

MINUTES OF MEETING

Name of organisation Beeston Rylands Junior School

Meeting title: Pupils Outcome Committee

Date and time: Wednesday 13 May 2020

Location: Virtual – Microsoft Teams

Membership

'A' denotes absence

	Mrs J Moss (executive head teacher)
	Mr G Williams (chair)
A	Mr J Harper
	Mr C Jones
	Mrs L Shepherd
	Mr S Williams
A	Mr A McPherson
	Mrs L Sharples
A	Mrs K Naylor
	Mrs K Foale
	Mrs D Baguley
	Mr J Wynn
	Mr M Jackson
	Mrs C Turner

In attendance Minute Clerk: Mrs J Gibson

PO/01/20 Apologies for absence

Action

No apologies for absence were received.

PO/02/20 Declaration of interest

Mr C Jones and Mrs L Shepherd made a declaration of interest. Mr Jones partner is a teacher at Rylands Junior school and Mrs Shepherd's sister is a teacher at Trent Vale Infants school. No other declarations of interest, either direct or indirect, for items of business on the agenda were made.

PO/03/20 Minutes of the previous meeting

The minutes of the meeting held on 30th January 2020, having been circulated previously, were agreed by the chair and agreed as signed, due to social distancing.

PO/04/20 Matters arising*a. GW to assist school with writing its own phonics scheme*

Catherine Turner and Gareth Williams have met and made a good start on this. It will be picked up and worked on again once circumstances allow.

b. SLT safer recruitment training

Completed

c. Spring term governor monitoring visit including confidential file audit, single central record and vulnerable pupils

Completed

d. Parent questionnaire

This was handed out to parents on Parents Evening. No issues, the responses were overwhelmingly positive. **A governor agreed was all really positive.**

e. Home School Agreement in Diaries/planners

In process ordering for the new school year, are updating to Trent Rylands Federation

PO/05/20 2019-20 Attainment and Progress Data for all main groups; School Improvement Plan Priority 2

To firmly embed the ongoing focus on improving the outcomes for disadvantaged pupils so that differences between the achievement of these pupils and their peers are diminished further, particularly in writing but also reading and maths.

*a. F1***b. F2 - Improve the percentage of children achieving a Good Level of Development***c. Y1 - Improve the percentage of children achieving EXS in reading and writing***d. Y2 – Improve the percentage of children achieving EXS and GD in writing***e. Y3 – Improve the percentage of children achieving GD in writing**f. Y4 – Improve the percentage of children achieving GD in writing**g. Y5 – Improve the percentage of children achieving GD in reading and writing particularly boys***h. Y6 – Improve the percentage of children achieving EXS in writing and EXS and GD in maths**

Consistently provide life experiences, particularly for disadvantaged pupils, to enhance their cultural capital* and life chances

PO/06/20 2019-20 School Improvement Plan Priority 1

Ensure that staff and pupil well-being has a high priority in school development planning and that the new guidance on sex and relationships education is successfully implemented. This is a key inclusion in the new Ofsted Framework, there is new guidance on relationships education (including sex education) and health education, and because it is the right thing to be doing

PO/07/20

2019-20 School Improvement Plan Priority 3

To further improve the quality of teaching and learning

- f. Make better use of the outdoor learning environment in the early years, so that it is equally effective in promoting pupils' learning and development as the indoor provision.
- g. Update the teaching and learning policies, and individual staff to implement recommendations from all aspects of quality assurance eg lesson observations, work scrutiny, environment scrutiny
- h. Evaluate and develop the quality of Computing education

The greyed out agenda items were not discussed, the chair checked all were happy with this and governors were given the opportunity to raise any points. None were raised.

PO/08/20

2019-20 School Improvement Plan Priority 4

To further develop and secure the leadership of the schools

- i. *Federation of the two schools*

Visioning Day training for both school on 16th June looking unlikely. However the training is irrelevant now as due to the current circumstances all staff have come together and worked hard which has been very positive. Staff are seen as a whole team and utilising different buildings. Once life is more stable staff will come together and say what has been learnt from the experience. The schools are now viewed as one school by both parents and students. There has been more progress made in this area due to the current circumstances.

