

<b>HT report – These questions were submitted for consideration prior to the meeting</b>
<b>Mo C</b> - How much pressure on existing curriculum is consolidation and catch up creating - how can we help this process?
<ul style="list-style-type: none"> <li>- It has the potential to put pressure on the existing curriculum, but to avoid this, teachers are adapting provision and timetabling to ensure that new learning isn't lost.</li> <li>- No other lessons have been dropped</li> </ul> <p>Eg. Year 1 – EYFS provision          Year 2: AM Phase 5 phonics                    PM Phase 6 phonics          Year 3 reading provision (Daily/Supported Reading)          Year 2 – 6 maths meetings          Classroom transition focus          Year 3-6 spelling focus Summer 2/Autumn 1 combination</p>
<b>Mo C</b> - Can we avoid focus on SATs - surely children's education/learning is priority rather than boosters for exams.
<ul style="list-style-type: none"> <li>- Our attitude is that the children's learning comes first and consolidating deeper learning is paramount. We will ensure that the curriculum is not narrowed towards teaching for the test.</li> <li>- Boosters are providing time for rehearsal of missed learning in reading, SPAG and maths</li> <li>- We are aware that data might be lower than previous years due to missed learning. That's something we are prepared for and are not prepared to plug it shallowly. This applies to the Phonics Check and KS1 and KS2 tests this year.</li> </ul>
<b>Mo C</b> - Benchmarking = is it what we expected? Are the gaps the ones we know we didn't teach - or are others emerging?
<p>Benchmarking – Of the ones that have been completed, we found that children's reading levels reflect where they would have been last year at Spring 2/Summer 1.</p> <p>Baselining:</p> <ul style="list-style-type: none"> <li>- Showed mostly secure knowledge and understanding of learning that took place in Autumn/Spring</li> <li>- Gaps formed from Summer term of last year</li> <li>- Gaps forming where children didn't engage with online learning/home learning</li> <li>- All of the things that we have found/anticipated are being addressed and will be adapted based on further findings.</li> <li>- Pupil Progress meetings will give us more solid data from the baselines.</li> </ul> <p>Regular pupil progress meetings/target tracker updates/book monitoring will give us a clearer picture as things develop.</p>
<b>Mo C</b> - Reading catch-up - are we able to use volunteers to support this yet?
<p>Not as yet – trying to get volunteers for other areas of school life at the moment – Playground support, mainly. Will look at curriculum volunteers when safer to do so (adults coming and going from school...)</p>
<b>AS</b> - What has been the impact of the staggered entry exit times and need to erect barriers (cones) on the workload of SLT and their ability to deal with strategic tasks?
<p>Takes a little time – I'm doing this in the morning at 8.15 and then collecting when I close the gates around 8.20          Seymour puts them out again at 2.30 and I collect when I close the gates around 3.30.          Gate times are 8.40 – 9.20 and 2.50 – 3.30 generally by the time we get everyone in and out.</p>
<b>AS</b> - Class numbers: Please comment on the fall in numbers ,especially the concerning number of vacancies in EYFS and KS!.
<p>Fall in class numbers is due to a lot of children moving house over the summer – we have lost around 20 children...</p>
<b>AS</b> - How can we as governors support a concerted effort to boost pupil numbers again, particularly in current circumstances?
<p>Get the word out that Christ Church is a good school and it is just at the end of the street... (Spoke with a local resident this morning who takes her children from here to Emmanuel... why?)          Write to Brent Admissions again – chase up any children who have applied or want to apply to school but who have not been able to due to technical issues.</p>
<b>AS</b> - It would be helpful to have year on year comparisons of numbers ( eg cut and paste table for last September and the previous term) to see trends
<p><i>See table attached below this one.</i></p>

