

Minutes of the joint meeting of the CFC and Standards Committees of Ivydale Governing Body, held on Wednesday 10th June 2020 at 6:00pm via videoconference call.

Present:

Ruth Fairclough (RF) (Deputy Head)	Lynne Gravatt (LG) (Chair of Govs)
Judith Lambert (JL) (Deputy Head)	Catherine Mahoney (CM)
Faye Rounding (FR)	Bartley Shaw (BS) (Chair - CFC)
Jessica Skinns (JS) (Chair - Standards)	Kimberley Starke (KS)
Anna Townsend (AT)	

Also Present

Nicole Galea – Clerk

1	<p><u>Apologies for absence</u></p> <p>The Clerk advised that all governors had been invited to attend this meeting to discuss the ongoing impact of coronavirus on the running of the school, with particular emphasis on the areas covered by the CFC Committee and Standards Committee. She advised that no apologies for absence had been received in advance and that the meeting was quorate.</p> <p>It was agreed that the two Committee Chairs would chair the relevant sections of the meeting.</p>	
2	<p><u>Declarations of interest.</u></p> <p>The Chair reminded Governors of the need to declare any interests for items on the agenda. No declarations were made.</p>	
3	<p><u>CFC FOCUS</u></p>	
3.1	<p>Response from the school community to the increase in numbers of pupils invited to return to school.</p> <p>RF provided Governors with a power point presentation covering the following points: -</p> <ul style="list-style-type: none"> • During partial closure and up to today there has been provision for around 80 pupils of which <ul style="list-style-type: none"> ○ 89% are children of critical workers ○ 17% are deemed 'vulnerable' ○ 24% are SEND ○ 5% are entitled to FSM. • This data was shared with the LA and DfE • Pupils were very happy during Play and Stay and since re-opening to a more familiar school set up. • Parents of those pupils who have accessed the school have been overwhelmingly positive and supportive of the staff and school; staff have had a challenge keeping parents out of school and minimising contact. • The number of pupils in school has substantially increased over time; the priority pods are now almost at capacity for this stage of the plan and there are a small number of spaces in different year group pods. <p>Governors asked the following questions <i>How does the proportion of eg SEN / FSM pupils who are in school compare to the usual proportion of these groups in school?</i> RF stated that the proportions are similar although the proportion of FSM pupils is slightly down, possibly due to the fact that the majority of critical workers are not eligible for FSM. Some vulnerable pupils who were targeted for a place did not take up the offer.</p>	

	<p>How did you know which parents were critical workers? RF stated that when the government advice was announced that the children of critical workers were a priority group to come into school HI asked those parents to register. More recently, parents have been asked to provide proof from their employers to ensure that the right children receive priority.</p> <p>What has the response been from families JL and RF advised that a letter was sent to all parents regarding the school's plan for welcoming some year groups back to school in addition to the children of key workers and vulnerable pupils. Parents were advised that the plan was based on the risk assessment carried out which outlined the safest manner for pupils to return and in which order. Ys2/3/4/5 are not in the government's priority groups. Reception parents were advised that it would be unlikely that these children would return due to</p> <ul style="list-style-type: none"> • safety concerns around staffing • lack of testing at that time for under 5's • difficulties with their ability to socially distance • the Reception cohort would have to be split across 2 floors with those placed upstairs without access to the outside or free flow. <p>A small number of parents expressed disappointment but understand the rationale. It was felt that Y6 would be more able to follow the rules and would be better at making their way around the building, followed by Y1; there were insufficient staff to bring the next priority year group (Reception) in beyond those already in the key worker pods. On the whole, the parents of children returning seem very happy with the plans. The usual attendance regulations have been suspended and so pupils within the priority cohorts who do not return will continue to be supported via home learning.</p> <p>JS asked if the risk assessment has been shared with parents. JL and RF confirmed that the risk assessment had been shared but not all operational decision making was shared.</p> <p>BS noted the complexity of the messaging and asked if the school felt that the communication of it had been successful. RF expressed the view that it had been extremely successful; responses received from both staff and parents reflected that they were very thankful and felt well communicated with; HI received a number of emails from parents saying thank you for the clarity. JL stated that the school has tried to provide clarity in a complex situation with conflicting information also circulating. Some parents have not fully read the correspondence from the school; those who tend to be positive are the ones who have got their preferred outcome.</p>	
3.2	<p>The practical, wellbeing and learning perspectives of the return RF highlighted the following aspects of the return: -</p> <p>Practical</p> <ul style="list-style-type: none"> • The risk assessment drove all aspects of the return • Staffing issues related to the need to put a teacher in front of each pod of 12 pupils • The Premises team worked incredibly hard to ensure that both sites were safe and ready – signage, staggered starts, stripped out classrooms etc • Registration – there were some issues with parents not following the comms on registering their child for a place on the right day etc but the school has tried to widen the access as much as possible. • Financially there has been an impact on the budget and the Budget Recovery Plan. In particular, the extended schools staff could not be furloughed but the extended provision has not generated the income to cover costs. 	

