

GOVERNING BODY OF EVERSLEY PRIMARY SCHOOL

Chaseville Park Road, London, N21 1PD
Telephone No: 0208 360 5159

ACHIEVEMENT COMMITTEE

7th October 2020



Members

James Clements
Prafulla Pujara (Chair)
Peter Robotham
Mark Wallace
Sam Williams (Headteacher)

Also Attended

Flora Georgiou – Associate Member – Deputy Headteacher
Hayley Kirkpatrick – Associate Member – Deputy Headteacher
Ann Munro – Minute and Advisory Clerk

MINUTES – PART 1

1. APOLOGIES FOR ABSENCE

NOTED that all governors were in attendance.

2. DECLARATION OF INTERESTS

Governors were given the opportunity to declare any interest relating to items on this agenda. No declarations were made.

3. ELECTION OF CHAIR

RESOLVED that Prafulla Pujara be the Chair for this committee.

4. MINUTES OF THE LAST MEETING AND MATTERS ARISING

RECEIVED the Minutes of the Achievement Committee Meeting, held on 17TH June 2020, a copy of which is included in the Minute Book, which was confirmed as a correct record.

Matters Arising from the Minutes

REPORTED that there was a need to review the current Ice Pack. Michael Florides was going to arrange a separate meeting, outside the Governing Body meeting, in December, to have a catch up on expectations as Governors and Ice Pack. Prafulla would talk to Michael after the meeting to confirm this.

Action: Prafulla Pujara/Michael Florides

(a) New Curriculum – Vision and Values

Peter Robotham reported on the ‘Deep Dives’ that took place in PE, week beginning 27th January 2020 and mentioned in the February Achievement Committee meeting. There were lesson drop ins, inviting children to engage in PE across the school. Areas of PE Health and Safety were good, jewellery was removed before lessons and staff were using apparatus confidently. The children were involved in setting up lessons and had a good understanding of what they were doing. A lot of apparatus was needed. In gymnastics, an area of development, there was a lack of benches and children were standing around. New benches and other items were bought for KS1 with the PE equipment money to help make lessons as active as possible. The PE Apprentice was given lesson plans to be used to make lessons more effective.

The Headteacher commented that since the children had come back, PE had been a successful part of the curriculum. It was good to see children really active. Every class bubble had their own box of equipment and the children could continue to develop their PE skills. The school advertised for a new sports coach and Niall has applied for the position, it is hoped he will be successful in the post.

(b) SEMH Policy

RECEIVED the draft SEMH Policy from Hayley Kirkpatrick. There will be an evaluation meeting with the Enfield Team to discuss and evaluate how the project has been going. They will look at the action plan that was drawn up at beginning of the project, going through and updating for this year. Part of this work will be an audit across the school and feedback will be given.

A governor asked how to do you analyse where the children are on the spectrum? Hayley said it was really difficult to assess mental health but was keen to work on baseline assessment before putting in interventions. Hayley was working with Mindful Magic, looking at different tools that could be used as a baseline to monitor the impact of evaluation. There was nothing formal in place, but they were using teacher referral, early identification, where children were on the spectrum and where and if they needed support. Teachers filled in the Mental Health Referral forms and these were being monitored. At the beginning of term, staff were looking to see what interventions were needed to give children that needed support. The founder of Mindful Magic wanted to put an assessment tool together.

Some of the children Tara was working with last year have coped really well. Two different children have since been identified. This was more to do with their home situation, things that may have happened that could cause a situation, rather than concern about Covid.

Hayley had feedback from how staff were feeling. Most of their stresses and worries were about doing their job properly, not really about Covid or health and safety. The partial re-opening was more stressful. Now the school is fully opened they are more concerned about Teaching and Learning and what the outcomes should be. A Mental Health Working Party had been established. At the next staff meeting for teachers they were going to discuss successes and difficulties since they had come back to school. Staff were worried about not getting through the work on time. Things have now improved, and the teachers are used to the new routines. The Headteacher wanted to give the teachers a platform and regular opportunities to share concerns.

