

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 18 November 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	<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 FK, LO, SB, JD, and CT.	
3	DECLARATIONS OF INTEREST	
3.1	Blank declarations of pecuniary or personal interest forms had been circulated to all governors prior to the meeting (Appendix 3.1). 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.	ALL/JH
3.2	There were no declarations of pecuniary or personal interest for this meeting.	
4	ELECTION OF CHAIR AND VICE CHAIR	
4.1	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.	

4.2	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.	
5	<p>MINUTES OF LAST MEETING AND MATTERS ARISING</p> <p>5.1 The draft minutes of the full governing board meetings held on 23/6/21 and 12/7/21 had been circulated to all governors prior to the meeting (Appendices 5.1/2).</p> <p>5.2 JH will add an electronic version of AB's signature, and today's date, to these minutes and file them in the Minute Book.</p> <p>5.3 The safeguarding governor visit by AB and CCS scheduled for spring 2022 will now take place on 29/11/21.</p>	JH
6	<p>MULTI ACADEMY TRUST (MAT) STATUS UPDATE</p> <p>6.1 Governors were advised that this had come about last year, following conversations about the school potentially forming a MAT with St Osmund's Catholic Primary School in Barnes and St Elizabeth's Catholic Primary School in Richmond, however this had not been considered viable because all the research indicates that schools needed to be in a larger MAT for viability, economies of scale etc, and need a secondary school affiliated with it. So, the respective Chairs of Governors of these three Catholic primary schools wrote to the diocese who suggested looking at potentially joining another group of schools who were further down the line in terms of progressing towards a MAT. Accordingly, Sean Maher, the Headteacher of Richard Challoner School, a Catholic secondary school in New Malden for boys aged 11-18, met with CHu, Michelle Lunney (Headteacher of St Osmund's) and Jane Hines (Headteacher of St Elizabeth's) and advised that they had formed a group with Our Lady Immaculate, a Catholic Primary School in Tolworth, four further primary schools in Kingston, and one primary school in Merton.</p> <p>6.2 On 15/10/21 CHu and CHo had attended a meeting at Richard Challoner on this matter. CHu had today received a document from Sean Maher on this matter but it was considered that it would be better to circulate this to all governors, along with other documentation, nearer to the time of the 8/12/21 extraordinary full governing board meeting, which had been scheduled to consider this matter. However, it was noted that the process seems to be much further advanced than had been previously thought, ie it was hoped to establish this MAT by September 2022 which represented a huge amount to accomplish in less than a calendar year. The 15/10/21 meeting had been facilitated by Geraldine Davies who is very well informed and a good facilitator. Two further meetings had been planned - one was for Sean Maher to visit St Mary Magdalen's but recently imposed pandemic restrictions precluded this, and the other was for Chairs and Headteachers to meet but unfortunately a mutually convenient date and time could not be established.</p> <p>6.3 Governors were advised that for each school to verify if joining this MAT was right for them to do by September 2022, ie in not much more than six months, was a huge challenge. The 15/10/21 meeting had been very positive, but it was felt that the facilitator was good, speaking lucidly about the issue, but that having had time to reflect</p>	

