

**MINUTES TEACHING, LEARNING,
PUPILS & COMMUNITY COMMITTEE**

10th February 2022 at 17:00

Governors

Will Young -Chair (Chair)	Y	Mark Chesher (Chair of Governors) - CoG	Y
Jemima Wade – Head teacher (HT)	Y	Marwa Batah (MB)	Y
Laura Brown – LB	A	Kareen Baker – KB	Y

** Y attended, A apologies approve, NA no apologies.*

Clerk: Lena Seed

Presentation

Rubel Uddin, PSHE & School Council Lead presented an overview of children’s mental health at Argyle and noted this week was Children’s Mental Health week. He explained the school’s approach to support pupils’ mental health was holistic and highlighted the following key activities:

Wellbeing sessions are held daily as a soft start to the day and include for example Values Assembly led by the HT (currently kindness), Singing Assembly and a range of wellbeing activities.

PSHE curriculum which includes lessons on mental health like identifying your range of emotions, learning the importance of sleep, learning to identify positive thoughts and understanding that what you see is not always what it is. Years 1 and 2 focus on recognising and labelling feelings. Years 3 and 4 look at how feelings are different and what you can do to feel better and Years 5 and 6 focus on accessing help when experiencing poor mental health.

Zones of Regulation: Zones coloured Red, Yellow, Green & Blue help children to develop a shared language around identifying and understanding emotions. The Zones provide a way for adults around the children to gauge how the children are feeling, with no stigma attached to any emotion.

Trauma informed practice has changed the approach to managing children’s behaviour from a more punitive approach to one in which the school tries to understand what the child is feeling and how we can help. Everyone across the school has had training and behaviour has significantly improved. Trauma informed practice helps staff to keep an emotional distance, support one another, and take the sting out of the situation. Trauma Informed Practice is a long-term strategy and the more it is discussed the more colleagues see it working and embedded.

Mental Health First Aider (Kareen Baker) was always available to support children who have physical and mental health needs, and this help was now fully embedded with the children

During Children’s mental health week extended wellbeing sessions had been arranged and RU shared a video with the Committee showing activities and featuring interviews with children about how the school supports their mental health.

The Committee noted how happy the children were and how eloquently they were able to talk about their mental health. They noted it had been 3 years since mental health was first put on the school agenda and it was good to see all the hard work coming to fruition.

The HT reported the next Stirling scale questionnaire was due to be completed and looked forward to reporting the findings to the next committee meeting.

The Committee thanked Rubel Uddin for his insightful presentation and he left the meeting at 17:18

	ITEM	ACTION
1.	WELCOME/INTRODUCTION	
	<p>The Chair welcomed everyone to the meeting and noted the meeting was quorate.</p> <p>Apologies were received and accepted from Laura Brown.</p> <p>The chair welcomed Marwa Batah to her first meeting.</p>	
2	DECLARATIONS OF INTEREST	
	<p>Governors were invited to declare business interests against any agenda item.</p> <p>None were declared.</p>	
3	Minutes and Matters arising of previous meeting	
3.1	The minutes from the meeting on 11 th November 2021 were accepted as a true record and were duly signed by the Chair.	
3.2	<p>Matters arising not covered elsewhere in the agenda:</p> <p><i>Action Carried forward safeguarding audit to be completed and circulated.</i></p>	HT
4.	SIP Update	
4.1	<p>The Committee received the updated SIP and the HT noted good progress was being made in respect of the key priorities.</p> <p>She noted the school had not made the in-roads in narrowing gaps for disadvantaged children which they had hoped to make with three-year groups with a slight increase in the reading gap. She noted that ongoing reading during the holiday and after school was key and parents did not always provide the support for children at home. The HT noted communication with parents had to be carefully balanced, particularly with children with the poorest attendance.</p> <p>The HT was pleased that in school, reading was going well with every child reading for an hour per day. She noted there was confidence the children were catching up.</p> <p><i>Action: Review reading gap at next meeting</i></p> <p>The HT noted the lower Yr 1 maths data was due to a flaw in the assessment system with children are assessed on maths they have yet to be taught</p> <p>The HT was pleased to note the progress figures in reading and maths across all year groups.</p>	HT