For curriculum catch up, the school had done assessments and identified the gaps, this would cause a little more anxiety for teachers.

One task the teachers had to do was to write a case study for 2 children in their class. A range of different case studies would be good, in case Ofsted asked to look.

(c) Induction Pack for Governors

The Chair had spoken to new Eversley Governors, Mark and James, to ask them what information they had already received from Governor Support Service and what would be useful for new Governors in the future. This would be tailored to Eversley as a supplement pack.

Suggestions were:

Any new Governor has a timely first visit to the school.

A list of acronyms.

It would be good for new Governors, not associated with the school to buddy up with another Governor so they have someone to refer back to.

This is work in progress and once additional items are added, the Chair will go into the school and speak to the relevant member of staff to help polish up the information before issuing the final pack.

Action: Chair

(d) E-Learning Policy

This policy was very thorough. James Clements raised a question about one of the bullet points in the policy that stated it was the Governors legal responsibility to make the things in the list happen. James questioned if the school should move to a model where learning happens online. It would be good to make sure this was actioned as a Governing Body, measuring and checking online and showing interest as well. The Headteacher thought this could be added to the Ice Pack.

The Headteacher and Hayley Kirkpatrick were working on key questions that Ofsted might ask.

It was decided that Ice Pack would be a regular agenda item for Achievement Committee Meetings.

Action: Clerk

The school was going to have Microsoft Teams training for teachers. Teachers needed to have the opportunity to practice on Teams as they were at varying levels. It was planned that during the next inset day, as well as working on the curriculum they could upload and work on Teams with their year groups to gain a better understanding.

The school were going to send work to a child whose parent is a teacher for practice. Teachers will set work on Microsoft teams so children can go home and educate their parents. Rhian Goddard suggested making a video for parents.

Mark was concerned that, although Teams was being widely used so everybody was getting trained, the real struggle would be what bits of teaching are synchronous and what are not. The Headteacher stated that one of the things the school had done was pre-recording transfer meeting assemblies, which had gone well.

Mark thought that Tapestry was effective as parents could use it at home and submit work or observations, but this was designed for Early Years up to Reception children only.

The Headteacher said that If year groups have to rely on remote learning, every day there would be an element of live communication. Some of the activities would have to be set up but the value of having a live element would be close contact with teachers. The school had learned from lockdown that online pre-recorded lessons needed to be provided. This was one of the reasons they decided to move to Teams. It was much more organised this term and the systems and training would be invaluable.

Mark said It had become clear this term, that children would need 2 weeks of work if in isolation.

The Headteacher had said to parents that if their children were self- isolating the school would provide some work for those children. There had been about 20 children involved. A governor asked if teachers were stressed having to send individual work home. Peter Robotham had a child in his bubble that was in isolation. He provided English and Maths work, also a bit of cross curriculum. It had been fine so far but a bit time consuming.

There was now an IT Security person at the school. It would be a good idea to engage a governor, Hadiza Adeyami, in IT security, so the school could say to Ofsted that security was looked at in all aspects of activity by a governor.

James asked what would happen if there were 2 or 3 children from a class at home and 27-28 to teach at school. The Headteacher said worksheets could be e-mailed and teachers would send individual work home.

Mark asked how Governors check if remote learning is working. He suggested they could look at the attainment in a bubble and look at the attainment a bubble has made at home to see if children's education suffered for not being in school. It would be interesting to see if the two-week period made a difference and to look at different measures. It is data that needs to be collected anyway, just a different way of crunching at the end.

The Headteacher thought these were good ideas and would be interesting and useful to track.

5. PROGRESS AND ACHIEVEMENT

An update was sent out from Jo Helier on data, telling governors, week commencing 21/9/20, that all pupils across the school, apart from reception were assessed in English and Maths, using the appropriate tests for their year group. Teachers were assessing to see any missed or lost learning since lockdown. Teachers have been inputting the data and are looking for areas of strength, gaps in learning and any booster groups needed across the bubbles. Data was input on Monday 5th October but there is not a full report as yet.

