

The London Borough of Richmond upon Thames

St Mary Magdalen's Catholic Primary School

Minutes of the Full Governing Board Meeting
held via Zoom videoconference on Thursday 10 March 2022 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	<i>Vacancy</i>	
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-Cotton (MFC)	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	Apologies had been received from JD, FK, LO and CT.	
2.2	The meeting was advised that the term of office of Josh Desouza ends on 13/3/22. Josh has been a Parent Governor since March 2018 and held the role of Premises Committee Chair. Governors expressed their great appreciation for his dedicated service to the school. The election for a new Parent Governor will take place in the summer term 2022.	CHu
3	DECLARATIONS OF INTEREST	
3.1	There were no declarations of pecuniary or personal interest for this meeting.	
4	MINUTES OF LAST MEETINGS AND MATTERS ARISING	
4.1	The draft minutes of the full governing board meetings held on 18/11/21 and 8/12/21 had been circulated to all governors prior to the meeting (Appendices 4.1/2). JH will	

	add an electronic version of AB's signature, and today's date, to these minutes and file them in the Minute Book.	JH
5	MULTI ACADEMY TRUST (MAT) STATUS UPDATE	
5.1	<p>The following documents had been circulated to all governors prior to the meeting (Appendices 5.1/2/3/4/5/6):</p> <ul style="list-style-type: none"> - Converting to a MAT – FAQ - Draft Letter of Intent - Academisation Action Plan - CES Model Scheme of Delegation - June 2017 - CES Model Table of Roles and Responsibilities – June 2017 - Apply to Convert Form 	
5.2	<p>Further to the suggested names for the proposed Catholic Education Trust (CET) circulated by Penny Pemberton (PP), Project Manager, and forwarded by AB to all governors on 4/3/22, three governors had suggested a name. CHo and AMW had voted for St John Henry Newman, and SB had put forward four names. The voting deadline for this is 11/3/22 however PP will extend this to 14/3/22 if someone else wants to cast a vote. Governors were advised to send any further suggestions to AB.</p>	ALL
5.3	<p>St Elizabeth's and St Osmund's are our local representatives, with Oona Stannard (Chair of Governors at St Elizabeth's) and Andy Cole (Chair of Governors at St Osmund's) on the smaller working party unless AMW wanted to join that as well. CHu had recently had a meeting with the Richmond Catholic Heads of St Elizabeth's and St Osmund's, and the local Catholic schools in Westminster, some of whom are proceeding as part of the Ascension Academy Trust going out to consultation on 17/3/22. This just reinforces the fact that this is the direction of travel all dioceses are going in. The feeling in Westminster is that the Ascension Academy Trust is being used as a model on which future academy trusts will be shaped essentially and which will attract other schools to the academy trust. Wandsworth deanery have also reached out to the group and want to be kept up to date regarding whether to form their own CET or to join us in what would still be a relatively small geographic area.</p>	
5.4	<p>It was acknowledged that the worst-case scenario would be if St Osmund's and St Elizabeth's became part of a CET that leaves St Mary Magdalen's completely isolated, financially challenged, and with a falling roll, so the school is far better being in than out as it would have a big financial impact. What happens during the process, ie whether you get your money back is irrelevant as all schools will contribute to the CET.</p> <p><i>Q: What are the financial implications of committing or not?</i></p> <p>A: All schools receive a £25,000 grant to undergo academisation which should more than cover due diligence, legalities, the actual process, etc. It is not just one amount of £25,000, all schools would pool the money and have a shared service. Going into the CET will be cost neutral for St Mary Magdalen's. St Agatha's and Richard Challoner are already Single Academy Trusts so they will not receive any funding but are still proceeding so the cost implication will not be huge. The Chair of St Osmund's, and of St Richard Reynolds – Andy Cole – stated that the school would still receive the money even if they decided not to proceed, although the school has said that it is unlikely that it would pull out. As the school is operating with a significantly reduced Senior Leadership Team (SLT), no School Business Manager (SBM), and wants a different specialist Music Teacher, it is more cost effective if the school is</p>	

