

# Our Lady of Lourdes Catholic Primary School

## Minutes of Quality and Standards Committee Meeting– Friday 12 March 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 (items 4-7) , Paul Barber (Headteacher), Giulia de Rosa (Committee Vice Chair), Helen Snow (Committee Chair),

**Apologies:** Emma Briggs, Sandra Hogan

**In attendance:** Mel Fane (Chair of Governors, items 1-7), Zoe Garbarz (InCo - agenda items 1-4), Bryan Rossi-Anderson (new governor not yet appointed to a committee)

**Quorum:** Three committee members. Three/four 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.	<b>Prayer, welcome, and to consider and accept apologies for absence</b> The Headteacher opened the meeting with prayer. The Chair welcomed all to the meeting, especially Zoe Garbarz and new governor Bryan Rossi-Anderson. Apologies were <b>received and accepted</b> from Emma Briggs and Sandra Hogan.	Actions
2.	<b>Declaration of business interests or interests of loyalty in agenda items</b> None.	
3.	<b>Minutes of the last meeting 29 January 2021</b> <ul style="list-style-type: none"><li>• <u>To agree accuracy</u></li></ul> The minutes were <b>agreed as a true record</b> . <ul style="list-style-type: none"><li>• <u>Matters arising, including action points</u></li></ul> <b>Min 5.4:</b> Governors asked whether children working on packs have brought in some of their work in order to assist with assessment. Some have brought in work; some light work was done on their return, and proper assessments will be conducted w/c 15 March. <b>Min 10:</b> There are two vacancies on the parent council, but some parents with more than one child in the school are also reps for different classes. It would be better to have input from different parents. This will be discussed further under agenda item 10.	

	All other actions have been completed or are agenda items at this meeting.	
4.	<p><b>Termly INCo Report</b></p> <p>Reports were circulated prior to the meeting and taken as read. Questions were invited.</p> <p><u>4.1 Pupil Premium</u></p> <ul style="list-style-type: none"> <li>• <b>How does our percentage of children on the Pupil Premium Register (10.5%) compare to other schools?</b> – This is related to the demographics of the school. Schools in other areas have significantly higher numbers, but we have always hovered around that figure; it was higher before last year’s Y6 left (around 12%), but since then at least four children have joined the register as a direct result of the pandemic, ie people losing jobs and now claiming benefits.</li> </ul> <p>It was clarified that there are clear criteria of eligibility for Pupil Premium, which are not subject to a school’s interpretation or assessment.</p> <ul style="list-style-type: none"> <li>• <b>There is a lot of support both within and externally to the school, but how are you affected? How are you being supported as presumably your workload would have increased significantly?</b> - Zoe is not involved with teaching children directly and therefore has more time to devote to other things and feels well supported by the rest of the team. She is proud of how the school community has supported the foodbank and other appeals to support families.</li> <li>• <b>What do you mean by “laptops have been offered” – was the offer not taken up?</b> – Some families were offered a laptop but did not require it. This is to monitor what has been offered. Towards the end of the summer term laptops will be recalled and linked to the school Wi-Fi, meaning we have a class set. However, children who still need them to support their learning can keep them.</li> </ul> <p><u>4.2 SEND</u></p> <p>Governors appreciated the detailed report and are satisfied that no child in need of support is left out.</p> <p>There was some discussion around the fact that all bar one pupil on the SEND register are boys. This was linked to news reports on male suicides, and governors hope that the efforts the school is making to support male pupils with SEND will have an impact on shaping them into more well-rounded adults.</p> <p>Zoe commended the whole team delivering interventions etc and especially the work done in Reception, offering a good package of holistic support.</p> <ul style="list-style-type: none"> <li>• <b>What is “Precision teaching for children with Education Health and Care Plans (EHCPs)”?</b> – This is targeting the child, and Pier explained how this works in Reception. Each child has targets within their EHCP, and teachers are aware of those. The Individual Needs Assistant (INA) works on agreed targets, and once these are met, other targets are worked on (two or three running concurrently). Targets are re-set at annual reviews.</li> <li>• <u>Interventions</u></li> </ul> <p>Information on interventions was included in the SEND report.</p>	

