

## Our Lady of Lourdes Catholic Primary School

### Minutes of a meeting of the Full Governing Body – 11 February 2022 8.30am held remotely

#### 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

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

*Covid protocol for face to face meetings:*

- *Meetings will be conducted in a well ventilated, spacious room.*
- *Cleaning of meeting space to be undertaken at the end of the school day to minimise risk.*
- *All governors will wear masks throughout meeting if they are comfortable to do so.*
- *Governors have the option to attend the meeting remotely – ideally please advise a day in advance whether you wish to take part remotely*
- *Governors who are symptomatic will not attend site.*

**Present:** Paul Barber (Headteacher), Emma Briggs, Chikodili Emelumadu, Giulia de Rosa (Vice Chair, until 10.30am), Helen Snow

**Apologies:** Pier Anscombe, Bola Ayonrinde, Mel Fane (Chair), Bryan Rossi-Anderson, Ian Watson

**Quorum:** Five governors. Four/five governors were present. The meeting was quorate until 10.30am.

**Clerk:** Ruth Ali

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

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

1.	<p><b>Welcome</b></p> <p><b>In the absence of the Chair, the meeting was chaired by Helen Snow.</b></p> <p><i>1.1 Prayers</i></p> <p>The Headteacher opened the meeting with prayer.</p> <p><i>1.2 To consider Apologies for Absence</i></p> <p>Apologies were <b>received and accepted</b> from Pier Anscombe, Bola Ayonrinde, Mel Fane, Bryan Rossi-Anderson and Ian Watson.</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 – 18 January 2022</b></p> <p><b>Papers circulated: Minutes 18.01.2022 doc 02</b></p> <p><i>2.1 To agree accuracy</i></p>	

	<p>The minutes were <b>agreed as a true record.</b></p> <p><u>2.2 To discuss action points and matters arising, if not on this agenda</u></p> <p><b>Min 2:</b> Both Bryan and Ian have had a walkthrough of the DPE Knowledge Bank.</p> <p><b>Liaising with Bryan about equalities related student voice activities – still to be completed.</b></p> <p><b>Min 3:</b> Helen spoke with Zoe; <b>will look at LAC attainment at her visit next term.</b></p> <p><b>Min 4:</b> Financial Audit recommendations - Action Plan will be shared with the Resources Committee on 22 February and then with FGB.</p> <p><b>Min 6:</b> Covid Risk Assessment has been updated in line with the B&amp;H model. B&amp;H have now released a new model; the Headteacher asked governors for their views on how to proceed with the Risk Assessment in light of all restrictions possibly being lifted at the end of February. Governors felt that it would be good to continue with the current control measures as this would provide parents and the community with some reassurance. Governors will also have regard to guidance likely to be published by the NGA and, if need be, discuss this at the next FGB meeting.</p> <p><b>Min 8: Checking which policy mentions pupils using school devices at home for remote learning is still outstanding.</b></p> <p><b>Min 11:</b> Helen and Mel have not yet KCSiE consultation with Zoe. All other actions have been completed.</p> <p><u>2.3 Other outstanding matters if relevant</u></p> <p>None.</p>	<p>PB</p> <p>HS</p> <p>PB</p>
<p>3.</p>	<p><b>Curriculum focus</b></p> <p><b>Item 7 – Policies – was discussed at this point, whilst the meeting was quorate.</b></p> <p><b>Papers circulated: Curriculum Webinar slides doc 03, Reading Visit Report 03.2, Curriculum PowerPoint doc 03.3</b></p> <ul style="list-style-type: none"> <li>• <u>EYFS Update</u></li> </ul> <p>The Headteacher reported that the EYFS leader is continuing with the new EYFS framework. The EYFS team has been impacted by Covid but not to the same degree as other parts of the school. Children progress well and have just undergone screening to ascertain where they are with Phonics. Progress is also made in terms of moving past the obstacles lockdowns have put in their way.</p> <p><b>The Headteacher invited governors to visit Reception and look at the new curriculum in progress and spend some time with the Early Years lead.</b></p> <ul style="list-style-type: none"> <li>• <u>Reading Curriculum update</u> <ul style="list-style-type: none"> <li>○ <b>Update from English Lead</b></li> </ul> </li> </ul> <p>The Headteacher reported on behalf of the English lead. Curriculum maps are currently being audited by the English lead to ensure the choices of text for each year group allow for progression of skills. The Headteacher is cross referencing these with the skills progression documents for the other subjects. The English lead has undertaken a deep dive in English, consisting of lesson observations in Reading, Writing and Phonics and will feed back to the Headteacher after half term and identify trends for development. The Headteacher highlighted that the development needs for Reading and Maths are the same as those identified at the CSI inspection, ie pushing the More Able. This is disappointing as no progress has been made on this since</p>	<p>Any governor</p>

