

## Our Lady of Lourdes Catholic Primary School

### Minutes of a meeting of the Full Governing Body – 8 December 2021 6.30pm held at the school

#### Outstanding Governance reminder:

Governing bodies should have a strong focus on the core strategic functions:

- Ensuring clarity of vision, ethos and strategic direction;
- 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
- Overseeing the financial performance of the school and making sure its money is well spent
- To maintain and develop the Catholic nature of the school

**Present:** Pier Anscombe, Paul Barber (Headteacher), Emma Briggs, Chikodili Emelumadu, Mel Fane (Chair), Giulia de Rosa (Vice Chair), Bryan Rossi-Anderson, Helen Snow

**Apologies:** Bola Ayonrinde

**In attendance:** Dee Simson (Associate Member Resources)

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

**Clerk:** Ruth Ali

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

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

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

1.	<p><b>Welcome</b></p> <p><i>1.1 Prayers</i></p> <p>The Headteacher opened the meeting in prayer.</p> <p><i>1.2 To consider Apologies for Absence</i></p> <p>Apologies were <b>received and accepted</b> from Bola Ayonrinde.</p> <p><i>1.3 Declaration of business interests or interests of loyalty in agenda items</i></p> <p>None.</p>	Actions
2.	<p><b>Minutes of last meeting – 23 September 2021</b></p> <p><b><i>Papers circulated: Doc 02 – Minutes; Doc 02.2 – Lockdown Policy, Doc 02.3 confirmation emails</i></b></p> <p><i>2.1 To agree accuracy</i></p> <p>The minutes were <b>agreed as a true record.</b></p> <p><i>2.2 To discuss action points and matters arising, if not on this agenda</i></p> <p><b>Min 3:</b> Governors asked whether any decision had been made yet on how to honour the child in whose memory the tree was planted. This has not been decided yet, but as it is on the site plan, it will be completed in due course.</p> <p><b>Min 6:</b> The clerk confirmed that she had arranged for Trustee access to Data Protection Education (DPE) for Ian and Bryan. <b>She will check whether this has been followed up by them.</b></p> <p><b>Min 8:</b> Emma has visited Y3.</p>	RA



	<p>useful starting point for governors to talk with staff how the curriculum joins up and how curriculum intent is fulfilled. This would also be welcomed in terms of increasing staff confidence in answering questions in preparation for Ofsted.</p> <p><b>Governors agreed that this would be discussed further at the next Strategic meeting and details be shared with FGB afterwards.</b></p> <p><u>Staffing:</u> The Headteacher clarified that the site manager role is currently being advertised with a view to employing someone in the new year. In the interim extra hours are given to current cleaners. If these are not fulfilled, Nviro would be used and funded through savings made from not paying the site manager salary. The impact of the previous site manager was monumental, although short. Governors were concerned that he might have resigned because of lack of support and want to ensure that this does not happen again. The level of support would depend on the candidate. <b>It was agreed that Dee would email the Headteacher, outlining the concerns, and copy in the Resources Committee. The matter would be followed up from there.</b></p> <p>Further questions were invited. A governor who is not yet familiar with the way data is presented asked whether some training could be made available. This was welcomed by other governors, and <b>it was agreed that some time would be set aside at an FGB for this.</b></p>	<p>MF, RA</p> <p>DS</p> <p>PB, MF, RA</p>
<p>4.</p>	<p><b>Safeguarding</b></p> <p><b><i>Papers circulated: Doc 04 – Safeguarding Audit</i></b></p> <p><b><i>4.1 To discuss the Safeguarding Audit</i></b></p> <p>Governors asked:</p> <ul style="list-style-type: none"> <li>• What do you mean by “protective behaviour work”? – This is about teaching children so that they learn how to keep themselves safe.</li> <li>• What is our own in house mentoring system? – It is an organic network of key adults for our most vulnerable children; the network includes all members of SLT, INAs and our Learning Mentor in Y6 who does sports mentoring. Early signs are that this approach is really positive.</li> <li>• Is there anything else that can be done to expedite an appropriate response from NSPCC in regard to NSPCC Graded Care Profile neglect assessment tool? – The Headteacher is meeting with the INCO to discuss whether training can be shared with other schools. This is new to this audit. The audit is returned to the LA contact who will also understand what the process is.</li> <li>• What would shared training entail? – Undertaking training with other schools to share resources and potential costs.</li> </ul> <p><b><i>4.2 To appoint a link governor for Looked After Children</i></b></p> <p>The good practice requirement for a link governor for Looked After Children (LAC) came up in the Safeguarding Audit. This could be addressed in one of two ways, either to be added to the role of the Safeguarding Link governor, or a discreet role for someone who has an interest in that area. Helen agreed that she would be happy to make it part of her Safeguarding Link role. Governors asked why there is this specific requirement, and it was suggested that this is a response to the impact Covid and lockdown had on LAC. It was highlighted that the audit refers to governors/link governor for LAC receiving information on LAC attendance, progress and attainment. This could be</p>	

