

Our Lady of the Angels Catholic Primary School (Academy)
Part 1 Minutes of Local Governing Board (online)

<u>Date:</u>	Monday 8 February 2021	<u>Time:</u>	5pm (Online)
<u>Governor Attendees</u>			
<u>Name</u>	<u>Type of Governor</u>	<u>Present</u>	<u>Apologies</u>
Angie Baldwin AB	Foundation (chair)	Y	
Rachel Nolan RN	Foundation	Y	
Lisa Southwell LS	Foundation	N	Y
Adam Krasnopolski AK	Foundation	Y	
Steve Corline SC	Community	Y	
Andrew Hall AHall	Parent	Y	
Amelia Harding AH	Ex-officio member	Y	

Item	Decision (D) Action (A)
<u>1. Welcome & Apologies of Absence</u> <ul style="list-style-type: none"> AB started with a prayer. 	
<u>2. Declaration of Pecuniary and other Interests & Confidentiality Reminder</u> <ul style="list-style-type: none"> No declaration of interests 	
<u>3. Approval of Previous Minutes</u> <ul style="list-style-type: none"> Agreed 	
<u>4. LGB Matters</u> <ul style="list-style-type: none"> The governors asked for a copy of the CAST Governors checklist to be reshared. 	A
<u>5. Actions from Previous Meetings</u> <ul style="list-style-type: none"> As requested at the last meeting, end of year predictions for KS2 without children that have joined us since KS1 are: Reading 83%, Writing 78%, Maths 72% and the combined measure 72%, which actually exceeds the national average by 8%. The school has significant amounts of pupil mobility and this demonstrates the impact of late starters and transient children on our data. 	
<u>6. Covid related School Updates</u> <ul style="list-style-type: none"> Currently we have 5 staff who are absent. Two of these are due to Covid and working from home. Our staffing levels have not been affected by Covid. We have had one member of staff who has tested positive but there was no transmission. All staff are now completing Lateral Flow tests twice a week. 	

Approved by FGB/Signed by Chair: Date:

<p>AHall asked after the well-being of staff. The HT feels well supported by the Trust, colleagues, governors and in particular the chair. Staff have been amazing in the way that they have adapted their teaching to fit with remote learning. They are tired now though and ready for half term.</p> <ul style="list-style-type: none"> Approximately 2 children a week have been absent due to self-isolation. There have been no known cases of transmission within the school. <p>AB asked whether children that are self-isolating have work provided them for them. Yes they do.</p> <ul style="list-style-type: none"> Currently one third of children are attending school. 5 out of 8 children with EHCPs. Vulnerable children and those struggling at home have all been invited to attend. We have been relentless with phone calls etc. to try and get as many children to engage with remote learning as possible - currently about 94%. This has been our absolute priority. <p>AB asked at what point does this become a safeguarding issue. If we have no contact whatsoever we would flag this up to Torbay Children's Safeguarding Board (TCSB).</p> <p>AB/AHall asked whether we are surprised by any of the small number of children that are not engaging and whether these were the same children as the first lockdown. One or two children have been a surprise; we have offered places but these have not been taken up.</p> <p>RN asked about the quality of the work that is being completed by children. In some places it's equal but less good in some places. This is being challenged through feedback in the Google classroom.</p> <p>AK asked whether there were limitations on the number of pupils that can currently attend. We have to be able to take all children if necessary. No key worker children have been turned away but if we had more it would be a challenge for the teachers to teach for a full week and offer their online learning.</p> <p>AK asked whether we are concerned about progress this term. We are doing what we can to mitigate against that. Some areas such as spelling and grammar can be taught more easily so we are prioritising these and will pick up the other work later on. When the children return we will assess them and plan intervention accordingly, drawing on catch up funds if necessary. As shared before, this is mostly being used for 1:1 reading intervention as we are prioritising this. This week we are starting live phonics sessions. This will be more beneficial for all children but particularly our bottom 20% that we are most concerned about.</p> <ul style="list-style-type: none"> All safeguarding practices are being adhered to. There is always a member of the safeguarding team in school. CPOMS can be accessed from home and school and this is being widely used by staff. 	
<p>7. Quality of Education</p> <ul style="list-style-type: none"> The remote learning offer is constantly evolving. The policy has already been shared with governors. We need to ensure we have a broad and balanced curriculum and ensure that our lessons incorporate direct instruction principles. We have obtained Acceptable user agreements 	