	<p>The Headteacher thanked Zoe for her report and commended her for her leadership of that area. He referred to discussions at the Resources Committee around staffing costs and explained that a high proportion of the budget is spent on staffing, but that this has a positive impact on the wellbeing of the school and is therefore money well spent.</p>	
5.	<p><b>Termly RE Report</b></p> <p>The report was circulated prior to the meeting, and questions and comments were invited.</p> <p>There were no further questions. Governors noted that parents must have felt well supported during lockdown, keeping RE at the forefront of families' minds, and thanked Karen for her work and report.</p> <p>The Headteacher commended Karen for her work in her role as middle leader, leading in a number of areas (RE, Relationships, Health and Sex Education [RHSE] and Phonics) and explained that she is well supported in that. She is a good example of growth in middle leaders, which is a cornerstone of the School Development Plan (SDP).</p> <p>Governors were pleased to note the support given through the Diocesan RE advisor. There are two new Primary Advisors in the Diocese.</p> <p>Governors referred to an email circulated on behalf of Karen to all governors requesting them to undertake RHSE training. The Headteacher explained that a whole school approach is taken, requiring all teaching and support staff to undertake this training, in order to enable all staff to give a consistent message to children. <b>The recommendation is clear that this should also extend to governors, and especially to members of the Catholic Schools Inspection (CSI) working party.</b></p> <p>It was pointed out that one of the members of the working party has since resigned, and membership of this group should therefore be reconsidered. This will be covered at the next FGB meeting.</p>	All
6.	<p><b>Return to school</b></p> <ul style="list-style-type: none"> <li>• <u>What are the curriculum priorities and learning priorities from 8 March?</u></li> </ul> <p>Following pupils' return, the priority for the first week back was to get them settled back into a routine and re-establish standards of behaviour around school and in lessons. Reception follows the NELI pilot which means they are being assessed a week before the rest of the school.</p> <ul style="list-style-type: none"> <li>• <u>How is the school assessing gaps in learning from the latest lockdown?</u></li> </ul> <p>W/c 15 March, children in Early Years, Y1 and Y2 will take assessments in Phonics, and all year groups in Reading, Writing and Maths. In Writing children will be responding to cold text, Maths is standardised from White Rose, and for Reading, standardised tests have been bought in for each year group. By 22 March, data will be available for all children in school, highlighting any gaps and enabling school to work to close them as soon as possible.</p> <ul style="list-style-type: none"> <li>• <u>Are the actions from the Remote Learning audit still relevant for the contingency plan?</u></li> </ul> <p>The contingency plan is still relevant as bubbles may close, and actions from the Remote Learning Audit are therefore still relevant. While face to face teaching is taking place for every child, the actions of the audit are not in force.</p>	

	<ul style="list-style-type: none"> <li>• <u>What measures are we putting place for Y6 to get them ready for secondary school?</u></li> </ul> <p>No SATs are taking place this year. The Headteacher has spoken with the Y6 teacher. Actions are also being taken to get Y5 ready for Y6. The Y6 trip to Blacklands Farm has been provisionally booked.</p> <ul style="list-style-type: none"> <li>• <u>How are you ensuring that lessons remain based in research now that school is restarting?</u></li> </ul> <p>The Headteacher is ensuring that the “OLOL Super 6” are re-established. To that end, he has been visible and present this week, supporting teachers. These were not formal lesson observations, but conducted as part of the long term plan of ensuring staff become used to his presence in lessons so that formal check-ups on teaching and learning do not cause anxiety.</p> <p>Data from benchmarking will be reported to parents directly after Easter. This is a change from the usual reporting schedule; splitting the normal full written report in July into a report on academic data now, and a written pastoral report at the end of the year. This is in response to feedback from parents who wanted to have more information about their children’s progress at a relevant time of the year and is particularly applicable for Y2, whose class teacher has been on long term sick leave.</p> <p>Governors were pleased to note that feedback from the parent survey has been responded to.</p> <p>Governors asked whether there will also be room for increased opportunities to play, this being central to the return to school and children’s mental health. The Headteacher explained that it is important to have the right balance. For the majority of children, coming out of lockdown, there will be a lot of time to focus on English and Maths, which are covered throughout in other areas anyway.</p> <p>There was further discussion on reporting which highlighted the importance of up to date information to parents on their children’s progress and attainment. This may result in a different way of reporting in different year groups,, and details will be discussed further by SLT.</p> <p>Governors asked whether children know that they will be assessed, and how secondary schools will know Y6 attainment without SATs. The assessments will be conducted in a way that does not cause anxiety or pressure, and children are disappointed that SATs are cancelled as they were keen to show what they can do. Y7 children are benchmarked on entry to secondary school, and end of year internal data can still be shared with secondary schools.</p> <p>Mel reported from a meeting with Newman where the same questions were asked, and governors were reassured that the school will take steps to assess on entry and Y7 teachers also categorically trust the Y6 primary school teachers and have faith in their assessments.</p> <p><b>The Headteacher was asked to share this information with Y6 pupils as this may alleviate some anxiety.</b></p>	PB
7.	<p><b>To receive an update on the use of Catch up Funding</b></p> <p>Referring back to the question under the previous item about the role of play within the recovery curriculum, the Headteacher reminded governors about the approach taken for the use of the first tranche of catch-up funding (intervention teacher until Easter, targeting a group of pupils in</p>	