6.4	<p>after the meeting CHo felt that the school was in danger of being dragged into something that might not be in its best interests. It was difficult to see any positive aspects of the school opting into the MAT at the outset and that it might be better to wait for the top-slice to settle, which could leave open the possibility of academisation say, with the Wandsworth deanery. Governors were advised that the meeting had taken place without the deanery priests being aware that it was taking place.</p> <p><i>Q: Does the school have documentation that sets out the reason why this issue is being looked at, ie pros and cons, any background content that sets out why this is happening? If so, can we receive this before the FGB meeting scheduled for 8/12/21?</i></p> <p>A: Simon Hughes, the diocesan Director of Education, had shared their vision, 'RCAOS Education Strategy 2019-2024', at the full governing board meeting held on 12/3/20, wherein schools were being encouraged to academise to protect Catholic education, noting that there were less priests in seminaries, so it was important to be strategic.</p> <p><i>Q: Is the issue related more to Catholic education rather than financial need?</i></p> <p>A: Sustainability, ie pupil numbers, is key. Governors noted that there is not a huge amount of available documentation. There had been various meetings over the last few years, but it was not particularly clear. Governors also noted that it might be wise to be cautious as MATs are run by directors or trustees who set up the top-slicing which might not be beneficial to us. It was, therefore, important to be clear about the type of MAT that the school might join regarding terms, financial arrangements, etc.</p> <p>CHu will prepare a summary document outlining some background information around this issue and why the school cannot be affiliated with any Catholic secondary schools that it feeds into to be as transparent as possible. CHu will also outline a summary document to share with AB, CHo, and AMW regarding the pros and cons for the school, and whether it might be best to wait and join an established MAT later.</p>	CHu
7	<p>GOVERNANCE</p> <p>7.1 The revised governing board Code of Conduct had been circulated to all governors prior to the meeting (Appendix 7.1). Governors were reminded to email JH to indicate that they would adhere to it. JH will add their electronic signature and date received to the signature sheet to confirm this, and file it in the Minute Book.</p> <p>7.2 Details of current committee membership had been circulated to all governors prior to the meeting (Appendix 7.2). Governors were advised to consider their current membership, and JH will then file the up-to-date document in the Minute Book and arrange for it to be published on the school website.</p> <p>7.3 Details of current named link governors had been circulated to all governors prior to the meeting (Appendix 7.3). It was agreed that CCS would become the Curriculum link governor, and LO will become the PPG link governor. Governors were advised to consider their current roles, and JH will email the up-to-date document to the LA.</p> <p>7.4 The delegation to committee documents (curriculum, premises, admissions, and pay) and the Finance & Resources Committee Roles & Responsibilities document had been circulated to all governors prior to the meeting (Appendices 7.4i/ii/iii/iv/v). An additional section had been added to the Finance & Recourses Committee Roles & Responsibilities, entitled 'Absence of Key Finance Personnel' detailing the procedure to be undertaken to ensure that the school's finance function can continue to operate</p>	<p>ALL/JH</p> <p>JH</p> <p>JH</p>

	effectively should the School Business Manager be absent for a period longer than one week. Governors approved these documents.	
7.5	Blank governor skills audit forms had been circulated to all governors prior to the meeting for them to complete (Appendix 7.5). Governors were reminded to email their completed skills audit to JH, and she will then file these in the Minute Book and complete the skills audit matrix.	ALL/JH
7.6	The governing board protocol and etiquette document had been circulated to all governors prior to the meeting (Appendix 7.6). Governors agreed that this document was still relevant given that meetings are still being held remotely and agreed to continue to abide by it.	
8	CHAIR'S REPORT	
8.1	AB's written report had been circulated to all governors prior to the meeting (Appendix 8.1). Highlights included:	
8.1.1	Safeguarding Following AB's visit to scrutinise the Single Central Record (SCR) on 11/3/21, AB and CCS were going into school on 29/11/21 to consider Online Safety as part of a governor visit on safeguarding. Governors were advised that the SCR had been redesigned to take into account new changes and now contains more information, ie personnel files had been checked to ensure that all necessary information was now included and it is now very comprehensive. <i>Q: As JD is the named link governor for Online Safety, might it be good to involve him in the governor visit on 29/11/21?</i> A: Yes, it would be useful to forward to JD the questions already forwarded to Wendy Burns (WB), the school's SENCo, so that he can add his own comments.	AB/CCS/ JD
8.1.2	It was noted that there was currently no named link governor for RE, so AMW would take on this role, which would also incorporate Collective Worship, and the Catholic Life of the School. JH will update the FGB checklist accordingly.	JH
8.1.3	Governors' Maintenance Fund (GMF) AB's letter to parents/carers dated October 2021 and accompanying Gift Aid Declaration Form regarding the GMF had been circulated to all governors prior to the meeting (Appendix 13.2.3i/ii). Governors noted that a good response had so far been received.	
9	HEADTEACHER'S REPORT	
9.1	CHu's written report and appendices had been circulated to all governors prior to the meeting (Appendix 9.1/2/3/4/5). Highlights included:	
9.1.1	Pupils This is not looking very different to last year, ie the number of Pupil Premium Grant (PPG) children has not significantly diminished. They are now quite evenly spaced across the school whereas in the past there were clusters of higher need within the additional class year groups.	

