

St Catherine's VC C of E Primary School
Resources Committee
(Virtual meeting held via Microsoft Teams)

Tuesday, 12th January 2021 at 4.00pm

Minutes

Aim High, In Life, In Learning, With God - Together

Committee members: Mike Marsh (Chair), Ange Wallis (Head), Jo Devonshire (Deputy Head), Peter Falconbridge, Andrew Davies, Graeme Stewart, Tracey Fisher (School Business Manager)

In attendance: Mike Marsh (Chair), Ange Wallis (Head), Jo Devonshire (Deputy Head), Peter Falconbridge, Andrew Davies.

Invited - Tracey Fisher (School Business Manager)

No.	Item	Lead
	In light of the Covid-19 crisis and advice in relation to social distancing, this meeting was held virtually through Microsoft Teams video conference. The meeting was conducted under the protocols established within the School's 'Virtual Attendance at Meetings Policy'. All papers relevant to this meeting had been filed, in advance, on GovernorHub. All participants confirmed that they were in a secure location.	
1	<p>Welcome, receive apologies and approve absence</p> <p>MM opened the meeting at 4:00pm and welcomed each governor.</p> <p>GS apologised for absence due to pressing church commitments.</p>	MM
2.	<p>To declare a conflict of interest on any item on the agenda and withdraw for that item</p> <p>No declarations of conflict of interest.</p>	All
3.	<p>To approve the minutes of 22nd September 2020</p> <p>The minutes of 22/09/2020 were approved as an accurate record.</p>	All
4.	<p>To confirm that the actions from previous minutes have been taken</p> <p>4. Tarmacking; Bid for county funding still ongoing. AW suggested contacting Osbourne to see if they could offer further assistance. TF agreed to try. Ongoing.</p> <p>4. Parago; Ongoing work, objectives will be addressed and updated as the year progresses. Ongoing.</p> <p>4. Infant Building Windows and Junior Building Roof bid to county; This requires further work before submission, but no further action yet. Ongoing.</p> <p>4. AD will attend a fire evacuation drill and arrange a meeting with Claire</p>	<p>All</p> <p>TF</p> <p>TF</p> <p>TF</p>

	<p>Pettifer to discuss first aid / medical provision: This was not possible due to the school closures. To be rearranged at earliest opportunity.</p> <p>5. Teachers' Pay award 2020/2021; the Budget Review Group recommendations were adopted by RES and presented at the FGB meeting 22/10/20. The Teachers' Pay Policy was approved remotely on 18.12.20. <i>Completed.</i></p> <p>6. Health & Safety Policy with updated Covid-19 appendix; Updated multiple times in response to HfL guidance, circulated to staff and approved at FGB 22/10/20. <i>Completed.</i></p> <p>7. GDPR implementation report uploaded to GovernorHub. <i>Completed.</i></p> <p>8. PPG monitoring report done, discussed at FGB meeting 22/10/20 and uploaded to GovernorHub. <i>Completed.</i></p> <p>9. Monitoring of allocation of SPG funding; JD has forwarded the responses to SPG/JT. <i>Completed.</i></p> <p>10. Improving access to the Curriculum; Covid has caused further delays. In particular Speech and language face to face training has been postponed until school reopens, but online training is occurring. Ongoing.</p> <p>10. Improving access to Information; The SEN Information Report has been updated by JF. <i>Completed.</i></p>	<p>AD</p> <p>JD</p>
<p>5.</p>	<p>To receive update on Resources</p> <p>Premises (TF) Music Suite – three estimates for the construction have been received, NBS £37860, Bridletree £32580, EDB £22270. (all ex-VAT). Further work needs to be done comparing the quotes but the specification provided by Bridletree appears to be the best option at this stage. The RES recommendation will be discussed at the FGB meeting. Clarification still needs to be obtained regarding the level of planning permission required. Permission from Diocese still outstanding, to be pursued. Approx. £25k has been fundraised to date, it is hoped that the shortfall can be met from the next budget. VAT will have to be paid but can be fully reclaimed. AW will contact David Morton Diocesan Director of Education to see if additional support is available.</p> <p>SW has continued to be very active. He is doing the decorating in line with the 5-year plan. He has re-roofed a storage shed and built an additional storage shed for Opal use. Substandard plumbing has been refurbished in one of the kitchens.</p> <p>SFVS arrangements (TF) This needs to be submitted by April. TF and CI usually work on this together.</p> <p>Health and Safety (AD) AW, TF, SW met on 06/01/21 to review progress in meeting the ongoing</p>	<p>TF</p> <p>TF</p> <p>AW</p> <p>TF/CI</p>

