

Minutes of the meeting of the Board of Governors of All Saints Catholic College held via Teams and part in person on Tuesday 23rd March 2021 at 6:00 p.m.

NON-CONFIDENTIAL

PRESENT

In School

Andrew O'Neill (AON) (Headteacher)
Amanda Sayers (AS) (Chairman)

Governors (via Teams)

Rachel Burke (RB)	Joy Duval Koenig (JDK)
Hetty Fletcher (HF)	Richard Girvan (RG)
Elaine Gribben (EG)	Michael Harrington (MH)
Chris Johnston (CJ)	Marsha Kutkevitch (MK)
Maureen Marlowe (MM)	Shane O'Driscoll (SD)
Stella Powell Jones (SPJ)	Rabab Raza (RR)
Don Skeffington (DS)	(6.21 pm)

Observers

Oonagh Brett (OB) Deputy Headteacher (in person)
Julie Ely (JE) – Asst Dir Education-RBKC SEND EdPsych Services (Items 1-3 left at 6:28 p.m.) (via Teams)
Brad Holland (BH) SENDCO (via Teams)

Carolyn MacLeish (CM) Clerk for the Governors (in person)

1. OPENING PRAYER

Lord, help us to continue to deliver the outstanding educational experience that our students deserve and to consider the future needs of the School and our community. Guide us in the way that we balance the needs of the different members and help us in our preparations such that we may act swiftly to ensure the safety of all.

May we continue to celebrate the commitment of our unique community.

Lord, in your mercy, hear our prayer!

AS welcomed everyone to the meeting – those in the School and those joining via Teams. Governors were advised that they were to be joined by Julie Ely from the LA who was going to speak to governors about the potential introduction of a specialist SEND provision within the School.

2. APOLOGIES FOR ABSENCE

There had been apologies for absence from DH. AS requested that they be consented to as DH's absence was due to a family bereavement.

RESOLVED: that DH's apologies for absence were consented to unanimously.

3. SEND PRESENTATION – JE

Governors welcomed JE to the meeting whereupon she explained that she was the Assistant Director of Education for RBKC, with her key responsibility being SEND. She advised she was there to speak to governors about the introduction of Speech and Language provision in the School and what it would look like in practice.

JE shared her presentation with governors and highlighted the following key points:

- the LA was in the process of reviewing and revising its strategy for SEND pupils and a consultation on the three-year plan was live;
- the overarching aim of the plan was to improve the outcomes for SEND pupils so they could achieve to the best of their ability, move onto employment and economic independence and be part of the community;
- the LA had 722 residents with an EHCP with approximately 40% going outside the LA for their education (partly because the LA could not always meet their needs) and many going to provisions in H&F;
- when the LA talked to families about what they would like to see for their children, they stated overwhelmingly that they wanted something that met their children's needs;
- the LA, through its parent forums and individual assessments, had identified the biggest need as being for Autism provisions with the second being Speech & Language (SALT) (and between the two needs there was some crossover);
- Kensington Queens Mill was a special school which had 52 places offered to children;
- Goldbourne and Maxilla had created additional autism places;
- Barlby and Marlborough Primary Schools had additional autism places;
- pupils in the primary provision would need secondary places, and the LA wished to propose that ASCC open a new specialist resource provision to cater for 12 students;
- the provision would admit students over two to three years, starting with a few students who were already in the School, and then build up, ideally starting with Y7 students;
- students in the provision would all have EHCPs with some language and communication needs;
- the provision would be ambitious for the students while providing a bespoke approach given their language needs. They would have SALT and work with OT (occupational therapy);
- the LA would provide place funding with additional top up funding to reflect their complex needs;
- the LA wanted to create a provision in the north of the LA within the School to serve local pupils from Barlby and Ark Brunel. Kensington Aldridge had some specialist places which were currently occupied by H&F students. The LA was speaking to a school in the South of the LA to recreate the offer for families there too;

AS thanked JE for her presentation and invited governors to ask JE questions and raise points for discussion:

