

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 11 March 2021 at 6.30pm

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	Celine Carter-Smith (CCS)	1/2/25
	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
Local Authority (LA) (1)	Governing Board	Sheila Butterly (SB)	25/11/24
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: 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	APOLOGIES AND OPENING REMARKS	
2.1	There were no apologies.	
2.2	LO was welcomed to his first meeting as a Foundation Governor since his re-appointment on 17/12/19.	
2.3	CCS was welcomed to her first meeting as a Foundation Governor since her appointment on 2/2/21.	
2.4	SB was welcomed to her first meeting as a LA Governor since her appointment on 26/11/20. <i>(CT joined the meeting at this point)</i>	
3	DECLARATIONS OF INTEREST	
3.1	There were no declarations of pecuniary or personal interest for this meeting.	

<p>4</p> <p>4.1</p> <p>4.2</p> <p>4.3</p>	<p>MINUTES OF LAST MEETING AND MATTERS ARISING</p> <p>The draft minutes of the full governing board meeting held on 26/11/20 (Appendix 4.1) had been circulated to all governors prior to the meeting.</p> <p>A governor asked if it was appropriate for these minutes to be published on the school website. Governors had agreed at the full governing board meeting on 5/2/15 to publish finalised full governing board meeting minutes on the school website. It was considered that the minutes of 26/11/20 did not contain anything confidential, and in the spirit of continuing to be open and transparent, these, and future finalised full governing board meeting minutes would continue to be published on the school website.</p> <p>JH will add an electronic version of AB’s signature, and today’s date, to these minutes and file them in the Minute Book.</p>	<p>JH</p>
<p>5</p> <p>5.1</p> <p>5.1.1</p>	<p>CHAIR’S REPORT</p> <p>AB’s written report (Appendix 5.1) had been circulated to all governors prior to the meeting. Highlights included:</p> <p>Diocesan Initiative for Federation/Academisation</p> <p>Chairs of Governors from St Mary Magdalen’s, St Osmund’s, and St Elizabeth’s had met several times on this subject, and Headteachers of these schools had also had similar meetings. It was acknowledged that a more strategic vision would be reached if more governors were involved, and CHo and FK had both expressed an interest in being part of the strategic group. Single stream entry schools were going to be vulnerable with a falling rate of children in the primary age group. There now was a lot of local provision that had not been available twenty years ago so there was more parental choice. The three schools working together collaboratively might yield cost savings, and the Bishops had expressed their wish that the three schools work closely together and have more formal links. Having attended the previous meeting before Christmas, Dr Simon Hughes (SH), Diocesan Schools Commission at the Archdiocese of Southwark, had been invited to attend the most recent meeting of the three Chairs of Governors.</p> <p>Q: Are the Chairs of Governors, and Headteachers of the other two schools, thinking the same thing, ie do they want to get ahead and be proactive?</p> <p>A: The Chairs of Governors are very keen to work collaboratively, as are the Headteachers, ie they are keen to have an umbrella of Catholic schools. In order to make an academy viable for the diocese it would need a roll of 3000, however the diocese were now indicating that they would not say no to three small schools forming a partnership. The diocesan boundary is close due to the river, and St Richard Reynolds Catholic College in Twickenham would not be able to be incorporated due to this boundary. As there was a lot more uncertainty people are now more engaged and want to move the process forward, and although it would involve a lot of work it means that something totally unique could be achieved that meets the needs of the school and community. The more people are involved the more real it will become and more likely to be successful and impact the children positively. This in turn motivates people to continue further. It is now a “when” rather than an “if”. It was expected that the government would make an announcement about moving forward with academisation sometime from next</p>	