	<p>Y5, using £12,000 of the funding). The use of the remainder (approximately £3,000) and any future funding from the latest lockdown is now being considered in broader terms. The indication is that academic gaps are minimal, and the focus should be on gaps around emotional health, friendship groups and experiences.</p> <p><i>Pier left at 1.25pm</i></p> <p>So far, the deposit for the Y6 trip to Blacklands Farm has been paid using catch-up funding. The Headteacher further recommended the funding to be used for an additional staff member to facilitate increased use of Hilders Field, purchasing resources for establishing a kitchen garden, thus enriching children’s experiences in the Summer term. It is expected that children are provided with these experiences, this will have a positive impact on progress in Phonics, English and Maths. The spending proposals will be discussed further at the next Resources Committee meeting. The clerk reminded the committee that discussions should not be limited to the Resources Committee, as governors are also responsible for scrutinising the impact. The Headteacher suggested that impact could be evaluated through qualitative data by re-running the recently conducted pupil survey.</p> <p>Governors were supportive of this proposal, as play and fun activities also support learning and social skills, which children have missed out on during lockdown.</p>	
8.	<p><b>Pupil Progress and Attainment</b></p> <ul style="list-style-type: none"> <li>• <u>Y2, Y3 and Y6 data – what are the plans for assessing these year groups to obtain data?</u></li> </ul> <p>Data for all year groups will be available by 19 March, this also covers the outstanding year groups Y2, Y3 and Y6.</p> <p>A new assessment package has been bought (Fisher Family Trust), which allows school to not only enter data and track children, but also to compare with other schools nationally. Children in this area have parental support and should therefore make good progress; it is expected that the new package will support the mapping of this and will be a feature of Pupil Progress Meetings (PPMs). It has ramifications for planning, preparation and lesson sampling and should be completely embedded by the time of the next Ofsted inspection.</p> <ul style="list-style-type: none"> <li>• <u>Arrangements for Pupil Progress meetings and assigning governors</u></li> </ul> <p>PPMs are likely to be scheduled for w/c 19 April, two PPMs per day timed around governor availability. <b>The Headteacher will send dates to the clerk, who will set up a doodle poll.</b> Dates to be finalised by 26 March.</p>	PB RA
9.	<p><b>Governor visit and training reports</b></p> <ul style="list-style-type: none"> <li>• <u>Sandra SEND</u></li> </ul> <p>Noted.</p> <ul style="list-style-type: none"> <li>• <u>Sandra SEND Forum</u></li> </ul> <p>Noted.</p> <ul style="list-style-type: none"> <li>• <u>Giulia Reading</u></li> </ul> <p>A governor referred to the statement in the report “The aim will be to engender enthusiasm and confidence around reading through teacher led</p>	

