

Minutes of the meeting of the CFC Committee of Ivydale Governing Body, held at the school on Thursday 20th June 2019 at 7:45 am.

Present:

Miriam Facey (MF)

Catherine Mahony (CM)

Ruth Fairclough (RF) (**Deputy Head**)Bartley Shaw (BS) (**Chair**)**Also Present**

Nicole Galea – Clerk

1	<p><u>Apologies for absence</u></p> <p>Apologies had been received in advance from Faye Rounding. The Clerk advised that the meeting was quorate.</p>	Clerk
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>Minutes of the last meeting of 8/5/19</u></p>	
3.1	<p>Approval of the Minutes</p> <p>The minutes of the previous CFC Committee meeting held on 8/5/19 had been distributed to Governors in advance. It was RESOLVED that they were an accurate reflection of the meeting.</p>	
	<p>Actions Log <i>From 11/3/19</i> <u>Item 4.2 / 11: LGBT / Black Parents' Forum / Clubs attendance</u> MF reported that she would undertake her Diversity Link Visit before the end of term, it will include discussions on the formation of an LGBT / Black Parents' Forum and how to encourage more diverse attendance at clubs. She stated that there are some very keen parents who are interested and wish to be proactive in engagement from a more diverse group of parents. MF reported that one issue raised is the diversity of library books available in school. RF confirmed that a list of new books for the library is currently being collated and that she has contributed titles suggested by the Stephen Lawrence charity to it. There will be a book drive at the summer fayre and a bid has been made for £10k funding for books through one of the major bookshops.</p> <p><u>Item 8: Safeguarding Link Visit</u> CM reported that she would carry out her visit early in the autumn term.</p> <p><u>Item 11: Clubs Data</u> RF undertook to discuss the circulation of the additional data with HI.</p> <p><i>From 8/5/19</i> <u>Item 7: Wellbeing Provision Map</u> RF reported that the Local Offer is published on the school website and details all of the provision available from the school. However, she undertook to create a provision map that specifically details the support for wellbeing and publish this on the website and forward to the committee. MF noted that Ivydale's comprehensive wellbeing provision, and in particular the psychotherapy, is an important draw for parents when considering a school and this could be included in the marketing of the school.</p> <p>Other actions were covered elsewhere in the agenda.</p>	<p>MF</p> <p>CM</p> <p>RF</p> <p>RF</p>

4	<p><u>Parents' Forum</u></p> <p>It was noted that no minutes had been received from the Parents' Forum.</p>	
5	<p><u>Stakeholder Engagement – Review Data from School Surveys</u></p> <p>RF reported that the Pupil, Parent and Staff surveys have been distributed, the headline data should be available for the FGB on 25/6/19.</p> <p>Governors agreed</p> <ul style="list-style-type: none"> • Once the data is received from Gwenn Sinnott it will be circulated to the committee • BS to review the data for the key learnings before presenting it to the committee • To have an additional meeting in early September to fully discuss and draw out the key actions to be brought to the FGB • Clerk to forward Andy Bremner's report from last year • one of the learning points from this round of surveys is the need for a more robust surveys process and to begin organising the surveys in the autumn term to allow sufficient time to make the changes previously discussed. 	<p>RF</p> <p>BS</p> <p>Clerk</p> <p>Clerk</p>
6	<p><u>Equality</u></p> <p>Diversity Link Governor Report</p> <p>MF confirmed that she would complete the visit and report</p>	<p>MF</p>
7	<p><u>Communication</u></p> <p>Review of the website</p> <p>RF reported that the details of the new website would be published in this week's newsletter; Governors agreed that this should be highlighted at the FGB.</p> <p>Communication Link Governor Report</p> <p>BS undertook to complete his visit and report before the next meeting.</p>	<p>BS</p> <p>BS</p>
8	<p><u>Behaviour</u></p> <p>RF tabled the following snapshot data:-</p> <ul style="list-style-type: none"> • Spring term 2019 – Yellow / Red cards • 2018 / 2019 Overview for Value Points <p>Spring term 2019 – Yellow / Red Behaviour Cards</p> <p><i>Governors asked how and when the Behaviour Cards are awarded and tracked.</i></p> <p>RF stated that the Behaviour Cards can be awarded in school and at play times although different systems are in place for the two locations. Last year the school started to record the behaviour data on SIMS in order to track it; teachers enter the data onto the system and RF then draws it off weekly for analysis and, where necessary, action.</p> <p>The behaviour system is age appropriate and is used for pupils in Y1 – Y6 in a staged approach unless there are safeguarding concerns. Where a child has amassed 6+ points in a week a discussion is triggered which would consider any changes in behaviour or other safeguarding concerns. It would be dealt with by either the class teacher or RF and could result in a conversation with the parents.</p> <p>The data is analysed by class / cohort / by groups and colour coded to highlight which groups are disproportionately reflected in the data (green – those groups that receive less points than their percentage of the school population and red – that receive more</p>	

