



5a - it is great the systems are working - do you feel that they are practical moving forward to maintain in the summer term Do you have for example sufficient staff resources to do this for a longer term?

For the moment, yes. Things are working fairly well – we have made some tweaks, e.g. to dinner service and this is helping things run smoothly. We have a volunteer mum who helps out over lunchtime 5 days per week and another who is ready to start soon too.
Still looking for more volunteers to assist with playground supervision, which would help free up some staffing and ease the rotas.

Is arrangement for Year 2 to eat in classroom a temporary measure or will it continue next term? How does this impact on the learning environment in the classroom and the supervision?

This will continue into next term.
Has no impact on the learning – children are ready for lunch when it arrives then the classroom is cleaned by SMSA staff whilst the children are outside playing.
Supervision is provided by the TA, which is the norm either in class or in the dining hall.
This arrangement just helps give the youngest children a little more time in the hall to eat and get ready to go outside.

Are staff still participating willingly in Rapid testing twice a week? Any issues? Any Covid cases?

Yes, staff are taking part and reporting 2x per week.
No new COVID cases this term.

5b - How does our attendance measure up in terms of the borough average under Covid return?

Week of 8th March – Attendance was **95.6%** - Brent = **87%**
Week of 15th March – Attendance was **95.8%** - Brent = **91%**
Waiting to hear the LA attendance but from memory it was around 92 – 95%

5b - How are we 'testing' or monitoring for mental health of staff and students? Do we have a mental health first aider?

Lisa F is the Mental Health First Aider.
We have regular chats with staff around school regarding how the children are feeling and behaving. Any child who is of concern has a follow-up chat with a member of SLT.
We have made 1 referral to WEST on behalf of a child.
Staff are “checked” via conversations daily - SLT monitoring and discussing any concerns.

Good to hear that the children have adapted so quickly to the return to school and have settled so well. How have parents been involved if child is showing difficulty?

Conversations at the gate, phone calls, etc. The usual follow-up routines.

It is also very good to hear of the prompt pastoral support put in place for the individual who is really struggling and the way you have reached out to a former pupil (now Year 7). This is a real example of our **Christian vision and values** being enacted in our school community and beyond. Well done!

Thank you.

What are the reasons for poorer attendance in Reception and some other year groups? (Year 6 a concern?)

5c - In terms of safeguarding, are there are additional things we as Governors could be doing to support staff and parents?

Just messages of reassurance I guess.

Have staff received any recent updates on Safeguarding since return? – eg. reminders on how to pick up signs of possible stress, neglect, issues at home that may have occurred or been amplified during lockdown? How do you know that all staff are alert to this?
We discussed the children at our “return to school” CPD before the children came back. We talked about how to welcome them back successfully and the environment we wanted to create and about ways of supporting anyone who may be showing signs of anxiety.
Have there been any incidents/reports of online bullying or inappropriate messaging?
There have been a few incidences of inappropriate chats over online gaming and via WhatsApp. These have been resolved through staff discussing with parents about supervision and with the children about appropriate use of technology. We will continue this work in the computing lessons.
6a - Is plugging all the gaps realistic - I wondered about pressure on staff and pupils and adding to any anxiety about what has been missed. Do we have a strategy to balance this?
Really, we are concentrating on the basic skills – Reading, Writing, Number, but keeping as wide a curriculum as possible. PSHE is supporting the children with interaction and co-operation skills. Catch-up will not happen by the summer term – this has to be recognised as a longer-term approach. Thankfully our staff understand this.
Thank you for this very clear document outlining the plans. When are the children receiving tutoring sessions? Do they miss out on other subjects?
Children receive tutoring throughout the school day – 1 hour twice per week. The learning is matched to what they are doing in class as much as possible – so they are focusing on English and Maths. Some are having the tutoring in the afternoons, so yes, they miss out – but it is possible to swap children from time to time, so they do not always miss the same subject.
6b - What has been achieved by EYFS, particularly given the new structure last Autumn is outstanding! Are there learnings we can take from this experience moving forward? How are we recording them?
Regular (weekly) team meetings where the provision is discussed and adapted as necessary. What are we learning? Mostly how to adapt and to make things work. The one big stumbling block is the number of children arriving with additional needs, but without additional funds. We are running into some areas of concern where we have to risk assess certain children and reduce their time at school to fit in with the support we are able to provide for them. This could potentially cause problems, as the children turn 5 and legally have the right to full time education. However, without funding and staffing, it is not always safe for this to happen. Lisa works tirelessly (over and above her hours) to try to secure funding, but this takes time.
Assessment : How does the school intend to assess progress and attainment at the end of the year, particularly of Year 2 and Year 6? Are you measuring progress against their original targets? Perhaps more clarification could be given at the meeting? Has the school received any guidance yet from the LA?
No guidance has been given at all from LA or from DfE on measuring progress. This is down to schools looking at where the children are on return to school (everyone set their own methods of baseline assessment) and working from there. We are using Target Tracker, as always to register and monitor progress. Teachers are asked to update this regularly against the outcomes which children are achieving. This will help to show in-year progress between now and the end of summer term. Local networks have been asked to discuss what information we want to/will be able to share with secondary schools. At the end of the academic year, we plan to assess Years 2 & 6 through moderation against the Teacher Assessment Framework – this will ensure our judgements are robust against a national framework.

