiatives on the progress of children. Governors requested to be informed when Pupil Progress Meetings (PPMs) are taking place again, as they had previously found these occasions very informative. When pupils return the school will benchmark where they are and then have PPMs again moving forward into the Summer term. Governors will be advised of the dates. These will be included in the Governors' Monitoring plan.</p> <p><u>9.2 Pupil Premium Policy</u></p> <p>Approved: The committee unanimously approved the Pupil Premium Policy without any amendments.</p>	PB RA
10.	<p>Parent Voice</p> <ul style="list-style-type: none"> • <u>Minutes of November Parent Council meeting</u> <p>Noted.</p> <ul style="list-style-type: none"> • <u>Update on last Parent Council meeting</u> <p>Governors noted:</p> <ul style="list-style-type: none"> • Issues that were raised in the November meeting have been actioned where possible. • Immediate action has been taken to address issues raised at the last meeting. <p>Not all classes currently have a class rep. Helen will contact the Parent Council chair to ask for an updated list of class reps and to suggest a drive to find a rep for classes not currently represented.</p>	HS
11.	<p>To receive an update on Pupil Voice activities</p> <p>Emma in her role as link for Behaviour and Attitudes would like to conduct a pupil survey to find out what they think about school. Governors discussed the proposal and agreed that it would be good to get views from pupils during lockdown and then compare when they have settled back into learning at school. Questions to be asked could be around:</p> <ul style="list-style-type: none"> • Behaviour in class, generally in school, where is it best • Attitudes to learning • Opportunities to be creative, as well as academic • What would pupils like to see on the curriculum <p>Emma will work with the Headteacher to finalise questions and the Headteacher will organise the survey. The results will be brought to the next meeting in March.</p>	EB PB RA
12.	<p>Policies</p> <p><u>12.1 Approve/agree to recommend</u></p>	

	<ul style="list-style-type: none"> • Pupil Premium Policy <p>Approved under agenda item 9.2.</p> <p><u>12.2 Policies due for review Spring 2:</u></p> <ul style="list-style-type: none"> • Equality Objectives – to discuss how to approach review <p>It was agreed that a working group should be formed consisting of Helen, Paul, Mel and Zoe to work on the new Objectives.</p> <ul style="list-style-type: none"> • Designated Teacher for Looked After Children Policy • Education for Personal Relationships Policy • Intimate Care Policy <p>Noted that these are due for review.</p> <p>The committee thanked Pier for going above and beyond in her work at the moment, especially assisting in Y2 during the class teacher’s absence. Governors are aware that two staff members are unwell and asked whether they are beginning to burn out. The Headteacher advised that he is giving all staff a day away on Friday 12 February, as they are owed time in lieu for the extra work involved in preparing for remote learning. Staff will be available for registration, and for the rest of the day children will be set online work. This may be repeated in the future. Governors agreed with this approach and reported that this had also been recommended in Wellbeing training.</p>	HS, PB, MF
13.	<p>Prayer</p> <p>The Headteacher closed the meeting with prayer.</p>	

Documents circulated prior to the meeting:

Minutes of the last meeting
Phonics Report
Phonics – What to teach when
Remote Learning Audit
Quality of education visit report
Remote Learning Update
Attendance data Autumn 2020
Mental Health and Wellbeing visit report
Wellbeing evaluation tool
Attendance and Welfare Policy

Autumn term data report
Phonics data report
Catch-up funding report
Pupil Premium strategy and review
Pupil Premium Policy
Two sets of Parent Council minutes
Equalities Information and Objectives (school)
Equalities Information and Objectives (guidance)