	<p>provided as part of the regular reports to governors on these areas, and the link governor could give this pupil group specific attention when this data is discussed. <b>The Headteacher will ensure the LAC group is included in all data reports.</b></p>	PB
5.	<p><b>To receive information on the new Early Years Foundation Stage (EYFS) Framework</b>  Pier (EYFS Leader) explained:</p> <ul style="list-style-type: none"> <li>• From September, baseline assessment is statutory and has to be done within the first six weeks. Children are assessed on Maths, Literacy and Communication and Language, getting a mark out of 39. The school does not get a report of the result, but the purpose is to provide a starting point for the school's KS2 progress data. This took a lot of time out of the classroom.</li> <li>• Some tweaks to the curriculum; early language and literacy had taken a hit in lockdown, so there is now a focus on that in Early Years, particularly to support disadvantaged pupils. School took part in a pilot scheme for the Nuffield Early Language Intervention (NELI), but because of lockdown this could not be completed; this is now being completed in Y1, and Reception is being assessed.</li> <li>• The new framework puts an emphasis on reducing workload and instead focuses on professional judgment and confidence in the teachers' judgment. This frees teachers up to work with the children - except for the time spent completing the baseline assessment.</li> <li>• Some points in the areas of learning have changed and have a different focus. These were outlined in some detail.</li> <li>• There is no longer a judgement for "exceeding" – only "met" and "not met".</li> </ul> <p><b>Pier will circulate some supporting information to governors.</b></p>	PA
6.	<p><b>To discuss the Pupil Premium Strategy</b>  <i>Papers circulated: Doc 06 – Pupil Premium Strategy</i>  The Headteacher explained that the main content of the circulated document is not different from what governors had seen previously, except for a change to the DfE template.  Governors asked about bullying referred to in Challenge 2 and were advised that this is in relation to incidents outside of school, impacting on the wellbeing of the wider family. PP is used to support these children in an organic way through mentoring schemes.  <b>The PP Strategy is now ready to be uploaded to the website.</b></p>	RA
7.	<p><b>Governor Monitoring</b>  <i>Papers circulated: Doc 07.1 – Gate Visit Report, Doc 07.2 – Behaviour Visit Report</i>  <u>7.1 Gate Visit – MF</u>  Governors asked whether the safeguarding issue raised in the report has been addressed to ensure the same situation is not happening again. The Headteacher confirmed that he had raised the concern with relevant staff members, and two members of the Reception class team are at the stairs, while members of SLT are at the gate. Mel confirmed that she had visited again and seen this in place.</p>	

	<p><u>7.2 Behaviour Visit – EB</u></p> <p>Governors appreciated the detailed report. Emma explained that she had wanted to see how the behaviour policy is implemented and was particularly interested in break times as those are the times when challenging behaviour is most likely to happen. She also attended assembly and fed back that children with challenging needs were well supported by the INAs. This gave rise to the question what would happen if the INAs were unable to be present, whether it would be possible to maintain the same level of behaviour. The Headteacher explained that in such a case the role would be filled in by another staff member; this has increasingly been seen in other roles recently due to Covid, and SLT had to cover lunch times. Emma observed situations which made it clear that provision is such that, no matter who a child meets, they feel love and belonging. Every child being given the opportunity for leadership roles also appears to have an impact.</p>	
8.	<p><b>Equalities - PB</b></p> <ul style="list-style-type: none"> <li><u>To receive an update on the work of the Equalities Working Group and review of Equalities Policy and Equalities Information and Objectives</u></li> </ul> <p>The Equalities Working Group has met and reviewed the objectives. These are currently being drafted into a new document by the Headteacher and the INCO using the model from The Key.</p> <p>A learning walk is also planned, and it would be good if a governor could join the Headteacher and/or other SLT member for that in the new year. <b>The Headteacher will contact Bola to conduct a learning walk after school, and another governor could be involved in a student voice activity during school time. Bryan volunteered for this.</b></p> <ul style="list-style-type: none"> <li><u>To appoint a link governor for Equalities</u></li> </ul> <p><b>Agreed:</b>  <b>Bola had previously expressed an interest in this role and was unanimously appointed.</b></p>	PB BR-A
9.	<p><b>Reports from Committees</b></p> <p><b>Papers circulated: Doc 09.1 - Resources Committee minutes, Doc 09.2a Admissions Committee minutes, Doc 09.2b In-Year Admissions Policy</b></p> <p><u>9.1 Resources Committee</u></p> <p>Noted.</p> <p><u>9.2 Admissions Committee</u></p> <p>Emma explained that the Admissions Committee had agreed to consult on changing the admissions criteria by adding a “children of staff” category. Questions were invited; none were raised on this proposed change. However, the question was raised whether “other looked after children” should not come higher up in the criteria, immediately after “Catholic looked after children”. It was confirmed that the policy is based on the Diocesan model, and governors are therefore confident that it is in line with the requirements of the Admissions Code. It is also highly unlikely that all places would be filled by applications from the first six categories, and “other looked after children” would therefore still be able to get a place.</p> <p><u>9.3 Headteacher Appraisal Panel</u></p> <p>Bryan reported that the panel had met with the Headteacher and the External Advisor to review targets set for the previous year and to set new targets. As a result the panel made a recommendation to the Pay Committee. .</p>	