	<p>part of a larger group of schools.</p> <p><i>Q: If April 2023 is the timeline, what will the 2023-24 financial year look like?</i></p> <p>A: There are bound to be some unknowns, with four Kingston primaries, three Richmond primaries, and one secondary. It was acknowledged that it was impossible to recruit an SBM unless you are part of a CET or MAT.</p> <p><i>Q: Would it be fair to say that following the meeting with St Elizabeth's and St Osmund's, that both these schools are committed to joining the CET?</i></p> <p>A: Yes, they are both aware that things are only going to become more challenging in the future. There was a lot of local competition with 84% of schools not sustaining an Ofsted 'Outstanding' judgement. It was considered that the Education Inspection Framework (EIF) was not designed for small schools to be outstanding, so becoming part of a CET means the school is far more likely to maintain that status. It was acknowledged that every single school in the locality which had recently been inspected had lost its 'Outstanding' status except for The Tiffin Girls' School in Kingston (report dated 13/10/21), so the school does not want to be one of the early schools to be downgraded. There had been a lot of difficulties and challenges, eg going into and coming out of the pandemic, Brexit, family situations, etc so there is much pressure on individuals in school and the local community but there is still more we can do to be supportive for one another whilst recognising the framework of inspection, and ensuring that staff do not feel they are letting anyone down or have failed. Governors agreed that AB should give the other potential CET members the impression that the school is supportive of continuing with their journey towards academisation.</p>	AB
<p>6</p> <p>6.1</p> <p>6.2</p> <p>6.3</p>	<p>CHAIR'S REPORT</p> <p>AB's written report had been circulated to all governors prior to the meeting (Appendix 6.1). Highlights included:</p> <p>Governors were informed that the number of COVID-19 cases was rising.</p> <p><i>Q: Would vaccinations be carried out in school?</i></p> <p>A: No, in clinics and vaccination centres. This had already commenced for the at risk 5-11 age group.</p> <p><i>Q: How would attendance off site for immunisation impact attendance?</i></p> <p>A: It does not as it is classed as a medical appointment.</p> <p><i>Q: What is being communicated about vaccinations?</i></p> <p>A: The school is raising awareness rather than saying what it thinks parents/carers should do. It is very much a personal choice; some parents/carers are happy to have their children vaccinated, and some parents/carers have never given their children any type of vaccine. If the LA publish a statement on this issue, then the school will forward it to parents/carers.</p> <p>Ofsted Key Questions governor online coaching session hosted by Jennell Chetty (JC), the school's School Improvement Partner, on 2/3/22</p> <p>CHo and SB attended, and AB and AMW attended for part of the time, a two hour coaching session via Zoom for the governors of the schools that JC works with around Ofsted and key questions on 2/3/22, aimed at the Chair and two to three further governors who the Chair thought would best represent the school in an inspection, focussing on questions and securing the evidence to support their responses rather than CPD on the EIF. Governors will get c.48hrs notice of the meeting with Ofsted but the school will obviously get considerably less notice of their visit. Governors were advised</p>	

