

# Our Lady of Lourdes Catholic Primary School

## Minutes of Quality and Standards Committee Meeting– Friday 14 May 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, Sandra Hogan, Giulia de Rosa (Committee Vice Chair), Helen Snow (Committee Chair),

**In attendance:** Bryan Rossi-Anderson

**Quorum:** Three committee members. Six committee members were present. 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><b>Prayer, welcome, and to consider and accept apologies for absence</b> The Chair welcomed everyone to the meeting. The Headteacher opened the meeting with prayer. There were no apologies as the meeting was fully attended.</p>	Actions
2.	<p><b>Declaration of business interests or interests of loyalty in agenda items</b> None.</p>	
3.	<p><b>Minutes of the last meeting 12 March 2021</b></p> <ul style="list-style-type: none"> <li>- <u>To agree accuracy</u> The minutes were <b>agreed as a true record</b>.</li> <li>- <u>Matters arising, including action points</u></li> </ul> <p><b>Min 5: Catholic Schools Inspection group members were reminded to do the Relationships, Health and Sex Education (RHSE) training.</b> Some have started on the modules. This should be completed by the end of term. Giulia has also signed up for Diocesan training. It was confirmed that staff have done the training already and are now delivering the new curriculum.</p> <p><b>Min 6:</b> The Headteacher confirmed that he had explained assessments for Y7 to Y6 pupils as part of an assembly. In the absence of statutory tests for KS2, secondary schools have asked for a small range of material so they can understand the children’s attainment, and they will also do CAT tests. Governors asked:</p>	GdR, HS

	<ul style="list-style-type: none"> <li>• <b>Are you using previous SATs papers for other year groups, so that children are prepared if SATs are reinstated?</b> – We do not know about the future format of SATs, but have bought age appropriate benchmarking assessments from NEFR. This will be done at the end of the academic year.</li> </ul> <p><b>Min 8:</b> The Headteacher explained that PPMs had been held with teaching staff and SLT, but due to Zoom issues it had not been possible to involve governors. Instead, the Headteacher discussed the PPMs with Giulia, and outcoming actions can now be observed in lessons. Early indicators are that progress is being made. <b>Giulia confirmed that she will share the phone conversation as a visit report.</b></p> <p>All other actions have been completed and did not require further discussion.</p>	GdR
4.	<p><b>Curriculum Priorities – to include:</b></p> <ul style="list-style-type: none"> <li>- <u>LA Planning to Progress Documents (slide presentation from Governance Briefing)</u></li> </ul> <p>Governors were advised that, in light of school closures, the LA has offered guidance on the prioritisation of the curriculum (Planning to Progress documents), which stipulates what the LA deems to be desirable and essential elements to be taught in the remaining weeks this term, thinking about terms of transition.</p> <p>LOL uses these documents to inform the curriculum between now and beyond July if necessary.</p> <p>School is also considering what has been learnt from the benchmarking activities. These covered content children would normally have been taught, and teachers looked at where children have made mistakes which informs their future planning. This, in addition to the LA documents, results in a plan for each class which is changing based on the formative assessments carried out by teachers every day.</p> <p>Governors asked:</p> <ul style="list-style-type: none"> <li>• <b>Did the teachers mark the benchmarking test?</b> – Yes, and it was also moderated within the bubble. The test was conducted not to achieve marks, but to look for a learning profile to fill gaps.</li> <li>• <b>What has feedback been from parents in response to the reports on benchmarking?</b> – Parents were anxious as they were advised of wide gaps. However, the approach came from discussions at parent council where it was communicated that parents want to know where their children are and how they can support. Assessments were not undertaken without understanding that there would be gaps. It is now important to allay parents’ fears, explaining the steps to be taken to address the gaps.</li> </ul> <ul style="list-style-type: none"> <li>- <u>Keeping the Curriculum wide and including Foundation Subjects</u></li> </ul> <p>Whilst there is the temptation now to focus only on Reading, Writing and Maths, the curriculum is kept as wide as possible, as other subjects are also about these three core subjects. Pupils are therefore still studying their normal allocations of Science, Art and other foundation subjects, including a whole day of Art. This has led to subsequent conversations around how this approach can be maintained in the next academic year with “curriculum immersion days” focusing on Art, History or Geography.</p>	