	<p>month onwards. The other two Chairs of Governors had wanted a maximum of nine people involved in the process but AB had asked for more. AMW was happy to be represented by Monsignor Canon James Cronin, Parish Priest of St Osmund's, and it was agreed that it was important that the parish was represented. These arrangements were agreed by the full governing board meeting and AB will convene a meeting of the strategic group in the summer term.</p>	AB
<p>5.1.2</p>	<p>Governor CPD</p>	
<p>5.1.2.1</p>	<p>Many governors had recently undertaken CPD since the last full governing board meeting. This helps ensure they are meeting their responsibilities more effectively. SS had recently undertaken the CPD sessions "Developing Chairing Skills" and was invited to report to the full governing board on these sessions.</p>	
<p>5.1.2.2</p>	<p>SS advised that these sessions were aimed at all governors who chaired committees or governing boards and had taken place over two evenings the previous week. It had been interesting, focusing on the structures of committees rather than chairing actual meetings. It highlighted the fact that governors should really work as a team, with the committees working as a collaboration of governors. Committee Chairs had been advised to look at CPD available from both the LA and other sources and advise their committee governors as to what training would be beneficial for their committee. The sessions also highlighted that governors should endeavour to sit on at least two committees in order to spread the workload throughout the governing board and demonstrate their commitment to their role. This reinforces the governing board's Code of Conduct that all governors sign up to annually that they will sit on committees and undertake CPD, thus: "We will involve ourselves actively in the work of the board, and accept our fair share of responsibilities, serving on committees or working groups where required" and "We will participate in induction training and take responsibility for developing our individual and collective skills and knowledge on an ongoing basis and committing to refreshing our training every three years". The sessions had been very informative and interactive, with governors sharing their experiences.</p>	
<p>5.1.3</p>	<p>Governors' Maintenance Fund (GMF) Parent/carer contributions had been very good this year. Q: Is there any way of communicating this fact to parents/carers? A: Individual 'thank you' letters are always sent to those parents/carers who contribute. It was acknowledged that a more general 'thank you' could be written to all parents/carers which might also serve as a reminder to those parents/carers who had yet to contribute. AB will draft this and forward to CHu. Q: Might it be the case that contributions are higher this year because there has not been the opportunity for parents/carers to contribute to anything else in school this year due to the pandemic? A: Yes, this was definitely the case. It was acknowledged that it was illegal to make contributions mandatory, but it was considered that continuing to suggest different amounts was a good idea, as was making contributions something that parents/carers had to opt out of rather than opt in, advising that it was an essential revenue stream for the school that was really appreciated. It was agreed that post-National Primary Offer Day, ie 16/4/21 for admission to Reception 2021-22, a request for parent/carer contributions to the GMF would be included with the paperwork sent to them. A governor commented if parents/carers had not submitted a GMF contribution then SCOPAY, the school's online account system, showed in red that they owed it, which also served as a useful reminder. It was also</p>	AB/CHu

<p>5.1.4</p> <p>5.1.5</p>	<p>agreed that continuing to request £10 per month rather than £120 per year is a more attractive proposition.</p> <p>Headteacher’s Performance Management Meeting AB and CHo had met via Zoom videoconference with CHu on 9/3/21.</p> <p>Planned Governor Visits to the School This was difficult to manage during the current pandemic, but it was hoped to resume these soon. AB will discuss this with CHU.</p>	<p>AB/CHu</p>
<p>6</p> <p>6.1</p> <p>6.1.1</p> <p>6.1.2</p> <p>6.1.3</p>	<p>HEADTEACHER’S REPORT</p> <p>CHu’s report and appendices (Appendix 6.1) had been circulated to all governors prior to the meeting. Highlights included:</p> <p>School Roll This is slightly up on the start of the year as there has been a significant number of in-year admissions, with one more starting this week, so the school roll is now currently 236.</p> <p>School Stability Three children have recently joined Reception, and another child had arrived earlier this year, which has had an impact on the class. There is much more mobility, with four pupils across the school leaving soon due to relocation. Although the roll has climbed since the beginning of the year it is not envisaged that the school will get any fuller. The LA reports that Reception admissions are down on previous years, and the first preference for the LA and the locality is also down so there is a dip in the population. Working with LA advisers the school is looking at its diverse nature, tracking overlapping groups, broken down into SEND, PPG, BAME (Black, Asian and minority ethnic), EAL, noting that there is significant crossover in these groups, and it is important that their needs are met. CHu had been worked with Sarah Herbert (SH), Lead Education Adviser (SEND), and Dr Kathryn Kashyap (KK), School Improvement Adviser (EMA and PPG), at the LA to ensure their needs are met. CHu is also currently working with KK on racial justice. One significant issue to note is that there are now seven children with an attached social worker, which requires a significant amount of additional safeguarding work and practical measures to be put in place.</p> <p>Attendance Attendance is hard to monitor in the same way when it is carried out remotely, but registers were taken and it is pleasing to note that children did engage with the online learning, with just a few children proving difficult to reach despite every effort by the school. The attendance of this small minority will continue to be monitored, reaching out to the LA Education Welfare Service if necessary as they are very supportive to raise the attainment of the most challenging attendees, some of whom are at about 50%, which is rare, when the average is 97%. All children are now back in school with almost 100% attendance in the first four days. Q: Under BAME (page 3), the SIP had suggested seeing if there were any trends in these groups, eg PPG, EAL, however there are very small numbers in some of these groups to make any trends visible, so how can these types of pupils be monitored? A: When data analysis is carried out, all groups are looked at, however small. It may not give the correct impression, but it is difficult to call something a trend when it</p>	