	<p>that Ofsted will have one meeting with governors, typically at the end of day two of their visit, but they do not stipulate which governors it should be. This meeting will be for 30-45 minutes maximum duration. It will only continue for a maximum of one hour if Ofsted feels that the school is borderline Good/Outstanding, or if they have a cause for concern. It is up to the governing board who they want to attend, so that all types of question, eg on curriculum, finance, strategic planning, staffing structure, SEND, or whatever it may be, can be answered by one of the governors present. Governors were advised that they are not expected to know all the answers either, just as long as they know where to look to find the information, eg in meeting minutes, SIP Report, Head's Report, etc. It is best not only to agree up front who the first core group of governors are who will meet with Ofsted, but for those people to at least get together and go through the sample questions that JC gave the delegates at the training session on 2/3/22 and decide between them what the answers might be, who should answer each question, and where to find the evidence. That will inevitably then result in some research after the meeting to find the evidence so that everyone is prepared. It is also a good idea to have identified who will be the second string of governors in case any of the first core group of governors are not available. As they had attended the training on 2/3/22 it was agreed that AB, CHo and SB should now meet to discuss this.</p> <p>6.4 LA Education Inspection Framework (EIF) Targeted Virtual Briefing for Heads and Chairs on 21/3/22</p> <p>In 2019 the Department for Education (DfE) announced schools rated 'Outstanding' would no longer be exempt from inspections by Ofsted. From September 2021 Ofsted have recommenced graded inspections of schools previously exempt due to their 'Outstanding' grade. This targeted EIF briefing of ten schools will be delivered by JC, an educational specialist with extensive expertise in leading and managing schools. The briefing will allow participants to consider:</p> <ul style="list-style-type: none"> • key changes to the inspection process; • new key judgements and criteria of how schools will be graded; • Ofsted's expectations of effective governing boards. <p><i>Q: After the briefing next week, if any content is received could it be cascaded to governors?</i></p> <p>A: Yes. Potential questions could then be allocated to specific committees to make standard points of discussion within their meetings.</p> <p>6.5</p> <p>Unfortunately, the prospective Foundation Governor is unable to proceed with his application due to personal reasons.</p> <p><i>Q: Can the Foundation Governor role remain unfilled indefinitely?</i></p> <p>A: There is no time limit on how long a governor vacancy can remain unfilled, but it is best practice to endeavour to fill any vacancies as soon as possible. Governors were reminded that until a prospective governor has been appointed by the necessary body they should not receive any governing board paperwork or undertake any school visits other than attending a meeting of the governing board in an observer only capacity due to not being bound by the governing board Code of Conduct, and also because of safeguarding and/or confidentiality issues.</p>	AB/CHo/ SB
<p>7</p> <p>7.1</p>	<p>HEADTEACHER'S REPORT</p> <p>The following documents had been circulated to all governors prior to the meeting (Appendices 7.1/2/3):</p> <ul style="list-style-type: none"> - Head's Report 	

	<ul style="list-style-type: none"> - SDP Summary 2021-22 Spring Update - Diocesan letter 20220113 re School Condition Allocation Statlog 	
7.2	New strategic leads for pupil groups have contributed. It is a good reflection on how they are working, and good CPD for them.	
7.3	Pupil numbers are looking relatively healthy, ie the school is more full than at the start of the year, and eleven children have been admitted since September 2021, in Reception, Y1 and Y2, with a twelfth child returning to the school this week having previously moved abroad, and whose sister will also soon join the school., which will bring the pupil roll up to 211. Of the children that have left, two have relocated to a local school where their sibling was, which was always the intention once a place became available, and another child has left the area. A further child with significant additional needs has moved to a specialist placement. Governors noted the positive sign of a full Reception class as very few Richmond Reception classes are full. However, the financial management of the school is proving challenging.	
7.4	SEND numbers are stable in terms of comparison to the start of the year, in fact they are slightly lower than the previous year, with less low-level additional need in upper KS2, especially in Y6. The cycle of individual support plans continues for additional needs where meetings are held with parents, the SENDCo and class teacher, who put in place an Education, Health and Care Plan (EHCP). Good feedback has been received so the school is pleased. A learning walk was carried out today (10/3/22) with Wendy Burns (SENDCo) which highlighted the strengths and areas of development in terms of pupils and teaching within whole class sessions. Several evidence-based interventions were noted to be going well.	
7.5	CHu had been called to attend two Fair Access Panels. As an example, if a very high needs child applies to the school but the school says it cannot meet their needs and the LA agrees then all the locality heads, plus the School Inclusion Service, must decide which school that child attends. Most locality Heads did not know this system existed.	
7.6	PPG children are receiving additional catch-up tuition. In the summer term additional targeted funding will ensure other pupils can access too. Y6 pupils all received all their entitlement, and the school is now working its way through other year groups. MFC and Jennifer Anderson (Phonics Lead) are working on the Phonics curriculum and early reading/writing which will be valuable to the children, and this has already had a positive impact on some lower attaining children. Work has been done with Dr Kathryn Kashyap, School Improvement Adviser for multilingualism, racial justice and disadvantaged pupils, and the Educational Psychologist, to help and support, and it is hoped to review this in the summer term to check the strategies that have been rolled out in classes.	
7.7	Regarding Black and Minoritised Pupils (B&MP), the school is looking at how likely they are to be receiving PPG or how likely they are to be SEND, particularly in terms of financial disadvantage. Sally Derby (B&MP lead) is looking at the various and complex needs of this group of children.	
7.8	Regarding English as an Additional Language (EAL), twelve new pupils have arrived, ten of whom are EAL, seven of whom are at the early stages of English acquisition. A welcome booklet and standardised checklist of what you do when welcoming them to	

