



**ST MICHAEL'S CE PRIMARY SCHOOL
GOVERNING BODY
CHILDREN'S COMMITTEE MEETING HELD ON
MONDAY 21st JUNE 2021 AT 5.30PM
MINUTES
REMOTE MEETING**

Part 1

ATTENDANCE	
<p><i>Governors Present:</i> Cordelia Brown, (CB) Geraldine Gallagher, Ex Officio Head Teacher (HT) Rev. Kunle Ayodeji, Ex Officio Foundation (KA) Charlotte Allen, Cttee Chair, (CA) Lisa Maguire, (LM) Stephen Bethel, (SB) Val Doulton, (VD)</p> <p>*not present at the meeting</p>	<p><i>Also present:</i> Frances Sorapure, (FS) (Head of School) Chris Lambert, (CL) (Clerk – HEP)</p>

Item No.	Subject/Decision	Action by
1. 1.1	Welcome and Apologies for Absence The Chair, CA, welcomed everyone to the meeting including Frances Sorapure (FS), the Deputy Head who would present on item 4. The meeting was quorate.	
2. 2.1	Declaration of Interests in Respect of Items on this Agenda None.	
3. 3.1 3.2	Minutes of the Previous Meeting held on 23 February 2021 and Matters Arising The Minutes of the previous meeting were AGREED . They will be electronically signed by the Committee Chair and returned to the HT for filing. Matters Arising from the meeting of 23 February 2021 5.4 The pupil behaviour data to be extended to include reference to ethnicity in support of the BAME agenda: ACTIONED 5.8 The Risk Assessment to be reviewed next week: ACTIONED , reviewed weekly 5.11 A review of the application boundary and marketing plans in Summer Term 2021: Update in GG's Report	



	<p>5.12 The Well-being policy and link governor record of visit to be circulated to Governors: ACTIONED</p>	
<p>4. 4.1 4.2 4.3 4.4 4.5 4.6 4.7</p>	<p>Remote Learning Update (verbal report from FS)</p> <p>Governors received a verbal report from FS supported by a power point presentation which detailed the actions taken by the school to deliver its digital learning strategy since 23 March 2020.</p> <p>The school had to develop and deliver a twin approach to learning: (a) to support the children of key workers and vulnerable children who attended school; and (b) the children remote learning at home through digital means. The purpose of the presentation was to inform Governors of the planning and delivery of the digital platform, in preparation for the expected Ofsted monitoring inspection in Autumn 2021.</p> <p>Governors noted that from March 2020 the Remote Learning plan factored in Safeguarding, support to families and the means to monitor pupil engagement as well as the digital learning programmes. Pupils were issued learning packs and initially access was via the school website. In May google classroom was introduced, staff received IT training on the new software to become more effective and in due course asynchronous lessons were introduced. In the Autumn term year group bubbles were introduced for pupils on site, digital learning continued and those few pupils, self-isolating, could access the class teaching via the digital platform. Teachers, TA's and support staff had embraced the new technology and this enabled the pupils both in school and at home to engage in the curriculum. In January 2021 40 chrome books and additional resources were delivered to those pupils most in need and teaching was delivered across a range of methods including real time and at pupil's preferred time of access. In anticipation of the DfE roadmap to support school's reopening the digital platform has proved most successful enabling all pupils to engage in the curriculum across different platforms.</p> <p>FS explained the key considerations in developing the digital platform: safeguarding, communication and support to parents, technology supply to those pupils in need, monitoring of teaching performance, support peer interaction, marking, feedback and assessment. The school had placed an emphasis on maintaining regular, supportive communication with parents and the wider school community and the website was used to inform all of the actions taken by the school to maintain its focus on learning. The digital platform was supported by a range of updated policies including the remote learning policy, on line safety policy, behaviour policy and attendance policy.</p> <p>Governors noted the emphasis given to encouraging reading via small group work using digital learning and parents were informed how to use the accelerated reader programme. A daily pupil attendance register was maintained and follow up action taken as required.</p> <p>It was noted that in a satisfaction survey of the digital platform 62% of parents were very satisfied, 67% of children said the platform was easy to use and 48% of children agreed that support was available, as required.</p> <p>Governors were impressed by the rapid development of the digital platform since May 2020, noting that the school had exceeded all expectations in its delivery and</p>	



