**MINUTES TEACHING, LEARNING,**

**PUPILS & COMMUNITY COMMITTEE**

**THURSDAY 12th November 2020 at 5pm via Zoom**

**Governors in attendance**

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| **Will Young -Chair (WY)** | **Debra Easter – Deputy Head Teacher (DHT)** |
| **Jemima Wade – Head teacher (HT)** | **Kareen Baker –(KB)** |
| **Simin Soleimani Darino – (SSD)** | **March Chesher – Chair of Governors** |

**Others in attendance**

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| **Lena Seed (Camden Support Clerk)** | **Tsedey Yilala (Observer)** |

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|  | **ITEM** | **ACTION** |
| **1.** | **WELCOME/INTRODUCTION** |  |
|  | The Chair introduced Tsedey Yilala as elected parent governor and attending in an observer capacity pending ratification of appointment at December full governing body meeting. A round of introductions were made.  The Chair welcomed everyone to the meeting and noted the meeting was quorate.  The Chair of Governors also attended the meeting. |  |
| **2** | **APOLOGIES FOR ABSENCE** |  |
|  | Apologies were received and accepted from Laura Brown |  |
| **3.** | **DECLARATIONS OF INTEREST** |  |
|  | Governors were invited to declare business interests against any agenda item. None were declared |  |
| **4.** | **Election of Chair** |  |
|  | Will Young was unanimously elected Chair of the Committee for the Academic Year 2020-2021 |  |
| **5.** | **Election of Vice Chair** |  |
|  | The Clerk recommended the Committee elect a Vice Chair to the Committee and was asked to write to the members of the Committee for an election to take place at the Spring meeting. | **Clerk** |
| **6.** | **Minutes and matters arising of previous meeting on 19th May 2019** |  |
|  | The Chair of the Committee noted the actions from the last meeting had either being completed or had become immaterial due to the pandemic  The Committee noted the Children’s Mental Health & Wellbeing policy had been carried forward as a main priority in the School Improvement Plan.  The minutes of the last meeting were agreed as an accurate reflection of the meeting and duly signed by the Chair. |  |
| **7** | **SIP Update** |  |
| **7.1** | **Priority 1: Recovery & catch up**  Attainment. There has been an expected fall in standards; particularly stark in maths and a reflection of the national picture.  **Q: have the requirements changed due to Covid?**  DHT –The year end exams have not currently been altered.  HT – There will be a year of lower achievement across the board during which the school has to balance academic achievement/key building blocks with children’s wellbeing. Some of the younger more vulnerable children may suffer the most if they have missed these key building blocks in phonics and maths and some may continue to catch up into secondary school.  **Q: How will Ofsted judge lower attainment?**  HT- Ofsted continue to judge schools by the previous criteria then the school should still do well, particularly if they take into account that the school continues to support the more vulnerable children.  DE – Rising stars released analysis yesterday showing significant drops in phonics and reading nationally which matches the Argyle pattern.  **Q: Have there been communication to mobilise parents to support catch-up?**  HT – Parents meetings are scheduled for next week. Sessions will be quite focused on what parents need to do to help their children. |  |
| **7.2** | **Priority 2: Mental Health & Physical wellbeing**  The HT reported on the following physical activities this term:   * New outdoor play equipment with class rotation during play time. * 9 days of gardening and outdoor learning for year 3 FOC as an Inner City school through *‘Learning through landscapes -The Garden Project’* * Year 5 & 6 Lunchtime Fitness. Popular and freeing up play space. * Girl’s fitness programme in collaboration with Thomas Coram * Year 1 Football * Year 4 Cricket coaches weekly.   **The DHT reported on the Magic Breakfast** which has been made available for 2 terms. Approx. 22 children have been coming into breakfast every day sitting socially distant within family groups. Provided by *Magic Breakfast* through which breakfast cereal and bagels have also been distributed. Of the 90 families that are eligible, 40 families are provided with fortnightly boxes; with left over boxes being distributed to other families and small segments of bagel being provided to every class to eat during registration.  **Q: how is the roof garden?**  As part of the project in the garden we were given some plants. Classes have been using it and for the most classes have planted something. |  |
