
**MINUTES OF THE MEETING OF THE FULL GOVERNING BOARD
OF ST OSWALD'S CATHOLIC PRIMARY SCHOOL
HELD AT 4:30^{PM} ON THURSDAY 31st MARCH 2022 VIA ZOOM**

Present:

Mary Walsh	-	Headteacher
Anthony Hegarty	-	Foundation Governor & Chair
Joanne Jones	-	Foundation Governor
Albert Joseph	-	Foundation Governor
Graham Manley	-	Foundation Governor
June Simm	-	LA Governor
Colin Flood	-	Parent Governor
Tracy Gentle	-	Staff Governor
Liz Williams	-	Parent Governor

Also, Present:

Donna Hay	-	Deputy Headteacher
Ian Strom	-	School Business Manager
Jo Richardson	-	Clerk

Items	Discussion	Action
22/01	WELCOME AND OPENING PRAYER	
	The Chair welcomed everyone to the meeting. The meeting opened with a prayer.	
22/02	APOLOGIES FOR ABSENCE	
	Apologies received and accepted for Ruth Hill.	
22/03	DECLARATION OF PECUNIARY INTERESTS	
	There were no declarations for this meeting.	
22/04	NOTIFICATION OF ADDITIONAL BUSINESS	
	1. Director Schools Meeting re Academisation	
22/05	MINUTES OF THE PREVIOUS MEETINGS	
	1. Accuracy The minutes of the Full Governing Board Meeting dated 9 th December 2021 were AGREED as a true record and signed by the Chair electronically. 2. Matters Arising There were no matters arising.	
22/06	COMMITTEE REPORTS	
	Minutes of the previous meetings had been circulated to governors prior to the meeting. The headlines were as follows: 1. Resources Committee <ul style="list-style-type: none"> - The meeting minutes dated 10th March 2022 had been shared on GovernorHub prior to the meeting. - A health and safety walk still needed to be planned for next term. - The move to the new catering company, Food For Thought, was working well and the transition had been a smooth process. - There were no significant changes to the budget. Staffing and the impact of supply costs due to covid were highlighted. Also, the rising energy costs and National Insurance. Banking arrangement with a counter service were still being progressed. - The SFVS checklist had been reviewed and signed off. 	LW

	<ul style="list-style-type: none"> - The Statement of Internal Control and Best Value Statement were both agreed at the meeting. - It had been proposed the majority of the local authority SLAs would continue. Food For Thought were developing a new service for cookery DT, school were in meetings to see if this was something they could explore. - Covid Risk Assessments were in place until 1st April. - Governors were provided with a staffing update. It was noted a number of staff had long term absence. Staff absence reviews had been shared and discussed with governors. - Policies were reviewed. <p>2. Standards and Curriculum Committee</p> <ul style="list-style-type: none"> - The meeting minutes dated 10th February 2022 had been shared on GovernorHub prior to the meeting. - Staff had completed a number of diversity and Inclusion CPD sessions, and a Diversity Audit had been completed in school. Miss Denson had presented to committee comprehensively on how these issues were addressed in school. - The data report from Autumn 2021 had been shared at the meeting together with a report to evidence that the transience in pupils had had an impact on figures. - The recovery curriculum highlighted how pupils' needs were identified with interventions in place to meet their individual needs. The focus was quality first teaching, quality assessment and adapted curriculum planning to fill gaps. Interventions were prioritised into broader groups and SEND children were given additional support. - 113 pupils had been identified to receive support from school-based staff through the in-school tutoring programme that was partially funded by the DfE. - The SDP and SIP report were shared with governors at the meeting. - The Attendance report highlighted attendance at 93%. School were nearer National averages than local. Covid absences were broadly in line with National. School continued to challenge, and parent panels had been implemented and positive reinforcement of good attendance were all having some limited positive impact. A discussion ensued around attendance. Attendance remained challenging with some children missing a considerable amount of education. The focus was getting children back into a healthy routine of going to school. The cost of time staff was spending on attendance was significant. - Extra-curricular clubs had re-started and trips were planned. 	
22/07	BUILDING PROJECT PHASE 3	
	<p>The building Plans were shared with governors:</p> <ul style="list-style-type: none"> - The work had gone out to tender for the Junior building work phase 3. The work involved ground floor and first floor classrooms. - The work was aiming to be complete by October 2022. - Following a meeting with Arcadis, it was proposed a portacabin would be required for one class for September to October 2022. - It was noted that Skyline had been excellent to work with previously and they knew the school well. A walkaround had been planned with Skyline. - Storage would be an issue during building work. - The roof work on the Junior building was critical. School to contact the Diocese in April 2023. - Governor comment: governors commented on how amazing the new build looking during their walkaround school. 	