- Q) Was there sufficient demand for the places in different provisions?
 A) There was sufficient demand for more than one provision and for ASCC as a faith provision.
- Q) Was the first £6,000 funding per pupil actual or notional?
 A) The funding was actual.
- Q) How would the provision offer differ to the offer being provided currently to high needs students?
 A) The provision would not be as structured as for other EHCP students, they would have additional support and be included as much as possible in mainstream education. The students might be great at Maths and Physics but need more support in English for example. The aim would be to work with students to achieve as highly as was possible for them.
- Q) Why had Kensington Aldridge given places to H&F residents instead of RBKC?
 A) The arrangement was in part historic with the previous Tri-Borough arrangements and, since the Greenwich judgement, LA's could not reserve places for their own residents. The aim with the new provision would be to plan transition early to try to have the secondary provisions work with the primary provisions. Furthermore, with the new Kensington Queensmill special school there would be more capacity within H&F for their students.
- Q) Was there a critical mass of students needed to avoid a deficit budget in the provision?
 A) AON advised the School had been told it would be fully funded and could see the notional funding in the School's block, and for every additional child in the provision the School would receive an additional £6,000 (even if the student was currently in the School) and additional funding through the high needs block. The provision would add to the School's existing SEND offer and provide BH with flexibility and resources for organising the School's SEND support and staff. AON advised he would like to start with five students in terms of balancing the need to stagger the admissions and be positive for the School in terms of financing.

JE advised that she had spoken with AON and BH, and the LA were keen not to overload the School and start the provision with a manageable number of students. The proposal was for the School to start with its home-grown pupils, and the additional £6,000 would be received by the School from 1st September. JE added that she had great confidence in the School and the provision. BH did a great job for the School's SEND students and the introduction of the provision was driven by where the practice was right. The School and the LA were building on the existing offer.

- Q) What would happen to the existing SEND students that did not move to the provision?
 A) The existing SEND and EHCP students who did not move to the provision would continue to receive the offer they currently had agreed in their EHCP.
- Q) What were the next steps and did governors need to approve the provision?

- A) The School and the LA needed to have the lead council member sign off and the lead director; however, the council was currently in purdah. The sign off would effectively authorise the public consultation with the families of the affected children in the Ark Brunel and Barby and this would run during the summer term. The School would be consulted however the admissions procedure would not be the School's procedure but would be the LA's.

Governors thanked JE for her presentation. JE left the meeting at 6:28 p.m.

AS asked governors to vote on whether they approved in principle the introduction of the specialist provision in the School from September subject to a successful public consultation process carried out by the LA. Governors approved the proposal.

RESOLVED: that the Board of Governors unanimously approved in principle the introduction of a specialist SEND provision in the School post a successful public consultation.

4. DECLARATION OF INTERESTS

There were no declarations of interest relating to the agenda. Governors were reminded that they needed to complete their Declaration of Interests via Governor Hub.

Governors were further reminded that they needed to confirm alongside their Declaration of Interests that they had read and understood KCSIE 2020 Part 1.

5. MINUTES FROM THE MEETING HELD ON 8th December 2020

AS reminded governors that the minutes had been extensively reviewed by her and the clerk. Governors had been asked to send minor corrections directly through to the clerk and to raise only factual inaccuracies.

RESOLVED: that the non and confidential minutes of the meeting held on 8th December 2020 be signed as a true record of the meeting. (unam)

6. COMMITTEE REPORTS AND THE DELEGATION OF FUNCTIONSReports from Committee Meetings Since Last Board Meeting (draft minutes/notes attached):

Governors were given the opportunity to ask questions of the relevant committee relating to any of the accompanying papers. It was assumed that all governors had read the papers. All action points were on the agenda for the relevant committee or Board meeting.

A) C&CL – 3rd February 2021 (draft minutes attached)
No questions

B) F&GP – 26th January 2021 and 9th March 2021 (draft minutes attached)

Q) Why had the School removed the IT teacher appointment from the budget and what were the implications?

