

## Islington Futures – A Federation of Community Schools

### Minutes of the Copenhagen Primary School Committee Meeting

**Tuesday 2 June 2020 – Virtual meeting**

**Present:**

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| Will Garner (WG)                  | Interim Chair of Copenhagen School Cttee |
| Amardeep Panesar (AP)             | Head of School                           |
| Tina Southall (TS)                | Deputy Executive Headteacher             |
| Caspar Woolley (CW)               | Co-opted Governor                        |
| Suezanne Awotwi (SA)(left 9.10am) | Co-opted Governor                        |
| Bisi Williams (BW)                | Associate Member                         |
| Safia Ali (SAL) (arr. 9.05am)     | Parent Associate Member                  |
| Martin Knight (MK)                | Parent Associate Member                  |
| Matthew Akinnayajo (MA)           | Staff Associate Member                   |
| Kat Lambrou (KL)                  | Staff Associate Member                   |
| Hilary Furey (HF)                 | Clerk                                    |

**Minutes:** Hilary Furey

| <b>Agenda No.</b> |   | <b>Action</b> |
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| <b>1.</b>         | <p><b>Apologies and Consent</b><br/>Apologies for absence received from, and consent given to, Akbal Uddin.</p> <p>It was noted that RT had resigned from her role as Co-opted Staff Governor and nominations would be requested for a replacement primary representative from both Copenhagen and Vittoria schools.</p>                | <b>Clerk</b>  |
| <b>2.</b>         | <p><b>Declaration of Interest</b><br/>There were declarations of interest. The Clerk would follow up with the new Parent Associate members.</p>   | <b>Clerk</b>  |
| <b>3.</b>         | <p><b>Minutes and Matters Arising – 11 February 2020</b><br/>Minutes from the meeting on 20 November 2019 were confirmed as being an accurate record of the meeting and were signed by the Chair.</p> <p><b>Resolved:</b> that draft minutes, once approved by the Chair, would be circulated to committee members via GovernorHub.</p> | <b>Clerk</b>  |

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|                  | <p><b>Matters Arising</b><br/> WG thanked all for their participation in this first virtual school committee meeting and said that the meeting would cover the usual committee business. WG said it would be remiss not to talk about all of the work done by staff for the re-opening of the school and invited the Headteacher to speak about this in her report.</p> <p><b>Resolved:</b> that the policies by approved by Chair’s action, pending any questions.</p>  | <p><b>Clerk</b></p> <p><b>Chair/<br/>Clerk</b></p> |
| <p><b>4.</b></p> | <p><b>Headteacher’s Report</b><br/> AP said that this was her fourth and most challenging year of headship, and that the collective strength of staff and the Copenhagen community had been tested in many ways. Communications had been key, using a range of social media platforms which had been a steep learning curve. AP said that Copenhagen school had closed on 24 March 2020, numbers of pupils having fallen dramatically, and that she and school staff had been supported by the Federation and weekly Headteacher meetings which have proven a source of strength in supporting teams effectively and maintaining a positive attitude and energy.</p> <p>The Headteacher’s report had been circulated before the meeting, and the following key items were highlighted:</p> <p><b>Events/Community</b> - AP reported that over 50 families had attended the Chinese New Year event in January, and reiterated the school’s celebration of diversity. The first joint assembly with Vittoria, organised by Matthew Akinnayajo, had been a great fundraiser for the NSPCC.</p> <p><b>Pupil numbers</b> - 167, one pupil having left during the school closure period, and of 31 children allocated places in Reception, Copenhagen was first choice for 26 children.</p> <p><b>Clubs/Activities</b> - AP said that Stay &amp; Play, run by volunteers, was the most powerful method of recruitment, with word of mouth and flyers also playing a role. An Arsenal Careers Day, organised by Kat Lambrou, was a great success.</p> <p><b>Attendance</b> – 89% in December 2019 and the school was working with the LA on an ongoing basis.</p> <p><b>Staff CPD</b> – good practice was being shared across the team and each member of staff was providing subject leadership in a specific area and carrying out deep dives. Monday</p> | <p><b>Chair</b></p>                                |

briefings had continued for all staff during the lockdown period, with additional teaching and administrative team meetings led by SLT members.

**Online learning** – the school had started home online learning with LGFL but had now changed to Seesaw which allowed children to see their teachers which, in turn, had enhanced their engagement. CW said it was good to see that 100% of children and families had been spoken to by school staff and asked for a flavour of learning. MA said that of 21 Year 5 pupils he heard from 17 on a 2-day basis, and that as well as completing work through the home learning platform children were doing a piece of Maths, a reading comprehension and SPaG set by MA on a daily basis with a fairly high and consistent engagement level. AP added that there was 85% engagement and said that teachers had had contact with each child at least four times during the closure period. AP confirmed that she had no safeguarding concerns and that she and SLT followed up any reports made by staff. Any minor issues were also followed up by BG, a progress coach using Face Time with pupils. Responding to a query, AP said that printed packs of material for children were available for families to pick up from the school on a weekly basis. BW queried whether staff had received training regarding what to do in case of seeing anything concerning in children’s homes. TS said that Islington had sent out guidance for how teachers can protect themselves and what to look out for when working online. WG said that it was good to hear that the virtual classroom would be coming soon and that it would be good for children to see their teachers on a more regular basis.