	<p>represents such a small number. CHu will ask JC about this. The second largest group is described as any other white background yet there is no point looking at that group as one homogenised group but should look at it on a more granular level otherwise it is difficult to spot issues that impact on provision. CHu will ask KK about this as she is working with the school on an audit.</p> <p>Q: With regard to diversity, MF had set up an online library, with suggested library books reflecting diverse culture given such a high level of BAME (40%), so is there a reasonable percentage of books that reflect diversity?</p> <p>A: MF had tried to send a link to this to governors but unfortunately was unable to do so. She had chosen books that show a range of people from diverse backgrounds, including well-being books. She was in the process of mapping this and was keen to do this thoroughly and get the children involved.</p> <p>Q: Using as an example the book, <i>The Boy at the Back of the Class</i>, about a refugee, if children are from other countries, can this be incorporated into lessons?</p> <p>A: A Y6 book is set in Jamaica, and books were being considered that related to geography, eg Poland.</p> <p>Q: Are other schools experiencing the same types of movement in and out of the school?</p> <p>A: Other Catholic schools are reporting very similar experiences, ie children are moving out of the area, or back to their home country, rather than moving to private schools.</p> <p>6.1.4 Secondary School Places The table shows Y6 children who had been made offers. Three children had not received an offer of a school place from any of the six choices they had made. Some children had received an offer from their fifth choice school. The reality will become apparent after 26/3/21 when parents/carers have to accept school offers. After that date we will have a clearer picture of what that means for the children. Certainly, less children will move onto private schools.</p> <p>6.1.5 Admissions The school is cautiously optimistic. The LA advises that they have had more deferrals this year than ever before, where parents/carers are choosing to defer entry into Reception. The LA stance has changed over the least three years as previously they used to actively discourage people from deferring, declining applications or discouraging parents/carers so that they withdrew their applications but now they seem to approve all applications. Two children had applied for admissions in September who had deferred last year, and two have applied this year even though they are deferring, so it is certainly an ongoing trend.</p> <p>6.1.6 Staff One member of staff is relocating, but staff attendance on the whole is good.</p> <p>6.1.7 Staff Well-being Staff well-being is being progressed, but other options are always being considered. The Catholic schools RE Inset Day will take place soon virtually, hosted by St Edmund's Catholic Primary School in Whitton, where the focus will be well-being.</p> <p>6.1.8 Continuing Professional Development (CPD) This illustrates that a lot of CPD has taken place. Q: Last summer term there had been a wellness morning one Saturday. Could this</p>	CHu
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<p>6.1.9</p>	<p>perhaps take place again, involving both the school and the parish, with different activities that people can sign up to, eg a walk by the river, with families mixing. This would be a good way of joining back together. A: This is an excellent idea and CHu will investigate this.</p> <p>School Development Plan (Appendix 6.1) This has been RAG-rated and will be gone into in more detail under the Curriculum Committee report. Q: Regarding “Monitoring this term” on page 7 of the report, may governors see the questionnaires sent to parents/carers, with a breakdown of the results? A: The surveys carried out so far are very specific but a more general one will be done soon, for example asking about the SDP. It was originally planned for before Easter but rather than burden parents/carers any more than necessary it is intended to be done at the end of the half term rather than right at the end of the year, and the results will be shared with governors. Q: Could governors feed questions into the questionnaire? A: Yes, and the PTA Chair wants to get some information from parents/carers so this could all be put into the questionnaire. CHu will ask JC for some examples.</p> <p>6.1.10</p> <p>Enrichment Activities and Visits It is hoped that extra-curricular clubs will start again next year. Two residential trips have been booked. The Y6 trip is booked for 14/5 and the Y5 trip is before then because there is no availability later in the year. CHu will be sending a letter to parents/carers about these.</p> <p>6.1.11</p> <p>Physical Education and Sport This is continuing as best it can.</p> <p>6.1.12</p> <p>Premises/Financial Management Enhanced cleaning had taken place with the working hours of Adelino Lima (AL), Premises Manager, changed to enable him to be on site more frequently. He is also paid to work over the summer holidays. CHu and AMW had looked at the back of the school where there are graves sited with the hope that this area might be able to be redeveloped. One idea seen in another school had been a prayer garden. A bid for funding for lighting was also awaited but this work will need to be carried out over the summer. One classroom will be vacated when the Y6 additional class moves on at the end of the year.</p>	<p>CHu</p> <p>CHu</p> <p>CHu</p>
<p>7</p> <p>7.1</p> <p>7.2</p> <p>7.3</p>	<p>SAFEGUARDING AND THE SINGLE CENTRAL RECORD (SCR)</p> <p>The termly SCR check will take place soon.</p> <p>On 25/1/21 governors were advised of the update that had been made to <i>Keeping Children Safe in Education</i> (2020) to take account of changes to recruitment after the UK left the EU, and the update was circulated to them: https://www.gov.uk/government/publications/keeping-children-safe-in-education--2</p> <p>SEND Governors were reminded that they can sign up to the LA newsletter sent out occasionally, aimed at those who are interested in services for children and young people with special educational needs and disabilities in Kingston and Richmond by</p>	

