



Minutes of the Christ Church (Brondesbury) Church of England Primary School  
Teaching and Learning Committee Meeting on Tuesday 2 March 2021 at 5.30pm

### Attendees

Name	Initials	Attendance 26/02/20	Attendance 16/06/20	Attendance 17/10/20	Attendance 02/02/21
<b>Governors</b>					
James Kelly (head teacher)	HT	Present	Present	Present	Present
Alison Schulte	AS	Present	Present	Present	Present
Karen Moran	KM	Present	Present	Present	Present
Fiona Dwinger	FD	Present	Present	Present	Present
Naomi Moore	NM	Present	Present	Apologies	Apologies
Mother Christine	MC	Apologies	Present	Present	Present
<b>Elected staff</b>					
Matthew Booker (from Sept 2019)	MB	Present	Apologies	Apologies	Present
<b>Associate</b>					
Lotis Bautista	LB	No	Present	Resigned	Resigned
<b>Observer/adviser(s)</b>					
Preeya Patel, DHT	PP	Maternity Leave	Maternity Leave	Secondment	Secondment
Lauren Sutherland – interim DHT	LS	Present	Present	Apologies	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.</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><b>3. Minutes of the previous meeting held on 17<sup>th</sup> November 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>		
<p><b>4. Head teacher's Briefing Report</b></p> <p>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.</p> <p>HT stated that there are currently 37 pupils attending school now (K/W and vulnerable pupils) with all pupils due back to school on Monday.</p>		



HT suggested that the format for this agenda item would be to go through the questions sent in by AS and FD as he will assume that governors have read the content of his report and supporting documents prior to the meeting.

HT stated outlined below the questions raised by AS and FD prior to the meeting with his responses being as follows;

**a) Remote learning/ Staff and pupil wellbeing**

**Question – what were the main reasons given by parents for their children’s non engagement with the online learning** – HT explained that the main reasons why the pupils were not engaging with the online learning was mainly due to them not being able to log on.

Each day, TA’s will phone the parents and will give one to one support over the phone or will have a team’s meeting with parents to show them live on the screen how to log onto the online system.

HT added that the school has also uploaded a ‘How to’ video on the school website to show the process to follow for logging onto the online systems.

HT stated that the instructions for logging on have been translated into Arabic – as the school were finding that some of the Arabic speaking families were having problems accessing the online learning systems.

**Question – How has this impacted on staff workload (on making extra calls) and how were they supported in reaching these families/children?**

HT stated that the school have refined the protocols for following up with parents for non-engagement – once 3 phone calls have been made by the TA/office staff – the matter is then passed to SLT and if a further 3 phone calls results in no response – the matter is passed to HT.

HT has sent out letters to 3 to 4 parents for non-engagement – outlining the matter would be referred to EWO – which often resulted in the pupils engaging with the online provision.

**Question – Were there any children still without access to a laptop** – HT explained that the school have given out the 30 laptops that were purchased with the Trust money and is not aware of any pupils being without a laptop.

HT added that the school has been monitoring where pupils fail to submit the homework and on average within a class of 25 pupils – there are 2 to 4 pupils who did not submit their work and from the total pupils on roll (178 pupils) on average 8 pupils were found not to have submitted work for a sample week.

Governors agreed that the staff efforts were to be congratulated as 170 pupils on average were engaging and it is important to celebrate the fact that 170 pupils were engaging with the online provision.

**A governor asked the staff governor on their perspective of the workload on staff wellbeing** – the staff governor believed that at the start it was frustrating with pupils not engaging and phone calls were being made on a regular basis by teachers. The school introduced a register of engagement (spreadsheet) which the TA would use to make phone calls to parents for non-engagement and notes being added to the spreadsheet which worked very well.



The staff governor added – he believes the workload was at a manageable level and staff were able to give pupils what they could and to the best ability given the circumstances. This enabled teachers to set the right balance between the T&L provision and their wellbeing.

