

**Islington Futures
Federation of Community Schools
Minutes of Vittoria Primary School Committee Meeting
Wednesday 17 June 2020
8.00am – 9.30am**

Present:

- Will Garner - Chair
- Tina Southall – Deputy Executive Headteacher
- Denise McCarney – Headteacher
- Angelo Weekes – Co-Opted Governor
- Aanya Madhani – Co-Opted Governor
- Louise Simmons – Associate Staff Governor
- Heather Robjant – Associate Staff Governor
- Sarah Ward-Lilley – Associate Member
- Abdi Garad – Associate Member
- Hilary Furey - Clerk

Agenda No.		
1.	Apologies and Consent No apologies for absence were received.	
2.	Declarations of Interest No declarations were received.	
3.	Minutes and Matters Arising The Minutes of the meeting on 10 March 2020 were approved and would be signed electronically by the Chair as an accurate record. Matters Arising There were no matters arising.	
4.	Headteacher’s Report The Headteacher’s report had been circulated in advance of the meeting and attention was drawn to the following: School re-opening – preparation had been challenging, with 3 hubs now functioning: 1 for Year 6 with 14 pupils, possibly 15; 1 for Year 1 with some Year 2 and Reception children with 8 children; and one for 6 children of Key Workers which included Years 2, 3 and 5. DMc would speak to TS and JD to decide whether to push on getting other children to come back into school before the summer holiday period or focus on preparing for a wider re-opening for September. In general, parents spoken to by DMc and other staff were not yet ready to send their children back to school due to shielding issues. Of the children currently in school 40% were from BAME families, with 63% from White indigenous population, and	

the gender balance was completely mixed. One Year 6 child's school time had been reduced by two hours due to issues of managing safe distancing rules.

Staff – 15% were shielding and with one staff member unable to work from home, and DMc was working to ensure access to IT and internet access to enable work from home and would speak to TS and Islington HR where other issues existed. All staff (except 1) were doing a great job whether teaching lessons on Google Classroom, speaking to parents, writing end of year reports, and training, with 50% being able to be in school. In response to WG's question, DMc said that staff wellbeing was being monitored through weekly assemblies and staff meetings, and that all staff had been 'virtually' connected and engaged. Phase Leaders were also checking on their teams and, where there were concerns, these were followed up. A daily coffee morning had been set up to provide both teaching and support staff to connect socially. SW-L thanked DMc and her team for everything done up to now, and going forward, and wanted assurance that DMc's wellbeing was being supported. DMc said she felt very supported by JD and TS, and the Federation in general, and had been reassured to hear that Headteacher colleagues in the Maamulah Network were all exhausted, much of which was due to the numerous changes in Government guidance. DMc said she was blessed in having her staff, and especially those mentioned in her report, who had been tenacious in ensuring that 100% of children were seen or spoken to. Replying to AW's question, DMc said that home visits were spontaneous where children had not been engaging or submitting work online, and was reassured that children were fine. Additionally, AW wanted to know what pre-closure arrangements had been made for staff to ensure they could work from home. DMc said that all teachers already had a school-allocated laptop and remote access, however only 4 were initially able to remote in at any one time but this had been increased immediately to 20. JM had been instrumental in getting all staff using Google Classroom and for ensuring that all children received log-ins prior to lockdown, with administrative staff working hard to get all email addresses and organise Free School Meal provision. Committee members heard that 32 chromebooks had been borrowed from EGA and then lent to families, where needed, with JM facilitating, supporting and monitoring engagement. AW extended his thanks and appreciation to DMc and all staff. AM wanted to know what constituted Consistent or Inconsistent engagement and, from a safeguarding perspective, issues with late night usage. DMc said that daily engagement was consistent, in contrast to, say, just 2 days' per week, and that an instance where a laptop had been accessed at 2.00am was explained as parents setting up work for the following day for their child. There had been no repeat of this activity. WG suggested that it would be helpful to set up parent/guardian roles on Google Classroom to allow parents to monitor and submit children's work.

WG thanked DMc for her report and said, in his view, it was better to look ahead and prepare for September, rather than risk burning everyone out by using lots of energy and time in trying to convince children to return sooner, with the risk of everyone feeling burnt out when arriving in September and feeling that they had not stopped since March. SW-L agreed with that priority, and DMc appreciated committee members' support. Once again, WG said that everyone was impressed and very grateful to DMc and all of Vittoria staff in setting up and managing the current situation.