the school, eg other children or staff who speak that language, is being prepared to support the children and parents through this transition phase. Obviously having these children in school does place a big strain on teachers and staff because extra resources and support must be provided for these pupils.

Q: Is the school having to reallocate TA's for this purposes?

A: Yes, with both SEND and EAL there are some minor movements of support staff, particularly in the summer term. This is currently being mapped out in terms of need versus available support, but a reshuffle of resources is needed.

Q: What about emotional coaching?

A: One Learning Support Assistant (LSA) has been trained.

Q: Will this be extended to others?

A: It costs £700 to train one LSA. Everyone has received training on emotional coaching. Emotional Literacy Support Assistants (ELSA) are more commonly used with children with additional emotional needs, anxiety, those who are post-care or suffered a particular trauma, struggled with transitions, etc. One person should be sufficient with a school our size, but it is good to upskill and empower TA's; it is not good for all the knowledge to be held by one person.

Q: Is the Bell Foundation Assessment Framework a recognised tool?

A: Yes, it is all evidence-based and incredibly thorough, supporting children through EAL, it is all anyone uses.

Q: Regarding the Queen Mary University of London report about sensitivity in schools to which several Y3 classes in London, including St Mary Magdalen's, have contributed data to, will the FGB have access to the report as it looks interesting?

A: Yes, MFC is more involved. Lot of schools in London did not want parents to worry about specific feedback on their school, but it is more a data gathering exercise. The university will use the data to produce a book on how people can help their children so it could be a useful resource in the future for, eg SEND.

Q: With inflation rising, and children receiving food parcels, is this increasing, and how can the school offer support?

A: The school already does a lot not just for PPG children but others who are basically vulnerable. There is a large group of working poor provided with weekly food parcels and hygiene bank items. It is more about continuing to signpost these things, and more people will need them going forward.

Q: What is the distinction?

A: They earn too much money to qualify. Whilst we do the same for these children as we do for PPG children we do not include them in statistics, and there are other children who are struggling that the school does not know about. The best way to find out is when you do a home visit prior to a child joining the Reception class. Late arrivals to school are more challenging because you do not see the home environment. Our parents will reach out for help though, but we are aware that there are children whose parents are financially struggling.

Q: Is it possible to extend home visits to anyone joining in-year?

A: Yes, but there would be a cost implication. Not sure how feasible this would be as it would be necessary to release people to do this.

Q: Why were Y4 the only group that did not have the majority of pupils improving attendance?

