

St Oswald's Catholic Primary School
Governing Body
PASTORAL, RE AND SAFEGUARDING COMMITTEE MEETING
Held at St. Oswald's Catholic Primary School Junior Building
February 14th 2019
4:30pm

Present: June Simm, Tracy Gentle, Graham Manley, Joanne Jones, Mary Walsh, Liz Williams

Also Present: Claire Sime, Gill Murphy, Ian Strom (clerking)

		Action by: (insert initials)
1	Apologies: Mrs Hill	
2	Declarations of Interests : Members of staff declared their interest.	
3	Notification of Additional Business Mrs Walsh asked for an item on the Parental Questionnaire	
4	Minutes of Previous Meeting The minutes from the pastoral committee meeting on 6 th November 2018 were agreed as accurate.	
5	Matters arising Governors asked if the agreed school response to the Archdiocesan letter regarding changes to the admission policy had been sent. It was confirmed that it had. There had been very few responses received and the new criteria for admissions were now in effect. The policy has been added to the school website. No other matters arising not already on the agenda.	
6	RE Report	

	<p>The RE report had been circulated prior to the meeting. RE Lessons are now being planned using the new format as explained in the last meeting. Children are now to be grouped in RE. New assessments for RE were being trialled. A governor asked what criteria was being used for the grouping. It was explained that assessment of understanding of concepts taught as well as knowledge would form the main criteria for assessment. Recording sheets have also been adapted to meet the new model.</p> <p>Mr Dunn has met Father Mark to set up a number of new links with the church. We are trialling the TenTen website for resources. A governor asked if there was a cost associated with this resource. It was explained that during the trial there was a £6 charge but if we agreed to go ahead it would be £2.60 per child capped at £300.</p> <p>The children took part in a ceremony to commemorate Nelson Mandela and to introduce a new education area in Princes Park. The area is dedicated to the memory of Nelson Mandela; two members of his family, including his daughter, also attended the ceremony. The children were so interested in the history and pledged to continue to fight for equality and justice. The ceremony was very moving and it was an honour to have been asked to participate.</p> <p>The RE Action Plan had been previously circulated. Mrs Walsh gave an update on progress.</p> <p>The RE Spiritual and Morality Policy was agreed.</p>	
7	<p>SEND Update</p> <p>The SEND report had been previously distributed. There are now 115 on the register which is an increase of 10 children from November. As new pupils transfer into school this is expected to rise further. There has been 1 transfer to specialist provision after half term. There is 1 pupil with an EHCP, with potentially more to come.</p> <p>It was reported to the Resources Committee that the application for Top-Up Funding had been put on hold. This was because the time and resources that went into each application often didn't result in an award that would cover the cost of the application and the cost of the resource being provided. A governor asked why this was. Mrs Walsh explained that the school had to fund the first £6,000 of any support and could apply for any costs over and above that. The cost of the administration work involved in the application for top up funding has often been higher than the value of the top up funding received. Governors asked if pupils still receive the support required. This was confirmed. The resources previously used for applying for top up were being used more effectively in arranging and providing the support. With other schools in Consortia, we are looking at the way reviews take place to make them more efficient and effective.</p>	

	<p>The SEN report for the website had been previously distributed. Governors asked if any parents disagreed with any assessments of SEND. They were informed that this does sometimes happen. Parental engagement is imperative so parents are provided with lots of support and included in consistent reviews. Governors asked if the lack of parental agreement or engagement was a sign of neglect. It was agreed that this could be an indicator of issues at home but the school works with parents and the point of neglect has not been reached. Parents usually understand that support is needed.</p> <p>Governors were informed that the Liverpool City Council Local Offer document had been uploaded onto the website.</p> <p>The SEND Policy had been previously distributed. This was agreed.</p> <p>Governors were informed that SEND funding had been reduced this year. Consortia were prioritising communication therapies this year with Speech and Language. We are purchasing our own Educational Psychologist service going forward. The Gold Service will provide 20 days of support. Governors asked if this was adequate for requirements. It was explained that the school had invested in the Ed Psych service in the past and many of the cases had been progressed and new referrals would be covered by the service in the future. This should be appropriate support. The school was adapting to work differently to provide the same support with less funding. Governors asked what the overall funding implications of buying our own Ed Psych service was. They were informed that overall it would lead to a saving of around £6k as we would not be required to make a contribution to the Consortia group arrangement.</p>	
8	<p>Safeguarding Report</p> <p>The Safeguarding report prepared by Mrs Hyland and Miss McKenna had previously been distributed. It includes details of children currently being supported and some of the work being done with the pupils and families .</p> <p>Many of the new children who arrived in school recently had come with additional issues and their families were looking for support from school. Governors asked if many of the new starters were BAME (Black Asian and minority ethnic). They were informed that a high percentage of new starters were BAME and also EAL (English as an Additional Language).</p> <p>After looking at the statistics, governors asked what the difference between Official and Unofficial Looked After Children was. They were informed that unofficial LAC children would tend to be living with a relative or other privately organised arrangements, often agreed through social services. Governors also asked under what circumstances would lead to a call to the Missing in Education team. They were informed that this would follow a period of 10 days were there was no contact with the parents or pupils. Governors asked if the 2 children referred to in the report had now been seen. This was confirmed.</p>	