Governors asked for congratulations be given to all staff in how they have worked to create the right balance and for being so positive during these exceptionally challenging times.

**Question – are there any concerns raised by staff for the full re-opening of the school** – HT stated he has had 2 PDM sessions with the staff – which included discussing the latest Risk Assessment document and he asked staff to suggest any changes that they felt were needed. He believes these sessions helped staff in perhaps feeling less anxious.

The staff governor added that the Risk Assessment (RA) and controls that will be in place are similar to those put in place for the September whole school re opening. The pupils will hopefully be familiar with the routines that were in place from September 2020.

HT added that there have been a few minor changes to the RA – for staff – the timetabling of the staff room to make staff safer in the communal areas.

HT added that Lisa Francis is also the nominated first aider and she has undertaken training for wellbeing initiatives for staff. The Education Psychology service also has a hotline for staff concerns and the school continue to subscribe to the employee assistance programme.

HT stated that it is important that staff feel safe and for any changes to the timetables/routines etc he will always discuss with staff.

HT added that as well as introducing the Jigsaw units for wellbeing, will also look at the counselling that may need to be considered for the pupils who have lost a school friend when Mifley ( Year 4 pupil) sadly died before Christmas. HT added that the school will also look at the remembrance gestures that the school could put in place as a permanent memory for Mifley. This could include planting a tree in his memory in the enchanted garden.

HT stated that he has been approached by John Keble school who are preparing a bid for submission to the Davies Trust and John Lyon Trust but were looking to do a joint bid with another school. HT has agreed to do a joint bid with John Keble school – the focus of the Christchurch bid will be to look at improving the enchanted garden – which could include a vegetable patch and plant a tree/memorial bench for Mifley.

**b) Safeguarding and online safety**

HT added that the safeguarding update is within his HT briefing report and the IT teacher has regularly reminded pupils of the e-safety protocols whilst learning online and will continue to remind pupils during the lessons during school.

**c) SEF and SAP updates**

HT stated that for the SEF – this will be revisited once the school is back on 8<sup>th</sup> March and will look to see if any of the sections need to be re prioritised.



**c) Recovery curriculum and Catch up programmes**

HT stated that the National Tutoring Programmes will be starting a week after the pupils return on 8<sup>th</sup> March.

HT added that the process is for Year 5 and Year 6 to have the first sessions which will be for groups of 3 pupils at the back of the classroom with the tutor so that the teacher can oversee what is happening.

HT added that each pupil will get 2x 1 hour sessions each week.

**Question – for the catch up and tutoring programmes – will there be any assessment of children in core subjects prior to the tutoring being put in place –**

HT explained that the school will be setting up assessment schedules next week for the baseline assessments – which will be based on the carousel model. This will be based on where the learning should have been from the KPI assessments. The assessments for each group of children will be on a workshop style – to be able to obtain a clear view where the pupils are currently at and where they should be. It is anticipated that these assessments will be completed by the end of the week.

HT added that for reading – the teachers judgement will be used to determine the baseline and those on the cusp.

HT stated that the tutors for Year 5 and Year 6 pupils will meet with the teachers so that the tutor is aware of the specific outcomes that are expected for each pupil – so they have a clear picture of where to work towards for each pupil.

HT added that there will be an online record that the tutor completes for each pupil – which will be accessible by the teachers.

**Question – how will the pupils be selected** – HT stated that the pupils will be selected from the solid upper middle group – which will be 15 pupils from each class.

HT added that for each group of 3 pupils, they will be of a similar ability, which will make planning easier.

**Question – what are the arrangements for immediate catch up in phonics, reading, maths etc** – HT explained that the catch up programmes will be based on these assessments being undertaken when the pupils return to school and the work on the gaps will use both the NCT and Leitner system. The Leitner system uses the memory acquisition and growth which involves short/sharp memory tests that can be used across all subjects to help bridge the gaps. The teachers will introduce a ‘Do now’ activity each day – which will be a short/sharp recollection activity.