- j. Further clarification of the role of Executive Headteacher and Heads of Schools along with the 'chain of command' so everyone is clear who they go to with problems and concerns
- k. To further develop subject leadership by developing a well-planned curriculum which supports children to build and apply their knowledge and skills within a structured and progressive framework. Ensure there is a progression of skills and knowledge for each subject and that subject leaders have the necessary subject knowledge and that they monitor effectively, moderate and assess accurately ensuring strong subject leadership is established across the curriculum.

The greyed out agenda items were not discussed, again the chair checked all were happy with this and governors were given the opportunity to raise any points. None were raised.

PO/09/20

SAFEGUARDING

- i. *Appendix to Child Protection policy due to school closure*

This was completed at the start of lockdown, there has been a dramatic decrease of referrals to MASH. Staff have been organised into teams and are phoning the families on their list on a fortnightly or weekly basis depending on the families. Vulnerable families have had additional support with food parcels arranged from community groups and technology to support older siblings' home learning. There has been a positive and overwhelming response that students' families feel looked after by school. The SLT collate and check all records to ensure all phone calls have been made, any concerns not escalated at the time are dealt with. The SLT also have their own list of vulnerable families who they phone twice a week.

A governor commented that during a live stream of the CP Policy committee Colin Pettigrew had stated he was very proud of the response of schools trying to keep in touch with families and school should justifiably be proud. The Executive Head Teacher stated all by two vulnerable children were in school, she was really pleased with this and it made a massive difference. (The two

vulnerable siblings not attending are looked after and their status is about to change.)

In Nottinghamshire there were 1047 children deemed vulnerable which is significantly higher than other counties. The numbers of vulnerable children at the infant and junior school have increased as they have been identified by the processes in place.

A governor queried the process school follow when it is impossible to get in touch with a family. Guidance from NCC states that unless the wellbeing of the child is in imminent danger the police should not be contacted. School policy does not seem to reflect this. The Executive Head Teacher stated the policy was written before the NCC policy was received, it is based on our existing attendance policy and asked if it felt it was too radical. Following this policy school had not got to the stage where police were involved, if it was a normal school day then expectations were to hear from the family in one day. However currently staff can spend over a week trying to catch up with a family, particularly if there had been no previous concerns. **A governor stated this policy should go ahead as it's putting safety and security first. If school had been calling the police then it would need reigning back but this hasn't happened and it felt a good policy. The chair checked the governor raising the query was satisfied with the response, it was confirmed they were.**

- m. governor monitoring visit including vulnerable pupils, behaviour, bullying and attendance
- n. New Safeguarding action plan

PO/10/20 ATTENDANCE

PO/11/20 BEHAVIOUR

PO/12/20 Pupil voice

The greyed out agenda items were not discussed, again the chair checked all were happy with this and governors were given the opportunity to raise any points. None were raised. The Executive Head Teacher added that she has a virtual meeting with the safeguarding governors tomorrow to discuss and go through safeguarding. A summary sheet, which has been seen by these governors, has been sent to the LA.

PO/13/20 Parent questionnaires

- a. Experiences of Covid-19 Coronavirus
- b. Home learning activities

Survey Monkey has been purchased for analysis as parents feedback was needed after 7 weeks in lockdown. Parents feel that online work is not as effective and thorough as physical packs of work due to home learning technology. Physical packs of work were sent out at the beginning of lockdown but going forward it was decided this was not the right thing to do as it was not promoting the government social distancing advice due to collection/delivery of the packs. Now the lockdown has been eased boxes will be on the school drive tomorrow for parents to collect physical packs of work. The same work will be on the website and children in school will be doing this work which is where school wanted to be.

A governor queried how much Survey Monkey cost. The Executive Head Teacher advised £378 for a year, it's very quick to use and allows lots of input from parents. It has identified parents have said they want physical resources, if return

to school part time would want full days not part day and lots of other information gathered, had 70 responses within 2 hours.

A governor queried how the worksheets were targeted to be sent out i.e. year groups. The Executive Head Teacher advised early years, keystage 1, lower school and upper school. White Rose, an online maths resource, is being used successfully and sheets have been printed off as part of the pack. These packs offer parents the physical resource and direction they requested.

