

# The London Borough of Richmond upon Thames

## St Mary Magdalen's Catholic Primary School

### Minutes of the meeting of the Full Governing Board held via Zoom videoconference on Thursday 26 November 2020

#### Constitution and Membership

Membership Category	Appointed By	Name	End of Term of Office
Foundation (7)	Archbishop of Southwark	Anna Brown (AB)	31/8/22
	Archbishop of Southwark	Chris Hopkins (CHo)	31/8/22
	Archbishop of Southwark	Francis Keeling (FK)	22/5/23
	Archbishop of Southwark	Fr Adrian McKenna-Whyte (AMW)	18/12/23
	Archbishop of Southwark	Liam O'Connell (LO)	16/12/23
	Archbishop of Southwark	Serena Sexton (SS)	6/6/22
	Archbishop of Southwark	<i>Vacancy</i>	
Local Authority (LA) (1)	Governing Board	<i>Vacancy</i>	
Parent (2)	Parent election	Josh Desouza (JD)	13/3/22
	Parent election	Catie Terry (CT)	12/11/23
Headteacher	Ex officio	Catherine Hughes (CHu)	n/a
Staff (1)	Staff election	Melissa Farrell (MF)	3/9/22

**bold = absent**

**Also attended:** Celine Carter-Smith – Foundation Governor designate  
Sheila Butterly – LA Governor designate  
Jan Hopkins – Clerk to the Governing Board

1	OPENING PRAYER	ACTION
1.1	The meeting commenced at 6.30pm with a prayer led by AMW.	
2	<b>APOLOGIES AND OPENING REMARKS</b>	
2.1	There were no apologies.	
2.2	Celine Carter-Smith (CC-S), Foundation Governor designate, was attending this meeting as an observer. CC-S's appointment was currently being processed by the diocese and she had applied for a DBS certificate.	
2.3	Sheila Butterly (SB), LA Governor designate, was also attending this meeting as an observer. Whilst Achieving for Children (AfC), working on behalf of the London Borough of Richmond upon Thames LA, nominate the LA Governor candidate based on the recommendation of the full governing board, it is the board that makes the formal appointment. Governors voted to formally appoint SB into the role of LA Governor for a term of four years with effect from 26/11/20.	
	<i>(CT joined the meeting at this point)</i>	

<p><b>2.5</b></p> <p><b>2.6</b></p>	<p>On 6/10/20 the governing board protocol and etiquette had been emailed to all governors and approved by them on 12/10/20.</p> <p>On 15/9/20 Nick Gardner (LA Governor) had tendered his resignation with immediate effect. Nick had been a Parent Governor before his appointment as an LA Governor, and had been Admissions Committee Chair for many years. Governors expressed their great appreciation for his dedicated service to the school.</p>	
<p><b>3</b></p> <p><b>3.1</b></p> <p><b>3.2</b></p>	<p><b>DECLARATIONS OF INTEREST</b></p> <p>There were no declarations of pecuniary or personal interest for this meeting.</p> <p>Blank declarations of pecuniary or personal interest forms had been circulated to all governors prior to the meeting. Governors were asked to complete these and return them to JH who will use them to create the Register of Interests which will be published on the school website.</p>	<p><b>JH</b></p>
<p><b>4</b></p> <p><b>4.1</b></p> <p><b>4.2</b></p>	<p><b>ELECTION OF CHAIR AND VICE CHAIR</b></p> <p>JH took the chair and declared that AB had been nominated for the role of Chair. There being no other nominations for this role, she declared that AB was elected unopposed as Chair for a one-year term of office.</p> <p>JH then declared that CHo had been nominated for the role of Vice Chair. There being no further nominations for this role, she declared that CHo was elected unopposed as Vice Chair for a one-year term of office. AB then took the chair again.</p>	
<p><b>5</b></p> <p><b>5.1</b></p> <p><b>5.2</b></p> <p><b>5.3</b></p>	<p><b>MINUTES OF LAST MEETING AND MATTERS ARISING</b></p> <p>The draft minutes of the full governing board meetings held on 25/6/20 and 27/8/20 had been circulated to all governors prior to the meeting.</p> <p>A governor asked if all papers relating to the meeting could be labelled to indicate which agenda item they referred to. JH confirmed that she will do this.</p> <p>The minutes were then signed and dated by AB, and JH will file them in the Minute Book.</p>	<p><b>JH</b></p> <p><b>JH</b></p>
<p><b>6</b></p> <p><b>6.1</b></p> <p><b>6.2</b></p>	<p><b>GOVERNANCE</b></p> <p>The governing board Code of Conduct had been circulated to all governors prior to the meeting. Governors approved this document, all indicating by raising their hand that they would adhere to it. JH will add their 'signature' to the signature sheet to confirm this, and file it in the Minute Book.</p> <p>Details of current committee membership had been circulated to all governors prior to the meeting. Governors were advised to consider their current membership, and JH will then file the updated document in the Minute Book and arrange for it to be published on the school website.</p>	<p><b>JH</b></p> <p><b>JH</b></p>

