



WEST CROFT SCHOOL

'Discover your Legacy'



Minutes for Governor Q&A Session held remotely on 12th February 2021 at 9am

Questions and answers relating to current school closure due to National Lockdown and Covid-19 pandemic

Present: D Ford, C Ley, C Callaghan, J Dymond (Babcock), C Marston (Deputy Head), T Page (Headteacher), K Kelly (Chair) and E Paine (Clerk)

Apologises: J Ebsworthy and M Mills

Key : Green = decision Red = challenge Blue = action

| | <u>Action</u> |
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| <p>Meeting held as an End of Term review.</p> <p>No updates since Full Governing Board meeting on Tuesday 9th.</p> <p>TP asked if there were any questions related to the School Development Plan, Remote Learning Development Plan, COVID-19 Catch up funding plan and the Self Evaluation Form provided at the FGB.</p> <p>CC asked in relation to the catch up fund, how the first two payments had been allocated so far.</p> <p>TP replied that although they had been allocated, it was difficult to predict where the spend might need to be. Mainly staff salaries at the moment, allocate where you think it will have the biggest impact. No template to go by.</p> <p>CC agreed it is difficult, until children are back, we won't know where the gaps are.</p> <p>TP added that record of engagement spreadsheet is key to aiding that, will show intervention areas needed from lack of engagement in certain areas.</p> <p>JD noted that it was difficult to show impact yet, and the effectiveness of education in current circumstances. Some schools have used funding to purchase double resources, which could then be sent home to help catch up. Hard to identify impact at current time.</p> <p>KK questioned if catch up fund could have a statement that says funding will be spent after assessment of children on their return.</p> <p>TP replied there can be an element of that, have identified in ours a qualified teacher to take specific groups.</p> <p>CL asked if the funding could be used to employ an extra teacher.</p> <p>TP responded no, need/want to utilise the teachers we have. SD returning on a phased return is a good example, good role for him with his current circumstances.</p> <p>CL questioned if one teacher would be enough. Might not be, based on return of children and needs.</p> <p>TP noted that universal provision might be perhaps needed, adapt, balance high expectations with wellbeing and progressing academic development.</p> <p>JD added more staff time during this time might need to be pinpointed to SEN needs etc, there will be impact that some of the children came back to school.</p> <p>CL asked if the approach might be a phased return of some children at a time.</p> <p>TP explained West Croft will go with the approach led by the Government. Will do suggestion with additional support in school for pupils.</p> <p>CL noted that pupils will be nervous about returning, perhaps mornings or afternoons initially to help? Or look at each individual basis?</p> | |

TP responded that the preferred option will be for everyone to come back, but with additional support in school, not in class, could be out of class with learning mentor for example.

JD noted that a phase return would be added pressure for parents, especially those returning to work. Potential regional return based on infection rate. South West not county's though, proximity to Bristol won't aid that. Staggered approach suggested but not confirmed yet. Confidence and anxiety levels, may have engaged in learning but feelings may have changed. Lots of peer mentoring in secondary schools for example. Really good idea, children can help each other.

KK agreed, if issues are particularly prominent in a certain class, let's move staff accordingly. Move staff with key skills to deal with that. Get it right and intercept quickly on return, will help long term.

JD agreed, think about the pressure points, lunchtimes for example. Certain parts of the day, who would be best to manage that. Could involve the children again, supporting each other.

KK added lunchtimes is a good example. Sensible to manage that with staff like Mr Glover, have more adults on the playground, help the children to make good choices.

JD noted that was a good point, MTA's have been managing smaller groups, how do we manage return to larger groups in the future.

CL asked if before COVID restrictions, lunchtime clubs were available.

DF replied yes, current circumstances and restrictions mean lunchtimes and break times are mainly managed by Teachers and TA's. MTA's currently just support actual food delivery.

CL suggested dedicated clubs for those finding it difficult. Wellbeing club, 6 or 7 children needing quiet time.

KK agreed, also those needing time to 'let off steam'. Mr Glover organising ball games and structure for releasing that energy. For some lots of exercise will be needed, lots of children will have spent lots of time indoors.