	<p>Well Being and Learning</p> <p>RF stated that the focus is on recovery for the whole school community after such an extensive period of change. The key aim will be rebuilding relationships, create opportunities for everyone to process their diverse experiences of lockdown and re-engage children in how learning is done at Ivydale.</p> <p>The DfE has removed the curriculum progress expectations for this year. In common with many schools, Ivydale will be utilising Barry Carpenter's 'recovery curriculum' which is based on the idea that loss (including of relationships and routine) is central to all experiences, at a diversity of levels and in this case, has been compounded by the unexpected impact of the pandemic. There are 5 key levers used to support the recovery involving skilled teaching and high levels of pastoral support.</p> <p><i>AT asked if this approach is being used for pupils that have already returned or for September, and can it be rolled out to those currently still at home?</i> RF confirmed that it is being used now and will continue until the children are comfortable and are back as learners at Ivydale. Planning will be based on a concentration of the core skills needed and there is discussion on how it can be reflected in the home learning provision.</p> <p><i>CM asked about the integration of those families especially impacted by Covid-19, such as BAME and how the issues highlighted by Black Lives Matter will be addressed.</i> RF advised that today the curriculum teams have been reviewing well being and the humanities, looking at texts and books to ensure that they are a fair representation of the community. In future Black History will be imbedded across the curriculum with the necessary impetus and resources to support this rather than being limited to one month. JL added that HI has sent some useful links to families to support conversations with their children around these issues.</p> <p>Governors congratulated the school on the speed with which such an impressive, holistic and well explained system has been implemented.</p>	
3.3	<p>Plans for the remaining weeks of the school year</p> <p>JL and RF stated that the plans for the remaining weeks of term are based on the current guidelines but if the social distancing requirements change the school's capacity to welcome back more pupils would increase. However, it is currently impossible to plan further than 2 weeks ahead.</p>	
4	<p><u>STANDARDS FOCUS</u></p>	
4.1	<p>Update on curriculum provision at home and in school.</p> <p>JL referred to the examples of home learning information that had been distributed in advance. She stated that these are being organised by teachers who are shielding or who are working at home. Each class has an email address to which families can submit work and receive a response from teachers. In addition, a teacher from each cohort records a story each week. Since half term there have been weekly Google meets sessions for each class and JL continues to run the home learning surgery (examples of feedback had been circulated).</p> <p>Pupils in school receive a slightly different provision because there is a teacher presenting the learning however it will be on similar themes to those at home.</p> <p><i>FR congratulated staff on the extent of the provision from the examples given and asked if there are many children who are not responding.</i> JL confirmed that some children are not engaging but this can be for a variety of reasons (they could be using different resources such as BBC bitesize, Oak Academy etc or it could be because the parents are struggling to support home learning due to working full time,</p>	