	signing up at: https://surveys.achievingforchildren.org.uk/s/SENDKeepintouch/	
<p>8</p> <p>8.1</p>	<p>SIP REPORT</p> <p>The SIP Report dated 8/3/21 of the meeting held virtually on 8/2/21 (Appendix 8.1) had been circulated to all governors prior to the meeting.</p> <p>Q: With regard to the in-school support credits allocated each academic year to the school, of which the school appears to have used nine out of thirty so far, is this part of the Service Level Agreement (SLA) that the school has with the LA?</p> <p>A: Yes, quite a few LA people have been into school, and it was thought that more than nine credits had already been used. The school buys into a package with the LA, on top of which it can purchase time with AfC advisers, eg the SIP, Christina Wood (AfC Maths Adviser) and also advisers such as SH and KK (see item 6.1.2 above). Teaching Assistant training also uses up credits, and MF is also liaising with Debbie Thomas, AfC Lead School Improvement Adviser (English). However. it does seem as though the school never uses up its full allowance of thirty credits, and there had been a lot of discussion about whether it was worthwhile. With academisation, people often opt out of things like AfC and turn to using in-house resources, eg St Richard Reynolds had opted out of AfC almost entirely and provide their own training by liaison with other organisations, and their own large staffing capacity as a primary and secondary school who also have lots of administrative staff.</p> <p>Q: Regarding School Targets (page 8), why is KS1 Expected Standard in Writing slightly below the national target?</p> <p>A: This was the year before, when the cohort had quite a lot of high needs, particularly in writing which was relatively low. Since then, a lot has been put into writing development, looking at early intervention strategies in order to see a positive impact in KS1. Catch-up money will be used for this but it cannot be achieved in one academic year so we must strike a balance between having high expectations and what we can realistically achieve in a certain timeframe.</p> <p>Q: Regarding Key Priority 1 “To secure the SEND provision across the school” (page 5), the paragraph on SEND in the Head’s report (page 2 of that report) is an area being looked at this year where inroads are being made to look at SEND provision. Although the SIP asks if the school would benefit from an external SEND review, is it perhaps a bit early as school processes are only just being put in place? Might it be better to embed the provision and delay an external review until, say, the end of the next academic year?</p> <p>A: Yes, the school felt that an external review now will only tell the school what it already knows, especially as a very thorough audit had only just taken place so it would effectively mean duplicating work. SH had looked at the audit with the school and is assisting with the preparation of an action plan. There was a lot of pressure in this year, as so many Education, Health and Care Plans (EHCPs) were being applied for, however the LA is now being very resistant. Lots of children who are now back at school have fallen far behind, as are also exhibiting out of character behaviour but instead of giving these children space, there is a rush to try and obtain a SEND diagnosis. The LA was treating all applicants the same and adopting a ‘wait and see’ approach rather than expediting the process, on top of which no one is allowed to come into school, ie there can be no Educational Psychologist visits.</p>	