The highlights so far are there was a dip in reading and phonics so there will need to be interventions. Maths seems to be the strongest across the school. Writing overall was poor, particularly in Year 3 and teachers needed time to be able to moderate their writing. The teachers were looking at the reading assessments and maths, SLT will check the assessments were correct.

Hayley Kirkpatrick wrote the Covid 19 Recovery Programme, there were not many amendments. In terms of curriculum catch-up, before the summer, the subject leaders were asked to look at summer term objectives and look at essential objectives and identify any learning they thought was essential to be covered in Autumn 1. All subject leaders did teaching that had not been covered and was essential for pupils to move on - lost learning.

Teachers were doing assessments within a very short space of time, looking at where the gaps were for individuals and groups and looking at the data to drill down even more on the learning that might need to be kept up with.

Additional teachers had been attached to each year group, so those teachers could do interventions across bubbles. Another additional teacher is working full time and supporting Year 2 with catch-up and interventions.

The Chair asked how the school identify the children that need to be stretched. The teachers were looking very closely at individuals. Teachers have identified the gaps and have to be really creative for individual pupils to catch up. Class bubbles cannot be mixed so they have to work incredibly hard to make sure they are doing that and to challenge the more able children so they can move on.

It was important to communicate this to the parents. The assessment results would be available in the next 2 or 3 weeks.

Peter spoke about what they were doing in his class and how they were challenging the more able. Jo Helier had been doing more English and Peter more Maths in the week. They were looking at challenges for all pupils that need to move on. There were additional challenges in every lesson as well as additional White Rose for maths.

James asked if children do have to work from home for a couple of weeks, would this be online learning in the model they had been discussing? The Headteacher had asked the teachers to make sure they have 2 weeks standalone lessons and revision of maths skills on what had been taught this term.

If there is a lockdown again the platform going forward would be much better than Purple Mash. There would be a link to White Rose if they wanted it to be extended. Teachers are preparing work that enables mastery for all.

6. CURRICULUM - CATCH-UP

A broad and balanced curriculum for pupils needed to be delivered. This is what recovery programme was trying to do.

Hayley confirmed that every child in school had been involved in an art project, PHSE, outdoor learning, black history and science, as the Spotlight focus. It was important that children had lots of English and Maths and would be getting a rich curriculum.

Mark said that, in the future, the school might have a small gaps that they could plug, or they could have to teach the entire content remotely. As a result of this, it would be good for the school to formally make sure that the teachers can easily change the plan according to circumstances. To make clear to the teaching staff what the plan is for a short lockdown and what the longer lockdown plan would be.

The Headteacher and Maria Athanasi were working on a timeline for distant and remote learning to help teachers. For a short period, the school will use the 2 weeks work stand alone, but if it was for a longer time there is a plan, teachers would be at home as well, and they would be able to plan as they go along.

It would be good to communicate there is a plan for the 2 scenarios to teachers.

7. OFSTED INSPECTION

Inspections will continue but will be informal. The school will not be graded, and the grade will not change. Ofsted will inform the school the day before they are going to arrive. They will discuss and be looking at blended learning and safeguarding. They will speak to the middle leaders, teachers and governors. There were questions the Headteacher and Hayley had been working on and will share with the SLT and email to the Governing Body.

Ofsted are likely to ask the following questions:

- What barriers have you faced and continue to face for pupils?

- What are the challenges you have with blended learning? How are you going to deliver that to the children?
- How are the pupils settling back, what routines and what is the behaviour like? Which children are finding things more challenging and how are you going to support that?
- How have you supported children in lockdown? Have you identified any health and wellbeing issues for individual children? What did children need at a local and national level and what are you doing to support that?
- How are you ensuring safeguarding remains effective and what challenges have you met?
- How are you supporting SEN?
- How do you plan to support reading and maths skills across the whole school especially with SEN children?