4.8	<p>support. It was noted that teachers were encouraged to be self-reliant in the use of the google classroom and once training was delivered were proactive and keen to develop their lessons. It was noted that SLT had led on this programme and ensured that the needs and expertise of the different teachers was acknowledged and training was tailored to their skillset.</p> <p>Governors asked about future developments and noted that marking and the uploading of new material could still be better refined and that was being planned. It was noted that while pupils engaged in the google classroom they still preferred being at school, engaging with peers and their teachers. It was noted that should a child have to self-isolate the digital platform now enabled them to participate in the live classroom. Governors thanked FS for her presentation and commended the school for the significant transformation achieved in developing the online digital platform. FS left the meeting at 18.11pm</p> <p>Action: Governors to receive the Remote Learning slides.</p>	
<p>5. 5.1</p> <p>5.2</p>	<p>Education Recovery (GG verbal report)</p> <p>GG described, for information, how the school was supporting pupils in their education recovery.</p> <p>(a) Teaching: emphasis on Quality First teaching, supported by focused CPD for teachers and support staff. Assessments are being made through quizzes and low level tests with results analysed to determine learning gaps. Essentials in Maths and English were being identified and taught across the wider curriculum. There was a strong focus on vocabulary and the delivery of a broad and engaging curriculum. While staff absence is very low a focus remains on staff and pupil welfare.</p> <p>(b) Targeted academic support with pastoral support, tailored interventions and the continued engagement with the national tutor programme. The school continues to maintain an excellent staff: pupil ratio. Years 5&6 were being supported with catch-up tuition to ensure their preparation for secondary school.</p> <p>(c) Wider strategies: outdoor learning provision, the new library, the PSHE curriculum has been enhanced; trips/ events and residential stays are being arranged again, clubs have re-started, music tuition has commenced, and pupils in need have been supported with the issue of digital devices. Funding for FSM pupils had been secured from the Educational Endowment Foundation. KA to investigate if it is possible to secure funding again from Lady Gould Charity for a second year or if it is limited to one year of funding only.</p> <p>Governors were encouraged by the focus on sustaining a high staff: pupil ratio in the classroom at all levels from Nursery to Y6. This enables small group work and tailored interventions as required. It was noted that staffing was expected to be very stable for the next academic year which would also support the pupils development.</p>	
<p>6 6.1</p>	<p>Headteacher's verbal report</p> <p>GG gave a verbal report supported by documents shared on screen with the Committee. It was noted that the school planner detailed the key focus of the week (by week) and the targeted activity – such as moderation, writing,</p>	