9	COMMITTEE REPORTS
9.1	CURRICULUM COMMITTEE
9.1.1	The minutes of the Curriculum Committee meeting held on 23/2/21 (Appendix 9.1) had been circulated to all governors prior to the meeting.
9.1.2	The status of SDP targets is assessed at each Curriculum Committee meeting. Last year CHu and MF came up with five priorities, and there had been good progress on the first three, ie Deepening Community Well-being, Extending a Bespoke Curriculum, and Developing a Dynamic Digital Provision. Community well-being had already been discussed under the Headteacher's Report (item 6 above). Digital provision had been progressed online, and a lot of work had been undertaken on the Bespoke Curriculum to do with lockdown and identifying gaps. There had also been a lot of work on subject leadership in school with a lot of inroads in curriculum areas. Exploring Metacognition and Self-regulation, ie giving children strategies to learn, was not a priority and would be revisited next year. Expanding Leadership of Learning had been covered in the subject leadership section.
9.1.3	Regarding the Catholic life of the school in lockdown, there had been online assemblies and now there were face-to-face bubble assemblies back-to-back on Monday mornings. AMW had provided reflections for the children to share with their families. He had come into school today and was coming back in in a couple of weeks' time. The parish newsletter also contained a list of family resources as well, providing a good link between the school and the parish.
9.1.4	MF spoke about staff managing online with blended learning. Teachers had been giving lessons to key worker children but also recording lessons for online classes. Staff had been very positive and keen to learn, upskilling themselves for the future.
9.1.5	In the autumn term MF had written action plans for each subject, subject leaders being all teachers, including CHu and MF, except the Newly Qualified Teacher. These plans set out the key priorities for the year with success criteria so it is a measurable document that can test if goals have been met.
9.1.6	Ofsted wants the school to provide a broad, balanced curriculum accessible to all, with the knowledge sequenced, and the learning building on previous years. It was acknowledged that some areas of the curriculum are not easily achieved via remote teaching, eg algebra to Y6, but will be addressed now the children are back in school. Some online programmes had been purchased to help children who were struggling, eg Widgit Online, for younger children, using symbols to help with dyslexia. A specialist dyslexia teacher comes into school two days a week and covers a whole class on Fridays.
9.1.7	The SIP could not come into school due to the pandemic, and monitoring could not be the same as previous terms, however book scrutinies were taking place and online lessons recorded so some feedback was being received. The spring assessment will take place soon in order to identify gaps and tailor the curriculum to meet these.
9.1.8	Writing was a difficult intervention to deal with because it involves a lot of skills and it was not possible to purchase an evidence-based programme. It had been greatly affected during lockdown but one catch-up idea had been to give the children a lot of