<b>AS</b> - You may need to explain CME for newer governors
CME = Children Missing (in) Education – children who no longer attend their previous school (usually because of housing moves) but who have not been picked up by a new school – we were asked to report and mark children as CME after 4 school days.
<b>AS</b> - Attendance: How has the situation evolved in the past week since new government restrictions were introduced and in view of general public concern about track and trace ?
Week 1 attendance = 91.7% (this is without counting Nursery & Reception as they were not in school) Week 2 attendance = 81.6% Week 3 attendance = 89.5% <i>See breakdown in table 2 below</i>
<b>AS</b> - Do we need to look at a more detailed contingency plan for a return to home learning for whole classes if there is a surge in Covid in school or families ?
We have one in place – Teachers will set work from home and teach “live” 2 or 3 times a day – children will access the day’s learning online and meet their teacher “live” for assessment/plenary sessions done together.
<b>AS</b> - RSE: Have parents been reminded about the consultation since start of term? How will the final policy be shared ?
Yes – they were reminded at the start of the summer and the start of February. Final decision and policy will be shared via school website.
<b>FD</b> - RSE - Can I just check that the consultation will be deemed valid if there are no responses from parents?
Parents have had the given amount of time and have been reminded that the consultation has been live. I have had 1 phone chat with 1 parent who was asking a few questions (about what it was) – said she would read and feedback – no feedback was given later.
<b>AS</b> - Parish Trust: How will the Chromebooks be distributed ?
These will go out to certain children in the event of a class being shut down. We will look at who was accessing learning previously (Summer term) and who was unable (paper learning packs, etc) – those who were previously unable will be allocated a Chromebook to be signed for and collected from the office.
<b>AS</b> - Curriculum Recovery: In general can you comment on staff sense of how far behind pupils are ?
See Lauren/Laura’s report for details. Figures still need to be sorted out via Target Tracker as we are still considering how to do this.
<b>AS</b> - Would it be possible to have some feedback on SEN at Teaching & Learning meeting or is it too soon? Input from Lisa ?
SEN will be given as part of any update from Baseline
<b>AS</b> - How well have the children who had not been at school for 6 months (ie all of KS2) engaged with their learning ?
Teachers report that in general, children are working well and have returned with a good learning attitude. (Observation from my own interactions during Spanish lessons would reinforce this.)
<b>FD</b> - Class numbers - Will this negatively affect the school's rating? (Ofsted)
No – at least, they shouldn’t. We are following everything up with Education Welfare Officer (EWO)
<b>FD</b> - Curriculum Recovery - What provision has been made to support students’ well-being and mental health during this term?
Identified Mental Health First Aider – Lisa Francis Pastoral support evident around school – greeting at school gates, liaison with parents (Lisa is doing a fantastic job with this).
<b>FD</b> - Could we perhaps get an overview from Lauren and Laura of some of the key learning gaps identified during the baseline data collection?
SEF / SAP
<b>Mo C</b> - I am aware that the 'middle leaders' we were developing have now stepped up - are we now focusing on a new batch?
Yes – we now have Matthew – RE and George – Humanities/Science (Reach curriculum)
<b>Mo C</b> - Inclusion - some unconscious bias training or education might help us - the problem with discrimination is it is mostly not conscious?
We can look at adding this to our ongoing CPD for staff. Either on a Monday evening, or as part of an INSET day to give it more priority and time.