	<p>juggling demands etc). In these cases, the school is taking a flexible approach and ideas are provided to keep the learning going. The pastoral team call weekly.</p> <p>JS asked if the resourcing issues for Google Meets has been resolved and if there are plans to extend it. JL confirmed that the issues are being addressed but there are no plans to upgrade the system or have file sharing capacity. The challenge for expanding this provision is that all available teachers will be in a pod and so the home learning will be limited to those staff who are shielding or continuing to work at home. Furthermore, the school does not want to disadvantage those pupils who have limited or no access to devices / WiFi. The current procedure allows for those who have online access whilst paper copies can be provided for those who do not.</p> <p>Governors asked if the school could lend equipment or ask the LA for resources. JL stated that the school has applied for additional funding and is waiting for confirmation of how many devices it will receive to distribute. However, the government support offered is largely aimed at secondary school pupils. The lack of devices / WiFi is not the only barrier for primary aged pupils who also need interaction, support and adult guidance. LA support has come from the Early Help Team which has been very active and involved with vulnerable families providing a lot of contact.</p> <p>JS noted that there has been some feedback from parents regarding a perceived lack of online support and asked if the school planned to review the timetable for online learning. JL stated that Google Meets was introduced about 10 days ago, the aim is to get Y6 and Y1 into school, settled and working before considering any other major changes. The level of provision is also dependent on teachers' capacity as currently for technical reasons, Google Meets is only available to teachers when they are at home. RF advised that there are also significant safeguarding implications of live teaching which requires an adult to be present at all times, this presents a challenge for many families. The LA Safeguarding Team has raised concerns with the risks associated with live teaching.</p> <p>LG suggested that if the capacity of the school's level of provision is being impacted due to funding concerns, this should be brought to the Resources Committee to consider.</p>	
4.2	<p>Report on parental feedback taken from phone calls to parents and Judith's surgery.</p> <p>Welfare Calls</p> <p>JL had provided pie charts in advance, showing a breakdown on the welfare calls and surgery queries received. She stated that of the 933 welfare calls made, only 3% were recorded as parents having concerns about the content of work as the main theme. The vast majority were pastoral in nature and concerned issues such as food, housing or children being bored or unwilling to do the work set. RF noted that Learning Mentors kept a note of all calls made and where home learning was raised as an issue, parents were referred to JL's surgery and also to the class emails.</p> <p>From the school's perspective there has been a big range of parental responses but not a single consistent message – for some there is too much and others too little work set, some want more screen activities and others less. However, many parents reported that they have been happy with the home learning; those who have not been happy are more of a vocal minority.</p> <p>AT asked if a record has been kept when parents could not be contacted for a welfare call. JL confirmed that information has been fed into a spreadsheet. If 2 calls are missed and no other contact made with the family, the safeguarding records would be checked and where there were concerns, a MASH referral would be made. 3 children have been allocated a social worker since lockdown.</p>	

	<p>Home Learning Surgery JL advised that the surgery was set up after the Easter holidays due to the number of families who reported that they were struggling with home learning. Calls were high to begin with then tailed off after a few weeks but are on the rise again.</p> <p>BS noted that the data provided was now a month old and asked if there have been any significant changes in the recent data. JL stated that there was a tail off with home learning just before half term but since then it has picked up again, the main themes appear to be phonics, boys writing and juggling the needs of different aged children. In terms of welfare, the significant food issues have declined.</p> <p>BS asked about the concerns the pastoral team may have with parental mental health issues. RF stated that the team is working on how they can help the children by looking after the parents. JL advised that there has been a weekly well being newsletter as well as signposting for eg domestic abuse, mental health support. The Family Support Workers have been undertaking home visits and can discuss where support can be sought but are unable to refer adults.</p> <p>CM asked if there is a structured system to share learning between schools. RF stated that HI is in communication with Heads both within and outside of Southwark. She has found there to be a variety of school responses to the pandemic - some provided a very high level of content at the start of lockdown but then had to pull back as the lockdown continued, others have a significant home learning focus but little on the well being front. Within the early planning phase at Ivydale the strategy of inclusivity, manageability and sustainability were agreed and have remained. There is a lot of structured sharing taking place and online forums as part of the School's Alliance. Furthermore, HI is Chair of the Southwark Heads and is therefore able to share information with other schools and the LA.</p>	
4.3	<p>Update on provision for disadvantaged pupils RF shared the data on the support provided for disadvantaged pupils. In addition to the welfare calls previously discussed, staff have a close working with social services, the Early Help team and Southwark SEN team.</p> <p>SEND / EHCP Unlike other school's Ivydale has a 3 SENCo system covering each phase of the school. Home learning has been catered to the needs of each SEN child and parents of pupils with an EHCP receive additional phone support from the class teacher. The school is aware that some EHCP pupils have been unable to return to school due to additional health complications or because they cannot follow the social distancing requirements that have been set in Southwark's risk assessment. This can make it very challenging for families with no other form of respite, the Pastoral Team are investigating other options. For other families, the concerns around stigma have meant that they have not sent their child in. The school continues to work with the Early Help team to support these families and encourage them to attend.</p> <p>RF advised that the SENCos are not pod based and are working on transition plans with the help of other agencies eg Education Psychologists and the in house psychotherapy team to bring pupils back into school. They have been providing remote therapy (phone and zoom) with 12 families on a weekly basis.</p> <p>FSM Home food deliveries were initially made to families at the start of lockdown before the government introduced supermarket vouchers; Learning Mentors and the Admin team assist where families have digital access or literacy issues. Now the school is working with a charity to provide additional breakfast supplies or where families are not entitled to FSM vouchers.</p>	

