

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

<b><u>Date:</u></b>	Monday 19 October 2020	<b><u>Time:</u></b>	5pm (Online)
<b><u>Governor Attendees</u></b>			
<b><u>Name</u></b>	<b><u>Type of Governor</u></b>	<b><u>Present</u></b>	<b><u>Apologies</u></b>
Angie Baldwin AB	Foundation (chair)	Y	
Rachel Nolan RN	Foundation	Y	
Lisa Southwell LS	Foundation	Y	
Adam Krasnopolski AK	Foundation	Y	
Steve Corline SC	Community	Y	
Andrew Hall AHall	Parent	Y	
Amelia Harding AH	Ex-officio member	Y	

<b>Item</b>	<b>Decision (D) Action (A)</b>
<b>1. <u>Welcome &amp; Apologies of Absence</u></b>	
<b>2. <u>Declaration of Pecuniary and other Interests &amp; Confidentiality</u></b> <b><u>Reminder</u></b> <ul style="list-style-type: none"> <li>AB reminded governors of adhering to the confidentiality agreement.</li> <li>There were no declarations of interests from governors.</li> </ul>	
<b>3. <u>Approval of Previous Minutes</u></b> <ul style="list-style-type: none"> <li>AH explained that the recording of the previous meeting in June 2020 had been lost and therefore it had not been possible to provide minutes.</li> </ul>	
<b>4. <u>LGB Matters</u></b> <ul style="list-style-type: none"> <li><b>Chair's Business</b>  As was agreed at the last meeting in August, all governors were asked to think about their commitment to the school governing body and whether they wanted to continue.  The 6 governors attending tonight are the ones who wished to continue in their role.  Angie will contact Helen Laird at CAST to inform them of the changes.</li> </ul>	<b>A</b>

Approved by FGB/Signed by Chair: ..... Date: .....

<p><b>5. <u>Actions from Previous Meetings</u></b></p> <ul style="list-style-type: none"> <li>• AH has not been able to update governors on the impact that the online intervention NESSY has had across the school due to disruption. AH will provide more information towards the end of term.</li> </ul>	<p><b>A</b></p>
<p><b>6. <u>Safeguarding</u></b></p> <ul style="list-style-type: none"> <li>• Report SG4 – there were 26 recorded concerns.  <i>AB asked whether this was the number of incidents or families.</i> Confirmed incidents.  <i>AH Hall asked whether they related to clusters of families or individuals.</i> Confirmed clusters, a small handful of families where there have been repeated concerns.  <i>RN asked whether positive handling have been successful.</i> It's avoided exclusion, it is going to be a long journey and positive handling recordings will continue for a while.</li> </ul> <p>All the other Safeguarding requirements have been signed off by CAST, the only outstanding item is to check if all governors have completed the online level 2 SG training - which they have.</p>	
<p><b>7. <u>Impact of Covid</u></b></p> <ul style="list-style-type: none"> <li>• A copy of the latest RA was sent to governors in September. It all appears to be working well. To date, still no cases in school.  <i>AB asked whether we were receiving support from the LA.</i> Yes, frequent contact. CAST has also been very supportive - sending out daily communications.  <i>AHall asked how and when would parents be told if a positive case occurred in school.</i> It is important to be transparent, if we have a positive case, we will send information out to parents once we have spoken with public health.  <i>RN referred to talk of potential 'circuit breaker' of two weeks at half term. How will this be managed?</i> The process has been in place since the first lockdown. Google classroom is set up ready to go. Children have been assigned their log in. All staff have been advised as to the process and the expectation on teachers to be ready and there has been some training provided. There is a clear requirement that teachers cannot just provide activities. There must be an element of instruction, modelling and explanation. They can provide instructional videos, they do not have to make them themselves; they can use online resources. Maths and English must be provided every day and the rest of the curriculum covered in the normal way as if they were in school. We currently teach in sequences, however the teachers may decide to shelve the sequence and teach in 2-week blocks, that is fine as long as there are the elements of instruction as above. With the preparation we have done, teachers should be ready to go at a minute's notice.  <i>LS asked How are you finding staff levels now, as you had to group them into bubbles?</i> We have no staff off with anything COVID related but it is more of a challenge to keep classes separate in their bubbles and more staff are required.  <i>AK asked whether catch up is an issue. Are there deficits for example in Yr 5?</i> Yes, but part of being a school that has been on the journey we have been on is that we are used to that. We are</li> </ul>	

used to children having gaps in their learning, usually through teacher absence and other reasons. So we are carrying on what we have always done, assessing where they are and addressing the gaps. We have upped the ante in terms of interventions. We are using a lot shorter term one to one intervention, flash cards, high frequency words. The issue with longer interventions has always been, what are the children missing whilst they do the intervention. We are offering 5 minutes of good sharp focus. CAST have bought in IXL for schools to use.