| **7.3** | **Priority 3: Ambition & positivity.**  The HT reported the school has set up 2 task teams **STEAM, DT and computing & Equalities and wellbeing** as a staff development initiative focusing on leadership and enabling change.  Every Teacher & TA attends one of the two task teams. The first meetings have taken place and substantive time will be dedicated to this in the new year.  **Q: How has Staff training around emotional intelligence for leadership skills gone?**  HT: A 1 hour session was held back in September, however further sessions have not taken place partly due to Risk Assessment and bubbles. A large selection of literature on mind-set, organisational change, black box thinking etc. has been provided and staff are encouraged to read more widely. The Leadership team are conscious that Teachers work very long hours and working within a small bubble can become isolating.  The HT also noted that she was doing Teacher Appraisal which has meant a really consistent approach to discussion about their leadership and training. Support Staff and TA’s will have the same conversations at their appraisal.  The HT reported the 3rd ‘Trauma Informed Practice’ session had been held last week which had been excellent.  **Q: why have you started this?**  HT –We felt we had very capable Staff but to move onto the next level people could be more reflective and more open to challenge. To be outstanding every person needs to be open to challenge, see themselves as a problem solver and see themselves as a leader. |  |
| **7.4** | **Subject leaders impact report:**  The Chair reported the Subject Leaders Impact report had been work in progress for some time creating a focus on impact across non-core subjects. This has been a developing and ongoing task and the report is a strong reflection of how we are progressing with this.  The Chair thanked the Teachers for the work they had been putting into this report and noted it was a big step forward with some variations across some subject areas. Music and EYFS had done a really fantastic job of following through *Intent, implementation and Impact* for the children. In some other subject areas the report was more of a list of actions.  HT thanked the Chair for his feedback and noted there would always be variability in how teacher’s work and their professional development. She further noted this was a focus for this year’s appraisals and conversations were being held using the *‘so what’* question framed around the impact of an activity. |  |
| **8.** | **Wellbeing** |  |
| **8.1** | **Student Wellbeing:**  The Chair reported wellbeing had been a focus last year, requiring significant changes and has subsequently been incorporated it into the SIP.  The Committee reflected on the outcomes of the Stirling and Leuven scales and the samples of children’s work and noted it was phenomenally positive and felt like a phenomenal achievement.  The HT noted it helped to identify those children who really struggle, who cannot think that positive things will happen to them and it helps teachers reflect on children whose behaviour can be difficult to work with.  The Stirling scale is done termly on an iPad, though lockdown has impact timings. From this the 20 children who are the most worrying are identified and conversations held with parents.  **Q: do you get a chance to speak with the children?**  HT – we don’t want children to worry about come-back. Though, in case of safeguarding concerns we would. We also identify common feelings and address these in assemblies.  **Q: Does the Stirling Scale recommend actions?**  HT – no it is provided just as information  **Q: Do you see cluster around specific classes/age groups?**  HT – we have started doing this and for the most part did not see clusters, though in 1 class a cluster was identified and is being investigated.  The DHT reported the Leuven scales is used with younger children and is observation based.    **Q: How many children are of concern?**  DHT: Reception 9 of 56 with low well-being and Y1 9 out of 35.  The HT noted it had created a slight shift in mind-set, giving insight to share with parents and enabling those conversations.  The Chair thanked the DHT for sharing the samples of children’s work, and noted this was really good to see now that governors are not in school. |  |
| **8.2** | **Staff Wellbeing:**  The HT reported staff had been under much pressure intensified by this difficult year.  KB noted staff were generally happy; the main concern being around catching the virus. Generally the feeling among staff was that bubbles were well managed.  The HT noted that she felt that work around staff wellbeing in school had gone as far as it could go. Systems are good and communication open. Staff do need to be held to account and there has been some negativity following on from some overtime claims which needed clawing back.  The HT noted that there will be opportunities for sessions with staff with an independent facilitator who we are accessing via via the Trauma informed practice project. She also noted that on the whole wellbeing was good at Argyle as evidenced by really good staff retention. |  |
| **9.** | **Curriculum** |  |