	<p>This will allow children to develop their skills in a more prolonged fashion. The timing of these will be discussed with subject leaders.</p>	
5.	<p><b>To receive an update on Reading</b></p> <ul style="list-style-type: none"> <li>• <u>Update from Paul around preparations for September and training</u></li> </ul> <p>Governors were reminded of the rationale behind the review of the Reading Curriculum, ie that a spine of high quality reading texts would be introduced from Reception to Y6, and the wider curriculum slots into the different texts. These would be diverse, well written and challenging, so that over their seven years at school, children would read a canon of texts preparing them for secondary education and forming them into well-read, discerning young people.</p> <p>This will start in Y5 and Y6 as it is easier to work back from secondary expectations. Reading curriculum leaders had two days planning time. Texts will have been introduced by September, upon which the same will be done in Y3 and Y4, matching up to expectations in Y5, followed by Y2, Y1 and Reception in the same concept. The outcome will be a broad diverse curriculum pinned to the children’s ability to read.</p> <p>The costing of this includes planning time and has been discussed at the Resources Committee and FGB and is also covered in the three year projection of the budget.</p> <ul style="list-style-type: none"> <li>• <u>Giulia’s visit report</u></li> </ul> <p>Giulia reported that she was impressed by the amount of thinking the curriculum leaders had put into this.</p> <p>Governors asked whether it might be possible to invite authors into school, especially authors of the books they are reading? This may be possible, also virtually. However, the question behind it would always be why we would do this, considering the focus of Ofsted inspections on the curriculum intent.</p> <p>Governors discussed what opportunities there may be for monitoring this, apart from Reading being a regular agenda item. Suggestions were:</p> <ul style="list-style-type: none"> <li>• Another date for Giulia to meet with the curriculum leaders</li> <li>• Obtaining feedback from Y6 once they have moved to Y7 to find out how well prepared they felt</li> <li>• Monitoring of finances.</li> <li>• Benchmarking of reading in Spring 2 and at the end of the academic year to evaluate whether teaching approaches have had an impact</li> <li>• Pupil voice around cultural awareness, when they have studied the range of texts throughout the year</li> </ul> <p>Governors would be interested to know what texts have been chosen. <b>It was agreed that the Curriculum leaders would give an update at the last FGB of this year.</b></p>	RA
6.	<p><b>Pupil Progress and Attainment</b></p> <ul style="list-style-type: none"> <li>• <u>Data Report (Spring 2 Benchmarking Data, Maths, Writing and Reading)</u></li> </ul> <p>Governors asked:</p> <ul style="list-style-type: none"> <li>• <b>Is there a reason why data is low in some particular years?</b> – The benchmarking activity was not primarily undertaken to get a percentage score, but to look for gaps.</li> </ul>	

However, staff have considered what could be reasons behind data in some areas and concluded that Y2 and Y3 were particularly affected due to the complexity of teaching that age group remotely. They would normally benefit from carefully structured tasks, dynamic marking and differentiated materials.

Y5 and Y6 are still difficult to teach remotely, but they are more able to learn independently. There are also lower levels of need in those year groups.

In Y2 attainment is poor because their phonics data from Y1 was poor. This has now been addressed, but the lag lasts a long time. Furthermore the teacher has been absent for seven months, covered by a supply teacher, and transition from Y1 to Y2 was not in place for them.

Governors were pleased with Reading data for Y3; this is one of the highest in school, and, as outlined earlier in the meeting, Reading is important for all other areas. The Headteacher reminded governors that this data is not considering the children's starting point. Benchmarking will be re-run in July, upon which it is possible to compare. This approach is also taken at PPMs, where teachers are asked to look at starting points and progress. Fisher Family Trust (FFT) data tracker allows data to be tracked against high achieving pupils in high achieving schools.