<p>9.1.2</p>	<p>Attendance</p> <p>The pandemic has obviously had a big impact on attendance. The Headteacher’s report shows 95% attendance, however it had been written before the current isolation of thirteen children had occurred. The average attendance across AfC is 93% so the school is doing well as an average. 70% of children have 100% attendance, however 36 children have 91% attendance, and 25 children have below 91% attendance. However, it should be noted that there are a number of reasons for some children’s poor attendance record, eg chronic health problems. It has also been noted that there is now a higher number of seasonal infections due to people mixing in ways that they had not done in the past 18-24 months. People are also now taking holidays and attending family events, eg weddings, during term time, probably because they have waited so long to do so that they feel they should now just do so. There are a group of parent/carers who are anxious about the pandemic, or suffer mental health problems, so their children do not come to school regularly. Accordingly, in collaboration with the Education Welfare Officer (EWO), the Attendance Policy has been rewritten to make the steps clearer. Over the next half term, any children whose attendance is below 90% with no valid reason will be referred to the EWO.</p>	
<p>9.1.3</p>	<p>Pupil Groups</p> <p>Leads have been appointed for the different pupil groups to ensure that all children are considered at every point of the school’s strategic planning and operational decisions.</p>	
<p>9.1.4</p>	<p>Exclusions/Racist Returns</p> <p>One racist incident has been recorded this half term, involving a verbal comment made by a Y3 child to another child. Extensive discussions had taken place between both sets of parents and advice had been sought from the School Improvement Partner (SIP) and support had been received from AB. The Safer Schools Police Officer will soon be coming into school to conduct an assembly on this subject for the children. Governors noted that historically this has never been a problem, but the parameters had changed, and it was envisaged that in the future it will be quite rare to never have a racial incident in any one year. It was agreed that this was an area that the school needs to work on as part of a wider cultural understanding, and AfC are developing policies and support mechanisms on anti-racism and inclusion which the school will access this year as part of its efforts to be a fully inclusive school.</p>	
<p>9.1.5</p>	<p>Pupils’ Contributions to School Life</p> <p>School Council leaders have produced a child-friendly version of the School Development Plan (SDP) which they are going to share with the School Council next week in order to consider ideas of how they can accomplish these aims.</p>	
<p>9.1.6</p>	<p>Staff</p> <p>Recruitment for the Y1 maternity cover post had recently taken place, and a further advertisement had just been placed for a three-day a week maternity cover teacher for MFC who will shortly commence maternity leave. It was considered that MFC’s Deputy Headteacher duties might be distributed internally amongst other staff.</p>	
<p>9.1.7</p>	<p>Staff Well-being</p> <p>Historically, the November Inset Day was always allocated to staff as a day for them to go Christmas shopping, but this will now be needed in the future for CPD. Governors were advised that all borough schools have a half day on the last day of each term, ie school ends at 1pm that day, so CHu proposed to governors that the school also adopts</p>	

