

## Islington Futures – A Federation of Community Schools

### Minutes of the Copenhagen Primary School Committee Meeting

**Tuesday 22 September 2020 – Virtual meeting**

**Present:**

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
Bisi Williams (BW)	Associate Member
Safia Ali (SA)	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>
<b>1.</b>	<b>Apologies and Consent</b> Apologies for absence received from, and consent given to, Suezanne Awotwi. Akbal Uddin was absent.	<b>Clerk</b>
<b>2.</b>	<b>Declaration of Interest</b> There were no declarations of interest.	<b>Clerk</b>
<b>3.</b>	<b>Minutes and Matters Arising – 2 June 2020</b> Minutes from the meeting on 2 June 2020 were confirmed as being an accurate record of the meeting and would be signed by the Chair.  <b>Resolved:</b> that draft minutes, once approved by the Chair, would be circulated to committee members via GovernorHub.  <b>Matters Arising</b> Further to queries raised it was agreed that policies would be re-circulated, with tracked changes for ease of information; and the Headteacher would provide an update on COLPAi.	<b>Chair</b>  <b>Clerk</b>

	<b>Resolved:</b> that the policies be re-circulated.	
4.	<p><b>Headteacher’s Report</b> The Headteacher’s report had been circulated in advance of the meeting and AP highlighted the following points:</p> <p><b>Attendance</b> – during lockdown 35% of eligible pupils had attended school due to the strong community support and with staff providing book readings and assemblies online, as well as after school movie and baking clubs. As at 7 September 2020 there was 95% attendance, though this had fallen to just 37% today.</p> <p><b>Pupils on Roll</b> – at 14 September 2020 the number on the school roll was 147, with 11 new starters and 29 Year 5 students. With only 4 children in Nursery, this was lower than at the same time in the previous year, and AP was hopeful that numbers would increase during the school year and has agreed with the LA that children can begin at Copenhagen when they turn 3 years old. AP said that the school seems to be attracting a number of children with special needs across the spectrum, with requests from the LA to support children across the borough.</p> <p><b>COLPAi</b> – pupils and staff have settled in on the top floor of Copenhagen School and things were working well, with minor operational issues resolved.</p> <p><b>Staffing</b> – INSET sessions had helped bring staff together and had focused on Trauma-Informed practice, with the extra third day had allowing time for AP, MA and KL to meet with colleagues on a 1:1 basis to ensure their preparedness for return to school.</p> <p><b>Curriculum</b> – this was in line with the school’s intent and staff had worked tirelessly on the Recovery Curriculum. SLT were working with the LA to implement the catch-up programme and assessments would be held to address gaps in learning so that funding could be targeted. Responding to a query, AP said that assessments in English, Reading and Maths were made at the end of each term. MA</p> <p><b>Finance</b> – AP said that there was an expenditure variance (on budget line E27) to address agency staff employed to support SEN children, some of whom received funding. AP confirmed that the school had been reimbursed for £6,500 by the DfE for Covid-related expenditure. In relation to the budget for teachers, a query was raised as to the reason why the teacher training scheme was not as successful as expected. AP said that one of the two teachers being supported by the Teaching School Alliance would be</p>	

working at Vittoria and had been successful in seeking support and guidance, as well as interview tips. The second had not passed the Reading skills test but would remain as a TA at Copenhagen.

**Community** - coffee mornings had been held online and, although there had been an initial low turnout, AP was hopeful this would improve with staff supporting parents with questions and concerns.

AP updated committee members about a staff member testing positive for Covid-19 and that this had been reported to JD and the DfE as soon as possible, with the affected Year 3 and Year 5 bubbles having to isolate and all staff who had been in contact had been tested, or provided with tests allocated to schools, and were waiting for results. This had been a challenging time however AP felt that it could not have been handled better and parents were communicated with and workpacks had been sent home. Initial advice from the DfE in relation to siblings had been corrected and all pupils would return to school on Monday 5 October 2020. The Chair congratulated AP on her handling of the situation. In response to CW's question, AP said that she and senior leaders had met parents at the school gates to inform them of the situation and that this had helped to reassure parents and children that national guidance was being followed.

AP advised committee members that the school was moving away from Seesaw to Google Classroom which would be up and running next week and which allowed children to see teachers and parents could ask questions. 14-day teaching packs had been made available to all who were home learning and, in response to WG's question, AP said that teachers would be doing follow up calls to all families of those home learning tomorrow (Wednesday) if back at school, or Thursday at the latest, and that children were expected to work through the packs and ask for help, if required. MA said that assessments would be pushed back until a later date for children in Years 3 and 5. AP said that hard copy letters provided by the DfE - one giving information for groups affected, and the other for everybody else - had been sent to parents rather than via electronic communication, however both were now on the school's website.

CW queried the Headteacher's attendance figures, noting that attendance was down to 37% today but that the Years 3 and 5 bubbles in isolation only accounted for 33%, suggesting that less than half of other cohorts were not attending. AP confirmed today's attendance numbers as