	<p>CM asked what criteria is used to identify vulnerable and disadvantaged children. RF advised that the Inclusion Team identified those pupils that they felt would be vulnerable in closure due to their needs and level of anxiety; parental requests were then added to this. These vulnerable children were placed on a weekly call list. In addition, the LA identified other vulnerable and needy children for places in Stay and Play – 3 children joined these sessions but others chose not to. Staff continue to call those families that they would like the pupils in.</p> <p>JL added that for some FSM families, the choice not to attend school may be based on the vouchers (£15 per week, per child) which are not paid if the child is in school.</p>	
4.4	<p>Plans to narrow the gap as pupils return to school.</p> <p>JL advised that it is very difficult to have concrete plans at this point. Curriculum leaders are looking at plans for the recovery curriculum and the curriculum area priorities that will be needed. SLT are talking with subject leaders across the borough and are looking at the core skills for foundation subjects to see what has been missed and needs to go into next year's curriculum. To review the gaps, children will need to be assessed but only once they have settled back into school.</p> <p>JS asked if children if the children who are in school can be assessed now. JL advised that there are insufficient numbers of them to do so. Y6 will be assessed when they start at secondary school. Teachers are doing assessment for learning but this is in an informal capacity. Even when Y1 returns it will not be appropriate to do assessment and will be more about re-establishing relationships. The ability to learn, where children are, what has been forgotten, the potential long term implications etc are yet to be discovered.</p> <p>CM queried the support that is being given to the Y6 cohort moving on. RF stated that transition work is being carried out within the pods, secondary schools have voiced their concerns and Heads are working together to address concerns. The LA has a strategy to support the children and their families who have been identified as likely to have difficult transitions.</p>	
4.5	<p>How can governors help?</p> <p>JL and all RF stated that there is so much that is operational that governors are not in a position to help with. Fundamentally, the school needs support and acknowledgement for the very hard work and adjustments in working that is taking place and thanked Governors for providing this. Members of staff present acknowledge that this has been the hardest part of their professional career and the understanding is the key to the issues and complexities of the situation, all of which have been recorded in the action plan.</p> <p>KS stated that she was proud and amazed by how well the SLT has communicated and reflected the needs of the school community. Governors noted that not only have SLT worked so hard, the quality of thought, concern and consideration is evident.</p> <p>Governors thanked JL and RF for the quality of their presentations and the evident priority for wellbeing, support and structure.</p>	
5	<p><u>Dates of Future Meetings</u></p> <p>24/6/20 – Resources Committee 7/7/20 – FGB</p>	
6	<p><u>Urgent Business</u></p> <p>There were no items of urgent business and the meeting concluded at 7:40 pm</p>	

	<p>Signed:.....</p> <p>Date:.....</p>	
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