

Minutes of the meeting of the CFC Committee of Ivydale Governing Body, held at the school on Wednesday 4th November 2020 at 7:45 am.

Present:Ruth Fairclough (RF) (**Deputy Head**)

Faye Rounding (FR)

Catherine Mahony (CM)

Bartley Shaw (BS) (**Chair**)**Also Present**

Nicole Galea – Clerk

1	<p><u>Elect Committee Chair</u></p> <p>Governors discussed the position of Committee Chair. CM volunteered to take on the role; committee members unanimously RESOLVED to elect CM as Chair until the first meeting of the autumn term. They thanked CM for taking on the role and BS for having been Chair for 2 years. BS agreed to chair the remainder of this meeting and then provide a handover to CM.</p>	
2	<p><u>Apologies for absence</u></p> <p>No apologies had been received in advance. The absence of Miriam Facey was noted. The Clerk advised that the meeting was quorate.</p>	
3	<p><u>Declarations of interest.</u></p> <p>BS reminded Governors of the need to declare any interests for items on the agenda. No declarations were made.</p>	
4	<p><u>Minutes of the meetings of 4/3/20 and 10/6/20</u></p>	
4.1	<p>Approval of the Minutes</p> <p>The minutes of the previous CFC Committee meetings held on 4/3/20 and 10/6/20 had been distributed to Governors in advance. It was RESOLVED to ratify them as presented. BS undertook to provide a signed copy for retention by the school.</p>	BS
5	<p><u>Review and agree Committee Terms of Reference</u></p> <p>It was agreed to recommend no changes to the terms of reference and that they should be presented to the December FGB for ratification.</p>	Clerk
6	<p><u>Parents' Forum</u></p> <p>RF reported that the original Forum organically ceased to meet last year. The Forum for Parents with Black Children began well and then moved out of school becoming a parent only group; although it no longer feeds back to the school, MF is involved. ILOF continues to do an amazing job for the school.</p> <p>Governors discussed the impact of not having a parent forum as a source of feedback. RF stated that it is not an ideal situation but it is one the school has faced before. It has tried to support the existence of forums and there are limited options to tackle the situation as it is not known why the original forum ceased. Usefully, the school does receive a huge amount of feedback from parents by email.</p> <p>Committee members asked if forming a forum is something that Parent Governors could have a role in. RF stated that she worked with MF to help establish the Parents with Black Children Forum, but this can be problematic as it is easy for the roles to become blurred.</p>	

	<p>The committee agreed therefore that all they can do at this point is to acknowledge the absence of a forum and have an item on the spring agenda for an update on the situation. RF undertook to highlight the situation to HI.</p>	Spring agenda
7	<p><u>Link Governor Reports During Covid-19 Conditions</u></p> <p>CM stated that she is due to conduct a Safeguarding Link visit but was unsure if this could be conducted in person. RF stated that the school does not have a policy on Governor Visits during the pandemic. External visitors are coming into school following the processes laid out in the Risk Assessment and ensuring Covid-19 security. Governors could either do likewise or they could hold video conference meetings with the SLT member responsible, adding that it would be possible to see scanned examples of pupils' work electronically.</p> <p>Governors discussed achieving the balance between gaining a range of perspectives from an on site visit and the disruption visits could bring including any additional risk assessment requirements, cleaning etc.</p> <p>Following discussion, it was agreed that RF would discuss the options with HI and draft a generic process for moving forward. RF confirmed that it is unlikely that schools would close in the event of a second lockdown; there have been no positive cases in school but some staff have been required to self isolate due to close contact with someone who has tested positive.</p>	RF
8	<p><u>Equality</u></p> <p>Biennial focus on looked on children with medical needs and disabilities RF advised that currently health is being considered in terms of access to the curriculum. It is nationally recognised that the Covid-19 guidance causes discrimination for a group of children. Ivydale has one child who is not able to attend school due to specific and complex health care needs, one aspect of which both the Health Authority and the LA say cannot be met due to the coronavirus. The school has been attempting to facilitate the return to school but the Head of Southwark SEN confirmed on 1/9/20 that this would not be possible in the current circumstances.</p> <p>CM queried the provision available for this pupil. RF confirmed that academic provision is in place by means of 1:1 learning at home but this does not address social and emotional needs.</p> <p>Governors asked if there are any other barriers to needs. RF stated that the only other impact is on staffing; in all other respects, the usual aspects of the school are operating even if adjustments have been made – eg interventions are still happening but take place within bubbles which mean that they tend to be less tailored.</p>	
9	<p><u>Safeguarding</u></p> <p>RF advised that the current Safeguarding Policy is provided as a model by Southwark and there have been no further changes. There is a significant safeguarding load at present which is focused largely on keeping contact with families if they are isolating; systems are in place to ensure that this is followed through.</p> <p>CM asked if there is additional policy coverage for online safeguarding. RF confirmed that additional provision has been included around parental supervision, particularly as there were numerous examples of pupils using Google Meets for the Meet the Teacher session at which pupils were unsupervised; this is impossible to monitor safely.</p>	