	<p>Covid needs, including an update on cleaning, risk assessment, staff safety. Further work is being done on the safe distribution of resources to school families. There are approx. 40 pupils in the key work/vulnerable categories attending daily.</p> <p>The termly H&S governor visit has been postponed because of school closure, AW felt it would still be possible to do a socially distanced visit with SW. AD will contact SW to arrange.</p> <p>Finance (TF) Budget Monitoring Report for Period 8 posted on Governor Hub. The finance review has areas for concern and positive areas. The main area of concern relates to the ongoing loss of venue hiring income. This has been offset by an additional Pension Grant of £54980 and Teachers Pay Grant of £17151. Extra unbudgeted income is £66159. The carry forward from the last budget of £14K was revised upwards last term to £38K but now looks to be in the order of £100K. The Teachers Pay Grant is rumoured to be available again next year and if this is confirmed it can be included in the budget.</p> <p>Covid costs. A first claim of £6.5K has been received and a second claim for £4.5K submitted, a third claim will also be made this term. Clarification has been received that loss of income cannot be claimed, only hard expenditure.</p> <p>Personnel (financial only) TF Some savings have been made related to staff changes as detailed in the Period 8 report.</p> <p>Safeguarding (premises only) AW Covered above under Health and Safety.</p>	<p>AD</p>
<p>6.</p>	<p>To approve policies and confirm those due for review:</p> <p>Health & Safety Policy approved at FGB meeting 22/10/20. Teachers' Pay Policy approved remotely 18/12/20.</p> <p>The following policies were reviewed and approved:</p> <ul style="list-style-type: none"> • Teachers Appraisal Policy • Data Protection Policy (MM raised the possibility of listing a secure telephone number in the policy so that if anyone is asked to provide data a rapid check can be made to check it is a bona fide request rather than a scam.) • Data Retention Policy (MM enquired how staff learned about the actual nuts and bolts of operating the policy, was an operational handbook available? AW/TF felt this was achieved through training rather than a document.) • Subject Access Request Policy • Data Breach Response Plan – this was brought forward to bring it in line with the other GDPR policies, <p>TF to check if there are updated versions of the above policies available on the GRID or GDPR portal. If policies need to be updated PF will notify governors, but a second approval will not be required</p> <p>Lettings Policy – There was discussion about the need for a clause stating that the school venues could only be hired for purposes consistent with maintaining the school's ethos and reputation. AW to consider a suitable</p>	<p>TF/PF</p>

	<p>clause. PF to consider additional wording highlighting the need for hirers to full comply with their responsibilities in addition to that listed in related risk assessments.</p> <p>Policies due for review (approve Summer 2021)</p> <ul style="list-style-type: none"> • Emergency Evacuation Plan & Procedures (TF) • Charging and Remission Policy (TF) <p>TF will check for any updates on the GRID and draft updated policies for circulation via GovHub.</p>	<p>AW/PF</p> <p>TF</p>
7.	<p>To monitor implementation of GDPR</p> <p>PF gave the DPO update. There was a need to make a Data Protection Impact Assessment (DPIA) for the new use of "Google Classrooms". A DPIA needs to be conducted when any new IT system is implemented. PF will do this with DW and TF.</p>	<p>PF</p> <p>PF</p>
8.	<p>To monitor the allocation of PPG Funding</p> <p>JD gave detailed answers to the questions raised regarding the PPG report (available on GovernorHub) as follows:</p> <p><u>Teaching Priorities</u></p> <p>1) Teacher development and collaboration focus on excellent teaching for all pupils (£5,000).</p> <p><i>Q. Are there any activities/CPD planned for the spring to further develop 'Teacher Trios'?</i></p> <p><i>A.</i> Due to the Coronavirus we have not been able to visit different classes as well as working with colleagues. This has been shelved until next year.</p> <p>2) Raise the Oracy skills of pupils across the school, with a focus on Speaking and Listening by the end of KS1.</p> <p><i>Q. The virtual Christmas Productions were excellent. How will individual pupils, particularly PPG pupils, oracy progress be recorded and assessed from the videos of the productions?</i></p> <p><i>A.</i> Oracy was not the main focus of the Christmas Productions and specific assessments won't be recorded, although teachers do use their observations of children in class, assemblies and productions to inform their judgements.</p> <p><i>Q. Has the 'separate' Oracy Lead been assigned?</i></p> <p><i>A.</i> No. Although included in the plan, it was noted that this would be an action for the second year – although we have had some thoughts, no one has yet been approached.</p> <p>3) Raising PP pupil achievement across the curriculum – ensuring a breadth of study.</p> <p><i>Q. Have the daily 1-1 phonics programmes, introduced in autumn 2020, shown any progress for PPG pupils?</i></p> <p><i>A.</i> For some, yes – others ongoing</p> <p><u>Targeted Academic Support</u></p> <p>4) Children receive additional targeted support in R, W, M</p>	