HT added that the SENCO has been looking at the targeted interventions that will be put in place – which will include re arranging the structure of the groups and to determine what the pupils need.

HT added that the SENCO has been looking at the targeted interventions that will be put in place – which will include re arranging the structure of the groups and to determine what the pupils need.

HT stated that the short/sharp interventions will also take place – with the TA’s taking the sessions in the afternoon for targeted intervention work.

HT added that for Early Years and KS1 pupils – there will be 2 phonics lessons per day and perhaps a ‘Do now’ activity to refresh pupils memories. Maths mastery



will continue to be used to target the gaps in pupils learning using the strategies from the teaching methods.

A governor asked about the KS1 and Reception pupils that have a large number of EAL pupils – how have these pupils been coping during lockdown – HT stated that a lot of these pupils have engaged very well and the staff in these classes have worked exceptionally well to help support these pupils.

A governor asked if any pupils have progressed ahead of their original targets – HT confirmed that there are some success stories where pupils have made good catch up and the teachers will re-run the practices in a shorter time to embed the practices and so that the catch up can take place in a quicker timescale. This will allow for those who are ready to move onto the next phase and those who need to catch up will also move on.

A governor commented that although a lot of thought has gone into the catch up programme – how will the school identify the behavioural effects resulting from the pandemic – HT explained that the wellbeing will link into the behaviour element of the Christchurch ethos – the emphasis will be on the school and staff being open, warm, and friendly – with a big focus on PHSE. This will include the Jigsaw curriculum looking at areas such as dreams and goals unit and looking at the way lessons are carefully structured. Pupils will be encouraged to think/speak positively/ perseverance/make good choices/overcome obstacles and to work as a team.

HT added that pupils will be encouraged to talk positively, how to work together and how to deal with any bad choices in a calm, reasonable way.

A governor agreed that the theme perseverance reinforces the Christian vision which is very important for the pupils.

A governor added that it has been tough during lockdown for both pupils and parents, so it is good to have a set of themes as part of the recovery plan that supports the ethos of the school.

A governor asked whether the school would be expected to be open to run the Summer schools – HT stated that for primary schools there will be a type of holiday club provision which will start from Easter and will replace the food voucher provision – he would prefer these are run by external staff than school staff – who need a well-deserved break. There has been no further information from the LA/Government on the proposals for running this holiday school provision.

Question – schools should also publish details of how they intend to spend the Covid-19 catch up premium and whether the information has been uploaded to the Christchurch website – HT stated that the catch up funding had been discussed at the F&R committee meeting on 27 January – but he needs to go through the report with the SBM to allocate the money to the projects.



	<p><b>d) SIAMs update</b> HT stated that the Christian Ethos Group will be meeting in a few weeks' time and will give their feedback to the FGB on 23 March 2021.</p> <p><b>e) Risk Assessment (RA) and school re-opening Plans</b> Question – are the school looking to start the Breakfast and After School Clubs once the school re-opens on 8<sup>th</sup> March – HT does not anticipate the clubs will start right away but will re start at a later date with the breakfast club likely to start first. HT added that prior to the lockdown – the after school clubs were not viable – with only 2 to 3 pupils expressing an interest in the provision. HT added that for the breakfast club to start again – would need to look at the way the breakfast club participants could be kept separate within the school.</p> <p>HT added that it is more manageable for the school to keep pupils in Year group bubbles for the class lessons, but further considerations will need to be given for the Breakfast Club and higher uptake for the After School club would be required to make the service viable.</p> <p>Question – the RA makes reference to bubbles – now that all students are expected to go back to school ( unless they are extremely vulnerable or self-isolating), how does the school define bubbles – HT explained that the bubbles would be at the class level.</p> <p>FD thanked HT for his very comprehensive update at this meeting and it was very clear that a lot of thought and planning has gone into preparing for the full return of pupils back to school on 8<sup>th</sup> March 2021.</p>		
5.	<p><b>Chair's Briefing</b></p> <p><b>a) Future Planning and training</b> AS reminded governors about the recent training courses being provided by the LA this term. MC has applied for the behaviour and attitude training session and will provide some feedback from the training session at the next T&amp;L committee meeting. <b>Action MC</b></p> <p>MC has also undertaken safeguarding training as part of her clergy role.</p> <p>AS has attended an LDBS online training session for increasing diversity on Governing Boards – which is also being provided by the LA to Governors on 15 March 2021.</p> <p>HT confirmed that both himself and SBM have undertaken the safer recruitment training session recently. 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>	MC	