	<p><u>9.4 Pay Committee</u></p> <p>The Pay Committee reported that they had approved the Headteacher's recommendations for staff pay and the Headteacher Appraisal Panel's recommendations for the Headteacher's pay.</p>	
10.	<p><b>To discuss proposals for streamlining the work of the Governing Board - MF</b>  <b>Papers circulated: Doc 10 – Consultation</b></p> <p>The chair explained that she had been giving thought to the workload of individual governors for some time and considered how the work of the board could be streamlined. As a result, a consultation document had been shared with all prior to the meeting and positive feedback had been received. It was confirmed that the proposal (Q&amp;S business to be covered at FGB, increasing the number of FGB meetings to nine per year) will not result in longer meetings; the chair will look at agendas carefully and ensure that meetings are kept to time.</p> <p>The Resources committee would meet three or four times a year, so the number of meetings for individual governors would either remain the same or be reduced.</p> <p>Having considered governor availability, meetings are likely to alternate between Tuesday evenings and Friday mornings. Chairing will be shared.</p> <p><b>Agreed:</b>  <b>Governors agreed to trial the new streamlined model of nine FGB meetings for one year.</b></p>	
11.	<p><b>Governing Board Self-Evaluation</b>  <b>Papers circulated: Doc 11 – Self-Evaluation</b></p> <p>Due to time constraints it was not possible for each question to be discussed in detail; instead the chair asked governors to indicate for each section where they would rate the board. This was with the intention to ensure that strengths of the board as well as areas of development could be identified, especially in preparation for an Ofsted inspection. If this process is done honestly, time and resources would be attributed to areas for development, also in cooperation with the Schools Partnership Advisor (SPA) who has been booked to conduct an external review of governance.</p> <p><i>Chikodili left at 8.03pm</i></p> <p>The chair noted the comments and will consider next steps.</p>	
12.	<p><b>Policies for approval</b>  <b>Policies circulated – Doc 12.1 Governors Statement of Behaviour Principles (to follow), Doc 12.2a - Pay Policy, Doc 12.2b - Model Pay Policy, Doc 12.2c - Last year's Pay Policy, Doc 12.3 - Appraisal Policy, Doc 12.4 – Children Missing in Education Policy, Doc 12.5 – Positive Handling Policy</b></p> <p><u>12.1 Governors' Statement of Behaviour Principles</u></p> <p>Some minor amendments, proposed by Emma and the Headteacher, who had both gone through the Statement during Emma's behaviour visit, were highlighted.</p> <p><u>12.2 Pay Policy</u>  <u>12.3 Appraisal Policy</u></p>	

	<p>New LA model; the main change taking account of the new Early Careers Teacher guidance, replacing the previous references to NQTs; observations in the appraisal process were also amended.</p> <p><u>12.4 Children Missing in Education Policy</u></p> <p>This was recommended through the safeguarding audit,</p> <p><u>12.5 Positive Handling Policy</u></p> <p><b>Approved:</b>  <b>All above Policies – 12.1 to 12.5 – were unanimously approved.</b></p>	
12	<p><b>Meeting Close</b></p> <ul style="list-style-type: none"> <li>• <u>Any other business</u></li> </ul> <p>The Headteacher highlighted that, when agenda item 3 was discussed, the governors' response to the Bishop's letter about collaboration had been overlooked. A response in principle had been discussed at an earlier meeting in the Summer term, and the proposed letter had been circulated prior to the meeting, together with a proforma response requested by the Diocese. The Headteacher explained that the proposed letter would be sent by all schools in the Deanery, except that certain elements of wording may not be adopted by all schools. These refer to the strength of the LA and the geographical location of the schools in the Deanery. Some Headteachers preferred not to use these arguments as the LA is not seen by the Diocese as very strong, and Multi Academy Trusts (MATs) work across wider distances, meaning that geographical location is not a good reason. He therefore recommended that this paragraph should not be included in the version sent from this board.</p> <p><b>Agreed:</b>  <b>Governors are in agreement with the proposed letter about collaboration and agreed that it should be sent without reference to the strength of the LA and geographical location.</b></p> <p>The meeting closed at 8.40pm</p>	