A) The School had wished to add to its IT teaching capacity; however, it had not been able to appoint in year so the funds had been held, would be carried forward and would be moved into the refurbishment of the School.

Q) Why was there an overspend in the supply line?

A) The School had used TA's from agencies as it was cheaper to use agency staff since the School was not liable for holiday and oncost pay.

Q) Governors commended the School on its work on grants and fundraising and asked when the School would be able to resume lettings.

A) The School hoped in the autumn term, and the F&GP committee would have a broader discussion about the strategy moving forward post the building works.

Q) Did the School have an Asbestos Plan/Register?

A) JL kept the plan which detailed where there was asbestos in the School. The plan ensured that the areas affected were not accidentally uncovered and external testers came in and checked it regularly. The plan was last submitted officially a year ago.

Q) What were the parameters for using the Governors Fund?

A) There were not any specific rules around the spending; however, it was audited, and its purpose was to support the mission of the School. The funds were used to spend to benefit students and the development of governance. It had been spent on refurbishing the Maths room and to pay for 10% of the LCVAP works, and funds were generated by lettings.

7. HEADTEACHER'S TERMLY REPORT

Governors thanked AON for his report. AON invited questions on the report and highlighted points to governors in discussion:

Finance and Premises

Q) How was the School funding the bulge year in September?

A) The School was funded through the October 2020 census.

Census had 588 students on roll, and the School was working on the new budget at the present time. For 7/12th of the year the School would have 180 students in Y7 which would mean from September the School would have 700 students and be funded for 588. The School had begun modelling the budget from last September and had looked at the curriculum and how many more classes would be needed for 180 students in comparison to 150 and what would be the impact on the rest of the School, and its finances.

The School believed because of the way the School had been resourced in the previous year it would not have a big impact, and this had continued through the resourcing this year. The School would receive £65,000 bulge year funding to bridge the gap.

Q) Were the eight new teacher new posts and/or replacements?

A) Some were forecasted new posts and some replacements.

Q) How were the building works progressing?

A) The frame was up and would be finished in the next week, and the works would then move to internal. The School was working with Fusion to bring forward internal works on the Art corridor. Two arts rooms, a creative media suite and two English classrooms would be finished after Easter. The School felt it would be morale boosting for students and staff on their return after the Easter holiday. The School had carried out some light refurbishment works to the old RE rooms which were now MFL classrooms. The School had asked for funding from governors to carry out the works however there had been sufficient funds within the School budget. After the May half term, the works to the South Block, the music and drama rooms would be started and finished by the summer holidays.

Education

- Q) Governors asked what the School's approach was going to be for the GCSE assessments.
- A) The DfE had advised grades would be teacher assessment ones, and the School would be using the mock results in December in conjunction with class assessments. Exam boards were releasing material and putting it into the public domain. The School was organising a systematic approach from classroom teacher to Heads of Department, followed by the SLT and ultimately signed off by AON. There would be checks and balances along the way to deliver fair, consistent and accurate assessment.

RG advised he was working through a similar process for his school and offered on behalf of governors to contact TA and AON to go through the School's process as a link governor visit.

- Q) Why was the School moving from two options to three?
- A) The School advised some students would take two while some would take three. The change had come as the current Y9 were the school's first mixed cohort taking their options. There were 150 students and had been far less transient. The majority had been with the School from Y7, it was felt that that majority could manage three options and the School would encourage students to take up the Music and Food Tech options. The current Y10 and Y11 were smaller groups, far more transient cohorts, and it had been beneficial for them to focus on two options.
- Q) What would happen if options were undersubscribed?
- A) The School had surveyed the options and every option had sufficient interest to make the options viable. For History and Geography, a class could go up to 30 students; however, for Drama and Art the School would not want classes over 20. Food Tech was limited in terms of numbers because of equipment. The School hoped it would have healthy size classes and it would work with students to make sure they chose options that were appropriate for them.