	<p>enjoyment and examination of these titles" and asked whether this means teachers reading to children or vice versa or a mixture of both. The Headteacher explained that it will be up to teachers to ascertain what approach will engender enthusiasm. Children of all ages benefit from and enjoy being read to. Referring to the Pupil Survey, governors suggested reading would also help teachers to continue to develop a relationship with their pupils and create an atmosphere of quiet and calm.</p> <p><b>As per report, Reading will be a standing item on Q&amp;S agendas at every meeting.</b> This will cover questions around planning for the rest of this academic year, and from September, governors will monitor progress on planning in Y3 and Y4, impact on attainment in Y5 and Y6 and evaluate qualitative information around secondary readiness.</p>	RA
10.	<p><b>Parent Voice</b></p> <ul style="list-style-type: none"> <li>• <u>How is school addressing areas that came out in the parent survey?</u></li> </ul> <p><b>Progress:</b> Parents had requested to receive more relevant information about the progress their children are making. How this will be addressed was already covered under agenda item 6. The committee explored reasons for this request:</p> <ul style="list-style-type: none"> <li>- Due to Covid, Y3 and Y4 consultations were unable to go ahead as planned</li> <li>- Due to staggered pick up, parents are unable to discuss matters with staff at pick up time.</li> </ul> <p><b>Homework:</b> As previously, opinions differed around this. Moving forward, the parent council meeting on 23 March will be used to find out from parents what they mean by "homework", in order to assist with creating a shared policy around the type and amount of homework. Research suggests homework has little impact in Primary school.</p> <p><b>Community:</b> Governors were pleased that all parents, including those who had expressed dissatisfaction in other areas, agreed that the school has a good reputation in the community.</p> <p><b>Governors:</b> A considerable number of parents still say they do not receive enough information about the work of the governors. The Headteacher and the chair of governors will discuss this also at the parent council meeting, to find out what parents want to know and how they believe it should be communicated to them.</p> <p>Governors asked whether any conversations had taken place with a parent who had been particularly unhappy. The Headteacher reminded governors that the survey had been anonymous but that he is always accessible to parents at the gate in the mornings and available to talk with any who have concerns. There is also the forum of the parent council available to parents to raise concerns.</p> <p>Governors asked whether any further steps could be taken to recruit parent council reps to the remaining vacancies. Efforts have been made, and this will also be discussed further at the parent council meeting.</p>	
11.	<p><b>To receive an update on Pupil Voice activities</b></p> <p>All KS2 pupils have completed an online survey, compiled by Emma as Behaviour and Attitudes Link Governor together with the Headteacher; survey questions were circulated prior to the meeting. The committee was updated verbally on results, which had been received shortly before the meeting. Reference to the survey has also been made throughout.</p>	

	<p>The overwhelming majority of children are happy at school, enjoy their learning and have friends. Children feel safe and happy and have someone to talk to. However, many feel there is no quiet and calm place in the school, and some believe other children do not behave as well as the teacher thinks. The same came out in KS1 (survey conducted during assembly). This could be explored further through the student council. The Headteacher and Emma will meet to discuss next steps, and <b>further feedback will be given at the next meeting.</b></p>	EB, PB
12.	<p><b>Policies</b></p> <ul style="list-style-type: none"> <li>• <u>Update on RSHE Policy</u></li> </ul> <p>The Headteacher reminded governors that the working party had requested the new draft should be run past the Diocese to ensure it is in line with their advice. The Diocese confirmed that the draft is good overall with the following changes:</p> <ul style="list-style-type: none"> <li>• Remove wording only applicable to Secondary schools</li> <li>• Change “promote” to “not discriminate against”</li> </ul> <p>The draft was not brought again before parents who had responded to the consultation, as their suggestions had been incorporated and not changed by the Diocese.</p> <p><b>Agreed:</b> <b>The committee unanimously agreed to recommend the RSHE Policy to FGB for approval.</b></p> <p><u>12.1 Approve/agree to recommend</u></p> <ul style="list-style-type: none"> <li>• <b>Attendance and Welfare Policy</b></li> </ul> <p>Suggestions made at the last meeting, around class rewards, have been incorporated and practice has now changed. Attendance target is now 97%, and attendance is broadly in line with this. <b>Governors asked whether fines will be issued if a resurgence in term time holidays is seen when travel restrictions are lifted.</b> The Headteacher explained that the guidance is that attendance is compulsory and leave will therefore not be granted, especially as children have already missed a lot of school.</p> <p><b>Approved:</b> <b>The Attendance and Welfare Policy was unanimously approved.</b></p> <ul style="list-style-type: none"> <li>• <b>Designated Teacher for Looked After Children Policy</b></li> <li>• <b>Intimate Care Policy</b></li> </ul> <p><b>Agreed:</b> <b>The committee unanimously agreed to recommend the above two policies to FGB for approval.</b></p> <p><u>12.2 Update on approach to review of</u></p> <ul style="list-style-type: none"> <li>• <b>Equality Objectives</b></li> </ul> <p>Membership of the working group will be reviewed as new governors join. This will be discussed further at the next meeting.</p>	

	<ul style="list-style-type: none"> <li>• <b>SEND Information Report</b></li> </ul> <p><b>The Headteacher will discuss with the InCo;</b> the report should be finalised by the next meeting.</p>	PB
13.	<p><b>Prayer</b></p> <p>The Headteacher closed the meeting in prayer. The meeting closed at 2.40pm</p>	

**Documents circulated prior to the meeting:**

Minutes of the last meeting  
Pupil Premium Update and anonymised register  
SEND Report  
RE Report, including Hand display information  
Visit Report SEND  
Training Report SEND Forum  
Visit Report Reading  
Parent Survey results (three documents)  
Pupil Survey questions  
Attendance and Welfare Policy  
Designated Teacher for LAC Policy  
Intimate Care and Toileting Policy