9.1.9	<p>short writing tasks across all subject areas.</p> <p>In the summer term, children might come into school half an hour earlier each day to undertake specific interventions. This was in line with the practice of other schools.</p> <p>Q: Would there be further catch-up support for dyslexia from the catch-up funding?</p> <p>A: The catch-up funding was for tutoring and had been intended to be used in Y2 and Y6, but not for dyslexia.</p>	
9.2	<p>FINANCE & RESOURCES COMMITTEE</p> <p>9.2.1 The minutes of the Finance & Resources Committee meeting held on 5/3/21 (Appendix 9.2) had been circulated to all governors prior to the meeting.</p> <p>9.2.2 The main business had been to review the draft budget plan for the coming financial year. The current projected carryforward is £43,826 at the end of the current financial year. There are uncertainties in terms of income and expenditure, but the best prediction is for a relatively healthy position, being £51,375 of revenue reserves projected for the end of the coming year, ie end March 2022, which is a testament to all staff in terms of managing expenditure within the school. This will be reviewed again in one week's time and needs to be submitted to the LA at the end of March. After the draft budget plan review at the end of March, the finalised budget plan needs to be approved by the full governing board before its submission to the LA at end of June.</p> <p>9.2.3 Governors' Maintenance Fund (GMF) AB had covered this in her Chair's Report.</p> <p>9.2.4 Whole School Pay Policy The draft Whole School Pay Policy (Appendix 9.17) had been circulated to all governors prior to the meeting. This policy is reviewed annually by the committee but requires full governing board approval. It has not changed for a number of years but is updated to reflect current pay scales. Governors approved this policy.</p> <p>9.2.5 Appraisal Policy for Teachers (Appendix 9.3) Appraisal Policy for Support Staff (Appendix 9.4) Capability Policy and Procedure, and template letters (Appendices 9.5/6) Disciplinary Policy and Procedure, and template letters (Appendices 9.7/8) Grievance Policy and Procedure, and template letters (Appendices 9.9/10/11/12) Sickness Absence Policy and Procedure, template letters and related documentation (Appendices 9.13/14/15/16) The drafts of the above polices, template letters and related documentation had been circulated to all governors prior to the meeting. They are reviewed every two years by the committee. They are template policies from the Catholic Education Service that can only have a minimum of personalisation to the school. Governors approved these policies, template letters and related documentation.</p> <p>9.2.6 Headteacher's Performance Management The mid-term review of the Headteacher's Performance Management was undertaken by AB and CHo on 10/3/21.</p>	

