

GOVERNING BODY OF EVERSLEY PRIMARY SCHOOL

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

ACHIEVEMENT COMMITTEE

17 June 2020



Members

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

Also Attending

Flora Georgiou – Associate Member – Deputy Headteacher
Hayley Kirkpatrick – Associate Member – Deputy Headteacher
Hadiza Adeyemi
Michael Florides
Wahida Khan
Sanah Khan
Ann Munro – Minute and Advisory Clerk

MINUTES – PART 1

1. APOLOGIES FOR ABSENCE

Apologies for absence was received from Mark Wallace.

2. DECLARATION OF INTERESTS

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

3. MINUTES OF THE LAST MEETING AND MATTERS ARISING

RECEIVED the Minutes of the Achievement Committee Meeting, held on 26th February, a copy of which is included in the Minute Book, which was confirmed as a correct record.

Matters Arising from the Minutes

(a) Data

Reported that the Headteacher was to share ASP(Analysing School Performance) data and how it was analysed with the governors. Mark Wallace was to go into the school and go through the data together with the Headteacher.

Noted that this had not been possible as the Headteacher had not had the opportunity to do so due to COVID 19 implications.

(b) New Curriculum – Vision and Values

Reported that Middle Management were to be invited to talk to the Governors about deep dives, Peter Robotham was to cover PE.

Noted that this would be deferred until September 2020.

(c) ICE Pack

Reported that the SLT had spent a lot of time on ICE Pack and it was now the Governors responsibility to go through each item.

Resolved that Michael Florides would take a lead and follow through.

Action: Michael Florides

(d) Policies

Hayley Kirkpatrick was to write the SEMH Policy whilst working on the Mental Health Programme.

Noted that this would now have to be written in a different format and a massive overhaul would be required in light of the situation. There were lots of changes to be considered and Hayley will keep the governors informed.

Action: Hayley Kirkpatrick

(d) Induction Pack for New Governors

This pack is work in progress and the Chair will give an update at the next Achievement Committee Meeting.

Action: Chair

4. COVID 19 IMPLICATIONS

(a) Online Learning

The Headteacher had spoken with about 40 other Headteachers, discussing whole school and distance learning packs, what had gone well, what would need to be looked at again in the future and what were the positives and negatives.

The school was only given two days prior to lockdown to produce online working packs. All the school and staff worked hard to train themselves and get used to Purple Mash, Literacy Planet and My Maths. After a few weeks Alison Sawkins suggested using Purple Mash as the schools learning platform for everything. Alison and Maria introduced writing tasks so children became used to physically using a pencil and paper and instead of constantly being on screen parents could take screen shots, where possible.

(b) Up-date and feedback on school re-opening for Reception, Year 1 and Year 6

Initially when the Government told schools to go back for the 3-year groups, Reception, Year 1 and Year 6, they wanted the children to go back full time, so parents could go to work. Eversley followed that advice and 159 children returned, including key worker children. Some schools only opened for 2 whole days but Eversley provided full time education for those children who wanted to come back. This was due to the hard work of all the staff, making sure it was safe for children to come to back.

Teachers have been following Risk Assessments and making sure the children are safe when entering the school. They have been sanitising and washing their hands and there are 6 portable wash basins, some in each playground.

Teachers have been teaching English and Maths with a different kind of learning in the afternoon, focusing on things such as Black Lives Matter. There has been lots of history and PE ideas have been developed. Teachers have thrown themselves into this and a lot of anxieties disappeared once they saw what had been put in place for both children and staff.

The Headteacher had been sending out daily briefings. Staff have been mixing across the schools at each phase and getting to know each other. The videos that had been made had really helped, the Reception children had already watched 10 before starting back and were feeling really positive. The

school had now got 7 pages of names of the children that want to come back to school and are on a waiting list. The children are keen to come back to school and the parents feel it is a safe environment.

The Chair stated that, as a parent, the process of re-opening the school had been seamless. A question was asked as to what have been the challenges from a staff perspective? The Headteacher responded that the only resistance had been from members of staff that had not yet started back who were really anxious. Once back the staff seemed really happy.

Peter Rothbotham spoke on behalf of his bubble, saying there had been a nice positive atmosphere and children were really enjoying the interaction with other children, even though it was at a distance.

Flora Georgiou said there had been a lot of anxiety and resistance from the start but because of everything that had been put in place and communication between Eversley and the Union Representative, staff now feel really happy and safe.

Hayley Kirkpatrick said that she felt really confident by the time the school re-opened and hoped that the confidence shone through which, in turn, helped the staff to feel more confident. Everyone said they were happy to be back.