<p><b>6.3</b></p>	<p>Details of current named link governors had been circulated to all governors prior to the meeting. Governors were reminded of the importance of meeting regularly with their named link school counterpart. It was also noted that some subject leaders attend the Curriculum Committee meeting, and that this is good Continuing Professional Development (CPD) for them to have that level of monitoring from governors. Governors' attention was drawn to the fact that Safeguarding and Child Protection, and Special Educational Needs and Disability (SEND), both require a minimum of two governors, and that there is a lot of crossover between these two areas so it is good to have a governor who understands both. The LA provide particularly useful and specific CPD aimed at governors that assume those responsibilities, including what activities they should undertake in these roles, and what questions they should ask the Senior Leadership Team (SLT). Governors were advised to consider their current roles, and JH will then communicate this to the LA. SS had already advised that she would assume the role of Curriculum/Standards named link governor.</p>	<p>JH</p>
<p><b>6.4</b></p>	<p>Blank skills audit forms had been circulated to all governors prior to the meeting for them to complete. Governors noted that the skills audit links into their link governor responsibilities and helps to identify any CPD needs. JH will collate the completed forms, file them in the Minute Book and complete the skills audit matrix.</p> <p style="text-align: center;"><i>(JD left the meeting at this point)</i></p>	<p>JH</p>
<p><b>6.5</b></p>	<p>The delegation to committee documents (curriculum, premises, admissions, and pay) and the Finance &amp; Resources Committee Roles &amp; Responsibilities document had been circulated to all governors prior to the meeting. Any committee membership changes will be made. The cheque signatories in the Finance Roles and Responsibilities document under 'Administration' (2) on page 7 had been updated. Governors approved these documents.</p>	
<p><b>7</b></p>	<p><b>CHAIR'S REPORT</b></p> <p><b>7.1</b> AB's written report had been circulated to all governors prior to the meeting. Highlights included:</p> <p><b>7.1.1 Diocesan Initiative</b></p> <p><b>7.1.1.1</b> A meeting chaired by Dr Simon Hughes (SH) (Diocesan Schools Commissioner) regarding Southwark Catholic schools in Richmond, had been held via Zoom videoconference on 11/11/20 and had been attended by AB, CHo, CHu, AMW and FK. It was noted that in Richmond, three schools are in the Southwark diocese and three are in the Westminster diocese. The Chairs of Governors and Headteachers from St Osmund's Catholic Primary School in Barnes, and St Elizabeth's Catholic Primary School in Richmond (the two other schools in the Southwark diocese) had also attended. Governors noted that it was St Osmund's that had requested the meeting. The purpose was to look at the future direction of Catholic schools alongside diminishing priest numbers, and consider viability, ie how we can work together to safeguard primary Catholic education. All three schools explored what they might want to do, ie how they could all work together, and whether it would be beneficial to staff development, finances, etc. SH wanted the governing boards of these three schools to discuss this issue and come back to him with a response as to whether they wanted to work together, and how, ie would it be a loose collaboration, would it be a federation (hard or soft). In a hard federation there would</p>	