<b>Mo C - SAP - Planned catch up - how can we factor in the continuing time off from illness and further closure? Can we be pre-emptive?</b>
We are training the children on blended learning through moving our home-learning online. This will help them transition of they have to access due to illness. In the event of isolation of 1 or 2 children – they will access blended learning – a mixture of school-based resources and those from White Rose Maths, Oak National Academy, etc. with feedback coming from school. In the event of a class closure, they will move to remote learning with the teacher (if they are well enough) following the model mentioned previously.
<b>Policies</b>
<b>Mo C – Health &amp; Safety: Site Manager is taking on more responsibility - will they have training to enable this?? Skill set??</b>
No more responsibility than in previous editions of this policy – except for supporting with cleaning and supply duties throughout the day. Courses and updates continue to be offered when & where they come up to keep up to date.
<b>Mo C – Safer Recruitment: made me wonder if we need a separate 'Volunteers' policy? Or maybe we have one and I missed it??</b>
Yes – we already have one. It will be renewed at Finance & Resources this Autumn Term.
<b>Mo C - Code of Conduct - I think it needs to make some reference (again maybe I just missed it) to being a faith school and while Christian Faith not required that staff are asked to speak positively about faith within the school</b>
Have changed the Professionalism paragraph to reflect this: <i>At Christ Church, our Christian ethos underpins our professional practice and relationships with staff, families and children. Although we do not expect all staff to be Christian, we expect that all staff uphold and reinforce the school's Christian vision and the values which support this.</i>
<b>FD - Lockdown Policy: When was the last drill?</b>
Last year – I will check the date, but it was around the time we updated the policy.
<b>FD – Lockdown Policy: Has the next drill been scheduled?</b>
Not yet, but if the policy is ratified, we will have a drill this term (Autumn)
<b>FD – Lockdown Policy: Does this policy need to include an addendum to cover procedure during COVID-19?</b>
Not sure what this would look like – I think safety would come first and therefore the same procedures would apply as these fit the school. Open to any suggestions on this one...
<b>FD – Safeguarding: Bibliography - Can this be updated to the latest version, September 2020?</b>
Done
<b>FD – Safeguarding: Is it worth having a template reporting form which could be added as an appendix to this Policy?</b>
We had one in place – I have added it as Appendix 8
<b>AOB</b>
<b>Mo C - Variation to admissions - This is not really an issue for us.</b> To be honest as a person that signs forms - we have ways of working this out! I am sure all the letters offered are fine - not sure it is a priority for us.
<b>AS – Variation to admissions - I am happy to send a similar variation letter under my signature! Shall I draft it or will we just copy the attached? Governors just need to agree this.</b>
Please discuss – happy to copy and paste something together from the templates.

Pupil numbers tracking – 3 year trend		
	25 <sup>th</sup> Sept 2020	27 <sup>th</sup> Sept 2019
		28 <sup>th</sup> Sept 2018

Nursery	22	13	22
Reception	15	23	23
Year 1	24	23	22
Year 2	22	24	23
Year 3	22	23	26
Year 4	25	28	27
Year 5	25	29	27
Year 6	30	29	24
<b>Totals</b>	<b>185</b>	<b>192</b>	<b>194</b>

Pupil Absence tracking – since 7 <sup>th</sup> Sept																		
	w/b 7 <sup>th</sup> Sept						w/b/14 <sup>th</sup> Sept						w/b 21 <sup>st</sup> Sept					
	Sick		Med		Other		Sick		Med		Other		Sick		Med		Other	
	C h	D	C h	D	C h	D	C h	D	C h	D	C h	D	C h	D	C h	D	C h	D
Nursery																		
Reception							2	3	-	-	4	5.5	2	6	-	-	3	9.5
Year 1	-	-	-	-	3	8	6	16	-	-	5	11	2	2	2	2	2	6
Year 2	3	7	-	-	1	5	4	8	-	-	1	1	2	3.5	-	-	4	7
Year 3	2	4	1	2	2	5.5	7	15	-	-	4	4	2	4	-	-	-	-
Year 4	3	4	-	-	1	1	4	5	-	-	1	1	-	-	1	0.5	-	-
Year 5	2	5	-	-	2	2	5	14	3	2.5	-	-	3	3	-	-	1	1
Year 6	1	2	-	-	1	1	5	9	1	0.5	-	-	6	9	2	1	1	0.5
<b>Totals</b>	<b>11</b>	<b>22</b>	<b>1</b>	<b>2</b>	<b>10</b>	<b>22.5</b>	<b>33</b>	<b>70</b>	<b>4</b>	<b>3</b>	<b>15</b>	<b>22.5</b>	<b>17</b>	<b>27.5</b>	<b>5</b>	<b>3.5</b>	<b>11</b>	<b>24</b>