A question was asked how the school was finding the balance between home and school? The Headteacher stated that she made sure time was given to the full-time teachers to plan for their bubble, 1 to 1.5 days. This gave time for things, such as, distance learning packs and End of Term Reports.

The teachers had been working hard, continuing with online packages for children at home. Phone calls were being made to children and parents at home to check in with them. Vulnerable children continue to be contacted on a weekly basis.

The Inclusion Team were going to be doing doorstep chats for children to see how they are. Hayley, Maria and the Headteacher will do briefing packs and hope to bring back children for a couple of hours before the end of term with their new teacher.

The SLT would be having a meeting to discuss ideas for the end of term to give closure to the children. Marquees and Gazebos were thought a good idea, in case it was a rainy day. The children could do PHSE work, art lessons, music. The SLT would welcome the children who would spend an hour with their teacher and then their new teacher would come along.

The Headteacher was trying to work out something for the Year 6 children so they could have closure. One suggestion was to close the school on the Friday. Year 6 parents could come in and set up something outside, such as a social distancing picnic, DJ, dancing on one spot. As it would be the end of Summer Term, there was not the worry of bubbles crossing and when children had gone home, the school would get deep cleaned for the Summer.

At the HT Forum it was said that there might be another spike in November, so this might be the last opportunity for the children to say goodbye.

The Chair suggested that the EPSA used lots of marquees and gazebos and support would be available from the EPSA if required.

The Headteacher was ringing every child when it was their birthday, including at the weekend and was continuing to send emails and blog. The school newsletter was sent out on a weekly basis.

It was thought it a good idea to do a video with the new class teacher with a story with a voice over, pre-recorded.

The school needed to be really secure in what they were doing. Before the end of Term, a questionnaire would be sent out to parents to see how well the school had done and what they could improve on. Questions could be asked, such as, do they carry on with Purple Mash or go to Google Classroom? Other questions to discuss could be; how many schools have been having on-line lessons? What schools have done Purple Mash and changed to Teams? Do they talk through a PowerPoint and prerecord? A governor commented that private schools were doing on-line lessons.

Michael Florides reported that the opening of the school went really well. Both parents and children were really happy and that Eversley should be proud of themselves.

James Clements asked what the engagement had been like across the schools checking on what learning children were doing at home and were there some children not doing anything? What percentage of children are doing the work?

Individual teachers had been chasing and letting the SLT know results. The school needed to start getting snap shots about what children were doing on-line learning and what percentage of children needed calls to complete their

on-line learning. Also, how many children have been doing the work on a weekly basis.

(c) Focus for the wider re opening

Potentially in September there is going to be a blended learning model as there could be a localised spike, it will be a combination of home and school. The Headteacher thought it a good idea for all children to go back to their previous class for two weeks, spend a couple of weeks there and then Year 3 transition to their new class. This will not affect Reception and they will not have home visits. It would have a massive impact if it was changed to 1 metre distancing. 15 children could go in the morning, class cleaned lunch time then 15 other children in the afternoon. On-line distance learning could be for foundation subjects.

There could be a Friday close so teachers could do assessments, take in more work, bridging the gaps in the morning and have PPA in the afternoon.

Karen Jaeggi of ATTIGO will be looking at the framework and will share with all of the Headteachers. There will need to be a plan for 1metre, 2 metre distancing and if back to normal. If there is a spike in the local community, the school might have to be closed.

Michael Florides raised the question if there was any personalised learning? Some were finding it easy and some hard. The Headteacher had looked at personalised learning. Additional PPE would be required and If they did go to talk through PowerPoint it would have to be done several ways. There would need to be good distancing and PPE at all times.

(d) Wellbeing of pupils and staff

Hayley Kirkpatrick has sent any information received from Enfield Council to parents and staff. There is a meeting with Gemma Swistick, Supervisor of Mental Health Service, on 2nd July to look and see if the needs of children have changed. Until the children go back to school it will be difficult to predict. First impressions have been very positive. There is a bit of a learning curve at the moment. There is a Mental Health Logging Concern Form. Any staff that have any concerns about the children in school or at home, fill in the form and send it through to Hayley Kirkpatrick and decide what support to give to them. One of the plans of support is 1-1 virtual support for families. Families have to accept this support to engage.

The Mental Health Support Team have made contact and offered staff 1-1 support if required but they will be given other avenues of support as an option. There is going to be a well-being survey for staff, parents and pupils. TES have got a model Mental Health Survey specifically for COVID-19.

Hayley Kirkpatrick touched base with all members of staff that had not been into school to check all was well. This was one of the reasons why the Headteacher carried on with the daily briefings, keeping everyone feeling together.

There are about 10 families affected that are struggling and where a child has been flagged, staff have contacted the family, sometimes it is just the parent that needs to talk. At least 4 children who were really struggling were going back to school which had a huge impact on them.

