



Minutes of the Christ Church (Brondesbury) Church of England Primary School  
Teaching and Learning Committee Meeting on Tuesday 17 November 2020 at 5.30pm

### Attendees

Name	Initials	Attendance 06/11/19	Attendance 26/02/20	Attendance 16/06/20	Attendance 17/10/20
<b>Governors</b>					
James Kelly (head teacher)	HT	Present	Present	Present	Present
Alison Schulte	AS	Present	Present	Present	Present
Karen Moran	KM	No	Present	Present	Present
Fiona Dwinger	FD	Present	Present	Present	Present
Naomi Moore	NM	Not in post	Present	Present	Apologies
<b>Elected staff</b>					
Matthew Booker (from Sept 2019)	MB	Apologies	Present	Apologies	Apologies
<b>Associate</b>					
Mother Christine	MC	Part of meeting	Apologies	Present	Present
Lotis Bautista	LB	Present	No	Present	Resigned
<b>Observer/adviser(s)</b>					
Preeya Patel, DHT	PP	Maternity Leave	Maternity Leave	Maternity Leave	Secondment
Lauren Sutherland – interim DHT	LS	Part of meeting	Present	Present	Apologies
<b>Clerk</b>					
Lynda Rees	Clerk	Present	Present	Present	Present

### Part one - public

Item	Who	When
<p><b>1. Welcome, Opening Prayer and Apologies for Absence</b></p> <p>The Committee Chair (FD) welcomed everyone to the meeting via the remote access (zoom) and the opening prayer was conducted by MC. Apologies were given by Naomi Moore (illness), Matthew Booker (parent consultations) and Lauren Sutherland (parent consultations) which were accepted by the committee.</p>		
<p><b>2. Declarations of Interest (relevant to items on this agenda)</b></p> <p>There were no declarations of interest for any items on this agenda.</p> <p>AS informed governors of her appointment as a governor to St Cuthbert's and St Matthias Primary School (appointment date 17/10/18).</p> <p>AS reminded governors to sign the summary document to confirm the governors declarations, which include the main Declarations of Interest information, KCSIE, Code of Conduct and the Acceptable Use agreement.</p>		
<p><b>3. Appointment of Chair for this academic year</b></p> <p>In the absence of any other nominations, Fiona Dwinger agreed to take on the role of Chair for this committee for the current academic year. This nomination was made by AS and seconded by MC – Governors unanimously approved this appointment.</p>		



	<p>For the role of vice chair, Karen Moran agreed to take on this role for the current academic year. This nomination was made by FD and seconded by AS – Governors unanimously approved this appointment.</p>		
<p><b>4.</b></p>	<p><b>Review/approve Terms of Reference</b></p> <p>AS stated that she has revisited the Terms of Reference document that was updated last year with the alterations being highlighted in blue and red.</p> <p>AS stated that she has had a conversation with FD about the TOR document, and both agree that the previous version reflected the old SIP and Ofsted framework – when the current focus should be on the curriculum and not just on the outcomes.</p> <p>AS added that she has added an overall purpose section which covers the key sections outlined under the new Ofsted framework – with a reminder of the scope and responsibilities of this committee being set out in the first few sections of the TOR document.</p> <p>AS added that it is important that governors look at the responsibilities outlined under the Terms of Reference document – so that at each committee meeting – governors can look in more detail at the content of this document – which will also be linked to the agenda.</p> <p>HT agreed that having the TOR linked to the Ofsted key sections will allow the committee to look at the different aspects at each meeting.</p> <p>A governor stated that the T&amp;L provision and ethos of the school would also need to keep in mind the spiritual and moral development of all pupils ( as outlined under Section 45 SIAMS Framework)</p> <p>A governor added that adding the links to the Ofsted and SIAMS frameworks can help Governors frame the way challenging questions are asked at the meetings.</p> <p>A governor stated that looking at the policies – can look to see where the ethos is linked into the policies and how the 7 strands of the SIAMS framework can be integrated. The questions and priorities can also be integrated into the ethos, vision, and values of the school.</p> <p>AS suggested that perhaps at the strategy session next week, governors could look in more detail at the Ofsted and SIAMS frameworks and how the key priorities can be aligned to the work of the FGB and the T&amp;L committee.</p> <p>Governors agreed to the updated TOR presented to this committee.</p>		
<p><b>5.</b></p>	<p><b>Minutes of the previous meeting held on 16<sup>th</sup> June 2020</b></p> <p>The minutes were reviewed, and governors agreed they were an accurate reflection of the meeting’s discussions and decisions taken. These minutes will be signed by the Chair when governors are able to attend the school at a future time.</p>		