	<p>this policy from the end of the current term onwards. It was noted that the school's after school care provider will provide care for parents who are unable to collect the children at 1pm on those days. Governors approved this proposal.</p> <p>9.1.8 SDP 2021-22 This has not substantially changed but CHu intends to change the way that it is written, ie to make it a joined-up process, and it makes no sense to have the judgements that the school looks at, and then have another judgement about being a Catholic school, so this will change over at the end of the year. Meanwhile, CHu will RAG-rate the objectives in the SDP.</p> <p>9.1.9 Physical Education and Sport Some events will now not happen, but the school is looking forward to the Sports' Leader qualification.</p> <p>9.1.10 Collective Worship Mass together as a whole school, and whole school assemblies, are taking place. Even though they are online it is still good to come together as a school. The recent Remembrance Assembly was lovely, albeit smaller. It was still hoped to have Advent liturgies, the Nativity, and the Carol Concert, but pandemic advice regarding any potential restrictions will have to be sought. <i>Q: Has the SIP report taken place yet?</i> A: Yes, and governors are embracing the questions emanating from it. It was noted that a deep clean of the school had been paid for which represented a significant amount of money, and then unfortunately a lot of COVID-19 cases had subsequently occurred. It was acknowledged that a significant amount of time and money was needed to be spent maintaining the school grounds which are beginning to look quite tired. CHu is working with Adelino Lima, the the school's Premises Manager, to ensure that the school is kept clean. The Reception Class has recently been redecorated and carpeted but the other external classroom is looking very tired, the roof is leaking, and the outside is not what it could be. Additional, CHu and AMW are concerned about the graves not being maintained. It was agreed that it would be good to have a parent group from the PTA, or perhaps a wider little gardening group, like the church has. In the past 'wellbeing' days had been identified and accordingly it might be good to have a 'garden' day where a group of interested people could keep the garden and graves tidy, as it was really hoped to create a mindfulness area for the children in part of the garden. It was acknowledged that it might be good to see if funds could be secured for this project.</p> <p>9.1.11 Premises Governors were advised that regular inspections of the school buildings was a part of the Delegation to Premises Committee document and that perhaps JD could be asked if this could be established. It was acknowledged that this is an area that governors really need to keep on top of, and not get into a situation where they are storing up problems for the future that they cannot afford.</p> <p>9.1.12 Financial Management The last existing additional class year is in Y3, with 38 children across two classes; soon to be 37 as one child is moving to a special placement in the borough. It was needed to really consider what the pros and cons would be of possibly merging the classes, or re-mixing them, as they are currently very unbalanced, with one consisting of mostly girls,</p>	<p>AB/JD</p>
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	and the other consisting of mostly boys. It was considered what the consequences would be to the wider community if the classes merged, and that a decision should really been made this year. If the classes were combined at the end of this year, then the children would have three full academic years as a different unit, whereas if a decision is deferred until the end of Y4 then they have only two more years of their primary education which might not be so good.	
10	SAFEGUARDING AND THE SINGLE CENTRAL RECORD	
10.1	<i>Keeping Children Safe in Education (2021)</i> had been circulated to all governors prior to the meeting (Appendix 10.1). Governors are required to read Parts 1 and 2 and Annex A; the Safeguarding and Child Protection named link governors (AB and CCS) being required to read the entire document. Governors will advise JH when they have done so and she will then add their electronic signature to the signature sheet to confirm this, and file it in the Minute Book.	ALL/JH
10.2	The completed Single Central Record check dated 11/3/21 had been circulated to all governors prior to the meeting (Appendix 10.2).	
11	SEND	
11.1	The SEND governor visit report of 9/11/21 carried out by AB and CCS had been circulated to all governors prior to the meeting (Appendix 11.1).	
11.2	Governors noted that it had been interesting to discuss the cycle set up and in place for SEND students entitled 'assess, plan, do and review', understand the current process, and the plans for how it will be tweaked going forward. Discussion centred on what the current programme looks like, with WB discussing the class provision map, a whole class map of where time is dedicated to different groups, eg EAL, PPG, SEND, with autism needs being the highest category. There is a rolling support plan for the next academic year where WB meets each term with the student to look at the plan, make amendments, and discuss targets. This is then sent to the parents and agreed, with a review each term. The week before parents evening the school employs a supply teacher for three days to release the relevant teachers of those children so that they can be involved with discussions with parents. This is useful for several reasons: WB teaches fewer children than before so engaging with the teachers is good, empowering them and involving them in the process, giving them ownerships of the set targets, and the ability to focus on provision. Going forward, it was the intention to draw the children in for the first five minutes of this process.	
11.3	Regarding how the provisions are monitored for success, the end of term support, and how targets are documented, and progress is tracked, WB inputs the results into a master Excel document which allows tracking of progress of all children, how things are working for each child, and an overview of the effectiveness of the interventions. Tangible results of maths interventions were used to illustrate this, showing how WB measures results for children based on targets.	
11.4	Lego therapy was highlighted as a method of communicating with children and them learning how to take instructions more effectively. <i>Q: Is Lego therapy currently being used in school?</i> A: Yes, it is within the Individual Education Plans provided during the school day, but it	