<p><b>7.1.1.2</b></p> <p><b>7.1.1.3</b></p> <p><b>7.1.1.4</b></p>	<p>only be one governing board whereas in a soft federation each school would retain its own individual governing board. St Osmund's and St Elizabeth's governing boards are meeting next week, and then the following week, the three Chairs of Governors will have a virtual meeting, following which individual Chairs will feed back to SH whether or not their governing board wishes to pursue any form of collaboration.</p> <p>Governors then considered whether, in respect of the new Education Inspection Framework, any collaboration would be positive for the school. The quality of education is supposed to represent a quarter of the judgement of a school, but it really is the main priority. There could be benefits for the school, as with a broad, balanced curriculum, all three schools are doing the same piece of work, and there are not enough teachers to be subject leaders. CHu and others are undertaking a lot of CPD which is an opportunity to raise standards and increase wellbeing. Staff are also open and want to improve and develop. There would be economic advantages to collaboration, and there would be strength in numbers, as well as critical friends to support self-evaluation, of which performance development, behaviour and attitudes all form a part. It was also acknowledged that marketing a one-form entry school was difficult to achieve alone. However, the school would like to still have a separate identity, ie though they share the same Catholic mission they are distinct schools. Though the prospect was exciting there was a capacity issue in terms of logistics, timing, distribution of responsibilities and ownership, in these pandemic times, as it places an extra burden on the school and its staff, eg meeting face to face is easier than via Zoom. In terms of building relationships it was not a good time and the concern was that the question of academisation might be the end point, ie if the school doesn't reach an understanding it will be forced into a multi-academy trust (MAT). If the school is part of a soft federation then it is left vulnerable to that prospect.</p> <p>It was noted that staff development and educational aspects needed to be captured, and that the timing of this proposal seemed strange, eg rushed and badly managed, with no presentation, case studies, etc from the diocese. The governing board agreed that they had a strong interest in the proposal, and that a pathway could be put together to define the future of the school, probably forming a federation with the two other schools so that the school is ahead of any government push, and it was acknowledged that economies of scale were needed in the near future.</p> <p style="text-align: center;"><i>(FK left the meeting at this point)</i></p> <p>Governors were then advised that variations of this proposal had been mooted before, representing opportunities that could have been seized, yet they had all come to nothing, despite best intentions. Even though a Memorandum of Understanding (MoU) that outlined a Consultant Headteacher position had been drawn up, and recruiting for joint Finance Officers had taken place, none of these initiatives had succeeded. The MoU had been brokered by the diocese, with many false starts, but it was important to try to not be influenced by that. Michelle Lunney, the Headteacher of St Osmund's, and SH, were both new in post, but the discussion about MATs in the Richmond borough had been taking place for about ten years. The meeting was advised that the new Archbishop will have his own influence on the agenda. AB advised that the minutes of this meeting from the diocese, along with the 'Lines of Sight' document mentioned therein, could be shared with the governing board. Governors agreed that they would be open to the idea.</p>	
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<p><b>7.1.2</b></p> <p><b>7.1.3</b></p> <p><b>7.1.4</b></p>	<p><b>Admissions</b></p> <p>On 1/10/20 the completed Request for Variation form from the diocese was emailed back to the diocese who were collating the forms from all schools and forwarding them onto the OSA by their 5/10/20 deadline. On 12/11/20 the OSA emailed their Declaration to CHu, AB, Daniel Coleman (the diocese's Adviser for Religious Education and School Standards), and Hatija Dhalla (HD) (AfC's Head of Admissions and Fair Access) giving the adjudicator's wording for the variation to the admissions arrangements for 2021-22. This Declaration had been circulated to all governors, and this wording now forms the school's Addendum to the Supplementary Information Form for admissions 2021-22 and has been published on the school's website.</p> <p><b>Single Central Record</b></p> <p>The termly Single Central Record monitoring checklist completed by AB on 12/10/20 had been circulated to all governors prior to the meeting.</p> <p><b>Governors' Maintenance Fund (GMF)</b></p> <p>On 2/10/20 AB sent a letter and Gift Aid form to all parents/carers asking them to consider contributing to the Governors' Maintenance Fund. £1300 had been received from the Inland Revenue in Gift Aid claims, bringing the GMF total to just over £2100, however three more years' worth of Gift Aid claims still need to be made. It was envisaged that the target amount for the website refurbishment will be reached.</p>	
<p><b>8</b></p> <p><b>8.1</b></p> <p><b>8.1.1</b></p> <p><b>8.1.2</b></p> <p><b>8.1.3</b></p>	<p><b>HEADTEACHER'S REPORT</b></p> <p>CHu's written report, School Development Plan 2020-21, COVID-19 Visitor Information Sheet, and letter from OFSTED of 3/11/20 had been circulated to all governors prior to the meeting. Governors noted that the format of this report will be changed to form one strategic document for them, with more obvious monitoring being done, and will provide answers to a lot of questions, eg those in the School Improvement Partner (SIP) reports. Highlights included:</p> <p><b>Attendance (page 1)</b></p> <p>The school roll is down; like most local schools the school has lost pupils during the pandemic to relocation, and a small number have left for other schools, which needs to be addressed. PPG numbers have risen slightly. Black, Asian and minority ethnic (BAME) and English as an Additional Language (EAL) groups information give a flavour of the demographic make-up of the school. It was acknowledged that the attendance figures are useful, and the good news is that although it is not as high as this time last year, given the current circumstances, 97% is a pleasing average. Attendance by class illustrates that there are a small number of children who have persistently low attendance which the school is trying to counteract by calling the families directly, and writing follow up letters. This is the reason why attendance is where it is.</p> <p><b>SEND (page 2)</b></p> <p>Numbers are up significantly, as is the level of need. This is all to do with new joiners, and the increased identity of specific needs this term. It is something to be aware of as it came up in the SIP report as an area of focus as the profile of SEND in the school is increasing and changing.</p> <p><b>Pupils' Contributions to School Life (page 2)</b></p> <p>This keeps governors informed about what the school is doing.</p>	