There will be discussion with the SLT on what actions are done, what are the next steps, what answers to questions and what evidence do they have. What effectiveness of current and past actions was there and what are the next steps?

The new EIF inspection was expected to resume in January 2021 but it might be put back again because of the Covid crisis and re-assessing.

The Chair said that looking to Ice Pack it would be good to look at the document, making sure that governors were familiar with everything. There would need to be someone from the SLT to talk through with the governors when they were compiling the Ice Pack. The Headteacher would invite someone to talk through with the Governing Body.

Action: Headteacher

Mark said that drilling down for SEN needs evidence. The Government are concerned about disadvantaged and vulnerable children not having access to the curriculum. The Headteacher said that during lockdown the school visited the SEN children weekly. Since they have come back to school they had been assessing and targeting where needed. Out of the current year 5 pupil premium children, there is only one child that is behind and the rest need challenging. Ofsted could be shown the case studies and follow the progress.

James thought it a useful exercise to send out a Parent Questionnaire now so it would be ready for the Ofsted visit. The Headteacher will send a Parent Questionnaire – Autumn 2 and will go back through the emails for positive quotes already received from parents.

Action: Headteacher

Hayley commented that since returning to school this Autumn there had been 630 happy children and how all the staff had adapted so well to the new normal with many challenges. The parents really appreciated being able to take their children back to school so now was the time to get parent, pupil and staff feedback. Staff and children videos could be made.

In the first few weeks back, there had been three positive Covid 19 cases which put pressure on some staffing and anxiety became higher but hopefully things have settled. It is a forever

changing picture and the school have got to be really vigilant and mindful that things might not be the same in the long term so they need to be constantly evaluating.

The SLT were starting to think about what Christmas is going to look like and what safe options there could be for celebrations.

8. PUPIL PREMIUM FUNDING

The Headteacher, Jo Helier and Shirley Gonzalez and had been working on a Pupil Premium Statement. This will be shared with the SLT and published on the school website once completed.

The problem with the statement is a lot of pupil premium is data driven and the school could not access whether pupil premium children were meeting the targets set. There were a lot of things that the school felt a priority but because of Covid were not appropriate and need to continue into 2020/21. This has been evaluated and new targets set. Last year was £98,580 and this year will be £105,495. 67 children are eligible for Pupil Premium out of 630 children at Eversley.

James asked was there any assessment of year 6. The Headteacher said the school could predict where they thought the children would be, but the problem was it was hard to engage the year 6 children as they were moving on. Approximately 20-30% of children did not want to engage. If they had been in school, they could have been challenged.

Mark questioned asking the Secondary Schools that pupils had gone to and asking how they were getting on? The Headteacher had spoken to a Secondary School for information but they did not come back. It would be hard to track this information down as the children had gone to 11 different Secondary Schools. The Secondary Schools themselves were also probably still doing assessments.

9. POLICY REVIEW

RECEIVED the following policies for review:

Admissions
Adult Volunteer
Attendance
Behaviour
Child Protection
Complaints
Computing
Curriculum

Design & Technology
Educational Visits
Emergency Procedures lockdown
Eversley Recovery Programme
Exclusion
Health & Safety
Home Learning
Hot Weather & Sun Safety
KCSIE
LAC
Parent Partnership
Physical Intervention – September
Remote Learning – September
SEMH
Values.

RESOLVED that these policies be allocated to governors by the Chair to make sure they are correct and read by all governors ready for the next Full Governing Body Meeting on 2nd November 2020 for ratification.

Action: Chair/Governors

10. AOB

The Chair thanked the Headteacher and Senior Leadership Team on behalf the governors for all the hard work they had done.

11. DATE AND TIME OF NEXT MEETING

NOTED that the next Achievement Committee Meeting would be held on 24th February 2021.

Confirmed and signed at a meeting of the
Achievement Committee held
on the day of 2020