	<p>FR asked what is in place for those children who are not in school. RF stated that the Assistant Head for each phase puts together a 2 week package of work for those pupils who are self isolating. There are plans and safeguarding procedures in place should a class need to close; this has not been required so far but would include the class teacher teaching from home if able.</p> <p>CM queried if the current Safeguarding Policy covers what the procedure would be if the camera is turned off during home learning. RF stated that this is written into the Remote Learning Plan but that she would confirm if it is also included in the Safeguarding Policy.</p>	RF
10	<p><u>Stakeholder Engagement - School Surveys</u></p> <p>BS reminded the committee that the revisions to the timeline and content of the school surveys had been discussed in detail last year but due to the pandemic were not implemented. The committee had agreed to the following changes: -</p> <ul style="list-style-type: none"> • survey to be conducted and returned in the summer term • to be more explicitly linked to the SDP • the introduction of some very 'big picture' demographic information on the cohort eg gender / race. <p>The committee discussed if this remains a valid approach and how individual's experience of Covid-19 and how they feel the school responded to it can be incorporated. RF reported that some schools send out brief surveys of just a couple of questions every so often depending on what they are working on and suggested that this may be useful for parental engagement. Governors suggested that this style may be more pertinent for SLT to use if they are seeking feedback on a specific issue as it would not provide comparative data over time.</p> <p>Following discussion, it was agreed that</p> <ul style="list-style-type: none"> • CM would take the lead on reviewing the surveys in terms of timeline and content with a possible change to surveys being undertaken in the spring term • Suggest that short, initiative based style questionnaire could be a useful addition to stakeholder engagement for SLT. 	CM RF
11	<p><u>Review SDP Priorities for 2020 / 2021</u></p> <p>BS reminded Governors that HI had shared the updated SDP at the September FGB which included some context for the experience of living with a pandemic. For this committee the changes include access to school and engagement in online events and meetings.</p> <p>BS asked if the school is in a position to engage with parents and the school community online and can this be monitored and tracked. RF provided the following examples: -</p> <ul style="list-style-type: none"> • Meet the Teacher meetings were held online this year but surprisingly were not as well attended as these meetings have been historically. • Parent Evening meetings have been held by telephone with a piece of work sent home in advance to accommodate parents not coming in to see the work in school. These sessions seem to be going well; teachers have reported that they prefer them to online meetings but there has been no feedback from parents so far. It was agreed to include this in the modifications to this years' surveys. <p>BS asked if Meet the Teacher could be held termly to counter the lower take up. RF stated that the logistics would be difficult however, the school does need to consider the disconnect this represents; she undertook to take this back to SLT for further discussion.</p>	CM RF

BS asked if an assessment of parental engagement with Parents' Evening has been conducted previously. RF confirmed that there has been in the past and it is being undertaken now. She suggested that one reason for higher attendance is because parents prefer the flexibility of the telephone appointments and so it may be that in future this approach could be taken fully or at least in addition to the in person appointments. However, there is concern that this could exacerbate feelings of staff and parents not getting to know each other; options for this will need to be considered alongside any potential changes to the current system.

Governors asked if replacements have been found to the many usual opportunities for parents to engage with the school. RF stated that to protect teachers' health SLT are staffing the school gates. Instead, families are encouraged to email in any comments / questions they may have. Some parents continue to socialise on or just outside the school and cross bubbles. It is hoped that there will be other opportunities for engagement later in the year – pandemic allowing.

CM highlighted that some SDP priorities are no longer relevant such as extended services or increased use of the school premises and suggested that these areas are put on hold until normality returns.

Attendance

RF provided an update on pupil attendance with the data available from Autumn 1.

- Y1 – Y6 (statutory school age) – attendance was 95.2%, rising to 97.4% with the removal of all Covid-19 related absence.
- The customary target is 95% and it usually hovers between 94 – 96% so this represents the highest recorded rate.
- A total of 327 days were lost due to Covid-19, equating to almost half of all absences
- Attendance seems to be a higher priority for parents this term
- Botswana continues to be the class with the lowest attendance rate; there are a number of pupils in this class with Persistent Absence (below 90% attendance).