<p>9.3</p> <p>9.3.1</p> <p>9.3.2</p> <p>9.3.3</p>	<p>PREMISES COMMITTEE</p> <p>The minutes of the Premises Committee meeting held on 13/1/21 (Appendix 9.18) had been circulated to all governors prior to the meeting.</p> <p>The committee meeting had concentrated on the effects of the pandemic on the school, but also considered what needed to be done in the future. The focus had been mainly on how to manage the available space when the additional class is lost at the end of the academic year. Changing the usage of the current IT suite into an 'ideas' room with soft areas was an option that had been discussed. Also, the room next door to the library (currently the Y2 classroom) was considered the room that could offer the best alternative possibilities, eg with room for a partition that could be used for performances, etc.</p> <p>Health & Safety Policy (Appendix 9.19) CCTV Policy (Appendix 9.20)</p> <p>The above two policies had been circulated to all governors prior to the meeting. These policies had been reviewed and approved by the committee, and as they do not require full governing board approval, had been circulated for information only.</p>													
<p>9.4</p> <p>9.4.1</p> <p>9.4.2</p> <p>9.4.3</p> <p>9.4.4</p>	<p>ADMISSIONS COMMITTEE</p> <p>The minutes of the Admissions Committee meetings held on 26/2/21 (Appendix 9.21) and 2/3/21 (Appendix 9.22) had been circulated to all governors prior to the meeting.</p> <p>CHo had been Acting Chair of the Admissions Committee this term, and SB would be taking over chairmanship of this committee next term.</p> <p>26 children had put the school as their first choice. The committee had applied the oversubscription criteria in the school's Admissions Policy, considering applications supported by a completed Supplementary Information Form (SIF) (of which there were 53; non-Catholic applicants do not need to supply a SIF but would not be considered under the over-subscription criteria). Applicants included:</p> <table data-bbox="225 1384 1358 1619"> <tr> <td>Category 2 (baptised Catholic siblings attending Mass weekly):</td> <td>8</td> </tr> <tr> <td>Category 3 (baptised Catholic non-siblings attending Mass weekly):</td> <td>22</td> </tr> <tr> <td>Category 4 (baptised Catholic siblings attending Mass once or twice a month):</td> <td>2</td> </tr> <tr> <td>Category 5 (baptised Catholic non-siblings attending Mass once or twice a month):</td> <td>4</td> </tr> <tr> <td>Category 7 (other baptised Catholic children):</td> <td>3</td> </tr> <tr> <td>Category 9 (non-Catholic siblings):</td> <td>8</td> </tr> </table> <p>In the past there had been disappointment amongst sibling families applying, where the family is non-Catholic, resulting in their younger sibling not getting a place. The eight non-Catholic siblings are ranked and are down as far as place 47, which sounds like they will not get a place, but as there are 26 first choice applicants out of more than one hundred this means that there may be lots of children in this list for whom St Mary Magdalen's is not their first choice, so the 47th child on the list may well get into the class of thirty. The bulge class in Y2 was probably the reason for the quite high number of eighteen sibling applications. National Primary Offer Day is 16/4/21.</p>	Category 2 (baptised Catholic siblings attending Mass weekly):	8	Category 3 (baptised Catholic non-siblings attending Mass weekly):	22	Category 4 (baptised Catholic siblings attending Mass once or twice a month):	2	Category 5 (baptised Catholic non-siblings attending Mass once or twice a month):	4	Category 7 (other baptised Catholic children):	3	Category 9 (non-Catholic siblings):	8	
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9.5	PAY COMMITTEE	
9.5.1	Since the last full governing board meeting the committee had not met.	
10	GOVERNOR CPD	
10.1	Since the last full governing board meeting the following online LA CPD had taken place:	
10.1.1	Anna Brown 19/1/21: New to PPG Responsibilities 8/2/21 Focused Governor Visits	
10.1.2	Sheila Butterly 10/3/21: New Governors: Understanding Your Role Part 1	
10.1.3	Serena Sexton 2/3/21 and 4/3/21: Developing Chairing Skills	
10.1.4	Catie Terry 26/1/21: The Role of the Parent Governor 8/2/21 and 11/2/21: New Governors: Understanding Your Role Parts 1 and 2	
10.1.5	Jan Hopkins 15/1/21: Prevent Awareness (Home Office online) 25/1/21: Female Genital Mutilation: Recognising and Preventing FGM (Home Office online)	
11	ACCESSIBILITY PLAN 2021-2024 REVIEW	
11.1	The Accessibility Plan 2021-2024 (Appendix 10.1) had been circulated to all governors prior to the meeting. The Accessibility Plan outlines some of what the school does. Contributions are received from AfC, and the plan is implemented based on the children's needs but also the capacity of the school. It is reviewed every three years. Q: If a pupil had to use a wheelchair would ramps need to be used, or perhaps the class housed on the ground floor? A: Yes, some schools have lifts, but St Mary Magdalen's has a spacious ground floor with wide doorways so in practice this would never need to be a problem.	
12	HOW ARE WE IMPROVING OUTCOMES FOR THE CHILDREN?	
12.1	Governors responded to the question: How are we improving outcomes for the children?	
12.1.1	Much governor CPD was being undertaken, looking at specific areas, and improving the capacity for strong and effective governance. This ensured that governors were more likely to ask challenging questions and be a critical friend, all of which would have a good influence on children's outcomes.	
12.1.2	As the SCR was scrutinised each term, and as a safeguarding clause was always included in each recruitment advertisement, these all serve as barriers to unscrupulous applicants.	

<p>12.1.3</p>	<p>The full governing board encouraged open dialogue about, eg emotions, which was good for well-being.</p> <p>Q: Would the suggestion of appointing a BAME named link governor in the SIP report fall into the category of improving outcomes for the children?</p> <p>A: Yes, appointing a named link BAME governor would be good, and AB will endeavour to identify a suitable governor. It was acknowledged that it should be a governor who is not already a named link governor for a large sphere of interest, eg SEND, PPG.</p>	<p>AB</p>
<p>13</p> <p>13.1</p>	<p>ANY OTHER BUSINESS</p> <p>There was none.</p>	
<p>14</p> <p>14.1</p>	<p>DATE OF NEXT MEETING</p> <p>The next full governing board meeting will be as follows:</p> <ul style="list-style-type: none"> - Wednesday 23/6/21, as the budget requires full governing board approval by 30/6/21. 	
<p>15</p> <p>15.1</p>	<p>CLOSING PRAYER</p> <p>The meeting ended at 8.30pm with a prayer led by AMW.</p>	

Anna Brown

Signed: _____
Anna Brown, Chair of Governors

Date: 23 June 2021