	<p>follows:</p> <ul style="list-style-type: none"> <li>• 13 of 28 in Nursery</li> <li>• 14 of 24 in Years 1 and 2 combined)</li> <li>• 12 of 21 in Year 4</li> <li>• 16 of 24 in Year 6</li> </ul> <p>CW asked what could be done to encourage all children to return to school. Follow up phone calls were being made to remind parents that the school is open, with further positive communications to follow and AP to update school committee members next week.</p> <p>In response to a query AP said that, as the school’s new SENCo KL would teach a 50% timetable, with a new teacher starting next week to cover the other half of KL’s teaching load. KL said that she had received a lot of support from AP and that things were going well, although it was still early days. CW was pleased to hear that the school was gaining a reputation as a caring school and for its support of children with SEN. AP suggested that, due to the low numbers on roll, Copenhagen was perhaps more comfortable for children with special needs and, for that same reason the Headteacher could not say the school was unable to accommodate more children with special needs. AP felt this was a positive situation and was looking into pursuing a gold award for SEN to support further recognition.</p> <p><b>4.1 Progress against Ofsted report</b></p> <p>AP reported that cursive handwriting has been consistent for three years; Ruth Miskin Phonics training for new staff is in place; work on curriculum planning remained ongoing during the lockdown and reflected the school’s intent and unique to Copenhagen pupils, being broad and balanced with augmented progression throughout. MA was now looking at the Recovery and Catch-Up curriculum to be in place for one year. In response to WG’s question MA said that the curriculum was updated each half-term and published on the school website. Comments from Parent associates supported the use of this information and agreed that it was helpful to be proactively encouraged to look for information about what their children were doing and how they could support them. AP said that this information was in newsletters and in the table of topics, and agreed to add a Curriculum page to the school website.</p>	<b>AP</b>
<b>5.</b>	<p><b>Data Dashboard</b></p> <p><b>Staff turnover</b> – two members of KS1 staff had left and have been replaced. An opportunity to appoint a new Early Years Lead had been appointed.</p>	



	<p>was at the moment in relation to the Ofsted report. The SDP is the ongoing plan for the school over the whole academic year. TS added that the SDP would support the school in moving to the next step and works with a longer-term plan and vision. The SDP encapsulates the summary information captured in the SEF and is a much larger document used by the school when speaking to Ofsted inspectors.</p> <p>With reference to behaviour and attitudes, WG wanted to know if there were any adverse trends in the last academic year, apart from Covid-related issues, and was interested to know whether AP thought that there was an underlying issue within the community affecting attendance and, if so, what approach needs to be in place to improve this. AP said that while there had been some slight improvement, she was concerned about a number of complex cases in Year 6. AP said that not all issues were Covid-related, and she would come down hard on attendance this year. As mentioned previously, all children should be in school unless they had been asked to self-isolate, and AP said that she and senior leaders were working hard to improve whole school attendance. An update would be provided at the next meeting.</p>	<b>AP</b>
<p>7.</p>	<p><b>School Development Plan 2020-21</b></p> <p>AP asked committee members to note that two versions of the SDP had been circulated in advance of the meeting - the completed review for 2019-20 showed that publicity for the school had not been completed due to lockdown and that there had not been a big uptake through participation in local events, however Stay &amp; Play numbers were positive. A key decision for the new academic year is to go down the route of SEN cases, with a request from the LA to write up a case study relating to a Year 6 pupil who had benefited from three years' of solid teaching and emotional stability. All other points had been completed, with the exception of Early Years which was now being addressed.</p> <p>The 2020-21 priorities are:</p> <p><b>Outstanding Teaching &amp; Learning</b> – AP was confident that with MA in class to empower more teachers and children across both Copenhagen and Vittoria schools this would be achieved.</p> <p><b>Achievement &amp; Pupil Progress</b> – there were no teachers at Copenhagen needing additional support, and a strong NQT now teaching Year 4.</p> <p><b>Curriculum</b> – to meet the needs of every pupil, with an emphasis on enrichment (online) activities, and the LA was</p>	

	<p>working with MA on a Coding Club. AP wanted Copenhagen to be the first choice school for the local community, and to embrace the SEN aspect. KL said that children were coming to Copenhagen through word of mouth and there were a number of children with special needs arriving in Reception, Year 1 and Year 2, and others throughout the school.</p> <p><b>Physical Health &amp; Wellbeing</b> – this is at the heart of the curriculum and will continue to provide health and mental wellbeing aspects for staff, as well as for children and families. AP told committee members that the school pitch was marked out for the Daily Mile with children choosing to run or walk. CW was pleased to see this priority and it was agreed that MA would add more detail and actions to the SDP.</p> <p>All actions would be reviewed half-termly with SLT and Middle Leaders and AP would include names against the actions. Middle leaders would write operational plans against which there would be allocated funding.</p> <p>WG wanted more information about actions on Early Years and how the new EY Lead might be developed, for example as a member of SLT, or providing CPD for others. AP said that there were opportunities for staff to learn from her six years’ expertise, with three TAs training and learning alongside her in the use of role-play, modelling and developing interactions. As with all subject leaders, a detailed action plan would be written and AP would include additional information within the SDP for governors.</p> <p>CW noted the really good outcomes for Year 6 pupils and said that it was unfortunate that SATs had not taken place as this would have solidified the school’s well-deserved reputation in the minds of prospective parents, and wondered how this message might be sent out. AP was pleased with the results, even thinking that the high 70s might have been achieved. A parent associate noted that the cohort had also benefited from a wide range of project topics which will be helpful for their secondary education. It was also noted that the school had provided a sense of normality through the Covid crisis, which had particularly affected the Somali community, and WG wanted to know, with reference to the key priority on physical health and wellbeing, the Headteacher’s impression of children on their return to school. AP said that children have generally seemed resilient and happy to be back in school, with parents having had time to prepare them for the changed environment and expectations.</p>	<p><b>MA</b></p> <p><b>AP</b></p> <p><b>AP/MA</b></p> <p><b>AP</b></p>
--	---	--

	It was agreed that AP would add trend data for the last two or three years to the website.	
<b>8.</b>	<p><b>Any Other Business</b></p> <p>AP told committee members that COLPAi's agreement to remain at Copenhagen School has been extended to July 2021 and that this was hugely beneficial to Copenhagen. The arrangement was working well, with the biggest challenge being to ensure that bubbles do not mix. WG congratulated AP and her team on a successful start to the new academic year.</p> <p>There was no further business for discussion.</p>	

<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>	4 Feb 2021