<p>11.5</p> <p>11.6</p>	<p>is not related to the school's separate Lego Club.</p> <p>The support system was discussed, where a Learning Support Assistant (LSA) works with one child rather than a Teaching Assistant (TA) who works with the whole class. Governors were advised that it was not possible to have an LSA supporting each child with an EHCP; general TA's now have to take on an LSP role, and if this is not possible then it will be necessary to restructure and just have LSA's. The Education Endowment Fund has stated that TA's have no proven impact on children's attainment.</p> <p>Regarding training, all teachers are trained to support SEND children, with more bespoke training available for children with significant needs.</p>	
<p>12</p> <p>12.1</p>	<p>SIP REPORT</p> <p>The SIP Summer term visit report dated 30/6/21 from Jenell Chetty (JC), the school's SIP, had been circulated to all governors prior to the meeting (Appendix 12.1). The questions for governors in this report had been used in the recent SEND visit on 9/11/21. CHu responded to the questions for governors to consider, thus:</p> <p><i>Q: Is the increase in numbers of disadvantaged pupils concentrated in particular parts of the school?</i></p> <p>A: There are on average two to four pupils per class who fall into the category of being disadvantaged. Other families are classified as working poor, and others rely on the school for additional resources, uniform, food, hygiene bank, clubs, etc.</p> <p><i>Q: Is there any overlap between disadvantaged pupils and pupils with SEND?</i></p> <p>A: There is a big overlap with PPG children, ie six children are also SEND, fourteen are B&MP, and seven are EAL.</p> <p><i>Q: What does the school's assessments show with regards to gaps in disadvantaged pupils' learning? Has the school been effective in its strategy to close gaps in these pupils' learning?</i></p> <p>A: The gaps in learning in disadvantaged children have been exacerbated by the pandemic. The school has invested in PPG training from Dr Kathryn Kashyap, AfC's School Improvement Adviser for multilingualism, racial justice and for disadvantaged pupils.</p> <p><i>Q: What are the key indicators that the SENDCo has in place to evidence that the action plan is having the desired impact?</i></p> <p>A: This is provided by the provision map (see item 11 above).</p> <p><i>Q: Are there any resourcing implications and has this been budgeted for?</i></p> <p>A: Yes, the school has tried to make the budget work. Some issues are not about finances but about finding people to do the training that the school wants and needs, eg it is hard to find a TA to release to do training on NELI, an intervention scheme for Reception, so this might now have to take place next year.</p> <p><i>Q: How do subject leaders contribute to whole school improvement?</i></p> <p>A: Action plans have been formulated, and there is training coming up on this. Learning walks are taking place to monitor provision around the school, feeding in and providing feedback to staff and identifying training needs.</p> <p><i>Q: What is a learning walk?</i></p> <p>A: A formal lesson observation looks at the pedagogy and practice of teachers and gives them specific feedback. A learning walk focuses on a subject or pupil group, observing teachers but also what the children are learning, any trends, strengths or development/CPD needs. Feedback on learning walks is more generalised, not pertaining to an individual but to an area.</p>	