Q. *Did the Back on Track Assessment CPD w - 23/09, 15/10, 17/11, attended by the DHT provide any strategies which have been/could be incorporated into supporting PPG pupils?*

A. Most, if not all of the strategies focus on supporting all pupils (metacognition, questioning and feedback) and whilst not specific to PPG pupils, they will also be supported.

Q. *From the Autumn 2020 baseline pupil progress meetings, what responses have been planned for Spring 2021?*

A. Interventions were planned - Yr6 strategy, Yr2 strategy. Strict TT interventions planned throughout school involving MT (S&L and Wellcome), SS – social skills, memory games, turn taking. Smart Moves – JS (KS2) and SS (KS1) MT preparing S and L remote sessions
Specific responses for individual year groups;

6 – taught in 4 smaller 'catch up' groups in the morning with a focus on Reading, Writing and Maths.

Yr. 2 – planned a terms projects with the focus on Positive learning behaviours and metacognition. Focussing the curriculum on Phonics, English, Maths and attitude to learning.

Year 1 and EYFS have planned to increase the busy finger activities and opportunities to develop the fine and gross motor skills.

Q. *How does the York reading-age assessment tool work? Did the training for Support Staff take place on 11/11 and is the tool now being used in classrooms?*

A. Lorna provided training to support staff on the 11th November, explaining how to conduct each assessment – which is in two parts and how to record the accuracy, fluency and comprehension scores. She had then determined the reading age and shared this with them. Staff have commented on how this has helped them to determine which texts to share with the children and also which skills to focus on.

Reading fluency project training took place to staff and TA's in October and started in the second half of term with a group of children.

Q. *Have the free writing sessions been launched? What is staff initial response in terms of impacting pupils' writing ability?*

A. Free writing has been implemented in the upper KS2 classes and staff have noted children have written more during the task. Little impact has yet been noted but this extended writing has partly informed teacher assessments.

Q. *Has there been any progress is setting up the 1-1 tuition sessions (£4,000)?*

A. See above.

We looked into some of the 1:1 tuition program to support our Year 6 and contacted 3 of the companies who were offering similar tuition in English, one with SEND expertise. However, they were all similar in offering a 6 weeks' worth of face to face tuition so that the tutor didn't have to visit other schools but the tuition itself was computer-based meaning that children in their 1:1, 1:2 or 1:3 groupings would sit with a tutor using the screen. This posed questions about the best use of the 'catch up funding' and what was best for our children. We came to the decision as an SLT/MLT that the best support would be smaller groups of good quality teaching where effective feedback could be given more often.

We also 'joined' a NTP online demo in a reading intervention for all ages. Some concerns were shared over the quality of texts, the 'remoteness of it'

	<p>as it was an online reading program and again felt that good quality teaching would be of the most benefit.</p> <p>NELI – Early Years Literacy Intervention- we have received the material and EYFS staff completed the assessment tasks with each child before Christmas. We are yet to find out what effect the lockdown will have on the 10-week intervention but hope that it will resume when the children return (even if this means completing the program when the children are in Year 1).</p> <p><u>Wider Strategies</u></p> <p>5) Children have a positive attitude to their learning and behave well</p> <p>Q. <i>Did the PSHE Curriculum Development Week (w/c 9/11) take place? Was there any feedback from staff or observational data which showed pupils' positive attitude to learning and improvement in behaviour?</i></p> <p>A. Attached is the PSHE monitoring form from Michelle which identified these positives (see APPENDIX 1);</p> <ul style="list-style-type: none"> • All staff feel confident teaching PSHE. • Children felt PSHE gave them 'freedom of speech' without worrying. • Children felt comfortable with sharing opinions, there's never a right or wrong answer. • Some children felt the atmosphere was more relaxed in PSHE lessons. • Most children feel their opinion is valued. • Jigsaw pictures are being used as a resource to support understanding. <p>6) Develop the role of the new Inclusion Lead/Team to support individuals.</p> <p>Q <i>How will the £2,000 be used? Are there any programmes/initiatives planned for the spring term 2021?</i></p> <p>A. Online Boxhall profiles... still determining best use of spend</p> <p>7) Support children to be ready to learn, specifically helping the pupil to manage anxiety.</p> <p>Q. <i>Has the trainee counsellor (£2,000) been contracted or will this be delayed because of Covid-19 and school closure?</i></p> <p>A. Yes, JF has met with trainee counsellor. Waiting to hear how sessions may progress in Spring term under Covid restrictions – due to start w/c 18/01</p> <p>8) Increasing attendance for all pupils, specifically those entitled to PP.</p> <p>Q. <i>Have the fortnightly attendance monitoring sessions set up with JF/LS yielded any information about the impact on individual pupils' attendance?</i></p> <p>A. First phone calls scheduled for last term, some success as a result with families willing to work alongside school</p>	JF
9.	<p>To monitor the allocation of SPG Funding</p> <p>JD gave detailed answers to the questions raised regarding the SPG report (available on GovernorHub) as follows:</p>	