CM asked what the usual reasons for absence are. RF stated that absence is usually due to holidays or for health reasons (illnesses, viruses or being generally unwell). Parents have been very good in checking symptoms with the school which follows the clear Covid-19 3 symptom rule. Where parents are concerned, the school's advice is for them to contact NHS 111.

Persistent Absence

There are currently 22 pupils with PA, equivalent to 5% of pupils. Of these: -

- 14 pupils are PP (this represents 22% of the school's PP population)
- 15 are Black / Asian (representing 9% of Black / Asian pupils)
- 10 have SEND (representing 16% of the SEND population)

RF stated that the PP / SEND crossover is not unusual but the Black / Asian element was a surprise; she drilled down into the data further by looking at each individual pupils and found: -

- 6 of the 22 fall into all 3 categories
- 4 of the 22 are PP and SEND which is a category that has proved difficult to engage with. A more supportive system of engagement is being considered including asking the family how the school can support attendance best.
- 10 of the 22 have external agencies working with the family – of this, 9 were referred to Early Help by the school; 7 are complex situations with multiple siblings and Social Care involvement
- 4 of the 22 have absence related to health conditions – broken limbs, illnesses etc
- The model currently used in school is for the Admin Team to follow up on absence. However, Learning Mentors sit within the Inclusion Team; they are

already involved in daily calls to some families regarding their pastoral or therapeutic needs and the proposal is to extend this to include PA families. This would facilitate the discussions on how the school can support better attendance. Governors noted that this seemed like a positive move.

FR asked if the attendance of BAME pupils has tended to be higher in previous (non Covid-19) years. RF stated that this is the case; and that she has been surprised at the absence of some children for whom this was not an issue previously. She noted that there has been much in the way of negative and false social media content about schools during the pandemic eg that they will enforce vaccinations etc that may be influencing some parents.

FR withdrew from the meeting at 9:02 am.

Admissions

RF reported that

- There are 3 year groups with over 20 vacancies – including Reception. The vacancy situation on Census Day in October was as follows: -
 - R 20
 - Y1 12
 - Y2 21
 - Y3 10
 - Y4 24
 - Y5 2
 - Y6 0
- Subsequently a family with 3 children have joined the school
- This level of vacancies can be an issue for staffing and some classes are near to being 2 rather than 3 FE (Y5 and 6 remain as 2FE)
- 24 pupils have left since the end of the summer term and have been replaced with 11 joiners
- Reasons for departures are – families have been rehoused or have relocated, moving ahead of secondary school transfer or moving to schools closer to home; there were also 2 children who moved to independent schools.
- The Reception vacancies are a particular worry but other schools are reporting a similar picture. Consideration is being given to offering 2 year old places as there are fewer options for this age group and it encourage families to then engage early with the school.
- Ivydale tends to collect pupils higher up the school but this is frequently with boys with behavioural issues and lower attainment which require a greater level of input

Governors discussed the vacancies and noted that for Reception in particular, some families may be working at home and have decided to push back entry to school due to a combination of reduced childcare pressure and Covid-19 concerns. However, one outcome of the pandemic may be permanent changes to working patterns. RF stated that this has added to the less than normal feel to the start to the school year.

CM commented that the Resources Committee will be reviewing the budget impact of the vacancies, which are substantial at a time when the budget was already problematical. RF stated that upon expansion to Inverton, Ivydale was due to be 4FE but the PAN was subsequently reduced to 90 / 3FE (with Y5 and 6 remaining as 2FE). Longer term, this is something the LA will need to consider in line with the vacancy situation across the borough but the situation at Ivydale would be tricky as reducing the overall size of the school would involve closing one building. RF added that in addition to considering 2 year old places, SLT are also looking at other partnerships including with secondary schools eg by becoming a feeder school.

	<p><i>CM asked about the implications and challenges in terms of resources and care of 2 year olds.</i> RF agreed that these factors are part of the consideration but it can be very beneficial financially and also allows the school the opportunity to offer places to struggling families; to support them with toilet training, speech and fine motor skill development etc thus plugging the gaps at an earlier stage. Charles Dickens School has been very successful in this model. RF added that the proposal discussed last year to host a Speech and Language base at Inverton did not progress as it was felt that parents may see the impact on outcomes as too great.</p> <p><i>Governors discussed the value of being able to clearly provide the LA with a realistic assessment of what Ivydale offers, why it should survive the possible future reduction in school PANs and closures as well as being aware of the school's vulnerabilities..</i></p>	
13	<p><u>Urgent Business</u></p> <p>There were no further items and the meeting concluded at 9:20 am.</p>	
14	<p><u>Dates of Future Meetings</u></p> <p>4/3/21 16/6/21</p>	
	<p>Signed:.....</p> <p>Date:.....</p>	