**Enrichment** – online clubs in fitness, reading, philosophy, etc as part of the 11x11 programme had been running in January and would continue, and that the school had run a ‘live’ PE session on 27 May 2020 with low uptake but would relaunch again to support children’s physical fitness.

**Budgets** – the school had had a £193k carry forward due to an increase in Early Years pupil numbers and it had been agreed that children could join the setting when they reached 3 years old.

**Copenhagen Women’s Project** – this would continue online and AP would speak to Safia Ali about hosting an online coffee morning.

**Staff** – AP said that the Copenhagen school team were resilient but that she had spoken to about 50% on a 1:1 basis yesterday and said she could sense some fear. SLT were in

the process of completing the Risk Assessment and work places, and that there was still work to do in getting classrooms ready but that JD had visited yesterday and support staff would be in school today. When JD makes a decision that the school is ready to open parents will receive a text to inform them that Year 6 pupils can come back on Thursday. There will be 3 classrooms with 8 pupils, and teachers were on standby. Year 1 would follow in week beginning 8 June, with 10 pupils, followed by Reception (13 children) and then Nursery.

CW thanked AP and all staff for the preparation and, noting the Government's guidance on maximum pod sizes of 15, asked why the group sizes for Year 6 were small. AP said that classrooms could accommodate 12 pupils but she preferred to be cautious. A survey had received only 3 responses and phone calls to families found that 3 children would definitely come back, 5 had not decided and lots said they definitely would not come back yet. The Year 6 teacher was very prepared and excited and AP said that she would video her lessons to use for online teaching, as well as produce a short video on handwashing and how the school will look, etc.

WG said that he, SA and JD had done a physical walk-through of the school to experience what children would see, and was looking forward to the younger children being able to return. WG asked what understanding AP had regarding children's learning during the period in terms of what catch up might be needed before the end of term. AP said that catch up would be necessary, both physical and emotional, however the school would be prioritising Maths, English and Science, as well as physical activities. CW asked if AP had any concerns about re-opening and which governors should be aware of. AP was happy to show parents around the building and to hold a coffee morning so that parents could voice their thoughts and concerns and also spread lots of positive messages in the community groups. In terms of staff, AP said that she had had to speak to a small number of staff about some concerns but that the issues now appeared to be resolved.

WG thanked AP, MA and KL, and the whole Copenhagen team, for their work, adding that children and their parents would be very grateful.

**Resolved:** that AP's video would be circulated to committee members.

#### **4.1. Progress against OFSTED report**

**Head/  
Clerk**

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|           | <p>School performance assessments were completed in February half term and teachers were asked to give an overview of pupils' progress and achievement. The Chair wanted to know if there were any causes for concern in respect of indicative data. AP said that the greatest change would be between spring and summer however, whilst data was important there were lots of other aspects around student wellbeing that would need attention. MA added that the data was accurate but told a very small story for this academic year. It was noted that it would be important to have a baseline for all pupils once they return to school and, in particular, CW wanted to know what information would need to be passed onto secondary schools for the Year 6 pupils. AP said teachers were keeping in touch with parents and Year 6 pupils were currently well engaged with a topic on the Vikings for which they would receive a teacher assessment. Teacher assessment will be passed on.</p> <p>An Early Years lead had been successfully recruited with online interviews carried out with AP, a member of Vittoria staff and a representative from the LA. Additionally, a teacher for each of Year 4 and 5 have been recruited, both known to Copenhagen School and the school was fully staffed for September.</p> <p>A member wanted to know what was different about the current Year 4 Working Towards grade compared to other years. KL said that the difference was due to the number of EAL and SEN pupils in the group. AP said that the class teacher had also moved from Talk for Writing to a more generic teaching programme which was more appropriate. AP said that she had taught the cohort in the previous year and stressed the importance of finding the right programme for each group. AP confirmed work was differentiated for pupils, with a specialist EAL support teacher for approximately 80% of pupils requiring this support. Further to a query regarding Maths support, AP said that this was a large group of 28-30 pupils. MA added that the maths curriculum was designed to ensure constant rapid progression and was taught by a Good to Outstanding teacher. WG agreed that the statistics stood out and AP <b>agreed</b> to review these.</p> | <b>Head</b> |
| <b>5.</b> | <p><b>Data Dashboard</b></p> <p><b>Staff turnover</b> – two resignations have been received and long-term sickness has fluctuated due to Covid-19-related self-isolation.</p> <p><b>Pupil absence</b> – there have been 7 Persistent Absences on an ongoing basis. There have been no exclusions. With respect</p>  |             |