points). The data illustrates that those pupils who are most likely to receive behaviour points are male / SEN support / FSM.

RF stated that having the data helps to identify patterns and where there could be unconscious bias impacting; the data is fed back to staff at least termly. RF commented that it is disappointing that the improvements made following the discussions with staff on the autumn data did not last; SEN support and FSM both improved from red to green by the end of the 2nd half of the autumn term but have now returned to red.

RF highlighted the ethnic differences in the data, with black pupils over represented by those pupils receiving red cards. To address this PP funding is being used for a small trial group of 10 'multi hat' pupils i.e. those that fall into more than one vulnerable group, 7 of which are the pupils who receive the most red and yellow cards. The trial is an attempt to look behind the behaviour of these pupils who express a sense of not belonging or being part of the school. They will receive free musical instrument sessions in the hope that music will be a way for them to receive positive recognition. The pilot starts in September in Y1 (**Ruth – will that be Y2 in Sept?**) which has the largest percentage of the 4 categories of concern:- black / male / SEN / FSM however, the group will not target only boys.

BS asked if the previously identified inconsistencies in the allocation of behaviour points across classes has improved. RF stated that the inconsistencies can be due to teachers and classes. One issue may be due to the fact that Ivydale has not traditionally mixed classes as cohorts move through the school. The non mixing can result in some unhelpful relationships and behaviours; Spain class has historically exhibited behavioural needs throughout its journey through the school. It can also result in some classes who lose pupils ending up with a number of casual admissions as they move through which can also bring challenges. Some schools mix classes annually which can avoid some pupil issues and encourage a wider sense of belonging to a year group rather than identification with just one class. RF added that there is also work with staff on unconscious bias.

2018 / 2019 Overview for Value Points

RF highlighted that the data is analysed by phase, class and groups for pupils in Y1 – Y6. Teachers record the points on SIMS and following feedback received from Parents, an automatically generated report is emailed to them weekly. The variation across classes is largely due to how organised a teacher is; RF stated that she checks the data weekly and follows up with teachers on it.

A similar pattern to that of the behaviour points can be seen with boys / SEN / FSM pupils receiving fewer value points but there is a difference with ethnicity with black, Caribbean and Asian children getting more. This is a change from last year and follows on from work to challenge staff to being more proactive and consistent across the year. For the staff who really buy in to the school's attitude to the core values, the value points are an extension of this and it is embedded into their daily / weekly practice.

MF asked if the school has sought any external assistance with approaching the issue of unconscious bias. RF stated that she and HI attended useful training on this earlier in the year; the next step will be to bring in an external organisation to work with staff, being mindful to avoid staff feeling defensive and with regard to minimising the costs involved. There will be a big push on this work next year.