School will also be including English, maths activities and projects along with specific weekly subjects i.e. science week, art week etc. This will be the way forward for the next summer half term. The infant timetable will be 8 activities per week.

A governor stated that during lockdown some parents will engage and some will not, the gap will widen in terms of educational progress and queried how this gap will be closed in the future. The Executive Head Teacher advised the priority will be building social relationships with children. The guidelines state there will be no social distancing between pupils and pupils and staff, this is reassuring and enables relationship building. This is a long ongoing process and if school gets this right the gap will be closed.

PO/14/20 Governor monitoring visits
N/A

PO/15/20 Policies to be recommended for ratification:
a. Annual review of the Class Organisation Policy
This has been written and sent out but after further consideration it's thought it best to move completion to July. Y1 and Y2 classes still not set and want to look at what is best for the children. **JM**

PO/16/20 Covid 19 Coronavirus update

Had been surprised and disappointed with the announcement that Y1 will take priority over Y2, had anticipated Y2 would be a priority due to transition. Totally understand reception and the guidance states that all children should, where possible, be back in school for a month before the end of the summer term.

Transmission amongst children is low but still need to take forward carefully and slowly. Will also need to consider vulnerable adults who are key workers.

SLT met Tuesday morning to start to plan the way forward, an additional teacher has also been included in this as they are very keen and enthusiastic to help. Nursery children due to start September 2020 are the priority, there is a head of family infants meeting on Friday morning which the Executive Head Teacher will attend.

The Junior school will open to Y6 and childcare for Y2 – Y5 will transfer over from the infant school. Children will be in groups of no more than 15 and within this hub there will be a teacher and possibly a MDSA. Each hub will have no interaction with another hub and will be taking staggered breaks and lunches to facilitate this. There will be strict protocols around the hubs, anyone with symptoms will be tested and isolated as necessary. Y6 will be in 3 groups across upper school and Y2 – Y5 across lower school. There are concerns around this group as the number is growing as key workers are un-furloughed.

1st June is a big worry, will be working 9am – 3.30pm again in school so will ask Rupan to provide before and after school care. Children of key workers will access **JM**

school 5 days a week from this date and not just when parents are working. This group will transition across to the Junior school over half term so they are comfortable in their new environment.

Cleanliness guidance is clear, no PPE required unless a child is showing symptoms or where staff already use it when providing care for a particular child.

Social distancing will be expected between adults, shielding staff not to be in work and vulnerable staff will not be in school classrooms.

Will reduce staffing pool with regards to the childcare group. This will split into 3 groups with 1 teacher and 2 x TAs, Tom (YHA) and Lewis (Premier Sports) to provide support with sports as they have done over the past weeks. Y6 will require 3 teachers, nursery ratio is 1 – 8 which will be 16 per session with 2 adults and a MDSA. F2 totals 53 split into 4 groups, 3 groups easily staffed, 4 not so easy and will need looking at further. Y1 totals 30, 2 groups, have enough space but not the staff. Have various scenarios for starting staggered groups of specified children in school from 1st June.

Lunch will be packed lunches as it will take too long to stagger the lunchtime for children to use the dining hall. Times and spaces will be allocated around each school for breaks during the day, nursery have their own area. Both schools will use separate entrances for each area being used. The caretaker at the junior school will move coat pegs to accommodate this and zone up the playground.

The Unions are against 1st June start, planning will go ahead until told differently. Staff may be asked to work extra or different days/times and staff will be advised which hub they will be working in. Staff have been asked their concerns and fears, some are genuinely frightened to come back and will require reassurances to make them feel safe. It has become second nature to staff already working in school to social distance at work and carry out meetings. The infant hall has not been used for children as it is used as extra space for meetings and for staff use. The same principle will be used with the junior hall once school reopens.

This is the plan for the next 4 weeks, during the last 4 weeks of the summer term will be looking at how more children will be able to attend school.