	<ul style="list-style-type: none"> - It was noted the quality of learning in the new build was excellent. - The Chair had spoken to Chris Williams regarding funding for the building work and he was hopeful the work would go ahead. - Phase 3 of the building work was costing £642k and this money had already been ear marked. 	
22/08	HEADTEACHER'S REPORT	
	<p>M Walsh provided an update. The Headteacher's report had been shared with governors prior to the meeting. The key points were as follows:</p> <ol style="list-style-type: none"> 1. Spring Term Data (March 21st) highlighted numbers of pupils on roll currently 608 (Nursery to Year 6). There had been a lot of new applications and mobility was changing. Groups included: <ul style="list-style-type: none"> - FSM - 33.8% - PP - 38.1% and continued to fluctuate. - EAL had also increased – 22% (131chn) - LAC – 5 children (0.8%) - Leavers since Sept 2021 – 23 - New starters since Sept 2021 – 39 (excl. Nursery). Majority of the new children were new to country or new to city and quite a few had additional needs. - AEP – 0 children attended support units. - SEND – 112 children (19%), considered high. - EHCP – 7 children and this number was expected to increase. Any child with high needs funding should have an EHCP. The application process was time consuming and challenging. - SEND % in year groups were highlighted. Nursery had low numbers of SEND and the highest year group as Year 5 with 27.5%. 2. The SEND Report dated March 2022 highlighted the following: <ul style="list-style-type: none"> - High Needs funding received for 13 children. Applications had been made for 3 children. 11 children had 1:1 support and school used current TA and Family Liaison Support for other SEND children. - The SEND register continued to be updated and a live SEND register was available to download from SIMS as an when required. - School continued to use the Liverpool's SEND Graduated Approach Handbook 2021. - Provision plans and reviews were monitored by the SENDCO. - Entry and exit data were uploaded to the whole school intervention tracker and closely monitored. - There was a continued focus on meeting the SEMH needs of individual children and school worked closely with external agencies. - Assessment and therapy sessions had been carried out in school. Mental health support had the greatest need. - The Sensory service had been working in school with children with visual and auditory needs. - Workshops and support for parents and carers continued. - Next steps were highlighted, including a summer term planning and review SEND meeting, further EHCP applications, an audit of SEND resources and equipment, SEND learning walks and questionnaires. 3. The Termly Safeguarding Report was shared with governors. Arising from the report: <ul style="list-style-type: none"> - 4 x new Child Protection referrals (3 families) - 1 x new Child in Need referral - 5 x Early Help Assessment Tools raised (3 families) - 7 x Child Protection Plans 	