6. **Head teacher's Briefing Report**

HT briefly outlined the headline areas of his briefing report as the documents had been sent to all governors one week prior to the meeting and HT had previously asked governors to send their questions and comments in advance of the meeting.

**a & b) Whole school contextual Information and pupil Attendance, behaviour, and wellbeing**

- The pupil numbers have reduced, currently 187 as at the October Census, compared to 190 for the previous year and 194 prior to that year
- Pupil attendance has been affected by viruses and bugs and some pupils are absent due to shielding that is required by their families.
- 3 pupils have not arrived back to school from September 2020, but the school are now able to take them off roll – 1 child has moved to Morocco; 1 child was due to start in the Nursery but the place is now no longer wanted, and 1 Reception child was due to move to Stonebridge school, but it has been the family's choice not to send the child to school in the interim time.

Questions raised by Governors

A governor stated that every year there seems to be an issue with reducing pupil numbers around the October Census time, but the numbers seem to improve during the summer term. She asked whether the FGB could look at the marketing strategy and whether more initiatives can be put in place to help bolster the pupil numbers across the year groups in the school.

A governor asked whether the school is concerned with the current enrolment numbers – HT stated that all year groups except Year 6 are below 25 pupils which is very worrying.

A governor asked how the school can ensure that the current nursery numbers stay stronger for the next years Reception and how the school can work with the nursery parents to keep them at the school.

HT stated that he is planning to have a permanent sign made that can advertise the schools vacant places throughout the year – with the sign being positioned on Willesden Lane.

HT added that due to the current lockdown situation, it is not possible to make contact with the local nurseries, but he is organising the Pupil Parliament to produce a video to showcase the school and reflect on what they love about Christchurch.

A governor asked whether there has been any flow through to the school community in terms of division or misunderstanding as a result of growing awareness of black lives matter, or negative comments on the 'China virus'. How do we monitor subtle discrimination that either staff or students might be experiencing?



HT explained that the pupils have been taking part in the black history month activities – which have included looking at the history and impact on equality and the issues that have arisen out of BLM. HT added that pupils have produced some really thoughtful work whilst working on the events under Black History Month. HT added that it is important to celebrate the BLM projects and how they link to the school vision – everyone and excellence.

HT added that a family raised a concern in February/March about the comments being made about the virus that had originated from China – he spoke to the pupils and explained to the family raising the concern how pupils had interpreted how the virus was reported in the news but that this was not intended as an insult on Chinese people.

HT explained that during assembly sessions it was explained to pupils what the correct terminology was for the virus from which pupils responded very well.

A governor asked about the high number of EAL pupils in Year 4 and Year 6 and whether the school have the expertise/ understanding to help these pupils – HT

explained that the criteria for registering EAL pupils includes families that can speak English and pupils generally do make good progress. Although there are a number of pupils that are new to the country and arrive with very little English- the SENCO has been working very hard on interventions for these pupils which focuses on learning activities that the teacher/TA can transfer to the classroom. HT added that for the EAL pupils- they make good progress with reading and writing but it is the deeper learning and understanding that is often missing. For example – EAL pupils generally translate from their own language into English and this can result in a vocabulary issue that features across the whole school. Inner city pupils also do not have the opportunity to experience the country landscapes which also limits their vocabulary experiences.

KM offered a family member that could volunteer with the lunchtime reading – but is aware of the distancing requirements currently in place.

HT will look at the options for having volunteer readers within school to help the pupils with their reading.