<p><b>8.1.4</b></p>	<p><b>Secondary School Transfer (page 3)</b> The school had had to write about two families' extenuating circumstances. The Independent Schools Examination Board exams were taking place in school next week, which meant extra work for the school. Due to the pandemic this was preferred rather than the children going out to so many different secondary schools and had to be carried out in a very controlled environment. It was acknowledged that some parents want their children to be prepared for private school entry. All applications for secondary school had now been made.</p>	
<p><b>8.1.5</b></p>	<p><b>Staff (page 3)</b> With regard to the two new teachers, parents are increasingly asking questions about staff mobility, yet the staffing complement is very static; one teacher had left the school, and the other vacancy was created because CHu had been appointed Headteacher. There were also two new support staff, and all new staff members were settling in well and making excellent contributions to school life. It was acknowledged that other schools are struggling with staff absence, yet St Mary Magdalen's was not, which is a credit to the staff. Teaching Assistants have been exceptionally good, and although a support staff member had suffered a bereavement the school was trying to keep moving forwards. Staff would like a letter or card from the SLT and governors and it was agreed that governors would email CHu a picture of their signature so that all governors' signatures can be included in cards to all staff.</p>	<p><b>ALL</b></p>
<p><b>8.1.6</b></p>	<p><b>School Development Plan (SDP) (page 5)</b> CHu will RAG-rate this which governors agreed would be particularly useful. CHu and MF had written the SDP, however, it was acknowledged that this was not best practice, and going forward there will be much more collaboration with governors which should mean that everyone knows what is being done and how to work towards this.</p>	
<p><b>8.1.7</b></p>	<p><b>CPD (page 6)</b> Staff are taking the initiative to develop their own CPD as they are keen to develop themselves, particularly when it directly involves the children. Moving forwards, a lot more discussion will focus on CPD as it is important. Governors noted that the summer term 2020's Head's report was RAG-rated for each subject, giving details about CPD and its impact.</p>	
<p><b>8.1.8</b></p>	<p><b>Collective Worship/Catholic Life of the School (pages 9-10)</b> This is what would be looked at in a diocesan inspection. AMW has been incredibly supportive, and the school is still managing to come together to have collective worship, with class worships planned to be filmed. Governors noted that the Remembrance Service video recently circulated was lovely.</p>	
<p><b>8.1.9</b></p>	<p><b>Premises/Financial Management (page 11)</b> These are issues being carried out to try and improve the school's roll. A plea was also made to sign up to the petition 'Fully fund schools for COVID-19 costs and provide relief for loss of income' at: <a href="https://petition.parliament.uk/petitions/555718">https://petition.parliament.uk/petitions/555718</a> as there is not a lot of pre-COVID income.</p>	
<p><b>8.1.10</b></p>	<p><b>Ofsted and Health &amp; Safety (page 12)</b> Ofsted have been carrying out a national programme of visits to schools to build a picture of how education in England is recovering after the COVID-19 lockdown. On</p>	