	<ul style="list-style-type: none"> - 6 x Child in Need Plans - 13 x subject to Early Help Assessments, with school being the lead on 6. - 0 x LADO referrals - 1 x low level concern about staff - 5 x LAC - 24 x notifications of operation encompass (9 families), this was a huge increase with 2 leading to EHATs being raised and 4 led to a referral to Children's Services. - 2 x exclusions. One Y2 child for half a day and one Y6 child. It was noted exclusion was always the last resort and both children were being monitored and support was in place. 	
	<p>4. Schools Allocation</p> <ul style="list-style-type: none"> - A discussion ensued around the secondary school allocation. - Governor challenge: it appeared a large number of children were going to non-Catholic secondary schools. Response: there had been an increase in children going to Broadgreen. Many parents were appealing. 2 children hadn't been allocated schools despite school assisting with their applications. Following discussion governors agreed that the secondary school allocations should be monitored closely. 	
	<p>5. Leadership and Management</p> <ul style="list-style-type: none"> - School continued to work on the SDP and SEF and further updates would be provided at the next Standards & Curriculum Committee meeting following a meeting with the SIP next week. - Two staff had resigned, and job adverts had gone out. - HR guidance sought for pregnant staff re covid. - Teachers' performance management mid reviews were taking place during the Spring term. One member of staff was on a support plan. - There were attendance issues with 2 members of staff and HR advice taken. - Staff morale was a cause for concern with lots of staff feeling stressed and overwhelmed. Some issues were personal and some a result of staff absence and workload. School had been as supportive as possible. Some staff were also struggling to recover from covid. - <i>June Simm and Albert Joseph left the meeting.</i> - Parents evening was planned for the end of term virtually due to covid. The plan was to offer separate opportunities for parents to go into school to look at books and see classroom environments. Some parents had gone into school for 1:1 meetings. On parent's afternoon SENCOs would be on hand to look at provision for the SEND children. - PTA meetings had taken place virtually however there were challenges around PTA membership and roles. - Trips had started up again. - Links with the community continued including fund raising for Ukraine. Struggling families had also been offered fuel vouchers which had been gratefully received. It was expected more families would need support and the family liaison officer was very supportive. - Governor visits – June Simm had met with the Attendance Officer and had attended 4 attendance meetings with parents. 	
	<p>6. Quality of Education</p>	

	<ul style="list-style-type: none"> - The biggest curriculum development this term had been Read Write Inc phonics. Staff had received training and their response had been fantastic with everyone embracing the scheme. The children were also enjoying the scheme and assessments shows good progress was being made. Children were more confident and fluent. A further update on data would be available at the next meeting. - Y3 Opening Worlds Project had further developed the curriculum and staff continued to receive CPD in this area. Both staff and children were enjoying the new curriculum. - Vocab was at the forefront of the curriculum and was highly prominent in classrooms. The curriculum was enhanced with visits and trips and sports competitions. As part of promoting healthy lifestyle, selected children had taken part in a Power Project. Food For Thought were hopefully also arranging a Food and Nutrition SLA. 	
7.	<p>Religious Education</p> <ul style="list-style-type: none"> - Whole school assemblies had taken place and it had been wonderful to celebrate all together. - Monitoring of RSE had taken place throughout the whole school and workbooks had been monitored. - The RSE Policy had been checked and updated. 	
8.	<p>Quality of Learning</p> <ul style="list-style-type: none"> - Weekly year group meetings took place and school were planning to moderate externally. 	
9.	<p>Curriculum Enrichment</p> <ul style="list-style-type: none"> - Nursery had experienced ducklings hatching and had also visited a farm. - Each year group had suggested visits to support the curriculum. 	
10.	<p>Deployment of Staff</p> <ul style="list-style-type: none"> - Support staff deployment was reviewed and evaluated regularly to ensure that children with EHCPs received support. This, however, had a major impact on support for other children and staff. Supply TAs had been employed however this had impacted significantly on costs. 	
11.	<p>Pupil Outcomes. D Hay provided a summary:</p> <ul style="list-style-type: none"> - The next data trawl was taking place and an update on data would be available at the next meeting. - Children were identified for interventions, and smart targets. - Entry and exit data were recorded and children attended interventions on a rota so not to miss out on class work. - Staff absence had an impact on the data as children may have missed sessions. - School led tutoring focussed on SEND and PP and the impact could already be seen. - Extra-curricular clubs also targeted children. - Read Write Inc supported children across the school and helped with fluency. - Third Space Learning also targeted children. - Pupil progress meetings continued to discuss next steps. - Reports were also sent to parents so they could track progress. - All vulnerable groups were tracked carefully. - Improvements in behaviour were evident. Having whole school assemblies had helped to model behaviour. Moving around school was much better. A key focus was on some disruptive Y5 and Y6 	