**AB asked whether it would be possible to review the impact of IXL at the next meeting.** Agreed.

**LS asked whether there was much of a gap between the children who were able to attend throughout lockdown and those who couldn't?** Definite gaps where children have not read at home, and there are gaps showing in the children who did not access Google classroom. These gaps are the ones we are trying to address.

**AK asked whether there is any indication when OFSTED are likely to arrive?** Ofsted is on hold until after Christmas.

**RN asked about how the children are coping with coming back to school as they have been out of routine for a long time and what is being done to support them.** A minority of our children had a very difficult time during lockdown, and have come back more with behaviour more challenging than before. Other than that, it has been more around the resilience of the children doing the work. They tire much more easily but are slowly getting used to the rigour of a school day again. They have been having movement breaks and have been supported to rebuild their resilience by class teachers.

We are seeing accelerated progress, whether that is because the children regressed during lockdown and are now catching up quickly, or they have just come back ready to make progress having had such a long time off. There is evidence of significant progress in children's books.

**AHall asked whether the school had enough resources to cope with the increased challenge? Also, in terms of year 6 transition to secondary school has that been problematic? Are there plans in place for this year as I am presuming it cannot happen as it used to do?** We are three support staff down at present due to absence. This is providing further challenge in school. With regard to transition, we can only follow the guidelines at the time for Year 6 and the children do cope with it even if it's not ideal or we know the process can be better. The year 6 teacher is excellent at

**AHall asked whether there was anything the governing body could do to support you and the school in what you are dealing with?** No thank you. Please be reassured that the SLT are very supportive to each other and we are working together very effectively.

**SC asked whether poor access to devices was a significant issue for our disadvantaged children?** We have been allocated 20 devices from the Department of Education if we go into lockdown. I think that was based on PP children plus the number of devices already in school. Apparently should lockdown happen, we can apply and they will arrive the following day and we get to keep them.

**SC asked and do you have direct access to the apps for the devices?** Yes, we are registered with a Google education partner. Everything is set up and we have all the log in details etc.

**AB asked whether the number of children who did not access Google classroom, higher than you expected?** Within our

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<p>community of schools we were one of the first schools that set up Google Classroom in March while other schools were still issuing paper packs. 60% of our children accessed it in March although of course some classes did better than others.</p> <p>A higher than expected proportion of our parents turned out to not be IT literate and this has been a barrier for some children. We have provided videos and support over the phone.</p> <p><i>AHall asked whether there is a user agreement and whether the devices are set up so they cannot access inappropriate sites etc.</i> There is a user agreement which says parents are responsible for a loaned device. We have provided a considerable amount of information over the last three years regarding safer internet use at home and the information can be found on the school website. Unfortunately however this can't be enforced.</p> <p><i>LS asked how do you identify which children would be eligible for a device?</i> We are sending out a questionnaire with this term's progress report and will follow up with phone calls for those that don't reply to ensure that we have an accurate picture of the requirements in readiness for a further lockdown.</p>	
<p><b>8. <u>Attendance</u></b></p> <ul style="list-style-type: none"> <li>Whole school attendance is 94.8 %, it started higher, dropped off and has now come back up again. It is very difficult to predict attendance due to self isolating etc. The weakest class is yr 3 and the highest is yr 5.</li> </ul> <p>A breakdown of the PA group was provided.</p> <p><i>AK asked how the figure compared to national.</i> The national figure for the whole school is 95% therefore it is broadly in line.</p> <p><i>AB asked whether the rising number of cases in secondary schools which has led to year groups self isolating has affected our attendance.</i></p> <p>We have not seen an impact of this.</p>	

## 9. Data

- The Trust has a new Director of Education and Standards - Kevin Butlin and also a new CEO who took up her post in August - Zoe Batten. The school has not yet been told when Zoe will be visiting the school. The data figures are target set, aspirational, not actual.
- This term's predictions are lower than we would hope:
  - Reception 67% (Nat. 71%)
  - Phonics 75% (Nat 82%)
  - KS1 Combined 55%
  - KS2 Combined 58% (Nat 65%)

**AK asked whether this is due to time missed due to lockdown or whether it was inherent within the year groups.** We have a lot of high need in the school. The SEN register has been reassessed and all children not at ARE have been re-evaluated.