	<p>13/10/20 they visited the school. The inspectors based on site on that day did not move around the school and wore masks, as the school requests all visitors to do. They did not observe lessons, or speak to children, parents, or governors. It was merely an opportunity for the school to share what they have, are and will be putting in place to support their pupils and their community. It was not an inspection and the inspectors did not provide any evaluation or graded judgement.</p> <p><i>Q: How is the development of the virtual tour coming along?</i></p> <p>A: Unfortunately, the school does not look so good at the moment as instead of being in groups all tables are in rows, and playground equipment is taped off. However, Antony Cooper (AC), Owner of Firefly Digital Marketing Limited, who manages the school's website, has good ideas about how to promote the school on a whole page of the website. CHu still believed that individual families could visit for a tour, for example when the children have left at the end of the school day.</p> <p><i>Q: The first table, about pupils and all groups is really helpful. The section on staff wellbeing is good to have as it focusses the mind on it. However, as SEND is one of the key priorities in the SIP is there any SEND CPD on the horizon for next term?</i></p> <p>A: Yes, quite a bit has been done already but the school is having an external provider come into school with Sarah Herbert (AfC's Lead School Improvement Adviser (SEND)) to deliver specific CPD on autism spectrum disorder (ASD), eg getting systems in place, and this will be quite valuable. Quality First Teaching (QFT) is all related to educational needs. In the spring term the school will be looking at what they are actually implementing and what is its impact on the children. MF, CHu and Wendy Burns, the schools Inclusion Coordinator, have undertaken a lot of CPD.</p>	
<p><b>9</b></p> <p><b>9.1</b></p> <p><b>9.2</b></p>	<p><b>SAFEGUARDING AND THE SINGLE CENTRAL RECORD</b></p> <p><i>Keeping Children Safe in Education (2020)</i> had been circulated to all governors prior to the meeting. They are required to read Parts 1 and 2 and Annex A; the Safeguarding and Child Protection named link governor (AB) being required to read the entire document. They will advise JH when they have done so and she will then add their 'signature' to the signature sheet to confirm this, and file it in the Minute Book.</p> <p>The Safeguarding and Child Protection Policy had been circulated to all governors prior to the meeting. It had been updated to reflect <i>Keeping Children Safe in Education (2020)</i>, other LA guidance, and school personnel details. Governors approved this policy.</p>	<p><b>JH</b></p>
<p><b>10</b></p> <p><b>10.1</b></p>	<p><b>SIP REPORTS</b></p> <p>The summer and autumn term SIP reports (dated 9/7/20 and 5/10/20 respectively) had been circulated to all governors. Governors agreed that questions arising from these two reports would be addressed at the next Curriculum Committee meeting.</p>	<p><b>SS/CHu</b></p>
<p><b>11</b></p> <p><b>11.1</b></p> <p><b>11.1.1</b></p>	<p><b>COMMITTEE REPORTS</b></p> <p><b>CURRICULUM COMMITTEE</b></p> <p>The minutes of the Curriculum Committee meeting held on 4/11/20 had been circulated to all governors prior to the meeting.</p>	