A: They were the last group to have COVID-19. In terms of improvement, some people are genuinely ill, some are suffering mental ill health, and there is a persistent group struggling to improve attendance who are on the Letter 2 attendance letter, ie the school is looking to involve external agencies. Although the school's bad attendance is better than the majority of primary schools, ie it is in line or above the national

	<p>data from the Fischer Family Trust (FFT), it is expected that the majority of these high numbers of children are isolating with COVID-19. Persistent absence is followed up, asking what the school can do to help, etc.</p> <p><i>Q: The statistics show the benefits of the absence letter system, eg the Letter 1 shows a positive impact, checking improvement and noting those that do not improve and why, what can the school do to offer home support?</i></p> <p>A: The Education Welfare Service is reluctant for schools to offer a post-pandemic hybrid to children unless for serious mental/medical conditions as it is detrimental to allow children to stay at home as they are still getting school content but missing out on interaction with teachers, their social and emotional development at school, etc.</p>	
7.9	<p>With regard to Y6 secondary places, most are generally happy and no one is terribly upset. The children who got lower choices are going to independent sector schools anyway so are not bothered. This will not be the final list - this will come in the post on 28/5/22 which will be clearer. All secondary school final destinations will be known by the next full governing board meeting. Schools are not oversubscribed and there is a general trend away from St Richard Reynolds, but it is still the most popular school destination.</p>	
7.10	<p>The number of admissions is down, with 27 first preferences although two are likely to defer, but it is hoped to be almost full by September 2022. The Admissions Committee discussed the importance of sending out the forms straight away, and sending the school newsletter, inviting the families to the school summer events, etc, getting their buy-in to the school.</p>	
7.11	<p>Staffing has been challenging with three supply staff currently in school. One supply teacher is covering MFC three days in class and will continue to do this when MFC is on maternity leave. Two further supply teachers – one in Reception and one in Y1 – are covering classes for the foreseeable future, all of which is unsettling for the children and staff. Additional support staff have been employed, and the SBM has left. Three staff members are on long term sick leave. Governors agreed that revisiting wellbeing on an Inset Day would be good.</p> <p><i>Q: Does the school monitor specific interventions in particular year groups, or watch over a period of time?</i></p> <p>A: CHu would not want to massively move the assessment cycle. Staff are looking at assessment now, and moderating, and will look at in summer term. The least ability will need more additional support, and there are regular assessments where there is lots of disruption.</p>	
7.12	<p>CHu would have liked to have been making more headway this year with Point 5 in the SDP (Engaging with metacognition and self-regulation [Building a Bespoke Curriculum, Growth Mindset]) but cannot really embed it in the way she would like, preferring to do other things properly rather than a little bit of everything, so it will have to be rolled over into the following academic year. All items on the SDP are monitored within monitoring activities this term. The priority was making sure that all classes will go on a school trip, have a workshop, go to the Barnes Literacy Festival, etc. It had been lovely to engage in a lot more recently which all families had greatly appreciated, eg governors had attended the Ash Wednesday evening Mass in the church followed by the Ukraine Prayer Service. AMW had been very supportive with all Catholic schools joining an Inset on 28/3/22 hosted by Cafod about how to put Catholicism into practice in our school.</p>	