Safeguarding

- Q) Governors asked whether the School felt it had the capacity to managed increased safeguarding needs.
- A) AON stated he did not think there had been a significant increase which was fairly in line with the national picture, adding the School did not feel its capacity was an issue. RG concurred that he did not feel the figures were alarming.
- Q) Was there any impact on attendance post lockdown?
- A) There was frequent contact with students during lockdown. Courtney Dalton had contact with all students who were in a category. Attendance had been 94.4% in the first week back. There were six outliers, one of whom had joined the School as a managed move and was receiving support from external authorities; however, the main picture was healthy, and students were keen to be in school.

Catholic Life

- Q) Governors asked whether the School had thought about increasing information to the community on knife crime as the locality had seen an increase.
- A) The School advised there had been changes to the PSHE curriculum to reflect the needs in the local area, and OB advised the School was constantly looking at local issues and how they affected the School's students. The School ensured PHSE was well thought out and planned to have the maximum impact.
- Q) Governors raised the issues in the national news related to the murder of Sarah Everard and asked whether the curriculum had been adapted to talk about male respect of women.
- A) AON stated the School tried not to have a knee jerk reaction to current affairs and placed curriculum content where it was useful and meaningful. The SLT had spoken with students about the 'reclaiming the street' discussion and relationships to ensure both the girls and boys in the School were fully educated about respect for each other. PSHE was a relatively open forum and students had opportunities to express ideas and opinions. When the views were wrong, the staff worked with the students to help them understand why they were wrong. Further, students could raise concerns anonymously. In terms of behaviour the School's leadership team was on the streets before and after school to make sure student behaviour was appropriate.
- Q) What were the changes within the PSHE curriculum that parents had highlighted in the School's consultation?
- A) 50 parents had engaged but it had not been possible to meet face to face. The parts of the curriculum most highlighted were changes to Sex Education and Relationships. The School was going to deliver it through RE lessons. The School covered issues around pornography and consent. There were families who were not happy about their children learning about sex education in the School setting. AON concluded most families were happy and only one or two had raised concerns.

ACTION: RG to carry out link governor visit with TA and AON regarding Y11 GCSE teacher assessments.

8. ACADEMISATION

AON advised there was not a significant update since the last meeting. Since the last full board meeting AON had submitted the Board's request to the Diocese. The proposal had not gone to the DFE yet as the trustees were not supportive and wanted the School to join a bigger trust in Family 8.

AON reported the NAHT put in a formal challenge to the Diocese on its academisation policy stating it was too prescriptive and it was forcing schools into academisation and trusts. The Diocese had confirmed to AS in a meeting that the School would not be forced to join a CAT.

9. POLICY AND IMPORTANT DOCUMENT REVIEW

The following were reviewed for approval/discussion:

- Business Continuity Management Plan – (rec by F&GP) Approved
- Financial Control Procedures - (rec by F&GP) Approved
- Covid Catch Up Premium Report (rec by C&CL) Approved

- Q) Governors asked how they knew that the School was spending enough and doing enough for students to catch up on lost learning due to Covid-19.
- A) AON stated the School spent the money it had been given for catch up and had allocated additional funds from within its budget. The plan was well funded, and behind the plan was an operational plan. AM had been looking at cross over with disadvantaged students and what the School needed to do next. The focus between now and Easter was getting the students back into school and working.

The School was working out where students were in their learning and the impact of the online lessons. The School was not telling students that they were behind or needed to catch up, the School was focused on working with students. The School was celebrating them and their hard work. The School would identify any issues and there would be end of year exams.

Books had been sent home to Y7, Y8 and Y9 (450 books) which was part of the School's literacy project, so that students were not just looking at screens and could read books at home. Exercise books had been sent home to every child in early February to make sure they did not run out of paper.

- Q) Governors asked how many students could not access the online provision?
- A) AON advised the numbers were in single figures.

- Q) How was the Thomas Aquinas award working?
- A) AM was heading up the award and it was working well. The project was run across three terms. The final session would be this week and then it would be published. The award would run again next year with 12 more able students.