MF queried the ethnic make up of the staff group and whether diversity is considered as part of the recruitment process given the loss of a black male teacher at the end of term. RF stated that she did not have the staff diversity data to hand; Ivydale has more male staff than is the case in most primary schools but they

	<p>tend to be located at Inverton; there will be 2 male teachers at Bellwood next year. RF stated that increasing diversity when recruiting is an on going discussion for the SLT; they are considering measures to change the profile of the recruitment panel (HI / JL / RF) to make it more diverse and encouraging to different groups. MF noted that she would discussed this more fully as part of her Diversity Link visit.</p> <p>BS asked how the value points are awarded. RF reported that pupils are verbally told they have been awarded points; a weekly report is emailed home and the weekly celebration assembly is based on the values. Parents have provided very positive feedback on the system.</p> <p>CM asked what the staff response has been. RF stated that some have completely embedded the values system in all that they do, others need more of a push due to workload or personal style.</p> <p>Governors thanked RF for the breakdown and explanation.</p>	
9	<p><u>Safeguarding</u></p> <p>It was RESOLVED to defer this item to the autumn term meeting.</p>	
10	<p><u>Travel to School</u></p> <p>RF advised that the member of staff responsible for the Travel to School scheme has been on long term absence she undertook to collate the data and circulate it to members..</p> <p>The scheme tries to encourage safe and healthy ways for pupils to travel to school, it includes a survey sent to parents and the bikeability scheme:- Y1 (balance bike) Y3 (manoeuvring) and Y6 (cycle training).</p> <p>Cycling and scootering to school is very popular and the bike sheds at both sites are always full even though the school has a small catchment and many pupils walk.</p> <p>BS noted that there is a trial taking place in Southwark with roads near some schools closed during drop off and pick up times. MF stated that due to the catchment there are fewer parents than at other schools who transport their children by car and so it is probably considered less of an issue for Ivydale.</p> <p>It was noted that this item will be revisited in 2021.</p>	RF
11	<p><u>SDP Priorities for 2019 / 2020</u></p> <p>Governors discussed the current priorities and noted:-</p> <ul style="list-style-type: none"> Increased usage of the school premises by the local community <p>This priority is largely covered by the Resources Committee in terms of overall use of the premises whereas this committee is concerned more with diversity of engagement. BS undertook to raise this with the FGB.</p> <p>Governors discussed means by which the school can celebrate its successes more and the value of including an item on next year's survey on the diversity of school lettings.</p>	BS

12	<p><u>Policies</u></p> <p>There were no policies for consideration.</p>	
13	<p><u>Urgent Business</u></p> <p>Teaching School Review of Inclusion RF advised that next week staff from Charles Dickens School (as part of the London South Teaching School Alliance) are coming to undertake a Teaching School Review of Inclusion. They will review her Development Plan with a focus on the use of SEN funding; the findings will come to the autumn meeting. RF remarked that the training and level of support from the Alliance is better than that received from the LA and the changes brought about by it are evident.</p> <p>School Uniform RF reported that a small group of vocal parents are upset at the proposed changes to the school uniform. It seems from the feedback received that the message on why the changes are being proposed has not been sufficiently well communicated.</p> <p>Governors discussed that on reflection they should have asked more ‘how’ questions when they discussed the proposal and agreed to support it. BS stated that he had discussed the points raised this morning with HI; there is a plan in place to move forward which will be discussed at the FGB next week.</p> <p>There were no further items and the meeting concluded at 9:20am.</p>	RF
14	<p><u>Dates of Future Meetings</u></p> <p>7:45 am</p> <p>Additional: 11/9/19</p> <ul style="list-style-type: none"> • analyse the survey data <p>Autumn term: 6/11/19 –</p> <ul style="list-style-type: none"> • begin survey cycle for 2019 / 2020 • Review of Inclusion • Link Governor Visit Reports – Communications / Diversity / Safeguarding <p>Spring term: 4/3/20</p> <p>Summer term: 10/6/20</p>	
	<p>Signed:.....</p> <p>Date:.....</p>	