<p>12.2</p>	<p><i>Q: Are all subject leaders equally adept at leading their subject areas? How are newer leaders being supported or mentored?</i></p> <p>A: CHu, MFC and WB want to carry out learning walks this year, but also to have middle leaders carrying out learning walks alongside a senior leader as this is good CPD for them.</p> <p><i>Q: Are all subject leaders able to do this?</i></p> <p>A: No, some are new teachers, or less experienced, and some are new to a subject. The school wants to have more confident teachers working with less experienced teachers to give them help and support.</p> <p><i>Q: What plans are in place to ensure that MFL and DT are also developed in line with other curriculum areas?</i></p> <p>A: The school has employed a specialist Art Teacher, and a specialist MFL Teacher. As the Y1 teacher is now on maternity leave she will liaise with these teachers to ensure that their curriculum mapping is in line with other subjects.</p> <p>The SIP report following the visit carried out by JC on 11/11/21 will be circulated in due course.</p>	
<p>13</p> <p>13.1</p> <p>13.1.1</p> <p>13.1.2</p> <p>13.2</p> <p>13.2.1</p> <p>13.2.2</p> <p>13.2.3</p> <p>13.2.4</p> <p>13.3</p> <p>13.3.1</p>	<p>COMMITTEE REPORTS</p> <p>CURRICULUM COMMITTEE</p> <p>The minutes of the Curriculum Committee meeting held on 21/10/21 had been circulated to all governors prior to the meeting (Appendix 13.1).</p> <p>The meeting had been very useful, with CCS providing questions to which MFC had responded.</p> <p>FINANCE & RESOURCES COMMITTEE</p> <p>The minutes of the Finance & Resources Committee meetings held on 24/9/21 had been circulated to all governors prior to the meeting (Appendix 13.2).</p> <p>The budget had been scrutinised and there had been some uncertainty, looking at an in-year deficit of £12000 which might be eliminated one to two months later once some issues had been clarified.</p> <p>It has been planned for the committee to meet again on 12/11/21 however it had not been possible to do this. It was agreed that the committee would meet again before the end of this term, and CHo will liaise with CHu regarding a suitable date for this.</p> <p>Headteacher’s Performance Management</p> <p>On 14/9/21 AB and CHo undertook performance management of CHu with JC, the school’s SIP, of performance to date, and setting objectives.</p> <p>PREMISES COMMITTEE</p> <p>The minutes of the Premises Committee meeting held on 6/10/21 had been circulated to all governors prior to the meeting (Appendix 13.3).</p>	<p>CHo/CHu</p>

13.4	ADMISSIONS COMMITTEE	
13.4.1	The minutes of the Admissions Committee meeting held on 3/11/21 had been circulated to all governors prior to the meeting (Appendix 13.4).	
13.4.2	<p>Admissions Arrangements 2023-24</p> <p>The Admissions Policy, Supplementary Information Form, and Register of Interest Form for admissions 2023-24 had been previously circulated to all governors (Appendices 13.4.2/3/4). Samantha Scott, Head of School Admissions at the LA, had suggested some changes to the Admissions Policy regarding distance measurement, joint care arrangements, previously looked after children, and admissions of children outside their chronological age group. Governors approved these changes and noted that there was no requirement to consult on these changes. These changes will also be applied to the Admissions Policy for 2022-23, and for 2021-22. JH will make the necessary changes and the revised documents will be published on the school website.</p>	JH
13.4.3	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.	
13.5	PAY COMMITTEE	
13.5.1	The minutes of the Pay Committee meeting held on 30/9/21 had been circulated to all governors prior to the meeting (Appendix 13.5).	
13.5.2	The Performance Management of each of the teaching staff had been scrutinised and the committee had approved the pay award recommendations made to it by CHu.	
13.5.3	After CHu had left the meeting, AB and CHo had then reviewed CHu's Performance Management and agreed her pay award.	
14	ATTENDANCE POLICY REVIEW	
14.1	The draft Attendance Policy had been circulated to all governors prior to the meeting (Appendix 14.1).	
14.2	This policy had been amended by CHu following input from the EWO. Governors approved this draft policy.	
15	SCHOOL WEBSITE AUDIT	
15.1	The completed school website audit had been circulated to all governors prior to the meeting (Appendix 15.1).	
15.2	Governors noted that this ensures that the governing board are fulfilling their statutory duty to ensure that the school publishes the correct, and up-to-date information on the school website, and that it was very useful to carry out this audit on an annual basis.	