<p>6.2</p> <p>6.3</p> <p>6.4</p> <p>6.5</p>	<p>assessment tracker.</p> <p>It was noted that the BAME review had enabled the school to engage with its Black parents and get their input to a community action plan that encourages more parent voice. Parents had recommended the need for more cultural activities that reflected BAME children's background Further meetings are scheduled for 29 June and 6 July.</p> <p>GG described the recent range of activities: INSET with a focus on the BAME agenda and First Aid; lesson observations; World Environment day on 5 June; Anti Racism week from 7 June; National Sports week from 14 June; National Wellbeing week; Y5 trip to Flatford on 28 June; STEAM week from 5 July; and the arrangements for Term end on 19 July to include a church service and the Y6 play. A picnic will be arranged for parents of the new Nursery and Reception intake.</p> <p>Governors were pleased to note the range and variety of activity planned for the pupils to Term end.</p> <p>Admissions: GG described the Pupil admissions context in LB Haringey with many schools reporting more vacancies than expected across the year groups. The impact of Covid (working from home) and Brexit had combined to stimulate a reported exodus of c800,000 people from the capital and this was having a London wide impact on school admissions. It was noted that a discussion had been scheduled on proposed changes to the admissions boundary but this was now to be deferred to the Autumn term. It was noted that any change made by the school would impact on other local church school admissions, which was deemed unacceptable. It was noted that the school roll was close to capacity but vacancies were present in Y4 and Y5: the aim was to fill these places before the October census date. GG reported that the school would promote its vacancies through social media, banners on the school fences and by word of mouth.</p> <p>Governors thanked GG for her report.</p>	
<p>7.</p> <p>7.1</p> <p>7.2</p> <p>7.3</p> <p>7.4</p>	<p>Ofsted Review on Sexual Abuse: Recommendations</p> <p>Governors had received in advance of the meeting a lengthy and detailed report on the issue of reported cases of sexual abuse in education establishments, published by Ofsted. The discussion that followed was informed by the report and governors agreed that this was the first of several opportunities to discuss the topic and the implications for the school. A more detailed discussion would take place in the Autumn when the report would be aligned to the Safeguarding agenda.</p> <p>A summary of the key findings of the Report were noted: the need for staff to talk to pupils; to include the key issues within the curriculum; to encourage discussion on the issues; to ensure that PSHE includes the topic; and for more training be given to teachers to support them in leading in class discussions.</p> <p>It was noted that the recommendations for schools included (a) an internal audit of data, (b) to complete a survey of pupils and parents (c) to set up pupil discussion groups (d) to review and as necessary amend the staff CPD training programme; (e) to review the available sanctions as set out in policies to manage pupil transgressions should they occur; and (f) to create an action plan with clear activities, responsibilities, timescales. It was recommended that Governors also receive training on the issue to be able to ask and respond to relevant questions or comments.</p> <p>Governors asked how the school would move forward in developing an action plan.</p>	



	A priority was to provide staff with the appropriate training on the issues of the topic so that they all are comfortable and confident in discussion with children. It was noted that the school was in liaison with Highgate school on the topic and together they would share knowledge and expertise, external contacts and resources. Governors noted the actions being taken to engage with the issues raised by the topic of sexual abuse.	
8. 8.1	Staff CPD Governors had received a Staff CPD report in advance of the meeting, for information. It was noted that CPD had continued during Lockdown; weekly meetings were held with staff and key issues discussed. All staff had completed training on the statutory issues – Prevent, Health and Safety, Fire Safety and Fire Risk Assessment.	
9. 9.1	Curriculum Update GG reported on the current activities around the delivery of the curriculum. It was noted that teachers were monitoring performance and as learning gaps were identified so interventions introduced to support remedial learning. A present focus was embedding a wider vocabulary and to ensure that the “sticky knowledge” (the key planks to wider learning) were properly embedded. Across the year groups reading attainment levels were reported to be very good, writing standards were also good, and generally attainment levels were positive. It was noted that a good start had been made to ensure that issues of Black history and identity were being covered in the curriculum. This was a work in progress and would be further expanded upon at the September INSET. Specialist subject teaching for KS2 was planned to resume in Autumn.	
10. 10.1	Chair’s Verbal Report The Chair was pleased to note the achievements of the remote learning programme and the transformative impact of the digital strategy. The emphasis on Quality First teaching was commended and the engagement with parents on the BAME agenda was promising. There was more discussion required on the issue of managing instances of reported sexual abuse and its impact on pupil development and behaviour. The Chair thanked GG, FS and the staff for their sustained efforts supporting all pupils in their education.	
11. 11.1	Any Other Business There was no further business and no Part 2 confidential items.	
12	Date of Next Meeting Wednesday 20 October 2021 at 5.30pm	

There being no further Part 1 business and no Part 2 business the meeting closed at 19.10pm

Signed



Chair.....Date.....

List of agreed Actions – 21 June 2021

Item No.	Agreed Action	By whom
4.8	Governors to receive the Remote Learning slides	FS