<b>11.1.2</b>	The committee discussed the five SDP targets, which CHu wants to be more of a collaboration in future, having been worked on this year by CHu and MF:
<b>11.1.2.1</b>	<p><b>Deepening Community Wellbeing (Cultivating Community Cohesion)</b></p> <p>This is quite a lot to do with COVID-19 as digital systems are being used for assemblies and lessons, trying to bring the community together, eg MF had carried out online assemblies. This all helps with the wellbeing of the children and staff.</p>
<b>11.1.2.2</b>	<p><b>Extending a Bespoke Curriculum (Building a Bespoke Curriculum)</b></p> <p>Ofsted are very keen on this however due to COVID-19 the school was working on a catch-up curriculum as the children had missed so much. Assessment shows the gaps in basic learning, and teachers are adopting a 'bottom up' approach. The curriculum following catch-up is now very much on everyone's agenda.</p>
<b>11.1.2.3</b>	<p><b>Developing a Dynamic Digital Provision (Cultivating Community Cohesion, Building a Bespoke Curriculum, Eco-Schools)</b></p> <p>The school website is in the process of being updated so this is an area being improved. Online learning is, however, constantly evolving, and teachers sent out a questionnaire to parents/carers on Google Forms.</p>
<b>11.1.2.4</b>	<p><b>Expanding Leadership of Learning (Cultivating Community Cohesion, Building a Bespoke Curriculum, Growth Mindset)</b></p> <p>The SIP carries out termly evaluations and suggested greater roles for middle leaders and subject leaders, cascading to others, eg NQT's and TA's. CHu had created two comprehensive documents on subject leaders' roles and responsibilities giving guidance on how this links to their performance management and SDP, and how it impacts learners.</p>
<b>11.1.2.5</b>	<p><b>Exploring Metacognition and Self-Regulation (Building a Bespoke Curriculum, Growth Mindset)</b></p> <p>SS and CHo had attended the LA CPD event 'Primary Curriculum – Overview for Governors' yesterday, and there were a lot of buzz words about this term. Basically, it is about how children learn how to learn, and the behaviours that help them to learn and take responsibility. Again, this is an area that Ofsted are focusing on.</p>
<b>11.1.3</b>	<p><b>Assessments</b></p> <p>A few gaps had been identified due to COVID-19, and a lot had been impaired. Teachers were working on basic skills, and some children were getting help from their parents/carers as they were not used to working independently. There was curriculum catch-up funding from the government, however some schools teach so narrowly, eg to the SATs and phonics screening, so a broader curriculum was required and governors need to have a great deal of knowledge of what subjects the school is teaching, and how, and the impact of teaching methods on their learners. In yesterday's CPD session (see 11.1.2.5 above) there was discussion about what is being taught, and why, but the school website needs to show curriculum intent, ie for each subject the school has to show not just the knowledge required at each level, but also the skills expected, illustrating it in depth, and communicate this to the parents/carers.</p>
<b>11.1.4</b>	<p><b>Religious Education (RE)</b></p> <p>The school is managing to give the children timetabled hours for RE. AMW is coming into school and working on individual topics in each class. With assemblies as well, all is</p>



	being covered.	
<b>11.1.5</b>	<p><b>Relationships and Sex Education (RSE) Policy</b></p> <p>The Relationships and Sex Education Policy (RSE) had been circulated to all governors prior to the meeting and had been approved by the committee on 4/11/20. CHu will check if parent/carer consultation is required for this policy.</p>	<b>CHu</b>
<b>11.2</b>	<b>FINANCE &amp; RESOURCES COMMITTEE</b>	
<b>11.2.1</b>	The minutes of the Finance & Resources Committee meetings held on 25/9/20 and 13/11/20 had been circulated to all governors prior to the meeting. The confidential minutes of the 25/9/20 meeting are held separately.	
<b>11.2.2</b>	<p><b>Budget Monitoring</b></p> <p>This is always the main agenda item for the committee. At the beginning of the financial year (1/4/20) the school started with a revenue balance of £33,773 carried forward from last year. Now as we come to the end of the eighth month of the year, we are looking at an in-year surplus of approximately £20,000. In other words, we are looking to spend c.£20,000 less than our income this year, so we should have about £54,000 to carry forward to next year. Income is down on, eg lettings, parental contributions, etc. This is offset by some catch-up funding now being received in tranches from the government of £80 per pupil, so around £20,000 in total, the purpose of which is to fund the catch-up costs. However, there will be no more to come after this to offset COVID-19 costs. Next year's budget should be relatively healthy but looking to the future we are beginning to see the effects of a falling school roll. When the Y6 additional class is lost and the school is down to eight classes instead of nine after many years, the census in January 2022 will start to show a more challenging financial situation. The next meeting of the committee in February 2021 will look at budget planning for the next financial year.</p>	
<b>11.2.3</b>	<p><b>Governors' Allowances Policy</b></p> <p>The Governors' Allowances Policy had been approved by the committee. It is always the intention of the governing board to be inclusive, ie not discriminate against governor candidates regarding eg childcare costs, so this policy offers a degree of flexibility.</p>	
<b>11.2.4</b>	<p><b>The Key for School Governors</b></p> <p>This is a set of online resources; a version of The Key for School Leaders but specifically aimed at governors. The school will now be subscribing to both versions, which will attract a discount on both these great, accessible resources.</p>	
<b>11.2.5</b>	<p><b>GMF</b></p> <p>There had been a good response in voluntary contributions from c.60 families. CHu has ideas about how to promote this in future to make it more inclusive. Governors were reminded that though contributions are voluntary, they are necessary as the school has 10% liability as a church school to raise funds. It was, therefore, important to make parents feel responsible and contribute.</p>	
<b>11.2.6</b>	<p><b>Headteacher's Performance Management</b></p> <p>On 7/10/20 AB and CHo undertook performance management of CHu with Jenell Chetty, the school's SIP. A mid-term review will take place in February 2021.</p>	<b>AB/CHo/ CHu</b>