November. In order to address this, the Headteacher is changing the format of staff meetings and CPD, holding a 20 minute meeting with staff on Monday mornings, highlighting the focus for each week, and reminding staff to target questions at children who would benefit the most, through daily walk throughs. Consistency with the marking and feedback policy was also identified as an area of focus.

Governors asked:

- **Is this issue a result of Covid, ie that staff are finding it difficult to get back into the normal swing of things?** - The last Ofsted inspection in 2018 had already highlighted a similar problem, ie teachers over explaining things.
- **In a mixed ability class, how do you enable pushing the more able without making other children feel inferior?** – Conversations are held with all children explaining that all are at different points; it is about the language being used with the children. Governors agreed that it would be valuable to break out from conformity in learning and to take risks with the ideas teachers and children have. Achieving this is a longer term strategy.

- **Visit Report**

Noted.

- Other curriculum areas –
  - **Organisation of Learning**

The Headteacher shared a PowerPoint presentation, which outlined:

- What do governors need to know
- What schools have to do
- How school does it
- What governors do
- Progression of skills
- Curriculum Maps
- Areas to enhance learning
- SEND

Governors felt the presentation was clear and continued to discuss:

- SEND Strategy – whether the school is truly inclusive in that everyone can access the curriculum and receives a quality education.
- The understanding of what the vision is and how the curriculum delivers this.

During the implementation of the Reading curriculum, staff have chosen stories which are a starting point, but extension reading would be provided in the library. **Governors asked what the timescale for creating a reading culture would be and how this would be funded.** Timescale would be around 3-5 years, and would not be dependent on an individual member of staff; instead staff would be recruited according to culture. The cost is £2,000 per academic year for two year groups. Texts would be reviewed every year; this is because as children progress they will be able to access texts earlier. It is therefore not a one off cost. The PTFA is assisting with the resourcing of this project.

Governors asked:

- **What do you do about children who do not naturally love reading?** – We are creating a culture where everyone looks at books and may

	<p>not like one but like another. We wish to give inroads into things children are interested in.</p> <p><b>Governors were invited to join SLT on a learning walk around the Creative Curriculum; the Headteacher also offered to arrange a series of monitoring activities, such as watching lessons and doing an environment audit.</b></p> <p>Due to low attendance at this meeting, the same presentation will be given at a subsequent meeting (delivered by governors present at this meeting) at which further questions may be discussed.</p>	Any governor
4.	<p><b>SEND focus</b></p> <ul style="list-style-type: none"> <li>• <u>SEND link governor report</u></li> </ul> <p>Chikodili has met with the INCo; <b>a written report will be shared.</b></p> <ul style="list-style-type: none"> <li>• <u>SEND Policy</u></li> </ul> <p>Deferred.</p> <ul style="list-style-type: none"> <li>• <u>NGA SEND checklist</u></li> </ul> <p>Deferred.</p>	CE
5.	<p><b>Safeguarding Focus</b></p> <p><b>Documents circulated: Safeguarding Link Governor visit report doc 04.1, Safeguarding Action Plan doc 05.2</b></p> <ul style="list-style-type: none"> <li>• <u>Safeguarding link governor visit report</u></li> </ul> <p>The visit report was noted. Helen highlighted the commitment and impact of the member of the Brighton and Hove Inclusion Support Service (BHISS) she incidentally witnessed during her visit and asked whether there is a way in which governors can show their appreciation of this support.</p> <p>The Headteacher asked governors to reflect on the circumstances under which the Designated Safeguarding Lead (DSL) is working, ie sharing her office with another SLT member. This was also highlighted in the report, and addressing the need for space and privacy would feed into the SEND and Safeguarding Strategy. This could form part of another VASCA bid.</p> <ul style="list-style-type: none"> <li>• <u>Update on Safeguarding Action Plan</u></li> </ul> <p>Governors were pleased to note that most areas are green and asked what the most pressing red areas are. There are no specific major concerns. Page 29 – this is due to new guidelines, no progress has been made with making contact with the NSPCC.</p> <p><i>Giulia left at 10.30am.</i></p> <p>The Headteacher and Safeguarding Link Governor both reported that the DSL found her new allocated time for working from home very beneficial and helpful when working through this audit.</p> <p><b>Governors asked when these hours would be reviewed;</b> this will be at the end of the Spring Term. Due to the demands of the Safeguarding and SEND roles the job can be somewhat reactive, and allocated time for strategic work, away from school, is needed.</p>	
6.	<p><b>Governor monitoring</b></p> <p><b>Documents circulated: Monitoring Plan doc 06</b></p> <ul style="list-style-type: none"> <li>• <u>Prioritise next steps with monitoring plan and plan visits (bring diaries)</u></li> </ul> <p>The Headteacher shared dates of SLT monitoring to which governors are invited. <b>These will be added to the monitoring plan and shared with those not present at this meeting.</b></p>	RA