from most families to allow them to take part in live lessons. We have increased this from weekly, to three x weekly, to daily phonics. **SC asked whether the take up of live lessons had been better than the recorded ones.** Yes they have - definitely. It has been a good lure to get as many children involved as possible. The teachers have been great at skilling themselves up for these and also fully understanding all the safeguarding implications.

We have been well supported by the Trust with this.

AB said it had been mentioned quite a few times now that the Trust have been supportive and asked what had caused this improvement.

The new leadership team at the Trust are really on the ball. The governors expressed how positive this was. The recent presentation by Zoe Batten was very business like and convincing. There was a clear and well received offer from what the Trust can offer us. If this is delivered it will be very positive for the school. The HT has also felt supported by her SBM in dealing with sickness absence management.

- Progress against the Areas for Improvement identified at the last Ofsted inspection were discussed.
 - There is now a clear progressive curriculum. Staff have received CPD. Subject Leaders have been coached and supported to complete their roles. Impact - quality of work in foundation subjects has much improved. Stronger evidence of cross curricular maths and english.
 - A progressive core curriculum has been created specifically for our SEN learners. This has supported teachers with planning next steps. Needs are swiftly identified to prevent children from falling behind. Core steps progression is a useful tool for evidencing the progress that this group of children is making alongside the other assessment data that is available to us.
 - Disadvantaged children without SEN predicted to be in line with national this year. Boys without SEN on track to achieve combined measure of 81% (well above national).
 - The proportion of absenteeism reduced prior to the lockdown and was back in line with the national average. Actions such as monitoring, meetings, rewards etc have been effective.
 - Governing body has been streamlined. This has led to much more effective and strategic work. Governor attendance is much improved. All current governors have a link/direct interest in education. Clearer support has also been provided from the Trust and this has helped governors to better understand their role.
 - A clear assessment system linked to the new curriculum has been implemented.
 - Y1 phonics is the strongest it has been. 2019 it was 89% which was above national.
 - Middle attaining pupils are making good progress - this is evidenced in books and in the KS2 published data for 2019.

<ul style="list-style-type: none"> ○ New EY leader has had a very positive impact. Quality of provision has really improved and this is evidenced through the increase in % GLD. Outdoor areas still require structural improvement to be able to improve our outdoor provision to fit our vision. <p><i>AK asked whether the school had the capacity to plug the gaps that have been identified and if so whether they are successful.</i></p> <p>We have additional adults delivering 1:1 precision teaching and other short sharp interventions. It is tricky to say they are having an impact with the level of disruption that we have seen in the last 12 months. However there is evidence of strong progress in books of the SEND children. This group of children is also more motivated to try due to the success they are experiencing.</p>	
<u>8. Safeguarding</u> <ul style="list-style-type: none"> ● RN fed back from her governor visit. 	
<u>9. Governor Training</u> <ul style="list-style-type: none"> ● AK and SC attended the CAST session for governors on 14 Jan. AK took notes that can be shared with other governors. ● Another CAST briefing on 17th March and 30th June. 	A
<u>10. Governor Visits</u> <ul style="list-style-type: none"> ● AB has met with the SENDCO and checks in on a weekly basis with the HT. ● AK is meeting with the HT on 10.2.21. ● LS & RN have met with the HT already this half term. Visit notes will be shared. 	A
<u>11. Policies</u> <ul style="list-style-type: none"> ● Relationship and Sex Education Policy - agreed. 	D
<u>12. Any other business (at the discretion of the chair)</u> <ul style="list-style-type: none"> ● None 	
<u>13. End of Meeting</u> <p>Next meeting Monday 22 March 5pm.</p>	