<b>11.3</b>	<b>PREMISES COMMITTEE</b>	
<b>11.3.1</b>	Since the last full governing board meeting the committee had not met.	
<b>11.4</b>	<b>ADMISSIONS COMMITTEE</b>	
<b>11.4.1</b>	The minutes of the Admissions Committee meeting held on 4/11/20 had been circulated to all governors prior to the meeting.	
<b>11.4.2</b>	<b>Admissions Arrangements 2022-23</b> The Admissions Policy, Supplementary Information Form, and Register of Interest Form for admissions 2022-23 had been previously circulated to all governors. Governors approved these documents.	
<b>11.4.3</b>	On 5/11/20 JH had responded by email to HD's letter of 7/10/20 regarding consultation and determination for admission arrangements 2022-23 to confirm that the school will not be consulting on any changes to its admissions arrangements for 2022-23, and enclosed a copy of the school's admissions arrangements for 2022-23 along with relevant supplementary forms which were approved by the Admissions Committee on 4/11/20. Governors approved these documents, and they will be published on the school website.	
<b>11.4.4</b>	The meeting noted that the school last consulted on admissions arrangements in 2019-20 for admissions in September 2021. As the rule is that unless there are changes which require consultation, admissions authorities only need to consult every seven years, unless the school proposes any changes in the meantime, it will not need to consult on its admissions arrangements until 2026-27 for admissions in September 2028.	
<b>11.5</b>	<b>PAY COMMITTEE</b>	
<b>11.5.1</b>	Since the last full governing board meeting the committee had not met.	
<b>12</b>	<b>WEBSITE AUDIT</b>	
<b>12.1</b>	On 11/10/20 CHo had carried out an audit of the school website using the London Grid for Learning (LGfL) template dated September 2020. Basically, this ensures that the school is carrying out its statutory responsibilities, however it was noted that some information on the website needs refreshing.	
<b>12.2</b>	On 14/10/20 CHu, CHo and FK met with AC, who had designed the school website some twelve years ago and was now revamping it. The process of building the site was underway. It was hoped to 'softly' launch it in December and then populate the content. It was envisaged that school staff would be able to alter content themselves.	
<b>12.3</b>	A governor advised that guidance as to what schools must publish online had been updated on 12/11/20 on the gov.uk website, thus: <a href="https://www.gov.uk/guidance/what-maintained-schools-must-publish-online?utm_source=dcd7d030-97e3-4dd7-a1c6-a5e0c1ad83d5&amp;utm_medium=email&amp;utm_campaign=govuk-notifications&amp;utm_content=weekly">https://www.gov.uk/guidance/what-maintained-schools-must-publish-online?utm_source=dcd7d030-97e3-4dd7-a1c6-a5e0c1ad83d5&amp;utm_medium=email&amp;utm_campaign=govuk-notifications&amp;utm_content=weekly</a>	