### **c) Staffing and wellbeing**

- The SENCO has worked hard to obtain additional ECHP funding for an EYFS and Year 1 pupil – which will cover the mornings for the Year 1 pupil and the afternoons for the EYFS pupil for 3 days a week.
- Staff absence has been high for September/October – Year 2 staff team are currently isolating as they wait for test results; Lauren has been shielding for 10 days as her flatmate tested positive for COVID-19; staff have also had hospital appointments which are recorded as being 0.5 day absence
- There have been 22 days absence due to shielding so far to date
- There are 44 days of absence for support staff- although 1 member of the support staff has not returned to work from the beginning of September
- For staff wellbeing – HT reminds staff to go home once the pupils have left the premises at the end of the school day and staff meetings are kept to the minimum required time so staff can leave school at a reasonable time
- The school have planned for staff to have a wellbeing break on the last day of each term



A governor asked whether the DfE will meet the additional costs for the supply costs – HT stated that Unions are suggesting that head teachers lobby the DfE to urge them to pay these additional costs due to the COVID-19 pandemic. HT added that the school has not received confirmation that they will get the additional agency cover required when the caretaker was shielding during the first lockdown from March 2020.

HT explained that the caretaker is required to shield again but he has expressed a preference to return to work – but this needs to be approved by the doctor following an Occupational health meeting.

A governor asked how we can nurture wellbeing – which the school seems to be doing well – but are there little things we can do to help the school community feel loved within the limitations we have. The HT stated he is open to suggestions if there are any ways that the school can work smarter. He is also planning to arrange a school Christmas lunch in the school hall – prepared by the school cook – so the staff can come together before the end of the school term.

**d) Safeguarding**

- The school are closely monitoring the vulnerable pupils who currently do not meet the DfE criteria for vulnerable pupils. The school have 12 pupils which they are helping in providing food parcels to support them and their families.

**e) Single Central Record**

AS gave an update on her review of the SCR as follows;

- AS visited the school on 11<sup>th</sup> November to meet with Jacqui to review the electronic version of the SCR
- She checked all categories – staff, governors, volunteers, contractors, etc
- She also checked the Section 128 list held by the school
- There were a few minor recommendations for action – a reference is still being requested for a new member of the support staff and 2 governors are required to complete the DBS update service
- She looked at a sample of 3 staff personnel files to check the safer recruitment processes
- She also looked at 3 contractors records listed in the SCR
- She has recommended that the latest version of the CP/Safeguarding Policy is kept in the staff room and uploaded onto the schools website

HT stated that both himself and the SBM will be refreshing their safer recruitment training later this month.

AS reminded governors that the LDBS and LA offer safer recruitment training courses for governors.

**f) SEF and SAP updates**

HT asked if there were any questions from the School Action Plan (SAP) which was circulated prior to the meeting.



A governor stated that as reading is the schools priority – which she feels is being done well- but asked how realistic the school is being, given all the parameters we are working with at present – **is there a way to notate where the pandemic limits our reality?**

HT explained that the daily planning shows that the first term for this academic year has been dedicated to catch up teaching and individual year group teaching. He added that he will annotate in July for the SEF document for next year- the evidence of COVID-19 disruptions to the curriculum and will colour code the action plan.

**A governor asked about the monitoring of the teaching over time and the difficulty in having normal lesson observations and whether teachers who are less experienced in planning are being supported to help with any gaps that may have been created due to lockdown.**

HT explained that the 2 interim Assistant headteachers have been working together to release each other to help teachers with planning and monitoring. HT stated he has also been giving some support after school to the NQT and any feedback from the monitoring sessions with teachers are followed up very quickly.

**A governor asked about the challenges that are being faced by schools and whether Ofsted will be mindful of these challenges when inspections are being undertaken.**

HT stated that he believes that Ofsted will look at the challenges being faced by schools due to the COVID-19 pandemic and will look at the schools focus on the catch up on learning and interventions that have been put in place.

AS stated that it would be useful for governors to be aware of the types of catch up plans and interventions being put in place by the school and the impact COVID-19 has had on pupils learning. HT will send a summary of the questions being reviewed by the school to governors. **Action HT**

**HT**

HT stated that he will continue to monitor the SAP and will RAG rate the document each term.