Note : Furthermore detailed updates on this to T&L committee in June and a report on progress in reading as this was an area for development in last ASP (2019) . Also SEN/EAL

This will come in summer term when we have robust data to provide.

EYFS : Thank you for sharing the DFE document. How likely are most of your current Reception to be KS1 ready? . School seems to have a clear and thorough plan . Good to see that the issue of readiness for Year 1 is high priority.
In reality, how likely are current Reception pupils to be at this stage by July?

We will have to see. Catch-up / Recovery will take some time and we predict that the children will still be catching up next year. However, Anna is focusing clearly on the basic skills in order for the children to have robust letters & sounds and number work in place for the start of Year 1. Extra efforts are being made with these areas where it is possible.

6c - Christian Ethos Group: is the idea that the group be working through each of the 7 strands throughout the academic year? For example, from the minutes of the first meeting I can see that there was a focus on Strand 1

Yes – the group will look at one strand per meeting – this will allow for a clear focus and discussion and ensures the schedule is being revised on an ongoing rota basis, with the entire schedule being discussed over a 2-year period.

Wellbeing -how do we ensure we 'mark' the year and its events in a way that honours staff and students? Are there ways to acknowledge the value of the school community? How do we ensure others know about the fabulous work that has been done? (Both public community and school community)

I really think we need to look at ways of celebrating all that has been achieved this year since lockdown 1 last March. Not only to communicate how our distinctive Christian ethos has ensured that the whole school community has been so well supported and kept that vital spirit of cohesion as a family going, but also for the wider profile of the school.

Policies

Equalities policy: I sent through some notes previously but one more thing which we might want to add under section 8 is that the school encourages **governors** from all backgrounds to apply to participate in the board. Alison recently attended a webinar on diversity in governing boards and might be able to support with some wording?

All of Fiona's notes have been added to this policy before sending out for the meeting. See paragraph 8.6 regarding equal opportunities.

GDPR: I assume that where there are different possibilities shown in amber, these will be filled in for our context? ie. Does the school have a records retention/record management policy? Is this necessary under GDPR?

I will look into the Retention of Record Policy...
I have updated the orange bits in the GDPR policy.

CP Safeguarding /photos. Which policy refers to use of photos? NB Policy names should have capital letters where cross-reference.

How is permission on use of photos obtained now?

Permission on use of photos is obtained on entry to school. I have a meeting with new parents where we collect relevant data and permissions for various things.

Is there a policy for school use of social media platforms? eg Twitter

No.

If anything it comes under the Acceptable Use Policy

Disciplinary : Stage 6 (in red) . Is this new ?

They combined 2 stages to make this one.

Admissions 7 – need a map of St Anne's parish boundaries for Appendix . MC ?

I'm sure we have one somewhere. We will find a way of updating our map accordingly.

Other

From F&R Committee notes: "HT explained that there has not been an opportunity to look at marketing strategy or initiatives at this time – but this could be explored for the new Reception applications next January 2022 and look at ways to target external nursery settings" - when will this be looked at / prioritised as it sounds like the school will need to increase student numbers to maintain a healthy budget? I saw the document with marketing ideas but would be interested in a proposed timeline (perhaps this will be discussed in the marketing plan section of the FGB agenda - if yes, please disregard this question).

This has been ongoing for a while, I agree.

- We have previously distributed flyers around the neighbourhood – staff have helped by leafleting the local streets and Gobs. took leaflets to Nurseries, etc.
- LDBS cannot help – they see marketing and admissions as a local thing – it is up to small schools to find ways of being viable and sustainable... (I spoke with them about this previously)
- We do advertise our results each year (unfortunately not this last year as there weren't any – the same will happen again this year).
- We use Twitter and NextDoor along with the school website to advertise things which are happening and show off what we are doing. We do also have an Instagram account, but this for some reason does not work well in school – I will need to upload things from home.
- We have a sign commissioned for the side of the building – waiting for this to be actioned – this advertises the fact we have spaces available all year round and how to apply for them.
- Friends of Christ Church – this was discussed before and we got the ball rolling by roping in parents to help out with the 130th celebration. Unfortunately COVID then came along and there were no more events to rally the parents to.
- If the school is to have a presence at local events – I would ask that Governors make a commitment to help – the staff have been working very hard over the last year (especially) and it wouldn't be fair to ask them to now give up weekends too

Website compliance review: Could we take this opportunity to also update some of the wellbeing links for staff (<https://www.cchurch.brent.sch.uk/staff-wellbeing-1/>) (unless there is a separate resources section for this)?

Will do – when I get some time to spend on it.