**AB asked what criteria has been used to decide whether a child should be on the SEN register.** If we have to provide additional support, personalised homework, differentiated tasks within the lesson or regular scaffolding so that work can be accessed then we are saying they're SEN. There is pressure from the LA to keep SEN numbers down, but if a child needs and gets additional support then it should be recognised.

**AK asked whether the criteria would stand up to external scrutiny.** The Code of Practice defines SEN as whether a child requires provision that is different to the other children. Our SEN register is now more representative of the children in this school. We have also invested in a new screening tool that will be really useful. It will support us to assess working memory, vocabulary and other different elements.

## 10. Quality of Education – feedback from Jo Flower visit (ESM- Plymouth CAST)

- The school was praised for the number of key worker and vulnerable children that attended the school during lockdown. The risk assessment was signed off by CAST and it is being implemented successfully. There has been good communication to parents.
- There has been an increased number of SG issues. AH was not satisfied with the way a particular case was going and CAST have supported the school with a letter of complaint to Children's Services. It has now been dealt with, and has resulted, after a long drawn out case, with a child being placed into care.
- The school learning environment is looking much brighter and it is much improved.
- JF carried out drop ins noting strengths in Teaching and Learning. Where this was most effective, support staff were working closely to monitor pupils' understanding of prior learning. A couple of TAs who stayed in their chairs too long, this will be addressed.
- The Rosenshine principles need to be introduced into classrooms and this will form the basis of CPD for the rest of the term.

**RN asked what are the Rosenshine principles and how would you expect these to impact on teaching and learning?** The Trust have introduced the Rosenshine principles as a pedagogical platform for our curriculum and practice. They are about effective instruction. This incorporates review, modelling, breaking tasks down into shorter and smaller chunks, effective questioning, and clear concise explanations that together make really effective teaching. It's not a plan or a script that's generic for every lesson. It is a group of principles that we need to adopt across the school.

<ul style="list-style-type: none"> <li>• AH reported that JF was very pleased with the work that had been done on the curriculum for the foundation subjects and the way it incorporates the Gospel values. JF has held it up as a good model for other schools to adopt. There is still quite a bit of work to do on it but the feedback was really positive.</li> <li>• JF talked with a selection of children from across the school and reported that they were positive overall. They talked about their learning experience during lockdown and how they were all happy to be back in school!</li> <li>• Mission of the school has been seen in action, in the school response to their vulnerable pupils' 'leaders have established effective systems and procedures to minimise spread of COVID 19.</li> </ul>	
<b>11. <u>Catch up Funding</u></b> <ul style="list-style-type: none"> <li>• Catch up funding is being spent on 1:1 reading intervention for the children who are struggling. Visualisers have also been purchased to improve the quality of feedback to children. Tablets will also be purchased for the children in R and Y1 to use in the classroom for catch up work on IXL, Nessy, Starspell and others.</li> </ul>	
<b>12. <u>Governor Training</u></b> <ul style="list-style-type: none"> <li>• RN AK &amp; AB signed up to the Diocesan training on 14 Jan.</li> <li>• RN has also completed 2 sessions of Formatio training.</li> </ul>	
<b>13. <u>Governor Visits</u></b> <ul style="list-style-type: none"> <li>• The following link governor roles were agreed for the forthcoming year.  SC - Data and PP  RN - Safeguarding &amp; Spirituality Committee  LS - H&amp;S and Community  AK - Maths, English, RE &amp; Spirituality Committee  AH - Foundation curriculum  AB - SEN &amp; Early Years</li> </ul>	
<b>14. <u>Any other business (at the discretion of the chair)</u></b> <ul style="list-style-type: none"> <li>• The school have written to all parents of children currently attending pre-school who were applying for a school place this year. Governors were asked to share school photos or posts whenever possible across social media to advertise the school.</li> </ul>	
<b>15. <u>End of Meeting</u></b> <ul style="list-style-type: none"> <li>• The date of the next meeting will be Tuesday 10<sup>th</sup> November 5pm.</li> </ul>	