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|           | <p>to the COLPAI pupils who will be using the top floor from September, the Risk Assessments will need to be looked at carefully.</p> <p><b>Resolved:</b> that both Copenhagen and COLPAI's Risk Assessments are shared with committee members.</p>  | <b>Head</b> |
| <b>6.</b> | <p><b>Self-Evaluation Summary</b></p> <p>AP explained that the school used the self-evaluation framework to judge itself against the Ofsted framework summary so that all staff and governors are aware of key judgements, strengths and developments and have shared information in the event of a visit from Ofsted. AP highlighted the following and clarified acronyms:</p> <p>Overall effectiveness – Good – agreed to look at Greater Depth (GD) and Higher Ability (HA) pupils, and AP said that she needed to ensure that subject leaders had sufficient leadership time.</p> <p>Quality of education – Good – need to improve language/PSHE/Music and this would happen with subject leaders in place.</p> <p>Behaviours/Attitudes – Good – AP said that there had been lots of input and leaders were working with coaching and working with teachers so that they could bring out the best in all pupils. The trauma-informed programme would begin in September with the first of two training days booked for the INSET day and a further day in January 2021 which would be opened up to Federation colleagues.</p> <p>Personal Development – the school had a wellbeing coach and needed to find a suitable space for children to be able to talk.</p> <p>Leadership &amp; Management – Good, although AP said that staff had been outstanding through challenging times and that the right people, timing and roles was crucial.</p> <p>EYFS – RI – AP said that Early Years had come a long way but still had further to go, however with the newly recruited EY leader this should go from strength to strength.</p> <p>A suggestion was made, as a result of the school closures, to review the School Development Plan and look again at priorities and actions with a couple of key bullet points. WG thought that priorities would remain fairly static and suggested some more measurable outcomes. AP said she would increase the focus on mental health and wellbeing and would share this with committee members. There was also a 2-page summary document on the school's website for parents. Referring to the overall effectiveness, WG wanted to know if there was a register for each group in terms of</p> |             |

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|           | <p>progress. AP said that pupils fell into three groups: Below/Achieving/Exceeding and were assessed half-termly against 6 different points which were embedded in the curriculum and were monitored by SLT through book looks, learning walks, etc. WG wanted to know how parents were involved. AP said that there were three academic parent meetings each year, with two verbal and one end of year written report which was currently underway. AP said that areas for improvement included MFL for which there was a lack of provision in primaries; Year 6 PSHE, and to ensure that Music was consistent, and as mentioned previously, subject leaders were now in place for all areas. In response to WG's query, AP agreed to send out information for parents.</p> <p>SAL joined the meeting and the Chair updated her on discussions on the discussion around plans for re-opening the school.</p> | <b>Head</b> |
| <b>7.</b> | <p><b>School Development Plan 2019/20</b></p> <p>As the SDP had been discussed alongside the SEF (item 6) there was nothing further to add. WG asked for an update on the Ofsted inspection programme. TS said that inspections were currently suspended and there was no guidance yet on when they may be reinstated. TS told committee members that no league tables would be published for this year.</p>  |             |
| <b>8.</b> | <p><b>Policies (due to review in spring/summer 2020)</b></p> <p>WG proposed that, due to the number of updated policies for approval and the limited time available, the Headteacher re-issue the policies with track changes and all committee members are asked to respond with comments within one week, after which they would be approved under Chair's Action.</p> <p>This was <b>agreed</b>.</p> <p>Two new policies* were included as part of the SEND Policy: Intimate Care and Children with Health Needs who cannot attend school.</p> <p>8a) Assessment Policy<br/> 8b) Marking &amp; Feedback Policy<br/> 8c) Charges &amp; Remissions<br/> 8d) Curriculum Policy<br/> 8e) Teaching &amp; Learning Policy<br/> 8f) Home Learning Policy<br/> 8g) First Aid Policy</p> <p>Part of/Additions to SEND Policy:<br/> *8h) Intimate Care Policy</p>  | <b>Head</b> |

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|           | <p>*8i) Children with Health Needs who cannot attend school - this is a new policy which the DfE requires all schools to have</p> <p>8j) Allergy in schools' protocol - this was sent through to schools from the Whittington Health NHS Trust.</p>  |                         |
| <b>9.</b> | <p><b>Any Other Business</b></p> <p>AP formally announced that KL had been appointed as the school's SENCo from September 2020, taking over from the current SENCO and the two would work closely for handover. Two TAs at the school were hoping to begin Teaching Apprenticeships and AP confirmed that they would be offered placements at both Copenhagen and Vittoria schools.</p> <p>WG noted that the next meeting of the school committee is not scheduled until September 2020 and suggested that another meeting be scheduled before the end of the current academic year. It was agreed that a meeting would be scheduled in mid-July and would consider an overview of plans for education within the current lockdown scenario.</p> <p>AP invited SAL to visit the school tomorrow when JD would be visiting prior to re-opening.</p> <p>WG wished the Headteacher and staff well on the re-opening for Year 6 pupils.</p> <p>There was no further business for discussion.</p> | <b>Chair/<br/>Clerk</b> |

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| <b>Signed as a true and accurate record of the meeting</b> |                  |
| <b>Chair's signature</b>                                   | W. Garner        |
| <b>Chair's name</b>  | Will Garner      |
| <b>Date</b>  | 22 November 2020 |

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