|  | The Chair thanked the work teachers have put into an extraordinarily detailed curriculum overview for each year. He noted in particular the focus on cross curricular links which provides richness and support to the core subjects.  The Chair also noted the emphasis on inventive ways to include outdoor work/additional stimulus whilst restricted from external trips. Activities, trips out and stimulus are key to the ***Argyle adventure*** and this being maintained.  **Q: What is the possible timeline for taking school trips?**  HT Spring term review with the possibility of the Cambridge trip, year 5 camping and KS1 seaside trips taking place.  The HT reported some of the online workshops experienced this term had been amazing.  **Q: do all the teachers help with the curriculum development?**  HT – tends to be subject leaders who work across the year group. Also late spring /early summer we ask all teachers for feedback on the curriculum. This year TA’s in the wellbeing taskforce will contribute to the creation of a new unit in the curriculum entitled: The United Kingdom:*What unites us what divides us?* |  |
| **10** | **Attendance** |  |
|  | Attendance looks very high as a result of all children with potential Covid symptoms being categorised differently in attendance figures. Also there is the positive impact of no families taking term time leave to travel  However, the attendance figures are not a real representation of children’s attendance with approx. 10-12 children self-isolating at any one point.  **Q: Will there be governor’s attendance meetings this term?**  No.  **Action: Chair & DHT to discuss in more detail and action as appropriate.** | **DHT/ Chair** |
| **11** | **Safeguarding & Behaviour updates** |  |
|  | The DHT reported behaviour was good with a decrease in the numbers of yellow cards. There had however been 1 fixed term exclusion. The exclusion has been a child on an EHCP that we would not have wanted to exclude but the behaviour had been very extreme and could not be seen to be tolerated. The school is supporting the parents to access a space in another school more suited to her needs.  **Safeguarding update:**  2 x LA children  4 x child protection plan (2 families)  1 x child in need  11 children whose families are working with early help (4 families)  This term so far 3 safeguarding referrals have been made and 3 or 4 conversations with parents about physical chastisement which remains one of the biggest issues along with neglect (typically around attendance, health and academic needs).  The School has provided additional support for 22 children who have safeguarding or behavioural issues, through pupil councillor and kids mentoring project. In addition there is a new mentoring project with the Thomas Coram Foundation which covers 12 children to help them to develop their relationships. |  |
| **12** | **Policy Review** |  |
|  | 1. Teaching & Learning. Review annually - Approved 2. Home School Communication Policy. Question. Section 4.3 how parents can request to talk with teachers. How does this work in current circumstances. HT we are still doing it but asking parents to wear masks. Review 1 year – Approved. 3. Complaints policy. Review annually - approved 4. Behaviour and Motivation Policy including exclusions. Review Annually. Approved. 5. EYFS Approved subject to contents page being updated with Covid 19 appendix. Annual. 6. Assessment, marking and feedback.   Approved subject to inclusion of a statement regarding remote learning. 2 year cycle.   1. Health and Safety   Annual. Approved.   1. Online Safety Policy. 18 months. Approved. 2. Social Media Policy. 18 months. Approved.   **Clerk to note 8 + 9 to be amalgamated at next review**   1. First Aid   Approved subject to List of first aiders being added. Annual. | **Clerk** |
| **13** | **Impact with reference to school Vision, Mission & Ethos** |  |
|  | It’s been a very full meeting with exceptional papers full of detail. Credit to the staff. The Committee reviewed the statutory elements of Safeguarding, vulnerable children and education and attainment and looking at the wider curriculum and wellbeing.  The Committee noted the overarching mission of a love of learning and love challenge and of taking care of ourselves and others.  The Committee thanked the HT and noted it had been good to be able to reconnect in these remote times to enable governors to support and to fulfil our statutory duty to do the best by the children. |  |
| **14.** | **AOB** |  |
|  | None |  |
| **15** | **Confidential items** |  |
|  | None |  |
| **15** | **Future Meetings** |  |
|  | **Spring 2021**  FGB 18th March  **Summer 2021**  TLPC 13th May  PPFPP 20th May  FGB 17th June    Time of meetings:  FGB 6pm  Committee meetings: 5pm |  |

There being no further matters to discuss, the Chair thanked those present for attending and closed the Meeting closed at 19.00

Signed Date

Will Young, Chair of Argyle Primary School TLPC Committee