	<p>With regards to writing, the HT summarised that the school tried to show progress for all children but noted there was no specific national standards against which to measure. She noted school focused on what is good about each child and what the next stage is. She also noted the importance of preparing children for secondary school. Children needed be able to write with confidence, accuracy, and pleasure.</p>	
5	Data Update	
	<p>Year 1: The HT noted Yr1 were significantly behind where they should be in Reading as they had missed much of Nursery and a term in Reception. About 1/3 could access the curriculum, 1/3 were a term behind and 1/3 not Reception ready for a variety of reasons. Further capacity for support for year 1 had been put in place and a detailed interventions schedule created.</p> <p>The HT reported each child had been assessed and 3 groups had been created. Group 1: ½ hour phonics per day. Group 2: 2 ½ hour phonics sessions. Group 3: Comprising those not Reception ready and/or with SEND: 15-20 min phonics interventions followed by practise with the TA, repeated in the afternoon.</p> <p>The HT was pleased that a clear Catch-up Plan was in place and reported the children were being assessed every 4 weeks and that notably the middle group were catching up.</p> <p>Reception: The HT reported that it had become clear that some Reception children were not ready to learn phonics having missed too much Nursery. Reception had therefore been organised into 3 groups. Many of the EAL children for example were focusing on singing and nursery rhymes alongside language development and might be ready to start phonics in the summer term.</p> <p>Q:- do you feel phonics is too prescriptive and the language has been lost? The HT agreed that teaching of Phonics should be in the context of stories, languages, songs, and rhymes. She noted it was known that some children did not learn so easily from Phonics as others. She noted the importance of parents reading with children daily and reported that the most vulnerable children read with an adult in school every day.</p> <p>Maths Yr. 6 The HT reported a concern that fractions, decimals and percentages, normally embedded in year 5, had not yet been grasped fully by the year 6 pupils due to the loss of learning during lockdown. She reported teachers were working to embed the arithmetic and reasoning in advance of their year 6 tests and overall, she noted she was pleased with the progress in year 6.</p> <p>Q: nobody is achieving greater depth in years 2, 3 and 4 in reading and maths. HT concurred but noted they have missed large chunks of teaching during 2 terms of their learning.</p>	
6.	Attendance	
	The Committee noted Attendance was better than both Camden and National levels.	

	<p>The HT was pleased with attendance and noted on the whole the community were glad to be back and the children enjoying school. She anticipated however that there may be a considerable number of applications for extended leave during the summer term.</p>	
7	Staffing Update	
	<p>The HT noted following an extended period of recruitment the school now had a number of new staff which included:</p> <p>Academic mentor working in and out of class with groups of up to 6 children. This role was funded substantively by DfE (95% of £19,000 as part of the National Tuition programme and may be 70% funded next year). Academic mentors needed a degree and 2 weeks training. The school Academic Mentor was employed on a salary of £23,000 with the school paying the difference.</p> <p>Nursery teacher replaced with an ECT who will need support but has a lovely manner with the children.</p> <p>In addition, the school had received Schools led funding which must be spent on tuition by the end of the year.</p> <p>Staff wellbeing. The HT noted everyone was quite stressed with ongoing Covid Absences creating additional pressures. She noted whilst staff were not complaining, the atmosphere had changed with people retreating and were less likely to engage with additional activities.</p> <p>She reported the 6 PGCE students were leaving with 2 new ones starting in Early Years. She noted PGCE Students were treated like other members of staff and was pleased with the brilliant experience they received and noted they were a net positive to the school.</p> <p>To reduce pressure on staff, meetings had been reduced causing a little more distance. The Leadership team makes a point of walking around and speaking with staff to bridge this gap.</p> <p>KB reported that staff had responded positively to their back to work meetings</p>	
8	Pupil wellbeing	
	<p>The Committee received the Pupil wellbeing policy and noted it was reflective of the school focus on wellbeing. The HT noted the policy was subject to consultations with parents and children.</p> <p>Action: Clerk to table for approval at FGB</p> <p>The HT reported the Stirling scale had been completed but had yet to be analysed</p> <p>Actions: Clerk to table for review at May TLPC.</p>	<p>Clerk</p> <p>Clerk</p>
9.	Safeguarding & Behaviour	