<p>16</p> <p>16.1</p> <p>16.2</p>	<p>TERM DATES</p> <p>The proposed term dates for 2022-23 had been circulated to all governors prior to the meeting (Appendix 16.1). Governors noted that the first day of the autumn term 2022 might vary between schools because 1/9/22 falls on a Thursday.</p> <p>Governors also noted that these proposed dates fulfil the statutory requirement of 190 days for children’s attendance and 195 days for staff. Governors approved these dates, which will be published on the school website.</p>	<p>CHu</p>
<p>17</p> <p>17.1</p>	<p>GOVERNOR CPD</p> <p>Since the last full governing board meeting the following online CPD had taken place (all LA unless otherwise stated):</p> <p><i>Anna Brown:</i> 29/6/21 and 6/7/21: SEND for Governors Parts 1 and 2 1/11/21: Safeguarding Level 2 (Inset day)</p> <p><i>Celine Carter-Smith:</i> 14/10/21 SEND for Governors 4/11/21 Primary Curriculum Overview for Governors</p> <p><i>Melissa Farrell-Cotton:</i> 8/7/21: Spark Primary English Subject Leader Network</p> <p><i>Catie Terry:</i> 1/11/21: Safeguarding Level 2 (Inset day)</p> <p><i>Fr Adrian:</i> 21/10/21: Safeguarding update day (diocese)</p> <p><i>Jan Hopkins:</i> 24/6/21: Clerks’ Briefing</p>	
<p>18</p> <p>18.1</p> <p>18.2</p>	<p>ANY OTHER BUSINESS</p> <p>Occupation of School Premises A letter dated 12/10/21 from Paul McCallum, Chief Operating Officer of the Archdiocese of Southwark, and Simon Hughes, Diocesan Schools Commissioner, Director of Education, regarding governors’ responsibilities as ‘occupier’ of premises, and accompanying document approved by their trustees on 23/6/21 was circulated to all governors on 27/10/21.</p> <p>Education Inspection Framework Targeted Virtual Briefing – 21/3/22 CHu, AB and CHo will attend an Education Inspection Framework (EIF) targeted virtual briefing on Mon 21/3/22 from 6.30pm to 8.30pm. This is a targeted invitation aimed at schools currently graded ‘outstanding’ by Ofsted and last inspected between 2008-2017 and the school falls into cohort 3 along with another eight borough schools, based on their last inspection date. The sessions are open to three governors per governing board with the strong recommendation that the Head and Chair attend at the least. By way of background, 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. AfC Governor Support is offering this targeted EIF Briefing delivered by JC, educational specialist with extensive expertise in leading</p>	

	and managing schools. The briefing will allow participants to consider: <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 	
19	HOW ARE WE IMPROVING OUTCOMES FOR THE CHILDREN?	
19.1	Non-staff governors who have undertaken Safer Recruitment training are invited by the Headteacher to take a full and active part in the recruitment of class teachers.	
19.2	A planned governor visit by the two governors with responsibility for SEND took place on 9/11/21 which evidences our commitment to hold the school to account and understand if the school is delivering best practice for these pupils. A safeguarding visit has also been scheduled for 29/11/21 by the two governors with responsibility for that area.	
19.3	The governing board are actively recruiting to the single Foundation Governor vacancy via the parish newsletter to ensure that the board has full membership to enable it to fulfil its strategic role.	
19.4	Governors use the knowledge gained through governor CPD, and questions arising from the SIP report, to inform 'critical friend' questioning at committee meetings.	
19.5	Governors actively participated in Disciplinary and Appeal Panels in the summer and autumn terms 2021 to ensure that safeguarding of the pupils remains at the heart of their work.	
20	DATES OF NEXT MEETINGS <ul style="list-style-type: none"> - Wednesday 8/12/21 6.00pm-8.00pm* - Thursday 10/3/22 6.30pm-8.30pm - Thursday 23/6/22 6.30pm-8.30pm * This is an extraordinary meeting scheduled to discuss the MAT proposal (see item 6 above).	
21	CLOSING PRAYER	
21.1	The meeting ended at 8.20pm with a prayer led by AMW.	

Anna Brown

Signed:

Anna Brown, Chair of Governors

Date:

10 March 2022