	<p>Governors were informed of a particular child protection issue in which one parent had been banned from school and on one occasion the police were called. Social services were involved with this family and governors would be kept informed.</p> <p>The CLA (Child Looked After) report had been previously circulated. The report highlighted the progress of pupil and showed what additional activities was available to them. The costs of providing the support were also included.</p> <p>Pupil Premium Report Governors were informed that the number of pupils on the Pupil Premium (PP) register increased steadily as the new pupils arrived. Numbers are low in KS1 primarily because of the impact that Universal Free School Meals (UFSM) has on claims for Free School Meals.</p> <p>The PP strategy has been published on the website. Provision is planned around the analysis from the PP – Non PP pupil gaps. Governors asked if the mid year joiners were included. It was possible if the Free School meals information was captured but difficult if not. The PP tracker is up and running and can track pupils and how they have been supported. Governors were informed about some of the successful initiatives including the swap shop.</p>	
9	<p>SMSC (Spiritual, Moral, Social, Cultural) Report</p> <p>After the recent OFSTED report commented that governors should be aware of where SMSC was taught in schools, Mrs Walsh presented a curriculum map that was distributed. This shows how the SMSC elements of the curriculum are embedded into and across other areas of the curriculum. Governors noted how well diversity was included in all areas of the curriculum.</p>	
10.	<p>Attendance Report</p> <p>The attendance report had been previously distributed. There are currently 32 case work families. Parents have received certificates for 100% attendance. Governors agreed that this was a good idea as it made parents feel part of the solution. A governor asked about pupils who had missed just one session after being sent home not being awarded 100%. Unfortunately the line has to be drawn somewhere and the aspiration is for 100% attendance. Governors asked if the school were working with the 10 worst cases of attendance? They were informed that this was the case and also the next 10 worst cases (20 in total). A governor asked if punctuality was counted as absence. They were informed that this would depend on how late the pupil was. Morning registration closes at 9.30 so any pupil who arrives after that time is classed as absent for that session.</p>	
	<p>Behaviour Report</p>	

	The report was tabled. The Good to be Green strategy is working well. Poor behaviour incidents were down year on year, comparative data was shared. Types of behaviour was discussed, no bullying was recorded.	
11	<p>Policies</p> <p>All policies had been previously distributed.</p> <ul style="list-style-type: none"> • Lost & Missing Child Policy – Approved • Health & Safety Policy – Approved • RSE Policy – Approved • RSE Curriculum Map – Noted • Dealing with Pupils Medical Conditions Policy – Approved • Feedback Policy – Governors were made aware that this policy had been reviewed to help support reducing teacher workload. There is a shift to provide feedback during the lesson and evaluate as the lesson progresses or note to include in the next lesson. Feedback should highlight a couple of areas covered well (golden glow) and an area where improvements can be made (pink to think). This should mean less writing for the teachers A governor asked if parents are made aware of feedback. They were informed that parents had been made aware by a letter and this would be updated during parents evenings. A governor asked if these changes would impact on teacher Performance Related Pay. They were informed that not specifically as feedback to improve standards was part of a teacher’s role. Teachers pay awards relied on lots of other evidence. A governor asked if Ofsted would highlight the feedback in a recommendation. They were informed that Ofsted would be looking at evidence of progress and marking and feedback was only a small element of that. – Governors approved the policy. Governors asked if they could be updated on the implementation at the next meeting. 	HT
12	<p>Notified Business</p> <p>Parental questionnaire. Mrs Walsh informed governors of the results of a recent questionnaire sent to parents about homework. The vast majority agreed with the current policies. Some talked about the impact on family time and wanted consistency in times that homework was set. Most families would like homework to be set on a Monday to be handed in on Friday. This would leave weekends free for families. A governor asked if the information gathered would be informing a new policy. They were informed that this was the case and the new draft policy would come to the next meeting.</p>	
13	<p>Date of next meeting</p> <p>9th May 2019 in the Infant Building</p> <p>Mrs Simm apologised that she would not be able to attend that meeting as she had a meeting elsewhere that she needed to attend.</p>	