- SEND Information report (rec by C&CL) Approved
- Statement of Internal Control (rec by F&GP) Approved
- Supporting Pupils with Medical Conditions (rec by F&GP) Approved
- Quotes and Tenders for Easter Break –None presented

RESOLVED: that the Board of Governors unanimously approved the following policies either as recommended by the committees or reviewed in the meeting:

- a) Business Continuity Management Plan – (rec by F&GP)
- b) Financial Control Procedures – (rec by F&GP)
- c) Covid Catch Up Premium Report (rec by C&CL)
- d) SEND Information report (rec by C&CL)
- e) Statement of Internal Control (rec by F&GP)
- f) Supporting Pupils with Medical Conditions (rec by F&GP)

10. ACTIONS FROM THE LAST MEETING AND MATTERS ARISING FROM THE LAST MEETING

None.

11. BOARD OF GOVERNORS**A) Governor Appointments or Ends of Office since the Last Meeting:**

Elaine Gribben, Parent Governor, 23rd February 2021 – End of Office
Elaine Gribben, Associate Member, 23rd February 2021 – Appointed.

B) Governors Whose Offices are Due to End within the Next Three Months:

None.

C) Governor Vacancies

1 Parent Governor, - it is anticipated that elections will be held in the Autumn.

D) Governor Non-Attendance: No issues**E) Reports by Governors: None****F) Visits to the School: None****G) DBS and S128 Check Update:**

DS advised the points highlighted by RG in the last meeting were in train and she was in contact with the governors whose checks needed to be updated.

H) Governor Training:

Governors were reminded about online training on Governor Hub.

- i) **Local Authority Information:** Governors were reminded that LA information was available through Governor Hub.

12. **CHAIRMAN'S ACTION REPORT**

None reported.

13. **DATES OF FUTURE MEETINGS**

Governors are advised the C&CL meeting has moved from the 16th June to 9th June due to the Schools Forum meeting clashing, which AON and AS need to attend.

Meetings remained online until regulations and guidance changed. It was hoped some would resume in person in the summer term.

SUMMER 2021

Date	Meeting	Time
Tue 11/05/21	F&GP	8:00 a.m.
Tue 25/05/21	GB	6:00 p.m.
Wed 09/06/21	C&CL	6:00 p.m.
Thu 01/07/21	Governors Afternoon and GB	12pm onwards Meeting 6pm

14. **ITEMS FOR FUTURE ACTION OR MEETINGS**


Governors
Committee Reports
Financial Skills Audit

School
Headteacher's report
Approve School Budget
Invoices over £10,000 for audit purposes
Summer works – quotes and tenders
Questionnaires feedback
Approve School Staffing Structure

Policies
Term Dates Including Inset Days
Allegations against Staff
SFVS

15. **ANY URGENT BUSINESS**

MH asked whether the School could send updates on the Academisation discussion. AS stated, all updated would be discussed in meetings and not by email.

CHAIRMAN'S SIGNATURE: 

DATE: 25/5/21

RESOLUTIONS AND ACTIONS AGREED IN THE MEETING

RESOLVED: that DH's apologies for absence was consented to unanimously.

RESOLVED: that the Board of Governors unanimously approved in principle the introduction of a specialist SEND provision in the School post a successful public consultation.

RESOLVED: that the non and confidential minutes of the meeting held on 8th December 2020 be signed as a true record of the meeting. (unam)

RESOLVED: that the Board of Governors unanimously approved the following policies either as recommended by the committees or reviewed in the meeting:

- a) Business Continuity Management Plan – (rec by F&GP)
- b) Financial Control Procedures – (rec by F&GP)
- c) Covid Catch Up Premium Report (rec by C&CL)
- d) SEND Information report (rec by C&CL)
- e) Statement of Internal Control (rec by F&GP)
- f) Supporting Pupils with Medical Conditions (rec by F&GP)

RESOLVED: that the Board voted unanimously to appoint EG as an associate member for a four-year term once her period of office as a Parent Governor ended.

ACTION: RG to carry out link governor visit with TA and AON regarding Y11 GCSE teacher assessments.