Reading data is comparatively positive as children would have read more at home during lockdown. Governors are interested to see how Reading looks in July.

Governors noted an anomaly in Y2, where Reading achievement is lower than Writing and asked how Writing was assessed. The Headteacher explained that Reading and Maths were NFER standardised tests, but for Writing, a standardised resource was used and children had to write about it. One of the reasons for good writing is that teachers are using the Jane Constadine approach, which is working well. Elements of this approach suggest accelerated progress in Writing.

- Strategy discussion around closing gaps and continuing to challenge those at or above ARE

The Headteacher explained that he is seeking to apply educational research and strategy in line with EEF recommendations, some of which have already been considered. These are:

- Making the first wave of teaching as highly effective as possible, with particular ingredients for all lessons ("the Lourdes Super Six")
- Where there are gaps provide small group interventions. This is proven to work, as was experienced with Phonics in the Autumn term.
- Thorough monitoring so it can be established whether the approach is effective and change the model accordingly.
- For children at or above Age Related Expectations (ARE), work is differentiated so that they can push on with their learning whilst those below are supported.

Monitoring could include accompanying the Headteacher on Learning Walks, looking at classrooms and talking with staff and children about how the work is progressing.

Governors hope that parents will be reassured by this.

	<p>Governors asked whether Drop Everything And Read (DEAR) is still in the plan to encourage 15 minutes of Reading. The Headteacher explained that he had not thought any more about it since first mentioning it, but wishes to be careful about communications. It would be preferable for children to want to read rather than to have to.</p> <ul style="list-style-type: none"> <li>• <u>Year 2 discussion</u></li> </ul> <p>This was covered under first two bullet points of this agenda item.</p>	
7.	<p><b>Grants:</b></p> <ul style="list-style-type: none"> <li>• <u>To receive an update on the use of Catch up Funding</u></li> </ul> <p>£12,000 has already been spent on tutoring Y5. That year group was focus because of assessments at the end of the first lockdown. £3,100 was used to safeguard the end of Y6 trip so that parents do not lose their deposit.</p> <p>Should the school receive extra funding over the money already allocated, it would make sense to allocate this to the Year 2 children for specific maths support, to address the concerns around the data shared under agenda item 6.</p> <p>Governors asked:</p> <ul style="list-style-type: none"> <li>• Does the school funding the deposit of the Y6 trip mean that the price is lower for parents than it would usually be? Do parents realise that? – We don't know that, but it doesn't matter.</li> <li>• Are there any parents that have approached the school for help with accessing the trip? – No.</li> </ul> <p>Governors were pleased that the funding is allowing accessibility for the trip for everyone and recognised that this is of benefit for transition to secondary school.</p>	
8.	<p><b>Attendance data</b></p> <p>Governors were pleased to note that attendance is broadly around the target of 97%, including various pupil groups.</p>	
9.	<p><b>To discuss the SEND Information Report and, if thought fit, to agree to recommend to FGB for approval</b></p> <p>The SEND Information Report was circulated prior to the meeting, together with a checklist to compare against DfE requirements. Governors were pleased to see how much support there is for children with SEND.</p> <p>A SEND Link Governor visit report was also circulated prior to the meeting. Governors asked whether the INCo finds the ASD Outreach teacher's visit beneficial. It is hoped that this is the case; the teacher coming into school gives children continuity and provides a better picture of each child. Governors recognised that children are treated as individuals. <b>They also asked the Headteacher to pass on their thanks to the TAs who are facilitating all the interventions.</b></p>	PB
10.	<p><b>Governor visit and training reports (note/discuss key points)</b></p> <p>Giulia's visit report was discussed under item 5</p>	
11.	<p><b>Parent Voice</b></p> <ul style="list-style-type: none"> <li>• <u>Parent Council minutes</u></li> </ul> <p>Minutes were circulated prior to the meeting. Governors were pleased to note that parents will be involved in agreeing the approach to homework as there are often divided opinions on this matter.</p>	