9.1	<p>Behaviour</p> <p>The Committee noted the significant improvement in behaviour.</p> <p>HT agreed she was very pleased with behaviour . She noted the school did have some children with really significant difficulties who were not represented in the Behaviour data, however for the mass group of children it was much better. In class behaviour was really good and had really improved in the playground supported also by a really good midday supervision team who had had trauma informed practice.</p> <p>The HT noted the children wanted to be in school and were more appreciative post-lockdown.</p> <p>The HT was pleased that the Afghan children had settled into the school routines well reported that a coffee morning was being held specifically aimed at parents who have joined since the pandemic. For the Afghan families who are living in hotels, access to the steam lab to allow them to cook there would be arranged and the children had weekly forest school, working specifically with refugees.</p> <p>A 4-day holiday programme over easter facilitated by an external provider will also be made available to them.</p>	
9.2	<p>Safeguarding</p> <p>The Committee noted Safeguarding numbers remained low.</p> <p>The HT concurred this was pleasing but noted the importance of being vigilant. She reported the school erred on the side of caution and spoke with MASH regularly. The Zones of Regulation had also given the Children more opportunity to report problems.</p>	
10	<p>Monitoring reports</p>	
	<p>The Chair reported he had spent a morning in school observing classes at various levels including nursery. He was pleased to note the atmosphere was positive as was the teaching of phonics.</p> <p>He noted morale seemed fairly good although the sense of strain and being under capacity was visible with awareness that there was not much that could be done other than making the best of it.</p> <p>He and the HT had undertaken a deep dive on Attendance. They had reviewed all the families where the children have less than 90% attendance and made a plan for monitoring.</p> <p>Finally, they had reviewed Data Protection in school and noted only minor improvements but no major problems.</p>	
11	<p>SEND Deep Dive</p>	
	<p>The Committee received the SEND Deep Dive report and noted it was positive.</p> <p>The Committee noted a few children with significant SEND whom Argyle was not the appropriate setting and the HT concurred that the threshold for access to satellite provisions via that Camden inclusion forum was prohibitively high.</p>	

	<p>The HT noted there were at least 2 children in the school, 1 with significant needs, hitting, kicking, scratching, and running away daily, currently supported by two adults and one child with no Downes and no language for whom Argyle was clearly the wrong setting.</p> <p>The report concluded the school should have confidence in pushing for a different provision for those children who may not be in the most appropriate provision for them.</p>	
12	Policies	
	<ol style="list-style-type: none"> 1. Admissions 2. Medical conditions (including children who cannot attend school.) <p>RECOMMENDED The policies were reviewed and recommended for approval to the FGB</p> <ol style="list-style-type: none"> 3. Social media with updates. 4. Maths 5. Educational Visits 6. Physical intervention & restraints. <p>APPROVAL The policies were unanimously approved</p>	
13	AOB	
	None	
14	CONFIDENTIAL ITEMS	
	None	
15.	Date of next meeting	
	<p>31/3/22 FGB 5pm 5/5/22 TLPC 5.30pm 30/6/22 FGB 5 pm</p>	

There being no further matters to discuss, the Chair thanked those present for attending and closed the Meeting at 18.36

Minutes accepted as a true record and duly signed by the Chair.

Will Young, Chair of Argyle Primary School TLPC Committee