Michael Florides asked regarding the wellbeing of the keyworker children. There were 3 key worker bubbles. There were 3 spaces for SEN children who had been struggling at home. They were having 3 days a week with Sue Stokes as they needed to come back to school.

Hadiza Adeyemi asked would there be exams and assessments as some schools were still taking on-line assessments?

The Headteacher stated there would be no assessments or tests as the Government had stopped them. In the first few weeks of September the children might sit an exam or assessment so that the school could see the baseline and what gaps are missing. The Headteacher said it was difficult to get a valid online assessment done at home and it would not be the intention for Eversley to do so.

James Clements suggested that an assessment could be made into small quiz's done in a gentle way which might help to show what children can and can't do.

Prafulla Pujara asked, as the LA were going to do more snapshots of work to check children have been doing the tasks, was the school able to gather on-line learning data? The Headteacher said that teachers were gathering portfolios to get the evidence.

5. SAFEGUARDING

The policy has been updated with amendments. The school was keeping up to date with the families and was in touch about 1 family with Social Services. Teachers

have been making phone calls home. There is an Addendum in the Safeguarding Policy about being at home which Flora Georgiou is in the process of up-dating.

The school was in constant contact with the SEND and EHCP families, being checked on a weekly basis. A Senior Leader was going to look after an LSA. 7 out of 21 EHCP children were back at school.

6. SCHOOL IMPROVEMENT PLAN

The Headteacher sent through the School Improvement Plan before lockdown, this showed what the development plan would be before re-opening the school. This plan has now been put on hold and options need to be discussed moving forward.

The Headteacher would be focussing on our current School Improvement Plan and look at how these areas could be developed further.

The Headteacher would be focusing on Karen jaeggi's format for what the School Development Plan would look like for different areas and the various options.

In September the Headteacher will be working with the Governing Body regarding the key headings of the SIP and how Eversley address certain points:

- to put mental health at the heart of the school
- to look at the curriculum development of outdoor learning, needing to develop further if the COVID-19 is still around
- making sure the school has lots of learning packs for SEN children. TA's have done lots of CPD for them
- Key curriculum – making sure reading, writing and maths are age related or greater depth and how to move children forward
- aim to support children with gaps in their learning
- What to do for Pupil Premium children when they come back to school. They are potentially worse off because of FSM as there has been a lot of resistance.

The School Improvement Plan Targets will be just as important, moving forward.

7. LA REFERRALS

It was noted that Special Leave Provision was to include Parental Bereavement Leave and those meeting certain eligibility criteria will also be entitled to Statutory Parental Bereavement Pay (SPBP).

A few members of staff requested Parental Leave because they were unable to get childcare or had anxiety. There were currently 9 staff taking unpaid leave for parental reasons.

8. POLICIES

The Headteacher had a list of policies with the level of changes made to send through to the Governors to see if they agreed with any changes:

English	Most Changes - Alison and Maria had to re-write the whole policy
Science	Small Changes
Debit Recovery	No Changes
EAL	No Changes
Handwriting	No Changes
Induction	No Changes
Lettings	No Changes
School Meals	No Changes
Debt	No Changes
Charges	No Changes
Remission	No Changes
Antibullying	No Changes
Child Protection	Flora completed – James C had one comment
Teaching and Learning	Changing the date for this policy
Marking and Presentation	Changing the date for this policy.

Teaching and Learning and Marking and Presentation policies are to be deferred until they can be embedded.

Resolved that these policies were allocated to governors by the Chair to make sure they were correct by 24th June and read by all governors ready for the next Full Governing Body Meeting on 1st July 2020 for ratification.

Action: Governors

Hadiza Adeyemi commented that other schools of an outstanding level had a separate Remote Learning and Responsibility of Usage policy and asked if Eversley had one that worked in conjunction with the school. The policy should cover the appropriate best practice behaviour to be incorporated by children during remote learning sessions and target on the etiquette of e-learning.

The Headteacher stated that, at the moment, there was quite a lot of detail in the Risk Assessment. Flora Georgiou had written about what would happen when schools return and what teachers and pupils can expect. There was also a Home/School Agreement for parents to read and sign.

Hadiza Adeyemi thought a policy needed to be targeted on the etiquette of e-learning. Michael Florides agreed that there needed to be one. Flora Georgiou agreed to look again to see if these things were already addressed in other policies and highlight where the resources were. There may need to be another policy which covers calls to parents.

Action: Flora Georgiou

Hadiza Adeyemi would send through a sample agreement to the Chair.

Action: Hadiza Adeyemi

9. DATE AND TIME OF NEXT MEETING

To be decided at the next Full Governing Body Meeting on 1st July 2020.