	<p>children. It had been PP boys causing issues and a few SEND children. Some of the PP boys had issues around attendance and routines and were struggling to follow rules. School followed a graduated response.</p> <ul style="list-style-type: none"> - A previous meeting referred to a LADO referral made by a NHS nurse after a child had presented at Alder Hey. It was noted there had been no further issues or action needed in the case and the LADO agreed that school had the correct systems in place and had followed the correct procedure in dealing with the pupils. 	
12.	<p>Personal Development</p> <ul style="list-style-type: none"> - There were lots of mechanisms in place to support personal development. - PSHE lessons were designed with opportunities to look after children's mental health, build resilience and give opportunities for discussion about worries. - Family Liaison Officer meet with staff daily to deal with any issues. - Attendance Ambassadors were in place. - Digital Leaders promote how IT equipment should be used safely. - Systems were in place for pupil voice. - SMSC was tracked across the school including inclusion relating to diversity across lessons and resources. - School recovery had been the most important part of the curriculum to ensure children were supported to acquire the knowledge, understanding and skills they needed to manage their lives, now and in the future. 	
13.	<p>Attendance</p> <ul style="list-style-type: none"> - A meeting had taken place with Carolyn Harkness, School Improvement Officer, who had been seconded for a year. - The IDSR highlighted attendance was a concern with school being among the bottom 20%. - The number of staff working on first day response had increased to 5. - Admin staff had scripts to support and challenge. - Follow up phone calls, letters and meetings were arranged. Some instances requested medical evidence. - EWO case work children had the lowest attendance and the Deputy Headteacher met with the EWO regularly and targeted children at risk of being PA. - All meetings with parents started with attendance. - Classes with 100% attendance were celebrated. - It was noted there had also been a surge in other childhood illnesses such as chickenpox, norovirus and scarlet fever. - School was in-line with Northwest regional schools and National. In relation to the LA, absence and PA were reducing and the gap was closing quicker than in other local schools. - Governor challenge: were all the excuses covid related? Response: some were, but some didn't give a reason, some had had covid more than once. Staff looked at each case on an individual basis and looked at patterns of absence. - Governor challenge: do you share the attendance data with parents? Response: yes, it was included in letters and phone calls. - School also tackled punctuality. - Attendance continued to be high profile in school. 	

	<p>14. EYFS</p> <ul style="list-style-type: none"> - Implementation of the new framework was progressing well with all staff responding positively. - Class dojo was being used as a communication platform. - Staff had worked hard to establish new systems for sharing learning with parents. - Staff were able to spend more time with the children. - Overall, the changes were very positive and EYFS was a lovely environment. <p>Governors thanked M Walsh for her report. M Walsh thanked all the staff that had had an input in the report.</p>	
22/09	ANY OTHER BUSINESS	
	<p>1. Director of Schools Meeting re Academisation</p> <ul style="list-style-type: none"> - The Chair provided a summary of the recently published white paper on the academy model. It was noted the Archdiocese had recently set up St Joseph's Academy. The Chair invited governors to send any questions, views or thoughts on the white paper to the Chair, so these could be taken to the meeting. It was noted a consultation document was rumoured to be sent to all Catholic school stakeholders in May. 	
22/10	DATE AND TIME OF THE NEXT MEETING	
	Thursday 7 th July 2022 at 2:30pm	
	There being no other business the meeting closed at 6:25pm	