JD noted that was a good idea, almost about structure of curriculum and provision on return. Change what lessons are provided when. PE heavy initially to help transition back.

DF also added that the children haven't eaten in the hall for over 12 months, another adjustment for them.

JD agreed, exactly, noisy, lots will have not used a knife and fork for a while, good that you've considered it. Same with assemblies, build up to it over time.

KK added that lots of children might be really happy to just see each other, that connection might be enough for some. Missing connection with friends and social contact. My son was fit to burst at being able to see a friend! Element of patience and kindness needed with them whilst they adjust.

CM noted that things won't be normal in terms of coming in and settling down, children will be excited, approach and awareness from staff will be needed.

KK agreed, reminder to staff of what to expect, especially those that have only been at home with adults. Currently living with children and seeing the adjustments needed helps.

No questions regarding Self Evaluation Form.

JD explained that TP and CM communicate with her lots via email, I see operational side of things and less strategic, so is beneficial to come along to these meetings.

TP have you shared the DfE review tool with Governors? Good tool to review remote learning. Comprehensive and easy to use. Everyone having same script. RI may mean OFSTED visit. School has lots to share.

TP to email DfE remote learning review tool to Governors.

JD suggested a meeting around that. Will bring confidence to have those conversations.

KK agreed, Governors need to have the same understanding as SLT, consistent language = consistent message, shows a team that communicates.

TP to email
DfE Remote
Learning
Review tool
to
Governors.

JD, TP and CM met to discuss what potential OFSTED visit would look like. Based on other school visits, will be feedback.

KK asked CC how things were in school.

CC explained that she wasn't currently in, but still doing visits to homes on Fridays. Really nice bond of those children in school, have built little classes and bubbles amongst themselves, will be sent back to their own classes on return, will be different anxiety for them. Surprised by some of the shy children, reading out loud, never do that normally in class, safe space at home so have grown in confidence. Remote learning has been a big opportunity to find out different things about the children, more time to do that.

JD noted the challenge going forward is 'how do we still do that'. Learnt a lot, don't throw that away. Continue to do that. Small marginal gains can make a huge difference.

KK agreed, everyone's family lockdown will have been different. Really want that to be understood and reflect how we deal with the children.

CC replied that seeing difference in social backgrounds has been really interesting. Eye opener. Made me realise more that it is a real achievement for some of our children just to be at school, with chaotic home lives, we don't say well done enough.

JD agreed, hoping to remove assumptions and judgements from staff. How do we carry on with that? Almost fresh start from this. Historically has happened at West Croft. How do you build upon new view – really powerful point.

CM added that shift started in September really, thinking about it. Barriers have been breaking down, we have noticed a difference. CC is right, this will have given staff a real insight, empathy needed, key to doing this job.

JD replied that you can change the way people say things, and the actual words they use but not expectations. Is achievable, can still maintain expectations the school wants. Do we have phrases that we want staff to use? Use language as key to get where you need to be. Coach staff around pattern of language on returning to school.

TP noted that does follow on from culture and ethos change we did at the beginning of year.

JD responded, go back to what you've got and expand that. Don't need new, just start from what you have if foundation is already there.

KK added, we need the right people doing the right jobs, couple of weeks of getting it right will have a huge impact, can speed up return to learning and progressing quite quickly.

DF commented that he liked the idea of scripting. Could be good for Office too, and PS and JP on the gates, attendance script, why are you late but worded in the right way.

TP agreed, simple change between, why are you late and lovely to see you. Different tone and phrase, change the message.

JD commented that it isn't always purposeful, when you are busy you do revert.

CM noted that SLT will be back on the gates every day.

TP concurred, builds relationships. Really positive action.

DF commented that he'd noticed a difference between first and second lockdown, lots more eye contact and hellos.

KK noted it was important to get that aspect right, will help with reputation and social media presence. Our parents are good at both aspects, complaining and praising.

TP agreed, can feel a change in positive support.

JD suggested including a couple of parents when putting together return plan.

TP replied, yes good idea, coffee morning perhaps.

Governors thanked TP and CM for hard work this term.

TP expressed thanks to JD and Governors for support.

JD thanked all for their care, shifting at school, care from leaders now, which was missing before.