7.	<p><b>Policies</b>  <b>Discussed before agenda item 3.</b>  <b>Documents circulated: Admissions Policy doc 07.1a, SIF doc 07.1b, Whistleblowing Policy doc 07.3</b>  For approval:</p> <ul style="list-style-type: none"> <li>• <u>Admissions Arrangements</u></li> </ul> <p>No comments to the consultation were received.  <b>Approved:</b>  <b>The Admissions Arrangements for 2023-24 were unanimously approved.</b></p> <ul style="list-style-type: none"> <li>• <u>SEND Policy</u></li> </ul> <p>Deferred.</p> <ul style="list-style-type: none"> <li>• <u>Whistleblowing Policy</u></li> </ul> <p>There were no changes to the previously adopted LA model.  <b>Approved:</b>  <b>The Whistleblowing Policy was unanimously approved.</b></p> <p>Due next term:</p> <ul style="list-style-type: none"> <li>• Accessibility Plan (after review at Resources)</li> <li>• Debt Policy (can approval be delegated to Resources?)</li> <li>• Designated Teacher for LAC</li> <li>• NQT Policy (now ECT Policy – new LA model ...)</li> <li>• RHSE Policy</li> </ul>	
8.	<p><b>Meeting Close</b></p> <ul style="list-style-type: none"> <li>• <u>Any other business</u></li> </ul> <p>The Headteacher updated governors on the recent Covid situation in school. Teachers in four year groups have been off for at least 10 days, and another teacher is on extended sick leave. All staff members have been extremely supportive and gone above and beyond; however, the changes have been challenging for children on the autistic spectrum. Governors who are parents reported that their children did not see any disruption, which indicates that the situation has been managed well.</p> <p><b>Governors asked whether, in the classes where there were no teachers, children continued with their studies.</b> The Headteacher explained that on one occasion Y5 and Y6 classes were combined, and when classes were closed, remote education was provided through Oak Academy. Afternoons were taken up with sports. It was suggested that this situation helped children build resilience and independence which could be seen as a path to the culture governors are aiming for.</p> <p>Governors thanked the Headteacher for his work during these difficult weeks and <b>asked him to pass on their thanks to staff as well.</b> It was agreed that thought would be given to how to <b>show their appreciation to staff</b> appropriately, maybe with a special event in the Summer term.</p>	PB All

Item	From when	Who	What	When by	Notes
2	8.12.21	Paul	Liaise with Bryan about equalities related student voice activities		
2	18.01.22	Helen	Look at LAC attainment as part of monitoring visit	Summer term	

2	18.01.22	Paul	Check which Policy mentions pupils using school devices at home for remote learning		
3	11.02.22	Any governor	Visit Reception		
3	11.02.22	Any governor	Join SLT on learning walk around Creative Curriculum and take part in series of monitoring activities		
4	11.02.22	Chikodili	Share SEND visit report		
6	11.02.22	Ruth	Add dates to monitoring plan and share with those not present		completed
8	11.02.22	Paul	Pass on governors' thanks to staff		
8	11.02.22	All	Think about how to show appreciation to staff for work during Covid		