<p>8</p> <p>8.1</p> <p>8.2</p> <p>8.3</p>	<p>SAFEGUARDING AND THE SINGLE CENTRAL RECORD</p> <p>The Safeguarding and Child Protection named governor visit report of 29/11/21 carried out by AB had been circulated to all governors prior to the meeting (Appendix 8.1).</p> <p>Governors were informed that supply teachers’ DBS details are now noted when they arrive to work at the school. The next Single Central Record check on 24/3/22 will look at these details.</p> <p>Regarding Enhanced DBS Certificates for governors, the meeting noted that governors, as volunteers do not pay for their Enhanced DBS Certificates, however there is an administrative cost of c.£80 per application. Governors were advised that the LA Governor Support recommend renewing the Enhanced DBS Certificates for governors every four years, as governors’ terms of office are usually for four years, which governors agreed to do. JH will prompt governors when their certificates are due for renewal and advise them of the necessary original documents that they should take into the school for them to sight to commence the renewal process. Governors were also reminded to, if possible, register with the DBS Update Service, which is also free for volunteers, once they receive their certificate: DBS Update Service - GOV.UK (www.gov.uk).</p>	<p>AB/CCS</p>
<p>9</p> <p>9.1</p>	<p>SEND</p> <p>Following their SEND named governor visit on 9/11/21, AB and CCS will visit the school again in the summer term 2022 to review the school’s SEND provision, with a particular focus on Online Safety.</p> <p><i>Q: Do we provide Online Safety content to parents/carers, and if so, how is it provided?</i></p> <p>A: Peter Cowley, the LA’s Lead Adviser for Online Services and Safety, used to undertake face-to-face talks to parents/carers which then moved online. It was acknowledged that it is good to have this as a resource on the school website and on Google Classroom.</p>	<p>AB/CCS</p>
<p>10</p> <p>10.1</p> <p>10.2</p>	<p>SIP REPORT</p> <p>The SIP autumn term 2021 visit report dated 1/12/21 and spring term 2022 visit report dated 1/3/22 from JC, had been circulated to all governors prior to the meeting (Appendices 10.1/2).</p> <p>These visits proved to be very useful, especially hearing how all schools are currently also experiencing a lot of challenging circumstances, and for immediate and ongoing development. During the most recent visit target setting had been carried out as this was not secure in the autumn term. These targets were ambitious, mostly in line with what the FFT would predict for those cohorts, but in all areas they are below previous results, ie you are not going to get 96% of children achieving SPaG (spelling, punctuation and grammar), but those who do will be above the expected level, ie at greater depth. EYFS is exceeding but this doesn’t exist for this cohort now. Older children working at a higher level is diminished, with writing being the most impacted.</p>	

11	COMMITTEE REPORTS	
11.1	CURRICULUM COMMITTEE	
11.1.1	The minutes of the Curriculum Committee meeting held on 24/2/22 had been circulated to all governors prior to the meeting (Appendix 11.1).	
11.1.2	CCS had submitted written questions before the meeting to which CHu and MFC had submitted written answers. A lot of positive work was being carried out, especially middle manager training specific categories of children, and a helpful breakdown of the teaching schemes and support invested in per year group. The school was putting a lot of effort into communicating to various stakeholders to ascertain the best curriculum for everyone.	
11.2	FINANCE & RESOURCES COMMITTEE	
11.2.1	The minutes of the Finance & Resources Committee meeting held on 10/12/21 and 4/3/22 had been circulated to all governors prior to the meeting (Appendix 11.2i/ii).	
11.2.2	<p>These figures reviewed were based on the end of February 2022 balances, eleven months into the year and are indicative of what the situation will be end March 2022. The school had started out with a revenue balance of £78,925 and will finish with a predicted balance of £16,000 so will have eaten into its reserves by about 80%. The majority of this is due to staff agency costs due to COVID-19 absences, long term sickness, maternity absence, and additional absence when not on maternity leave but necessary from the 28th week of pregnancy. Additionally, insurance payments for cover have dried up due to the unique amount of absence this year. Fortunately, there is a healthy revenue carryforward. The SBM had resigned, and unfortunately when the committee last met on 4/3/22 they did not have the chance to look at the draft budget for next year but now that the Schools Management Support Ltd (SMS) had been engaged they would be coming into school on Fridays to take care of a lot of the financial responsibilities. The committee will be meeting again on 22/3/22 to look at the draft budget for next year, and the Schools Financial Value Standard (SFVS) which must be submitted to the LA before 24/3/22.</p> <p><i>Q: Is the financial picture worse than for a long time?</i></p> <p>A: The impact of absences is a unique occurrence; the financial outlook is probably as bad as it has ever been.</p>	
11.2.3	The draft Whole School Pay Policy (Appendix 11.3) had been circulated to all governors prior to the meeting. The committee had made no changes apart from the required changes to the pay scales. Governors approved this policy.	
11.2.4	£5910 from 59 families has been received so far this academic year for the Governors' Maintenance Fund (GMF). The balance in the GMF account held in the Nationwide Building Society is £3835.75. HMRC Gift Aid claims for the financial year 2018-2019 for £2303, and for the tax year 2019-20 for £1589 are awaited. A reminder letter will be circulated to all parents/carers soon.	
11.2.5	Governors noted that AB and CHo will undertake the mid-term Headteacher's Performance Management review meeting on 24/3/22.	AB/CHO