<p><b>13</b></p> <p><b>13.1</b></p> <p><b>13.2</b></p>	<p><b>TERM DATES 2021-22</b></p> <p>The term dates for 2021-22 had been circulated to all governors prior to the meeting, and governors approved them. They will be published on the school’s website.</p> <p>CHu advised that she wished to change the Inset Day in May 2021 from 21/5/21 to 28/5/21, ie the last Friday before half term. Governors agreed that this was the normal day for this Inset Day so approved this change. CHu will advise all parents/carers accordingly and publish on the website.</p>	<p><b>CHu</b></p> <p><b>CHu</b></p>
<p><b>14</b></p> <p><b>14.1</b></p> <p><b>14.1.1</b></p> <p><b>14.1.2</b></p> <p><b>14.1.3</b></p>	<p><b>GOVERNOR CPD</b></p> <p>Since the last full governing board meeting the following online CPD had taken place:</p> <p><b>LA</b>  <i>Anna Brown:</i>  The Performance Management of the Headteacher – 23/9/20  <i>Josh Desouza:</i>  New Governors – Understanding Your Role Parts 1 and 2 – 23/11/20 and 26/11/20  <i>Chris Hopkins:</i>  The Performance Management of the Headteacher – 23/9/20  Focus on new government PPG provision and your monitoring role – 29/9/20  SEND for Governors Parts 1 and 2 – 8/10/20 and 15/10/20  Health &amp; Safety for Governors – 22/10/20  Equality Matters – Are We Compliant? – 3/11/20  Unconscious Bias and its Potential Impact in Schools – 10/11/20  Monitoring Well-being as part of Relationship, Sex and Health Education – 17/11/20  Primary Curriculum – Overview for Governors – 25/11/20  <i>Serena Sexton:</i>  Focus on new government PPG provision and your monitoring role – 29/9/20  EIF Briefing: Introduction for Governors – 13/10/20  Monitoring Well-being as part of Relationship, Sex and Health Education – 17/11/20  Primary Curriculum – Overview for Governors – 25/11/20  <i>Jan Hopkins:</i>  Clerk’s Briefing – 24/11/20</p> <p><b>Diocese</b>  <i>Anna Brown:</i>  Faithful Governance (Firm Foundations) – 6/10/20  Appointing Foundation Governors -16/10/20  <i>Francis Keeling:</i>  Faithful Governance (Firm Foundations) - 24/11/20</p> <p><b>Educare (TES)</b>  <i>Fr Adrian McKenna-Whyte:</i>  Child Exploitation Level 2 – 17/7/20  Mental Capacity Level 2 – 17/7/20  Child Protection Level 2 – 19/7/20  Online Safety Level 2 – 19/7/20  Safeguarding Adults Level 2 – 19/7/20</p>	

<b>14.2</b>	Governors had also been signposted to the latest Governance Handbook and Competency Framework for Governance: <a href="http://www.gov.uk">Governance handbook and competency framework - GOV.UK (www.gov.uk)</a> , as well as the weekly email update from the DfE in order to keep up to date with education policy and statutory guidance for schools: <a href="https://www.gov.uk/email-signup?link=/government/organisations/department-for-education">https://www.gov.uk/email-signup?link=/government/organisations/department-for-education</a> .	
<b>15</b>	<b>ANY OTHER BUSINESS</b>	
<b>15.1</b>	Governors responded to the question: How are we improving outcomes for the children?	
<b>15.1.1</b>	Governors are undertaking a lot of CPD, particularly in the areas of Safeguarding and SEND. They are also scrutinizing the Single Central Record termly.	
<b>15.1.2</b>	The Curriculum Committee are monitoring the tailored curriculum.	
<b>15.1.3</b>	Governors' CPD is informing how they ask questions and hold school leaders to account.	
<b>15.1.4</b>	There is an appetite for looking to the future, and collaboration with two other locality diocesan schools, thus safeguarding the provision of Catholic education in the area.	
<b>16</b>	<b>DATES OF NEXT MEETINGS</b>	
<b>16.1</b>	The next full governing board meetings will be as follows: - Thursday 11/3/21 - Wednesday 23/6/21, as the budget requires full governing board approval by 30/6/21.	
<b>17</b>	<b>CLOSING PRAYER</b>	
<b>17.1</b>	The meeting ended at 8.35pm with a prayer led by AMW.	

*Anna Brown*

Signed: \_\_\_\_\_  
**Anna Brown, Chair of Governors**

Date: 11 March 2021