	<p>finances, similarly no staff sick days although DMC would speak to TS about how this is to be recorded from the beginning of June, following Government guidance for schools to re-open. There were no behaviour issues to report, however DMC had been contacted by a parent who said her child had been bullied online and DMC had contacted three sets of parents about the matter. WG said that it was not possible for schools to control external environments and felt there was likely to be an increase in such incidents. This may be an area for schools to pick up on as part of the Recovery curriculum, however DMC suggested that children were often more resilient than they are given credit for and was confident that, as a Trauma-informed school, everything would be fine, and HR would be leading on this area next year.</p> <p>LS said that lots of transition work with Year 6 was ongoing and were working on a live transition project with CAMHS. Asked whether pupils were split into those attending/not attending, etc for the purposes of the project, LS said that there would be live lessons on Google Classroom and also taught lessons in school, with paper packs being sent out on Friday to those who wished to have them.</p>	
<p>7.</p>	<p>Self-Evaluation Framework</p> <p>The shorter SEF summary had been circulated to committee members and DMC said the school was Good in all areas, however the SDP would provide more detail on areas currently being worked on or which had been delayed or priorities had adjusted due to the current lockdown situation. The SEF was useful in trying to ensure that everything that needed to be done was kept under review. The Chair wanted to know if there were areas for improvement or where progress had not been made, or if new areas had been identified. DMC said that there were no newly identified areas, however without data it was difficult to measure the impact of all of the Reading work that had been implemented, including the well-resourced library and whole class reading sets purchased for classrooms. High quality teaching across the whole school had provided consistency, and there needed to be a continued focus on higher achieving pupils as results this year would not reflect the best of outcomes for this group. DMC noted that in putting together the curriculum it was important to adapt and react to topical issues, such as Black Lives Matter and information on viruses, however this work might get pushed back again as the LA was proposing a central Recovery Curriculum. DMC said that teachers were used to dealing with mixed ability groups, adding that the sooner everyone could get back into the learning culture in the classroom with quality teaching, the better.</p> <p>DMC said that there had been some inconsistent behaviour with some children suffering from quick escalations, and more work could be done on engendering better learning behaviours, and work on Persistent Absences would pick up once children were back in school. WG wanted to know how online learning was being monitored, ie instead of book looks, etc. DMC said that JM was monitoring everything that staff were doing on Google Classroom to engage pupils, and that all staff were focusing on engaging pupils. WG asked whether, going forward, Google Classroom would continue to be a core part of learning, and if teachers would be able to review work online etc in order to replicate usual processes. DMC said that this would be implemented from September, however this had not been the main focus though JM had been really successful in encouraging parental involvement.</p>	

	<p>AW noted that improvements were being made and wanted to know DMc's top three recommendations for Achievement on GDS for higher achieving pupils, as this was one of the key recommendations from the 2016 Ofsted inspection. AW asked if governors could see an action plan or timeline to ensure that this is being addressed. DMc agreed to bring a report to the next school committee meeting.</p>	DMc
8.	<p>School Development Plan Update</p> <p>As noted previously, the SDP provided a deeper view of the SEF. Further to AW's previous question, DMc said that areas in red were mainly due to Covid-related issues and hoped that these would feed into the recovery curriculum from September, or that new ways to approach some outcomes could be found. SW-L wanted to know what were the most challenging things on the SDP. LS said that lots was changing in the LA, particularly around English, and Reading was a key area of challenge at Vittoria. Children were doing some reading through Oxford Online Owl and books had been sent to children who had difficulty accessing good quality texts, however teacher support was important. Children's reading ages will need to be assessed in September as this would be key to everything else and, where children were found to have fallen behind, targeted interventions would be implemented. This was one of the most difficult areas for teachers to pick up online however, in some cases, a 1:1 online session had been provided. DMc agreed with the priorities, as discussed and it was,</p> <p>Resolved: that AW and LS would follow up on reading studies.</p>	<p>DMc</p> <p>AW/LS</p>
9.	<p>POLICIES</p> <p>WG proposed that committee members send any comments to the himself, DMc and/or the Clerk by Wednesday 24 June, with policies (below) to be subsequently approved by Chairs' action.</p> <p>It was suggested that the Whittington protocol's name be amended to Allergy in Schools Protocol. TS agreed that the title, not the protocol, could be changed as it had been issued by the Health Authority.</p> <p>9a) Accessibility Plan 9b) Charges & Remissions Policy 9c) Lockdown Procedures (this was approved in March pending a practise which has not been possible due to lockdown). 9d) Spiritual, Moral, Social & Cultural Development 9e) Educational Trips and Visits 9f) Managing medical conditions in school 9g) Intimate Care Policy 9h) Children with Health Needs who cannot attend school - this is a new policy which the DfE requires all schools to have 9i) Allergy in schools' protocol 9j) Updated Behaviour Policy to reflect Covid 19 changes.</p>	<p>All/Chair/ Clerk</p> <p>DMc</p>
10.	<p>AOB</p> <p>There were no further items for discussion.</p>	

Signed as a true and accurate record of the meeting	
Chair's signature	W. Garner
Chair's name	William Garner
Date	22 November 2020