**b) Link roles and virtual visits – Feedback from EYFS & Maths Lead (KM)**

Karen Moran(KM) gave governors a summary of her virtual link governor visits for EYFS and Maths

- KM spoke to Laura Bishop briefly in mid-December (before she left the school) and managed to have a phone meeting on 14<sup>th</sup> January where Laura kindly answered her pre planned questions.
- The maths provision seems to be under control with resources like Maths mastery being used across the school
- There were no real concerns expressed by Laura – the only issue related to the training being time consuming for new teachers on the schemes like Maths Mastery
- For EYFS – the new unit was just starting to work as one and then the Covid pandemic started – which led to the Unit feeling quite removed from the school as they were working in their individual bubble (like other year groups) and parents needed a lot of support and some of the pupils were still in nappies which put additional pressure on the team
- The unit have been making headway and small successes were celebrated by the team and were supported by the SENCO – who was very supportive
- Expectations are high as pupils move from Reception to Year 1 – pupils are being targeted in key groups in ages for KS1
- It is anticipated that the unit will be given more support once the lockdown restrictions are lifted and going forward, SLT and KD will liaise with the Early Years team on a regular basis

HT thanked KD for her virtual visit and confirmed that the plan is to reset/restart the plans for the new EYFS unit and the EYFS leader met with Parita last week to put the framework in place – which includes the timetable what is happening and when.

HT added that the pupils in the EYFS unit have made some progress during lockdown, which is a testament to the staff working within the unit.

KD confirmed that the parent contracts that have been put in place in the EYFS unit have helped with the parents understanding of what is expected of them to support the pupils and improvements have been noticed by the staff.

HT stated that a review during the Autumn term focussed on the small steps and what has gone well which covered 2 sides of flipchart and a small section only which covered the problems that had been encountered.

KD added that she believes that the pandemic made it difficult for the Unit to operate within a bubble by themselves and will make a success going forward.

HT added that the progress for the new Unit was also hampered during the pandemic by not being able to meet parents face to face when pupils are starting the Nursery/Reception classes – as the team would normally meet parents face to face as a group and go through the parents charter and other protocols for the school setting.

HT stated that the Early Years curriculum will focus on prime areas – reading, writing and maths development and not the 54 statements to report on for this year due to the exceptional times caused by the pandemic.



	<p>Governors thanked KD for her excellent reports on her Maths and EYFS visits which were very informative and well structured.</p>		
<p>6.</p>	<p><b>Policy Review/Approval</b></p> <ul style="list-style-type: none"> <li>a) Attendance Policy</li> <li>b) Behaviour for Learning Policy</li> <li>c) Exclusions Policy</li> <li>d) SEND Policy</li> <li>e) Remote Learning Policy</li> </ul> <p>The following questions were raised by Governors;</p> <p><b>Attendance Policy</b> Question – Does the Attendance policy perhaps need to reference to the Safeguarding and CP, Covid 19 addendum and Risk Assessment -HT stated that the policy has a table which links to the relevant policies – Safeguarding/Covid addendums Safeguarding/CP and Behaviour for learning policies.</p> <p>Question – a governor asked if a separate index could make reference to the Covid addendums and links to other policies – HT confirmed this will be included in the policy. <b>Action HT</b></p> <p>Question – a governor asked if there could be more clarity for the bullet point procedure section – for pupils – rather than stating ‘first thing’ – perhaps state a specific time – i.e. 9am – HT confirmed this change as now been included in the policy.</p> <p>Question – A governor asked if bullet point number 2 – sickness absence – could include a reference to Covid – and pupils should stay at home if they have Covid related symptoms and follow the school/government guidance – HT will update this section within the policy.</p> <p>Question – A governor asked if the policy could stress the importance of punctuality more – good punctuality ensures a purposeful start to the day, the class is not disturbed by pupils coming in late who will also miss the introduction to the lesson – HT agreed to update the policy to stress the importance of punctuality and how this will be rewarded. HT added that he will also outline what is expected for good punctuality and the steps taken by the school to encourage good punctuality and how this will be followed up with parents.</p> <p><b>Behaviour for Learning Policy</b> Question – In reference to the Behaviour for Learning Policy -a governor asked if the vision for ‘Going for Gold with faith’ seemed to have inconsistencies as the paragraphs are not always followed with a noun – HT explained that he has now updated the Behaviour for Learning Policy and re worded the vision paragraphs. HT added that he has also updated the tables within the Behaviour for Learning Policy to refine the way that pupils progress for attaining the Gold award- which</p>	<p>HT</p>	