A governor queried if the provision provided to the keyworkers/vulnerable group in school was just childcare. The Executive Head Teacher confirmed it was not. **A governor queried narrowing the gap, most children would suffer hugely having missed two months of schooling. Had a small number of these vulnerable children in school made exceptional progress due to having more time with their teachers.** The Executive Head Teacher stated this would not be the case. Children have staggered arrival time and leave school anytime from 1-5pm. Children have been outside a lot, the first weeks were about how to keep children safe, as time has moved on the days have become more structured. The infant school has had Y1 – Y6 children attending with 1 adult per 12-15 children. Minimum staff have been into school re government guidelines and this regime has been followed carefully to ensure staff also felt safe, they have been working with children where some parents were on the front line dealing with Covid 19. No more progress will have been made by children in school than those at home. In some cases more progress will have been made at home where families have spent a lot of time together forming strong bonds and their children's learning will have benefitted from this. These comments were seconded and it was also added that staff do not stop from 7am – 5pm with cleaning rotas, keeping children safe and offering the best education they can in the circumstances. **Governors passed on their thanks and acknowledged everyone appreciated all the hard work entailed to provide provision.**

A governor queried that as long as plans were in place for 1st June did we need to rush this process. Was there flexibility to phase in over a longer period of time. Chilwell school have said they start on the 1st June but there are no guarantees. The Executive Head Teacher advised there were plans to phase groups in, childcare has to be there on 1st June and these numbers are growing at an unknown rate and which is daunting. Y6 are the easiest as the transition process needs to happen, therefore they will have visits to Chilwell in small groups. It also needs to be kept in mind that the new intake at the infants in September can sometimes feel like it has been staggered over too long a period.

A governor queried when the 1st June will be confirmed or will it change on 31st May again. The Executive Head Teacher advised that additional groups will be taken in on 1st June if it is safe to do so. It is hoped that if this goes ahead successfully there will not be the need to work through summer. There will be no spare capacity if staff are taken ill, will not be able to use supply staff as this is not safe for our children.

A governor queried if there was room to juggle around with staffing for priority care. The Executive Head Teacher advised this will not be possible as guidelines state staff must stay with their own group and not move across groups.

A governor queried the process if priority children numbers do escalate. The Executive Head Teacher advised school would have to finish for a group of pupils to free up capacity. Y1 would be the first group followed by Y6.

A governor queried if there was any slack in the system. The Executive Head Teacher confirmed there was none and everybody was accounted for including MDSA staff.

A governor stated that they felt that amongst Y4 & Y5 parents the chief concern was for children to get back into school to restore relationships and not educational. The Executive Head Teacher said school would like to do this and may look at finishing some groups early to give others a chance to return. Secondary schools providing provision was discussed along with how secondary schools in Denmark did not have the same model as the UK and provided schooling for students aged from age 3-19. There are no guarantees the new school term in September will be any different from how it is now.

A governor stated that the logistics of 1st June were difficult, the depth of thought and detail in planning and bringing staff on board was amazing. It felt like it was an unreasonable ask. The Executive Head Teacher agreed, the guidance is hard to follow. The LA were providing a risk assessment template and there should have been a sample letter for parents, this has not been received. HR guidance being looked at with regard to returning staff, where some feel frightened to come into school will look at placing them where they will have minimal contact. The message received through the parent survey is that the Executive Head Teacher is trusted more than the government and the guidelines. The school cannot guarantee that nobody will get the virus, and the government is now asking the school to strongly encourage children to return to school rather than leave it to parental choice as it originally was. **A governor commented on the impossibility of social distancing in school and would the reality of the classroom be as parents imagined. Careful communication from school would be required to prevent a backlash.** The Executive Head Teacher agreed and she will advise parents of the reality what school will look like so they can make a correct judgement. Groups of 15 will play together, parents need to know and staff need to come to terms with this. **Governors agreed this is the reality of returning to**

school, children will play together and have good relationships within school. Parents will be supported in the decision they make.

PO/17/20 Determination of confidentiality of business

It was

resolved

that all papers and reports be made available as necessary

PO/18/20 Confirmation of date and purpose for next meeting

The governing body – to look at the risk assessment

agreed the following dates for future meeting:-

Wednesday 27th May 2020 – 5.30pm

The meeting closed at 7.08 pm.

Signed (chair).....Date.....