	<p>Another date will be set up after half term. Meetings are not well attended, but good discussions are held. Not all classes have reps. It was highlighted that parents still don't understand the different roles of the PTA, Governors and the Parent Council. It is hoped that the proposed Governor Newsletter will help. Further discussions on how to address this will be held outside of this meeting. The role of the PTA was clear before lockdown, as many activities were run. It is possible that this understanding returns as things go back to normal.</p>	
12.	<p><b>Pupil Voice</b></p> <ul style="list-style-type: none"> <li>• <u>Feedback on Pupil Survey</u></li> </ul> <p>Emma reminded governors that the pupil survey was conducted during the week of the children's return from lockdown. Responses were overall very positive; most "strongly agreed" or "agreed" to the questions, and the comments were also positive. The two points that stood out were around "calmness" and "behaviour". She discussed these with the Headteacher and explored possible reasons for these responses, as generally behaviour is considered to be good. It could be to do with lockdown and children's experience with behaviour expectations at home. Calmness/quiet spaces has been addressed, and the dogs are working with individuals and small groups of children. Eco Council (due to bubble restrictions this is limited to Y5 and Y6) has thought of some nice ideas, but these are tricky to formalise in the absence of the site manager. These ideas are included in the Site Development Plan which will be considered at the next FGB meeting. Thought has been given to changing aspects of the site to create prayerful quiet spaces, but some would involve a high cost. Assemblies are used to talk to children about mindfulness and strategies to feel calm.</p> <p><b>Emma plans to attend a few more assemblies in person;</b> this will give her a sense of how things are now that children are back in school. The survey will be re-run to evaluate whether responses to questions around anxiety and behaviour have improved.</p> <p>Regarding behaviour, it was suggested that children were no longer used to rules around behaviour in school, and some still struggle in socially crowded spaces. <b>Governors asked whether this is in all year groups</b> and were advised that it occurs mostly in the younger year groups (Y1 and Y2). Governors noted that one child responded that they don't feel safe and wondered whether it may be possible for school to identify who this is. The Headteacher confirmed that, looking at this response in the context of other responses, it was possible to identify three possible children and to address this concern.</p>	EB
13.	<p><b>Policies</b></p> <p>13.1 <u>Approve/agree to recommend</u></p> <ul style="list-style-type: none"> <li>• <b>Appraisal Policy</b></li> </ul> <p>The Headteacher highlighted his suggested additions, which are intended to make teacher appraisal developmental. Instead of formal observations, he would like to be aware of teachers' day to day practice and therefore does regular drop ins.</p> <p>PPMs have been remodelled with coaching questions. This is followed up with lesson sampling through drop ins.</p>	

	<p>This approach necessitates removal of the reference to lesson observations in the appendix.</p> <p><b>Approved:</b>  <b>The committee unanimously approved the Appraisal Policy.</b></p> <p><u>13.2 Confirm approach to review of</u></p> <ul style="list-style-type: none"> <li>• <b>Equality Objectives</b></li> </ul> <p>The Headteacher explained that he would like to establish a Working Party to look at equalities in the school. <b>He will consider the make up of this group and invite contributors.</b></p>	PB
14.	<p><b>Prayer</b></p> <p>The Headteacher closed meeting in prayer.</p> <p>The meeting closed at 2.36pm.</p>	

**Documents circulated prior to the meeting:**

- Minutes of the last meeting
- Planning to Progress slides
- Giulia's Reading Curriculum report
- Spring 21 Data Summary
- Y2 Tracking data 21
- Catch up funding report
- Attendance Report
- SEND Information Report and checklist
- Parent Council minutes
- Pupil survey summary
- Pupil survey detailed
- Teacher Appraisal Policy