11.3	PREMISES COMMITTEE	
11.3.1	The minutes of the Premises Committee meeting held on 19/1/22 had been circulated to all governors prior to the meeting (Appendix 11.4).	
11.3.2	Governors noted that a Health & Safety Site Walk had taken place on 20/1/22 where some action points had been noted.	
11.3.3	However, this had been superseded by a diocesan whole day site survey as they now want oversight of their estate, and if the school wishes to receive additional funding for capital projects going forward then it must be part of the Statlog system (see Appendix 7.3 above: letter dated 13/1/22 from Dr Simon Hughes, Director of Education and Diocesan Schools Commissioner regarding School Condition Allocation and Statlog). The school can buy into it in a tiered way, ie c.£900 pa for the basic package. CHu along with Adelino Lima (Premises Manager) had been trained on this this week. Governors were advised that this will help with compliance, making allocations for funds fairer and more transparent and be used in a more logical way.	
11.4	ADMISSIONS COMMITTEE	
11.4.1	The minutes of the Admissions Committee meeting held on 24/2/22 had been circulated to all governors prior to the meeting (Appendix 11.5).	
11.4.2	It was noted that the number of admissions for Reception 2022-23 was healthy, and that CHu and AB would be reaching out to these prospective parent/carers in the interim.	
11.5	PAY COMMITTEE	
11.5.1	Since the last full governing board meeting the Pay Committee had not met. They were due to meet in the summer term 2022.	CHo
12	POLICY REVIEW	
12.1	The draft School Uniform Policy had been circulated to all governors prior to the meeting (Appendix 12.1). Governors noted that this policy ensured that school uniform was accessible to all. Governors approved this draft policy.	
12.2	The draft Supporting Children with Medical Needs Policy had been circulated to all governors prior to the meeting (Appendix 12.2). Governors approved this draft policy.	
13	GOVERNOR CPD	
13.1	Since the last full governing board meeting the following online CPD had taken place (all LA unless otherwise stated): 2/3/22: Ofsted Key Questions (led by JC, online) - Attended by AB, CHo, AMW and SB. 12/1/22: Safeguarding Level 3 refresher (online) – attended by CHu.	

14	ANY OTHER BUSINESS	
14.1	On Saturday 26/3/22 from 10.30am to 12.30pm there will be a gardening spring clean of the school's Early Years play area behind the cemetery fence. Both school parents and parish members are invited to support this joint event.	
15	HOW ARE WE IMPROVING OUTCOMES FOR THE CHILDREN?	
15.1	One third of governors have attended specific training from the SIP to inform what excellence looks like from an Ofsted perspective.	
15.2	The governors work around academisation seeks to safeguard the current and future provision of Catholic education for our locality.	
15.3	The termly review of the Single Central Record by the named link Safeguarding and Child Protection governors helps to keep our pupils safe in education.	
15.4	Written 'critical friend' questions posed before committee meetings hold the SLT to account for pupil progress. <i>(CHo left the meeting at this point)</i>	
16	DATE OF NEXT MEETING	
16.1	The date of the next full governing board meeting will be Thursday 23/6/22 to be held from 6.30pm-8.30pm.	
17	CLOSING PRAYER	
17.1	The meeting ended at 9.00pm with a prayer led by AMW.	

Anna Brown

Signed: _____
Anna Brown, Chair of Governors

Date: 23 June 2022