Minutes of the Christ Church (Brondesbury) Church of England Primary School  
Teaching and Learning Committee Meeting on Tuesday 2 March 2021 at 5.30pm

	<p>now includes earning a gold cloud when pupils progress from a neutral white cloud.</p> <p>A governor stated that the Behaviour for Learning Policy is a clear, well-structured policy.</p> <p><b>SEND Policy</b> Question – A governor asked if the SEND Policy (page 3) could be updated with the latest version of KCSIE (January 2021) – HT stated he has now amended the policy for this update.</p> <p>There were no questions raised for the Exclusions Policy or Remote Learning Policy and Governors agreed the 5 policies listed above.</p>		
7.	<p><b>Matters Arising from Minutes of 17<sup>th</sup> November 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> <ul style="list-style-type: none"> <li>a) HT stated that the options for the Courageous Advocacy Project can be discussed at the Christian Ethos Group – which can include environmentally friendly projects in the local community and across the world.</li> <li>b) Governors were reminded to sign the Acceptable Use Policy (Appendix 2) and send the signed form to the SBM.</li> <li>c) HT will ask the SENCO to prepare a report for anonymized case studies to show the outcomes/impact for interventions/support for the SEN pupils at a future GB meeting.</li> </ul> <p style="text-align: right;"><b>Action HT</b></p>	HT	
8.	<p><b>Date and time of next meeting</b></p> <p>Tuesday 22<sup>nd</sup> June 2021 at 5.30pm</p>		
9.	<p><b>AOB</b></p> <p>AS stated that the admissions policy was looked at last year which was amended to include St Anne’s parish.</p> <p>Governors had a brief discussion on whether to review the admissions criteria but agreed that there should be more fuller discussions by the Admissions committee so that any changes felt necessary by the committee can be approved for the 2023/24 academic year.</p> <p>HT confirmed that the 2022/23 admissions criteria was approved by FGB in the previous academic year and as the criteria has not changed, governors confirmed this could be sent to the LDBS/LA.</p>		



Minutes of the Christ Church (Brondesbury) Church of England Primary School  
Teaching and Learning Committee Meeting on Tuesday 2 March 2021 at 5.30pm

	The staff governor was thanked for attending the meeting and sharing his experiences as a class teacher – he left the meeting and governors moved onto the confidential section of this meeting.		
	<b>The public meeting closed at 7.15pm</b>		
<b>10.</b>	<b>Part Two – Confidential</b> See separate minutes for this agenda item.		

<b>APPROVAL OF MINUTES BY THE CHAIR OF THE TEACHING AND LEARNING COMMITTEE</b>
These minutes are an accurate representation of the Teaching and Learning Committee meeting which took place on Tuesday 2 <sup>nd</sup> March 2021 at 5.30pm by remote access.
Signed..... Date.....
Chair of the Teaching and Learning Committee Christ Church (Brondesbury) Church of England Primary School