#### **g) Teaching & Learning Overview**

HT shared with governors the updated data spreadsheet with the key points being noted as follows;

- From Year 1 to Year 6 – the pupils are not where they should currently be for 'At expected'
- Year 6 is currently doing well with 63% 'At expected'
- LS is currently revising the data for Year 5 and Year 3
- The teachers are identifying where the gaps are for R,W,M and what they need to do
- For the moderation of teachers – the teachers do some assessment work during the Monday inset sessions



- The school are prioritising Year 2 and Year 6 pupils for the first tranche of catch up funding which will use the national tutoring programme list provided by the DfE. This outlines registered tutors and the school will look to see how to use these in the most effective way for the pupils within the school – which could include booster classes and intervention work for pupils in small groups
- For Year 2 interventions – Lisa/Laura/Lauren will target pupils who are on the cusp of being at expected levels.
- In the Spring term – the focus will be on Year 1 and Year 5
- Year 3 and Year 4 will also receive a lot of support with interventions being put in place
- Reading is a big focus – but currently writing is very low across the school – LS is placing more emphasis on writing during the PDM sessions with teachers – to enable teachers to teach the writing so that levels can go up
- For Early Years – Anna has done the baseline assessments and many pupils are below where they need to be – with a number of new admissions having EAL/SEN characteristics
- For the Early Years pupils – the priority this term is to settle in the pupils and then focus on the communication and language strands

A governor asked about the October assessments formulating the baseline data for this year - and how the pupils were responding to the interventions that were being put in place?

HT stated that in general, most pupils are very happy that they are receiving special attention, but some of the older boys have expressed a preference to stay in the class with their peers.

HT added that the Year 6 teacher and the SENCO are organising the teaching sessions that enable the pupils to be supported in the classroom – with the class teacher spending pockets of time with the particular students so that the extra support being given is less visible. Pupils are generally responding well, and staff have been very adaptable.

A governor asked whether pupils know that it is not their fault that these catch up sessions need to be put in place – HT explained that pupils are responding by supporting each other and accepting it as being part of the normal school life.

HT will send out to governors the revised data tables with the updated Year 3 and Year 5 figures updated by LS.

**Action HT**

HT

#### **h) SIAMS/Curriculum update**

- The school has formalised the weekly worship sessions and thanks were given to Mother Christine for conducting the weekly worship sessions every Tuesday
- Every Thursday – the worship sessions have a big question session – which links SIAMS and RE and asks an overarching question which asks pupils to differentiate their thought processes throughout the school



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- For example – one of the Questions asked was based around Advent and pupils were asked what they had learnt and how it could be applied to our lives
- The Big question is phrased in different levels for each year group – for example – each year group were asked about the expectations and understanding of Christmas. Nursery pupils were asked about the kind of things we expect at Christmas; Year 2 were asked about the religious aspects and Year 5 and 6 were asked in more depth about the expectations for both in life and from life. The second week of the big question will cover more of the religious aspects and how this links to the school vision, with reflection time and prayer time being covered.
- The school will develop the big question sessions across the year group and will include sessions with Pupil voice
- The school are embedding the vision and values in the PDM sessions
- HT has a meeting with Mark Newton (from LDBS) on Friday to look at the next steps for the vision, values, and worship
- Following advice from Mark, the vision has been amended slightly to make it more compelling
- HT is looking at how the school can take on a courageous advocacy – which will be part of the school life. The original thoughts were to link with a school in Ghana but there has been no response to the initial contacts made by Christchurch
- Another suggestion for the courageous advocacy project could be looking at turning the vegetable garden into an enchanted garden
- The project should be based on a cause that means something to the school – the pupil parliament will discuss the options in the next few weeks.

A governor suggested looking at a local cemetery – like Paddington Old Cemetery which could be looked at to develop a natural wildlife feature.

A governor suggested that the school also apply for the Community Matters Grant – which the school could apply for funds to enhance the gardening area within the school.

AS and HT agreed to look further at options for the Courageous Advocacy Project.

**Action HT/AS**

MC left the meeting at 7.05pm to attend another meeting.

**i) SEN/EAL/PPG updates**

- HT stated that there is nothing additional to add under this agenda item that has not already been covered – but the school will continue to monitor the vulnerable groups when doing the data overview – which will also be the focus for pupil progress discussions. There will be ongoing interventions, monitoring and support for these pupils.