	<p><u>Key indicator 1</u></p> <p>1) Q. Was the swimming coach contracted (£1,000) or was this shelved pending Covid impact on swimming for the Spring term? 2) Q. Was the £2,000 (lifeguard), £930 (PPG subsidy) allocated? A. The Swimming budget was not spent due to Covid so has been carried over until Swimming can resume.</p> <p>3) Q. Did the swimming catch-up sessions (£400) and the RBA Water Safety course (£400) take place in the autumn term? A. No – we made contact with RBA who were offering swimming to the pupils only as to limit the number of people on site.</p> <p><u>Key indicator 2</u></p> <p>4) Q. Will the half-day INSET for MSAs go ahead this term? Is it something which could be done remotely if required? A. WE are exploring the best way to provide CPD for MSA's. Simon has sourced additional reading around OPAL that he will share with MSA's before 'meeting' to discuss it further. The next session was scheduled for January but this will be rearranged for when we return.</p> <p>5) Q. Did the half-termly meetings with MSAs take place last term? Were they successful? What areas are discussed at these meetings? A. MSA's attended the OPAL CPD twilight session along with whole school staff in October. They had their second session. In our last meeting they focussed on: the changes coming and the OPAL schedule, the changes that Covid has brought and how we will adapt to deal with them, we also went through the Lunchtime supervisor handbook. In coming meetings, we will revisit some STEPS training, look at models of supervision for lunchtimes, revisit expectations and read through the play policy as well as risk assessment. Neil will also be providing his training for them where he will go into more detail on how to facilitate play and supervise safely.</p> <p>6) Q. What are the plans for creating the 5 quiet areas (£1000) and the reading house (537.40)? A. Osborne are supporting us with the development of a quiet, sensory area in the Quad. LM (English Lead) is currently researching the best 'reading houses' before ordering.</p> <p>7) Q. Who is doing the Early Years – 'Safe Scoot' morning session? Have they been successful? A. This has not happened yet and is an idea for the Summer term, led by EYFS staff,</p>	<p>JD</p> <p>SS</p> <p>Neil/SS</p> <p>LM/JD</p> <p>JD</p>
<p>10.</p>	<p>To monitor actions against the School Accessibility Policy and Plan July 2019 – July 2022</p> <p>JD gave detailed answers to the questions raised regarding the School Accessibility Plan (available on GovernorHub) as follows:</p> <p><u>IMPROVING ACCESS TO THE CURRICULUM</u></p> <p>1) Q. During the INSET days in September, or at any training since, was</p>	

any training provided for staff and was any particular need/s a focus?

A. The SEN Staff meeting in September focused primarily on differentiation and making inclusive classrooms rather than a specific learning need; reasonable adjustments, visual timetables in all rooms, decluttering the walls round focus points such as whiteboards, text font/colour considerations and repeating/targeting instructions for individuals were some of the tips and strategies suggested to staff.

2) **Q.** *At the RES Meeting in September it was noted that “Makaton training is at its infancy but all children are learning some Makaton in assembly as they accompany phrases within the chorus”. Has there any progress developing this and what plans are there for the Spring Term 2021, to develop this further?*

A. Sarah led an EYFS CPD session and key phrases were being introduced in the unit last half term. More training was scheduled for this half term but will postponed until staff return as it is felt that this CPD will be most effective as face to face.

SaS

3) **Q.** *Has the list of SEN resources been compiled and circulated to staff?*

A. The resources have now been audited and organised in the new place in the Infant cupboard but not circulated – although there is a folder in the staff drive auditing some of the physical resources such as Sound defenders.