The chair thanked the HT for his very detailed updates and asked that thanks be given to the teachers for the data overview.

**HT/  
AS**



7.	<p><b>Chair's Briefing</b></p> <p><b>a) Skills Audit reminder/ training logs</b> Governors were reminded to send details to the clerk of any virtual courses or training sessions they had attended recently.</p> <p>Governors were reminded of the LA schedule of courses and those provided by the LDBS and the additional resources through The Key and webinars that are advertised free for governors.</p> <p><b>b) Future planning and training/link governor roles</b> AS stated that the link governor roles will be discussed at the Strategy meeting that has been arranged for Monday 23<sup>rd</sup> November 2020. AS added that she has sent through some documents on governors visits and the protocol to follow.</p> <p>AS added that she has attached guidelines on how remote visits can be conducted and governors can discuss how the virtual meetings could be set up and agree the focus as a way of supporting the school at the strategy meeting and at the next FGB.</p> <p>HT suggested that the school would take the lead in setting up the meetings with governors but asked for a volunteer for the Remote Learning link Governor role – FD agreed to take on this role.</p> <p>Governors suggested that a schedule of priorities should be agreed with the school and what could be done and when – for formulating the link governor virtual visits.</p> <p>The chair suggested that a schedule which includes the sequencing of the virtual visits is produced so that staff are not overloaded with the virtual visits by governors.</p>		
8.	<p><b>Policy Review/Approval</b></p> <p><b>a) Acceptable Use Policy</b> <b>b) E-Safety Policy</b> <b>c) Positive Handling Policy</b> <b>d) Preventing Radicalisation</b> <b>e) Spirituality Policy</b></p> <p>HT explained that for the above policies, minor amendments have been included. Governors did not have any specific questions on the policies presented for review, except for the Preventing Radicalisation statement – A governor stated that it is really important that we understand what this means for us as a faith school – and that every point of view and background is valued. Governors also suggested that for each policy – the front page outlines how the school vision and values links to the ethos of the school.</p> <p>Governors approved the above policies but with the caveat that the policy outlines</p>		



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	<p>how the policy links to the values, vision, and ethos of the school. HT agreed to include these additional elements in the above policies. <b>Action HT</b></p> <p>Governors were also reminded to sign the Acceptable Use Agreement form which is attached as Appendix 2 of the Acceptable Use of IT Policy – this policy will be circulated prior to the FGB meeting for all Governors to sign. <b>Action all Governors</b></p>	<p><b>HT</b></p> <p><b>All Govs</b></p>	
<b>9.</b>	<p><b>Matters Arising from Minutes of 16<sup>th</sup> June 2020 (non- confidential)</b></p> <p>The majority of the action points have been addressed within this committee meeting and any outstanding action points were discussed and noted as follows;</p> <p>a) HT confirmed that the LADO is Yvonne Prince, and her name has been included in the Safeguarding Policy</p> <p>b) HT stated that the SENCO is very busy at the moment supporting the pupils and preparing paperwork for EHCP funding – but he will look at asking her to prepare a document for anonymised cases studies to show the outcomes/impact for interventions/support for the SEN pupils at a later date.</p> <p style="text-align: right;"><b>Action HT</b></p>	<p><b>HT</b></p>	
<b>10.</b>	<p><b>Date and time of next meeting</b></p> <p>Tuesday 2<sup>nd</sup> March 2021 at 5.30pm</p>		
<b>11.</b>	<p><b>AOB</b></p> <p>No matters were discussed under this agenda item.</p>		
	<p><b>The public meeting closed at 7.50pm</b></p>		
<b>12.</b>	<p><b>Part Two – Confidential</b></p> <p>See separate minutes for this agenda item.</p>		

<p><b>APPROVAL OF MINUTES BY THE CHAIR OF THE TEACHING AND LEARNING COMMITTEE</b></p> <p>These minutes are an accurate representation of the Teaching and Learning Committee meeting which took place on Tuesday 17 November 2020 at 5.30pm by remote access.</p> <p>Signed..... Date.....</p> <p>Chair of the Teaching and Learning Committee Christ Church (Brondesbury) Church of England Primary School</p>
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