IMPROVING ACCESS TO THE PHYSICAL ENVIRONMENT

4) **Q.** *Has there been any progress in sourcing an estimate of the cost of resurfacing of footpaths on approach to ensure level access?*

A. Not yet. We have also considered other surfaces such as chippings/ gravel to reduce the trip hazards of the raised slabs but would affect the access for wheelchairs and buggies.

WE have added signage to make it clear where uneven surface are.

Possible project for someone?

IMPROVING ACCESS TO INFORMATION

5) **Q.** *Has there been any progress in developing the use of translation software so that newsletters and letters can be sent home in home languages?*

A. We have created a survey to send to families known to speak English as an additional language (EAL) ready to send this half term. We have researched what other schools offer and many ask families whether they would like a Google translate version of letters/communications. If yes, the family receive a plain word document that can be copied and posted in to their own APP or google translate although they could alter the text.

6) **Q.** *Are the Pupil Passport Meetings organised to run alongside the Pupil Progress Meetings or are they done separately? Are there any significant differences in the format for these two meetings?*

A. These meetings run separately. Pupil Passport Meetings run between teachers, inclusion team and families of children with SEND needs only. Pupil Progress meetings happen between teachers, Inclusion team and member of the SLT and focus on all pupils' individual needs as well as broader needs of the cohort.

7) **Q.** *Has there been any progress in creating and training a ‘Family Buddy’ bank of existing staff who can translate at events/parents’ evenings? As an*

	<p><i>alternative, do we know what the average cost of using a translation service would be?</i></p> <p>A. Google translate is free for users of android and apple devices. There has been some recognition that the translation is not always accurate which schools who use this make clear in their communication to families and suggest that families use people within their own support network (a family friend or member of the family) to check talk through the original message.</p> <p>'Itranslate' is an APP that offers users to translate whole texts and a CONVERSE option that can translate the spoken language immediately. The cost is £39.99 a month.</p>	
11.	<p>To receive any other business as agreed by the Chair (PF)</p> <p>The Data Breach Response Plan was dealt with under item 6.</p> <p>Meeting closed at 5:40pm</p>	
12.	<p>To confirm time of next meeting;</p> <p>Tuesday 8th June 2021, 4:00pm</p>	

Subject Leader Monitoring UpdateDate: wc 16th November 2020**Which strategies have you used to monitor your subject?**

<input checked="" type="checkbox"/> Pupil Voice	<input checked="" type="checkbox"/> Book Looks	<input type="checkbox"/> Research (EEF, Professional bodies)
<input type="checkbox"/> Monitoring planning - Topic plans, weekly plans	<input type="checkbox"/> Audit accessibility and availability of resources	<input type="checkbox"/> Trials, Programmes
<input type="checkbox"/> Family surveys, communication	<input type="checkbox"/> External reviews (OfSTED/Advisor)	<input type="checkbox"/> Lesson observations
<input checked="" type="checkbox"/> Staff voice	<input type="checkbox"/> Analysing assessment data	<input type="checkbox"/>
<input type="checkbox"/> Sharing, achievement assemblies	<input type="checkbox"/> Learning walk - displays	

Remember it's all about IMPACT! IMPACT! IMPACT!**What strengths have you identified?**

- All staff feel confident teaching PSHE.
- Children felt PSHE gave them 'freedom of speech' without worrying.
- Children felt comfortable with sharing opinions, there's never a right or wrong answer.
- Some children felt the atmosphere was more relaxed in PSHE lessons.
- Most children feel their opinion is valued.
- Jigsaw pictures are being used as a resource to support understanding.

What are the areas for development?

- Date, puzzle number and piece number must be included on a piece of learning.
- Jigsaw is split into six 'puzzles' (one for each half term) with six 'pieces' in each half term. Please stay on track to deliver sessions within the correct term as these are whole school focuses.
- PSHE must be taught **every** week.
- Highlight key non-negotiables on the plan including sentence stems. Annotate adaptations and significant responses from children.
- Sentence stems to be prepared and used to support articulation.
- Mindfulness chime (with calm me script) - this should always come at the **beginning** of the session then teaching/discussion focus followed by the activity including reflection.
- Children must be given time to reflect at some point during the session.
- Ensure all children's responses are valued.
- Tuesday morning class assembly can be used to discuss or reflect PSHE issues arising within the class (circle time).

Questions, notes and focusses for future monitoring

- Ongoing monitoring of all areas for development.
- Issue end of term assessment form.