



ALFRED SUTTON PRIMARY SCHOOL
Minutes of the Virtual Meeting of the Performance Enrichment Committee
Wednesday 9th December 2020. 7pm

Present: Ian Church (Chair); Robert Howell; David Close; Sara Fincham-Majumdar; Attia Rafiq-Sharif; Faruq Bilbe; David Dymond; Laura Kerr; Richard Wilson.

In Attendance: Rachel Lawson; Alice de Croos; Michael Harris; Steph Miles; Jenny Mussett; Michael Kiedyszko; Victoria Maskell; Sarah Tweddle; James Taylor; Louise Rose; Adam Jones.

Apologies: Julia Wordsworth.

Clerk: Deborah Savage

Agenda Item	To conform to Government advice that social distancing should be maintained and visits into schools should be minimised, this meeting was held using the Zoom virtual meeting platform.
	Section One: Procedural.
1	<u>Apologies.</u> Apologies had been received in advance from Julia Wordsworth and these were accepted.
2	<u>Declarations of Interest.</u> There were no Declarations of Interest. At this point the Chair sought permission from those in attendance to record the meeting for the purposes of minutes. Agreement was given so from this point onwards the meeting was recorded. The recording will be deleted once minutes are completed.
3	<u>Minutes of the Previous meeting: PEC/FGB Workshop held 21st October 2020.</u> These had been circulated in advance of the meeting and were agreed to be a true record. It is not possible to physically sign a copy of minutes at the moment so these will be signed at the earliest opportunity. Actions from the 21 st October meeting were reviewed: <ul style="list-style-type: none">• An attendance report had been circulated in advance of this meeting. This includes PP attendance figures since September 2020.• Governors did assist with the school promotional video and were thanked for their help.• Winnersh SEN school information has been posted to Governor Hub.• Online Learning Policy is still being worked on but will be shared with Governors shortly.• Work on Bereavement support in school is ongoing.
4	<u>Matters Arising.</u>

	<p>The Head informed the meeting that at some point during the meeting closing the school a day early to have no school on Friday 18th December needed to be discussed. There were no other matters arising.</p>
<p>5</p>	<p><u>Head Teacher's Management Report.</u></p> <p>This had been circulated in advance of the meeting and the Head talked Governors through the main points.</p> <p>Staff recruitment: There had been a large number of applications for the LSA posts that were advertised and shortlisting had been straightforward with a good field of candidates interviewed. Two strong appointments have been made for the temporary COVID catch-up LSAs who will start in January. The school are pleased to have appointed some in-house staff to roles and an experienced candidate was appointed to the LSA role in Nursery. The school are also pleased with the Caretaker appointment who will also start in January.</p> <p>Staff wellbeing: staff wellbeing days off are continuing to be offered to staff but these are a challenge to cover and may be harder to continue with in January and February.</p> <p>School Streets Scheme: a local primary, Park Lane, was recently praised in the local papers for its scheme due to start in Mid-January. However, it appears they have only 4 marshals so far, all school staff. ASPS does intend to go-ahead with the scheme but the practicalities are still a concern.</p> <p>Governor Question: (asked and answered via chat feature) can students be used as School Street Marshall volunteers? Yes- the school are working on recruiting Reading University students.</p> <p><u>Virtual Open Mornings:</u> these have received some positive feedback and places have been offered into Reception as a result of these events. Governors were informed that the school is full in most year groups now and the Nursery only has 6 sessions available to offer to Easter intake children so therefore the Nursery is expected to be full by the summer term.</p> <p>The Head was thanked for his report and the Governors thanked the whole staff as it was clear that the entire staff had worked hard and together as a team to make the school function well for the children and their families in spite of the COVID restrictions and adaptations.</p> <p>Governor Question: Are there any additional negative issues from COVID, perhaps in terms of children's behaviour or parental issues that have arisen? Some minor issues are becoming apparent as we draw towards the end of term – everyone is tired and there have been some cases of irritation over social distancing witnessed in the last few days. The biggest impact of COVID is the impact on wellbeing.</p> <p>Governor Question: Bearing that in mind, and as it is likely we will be operating under the same conditions for another 12 weeks until Easter, which is another long</p>

	<p>period, is there anything we can do to mitigate that? The school do reassess the situation every week but the bubble system comes with constraints limiting what we can do. The bubble system has kept our school family COIVD secure and we continue to monitor the situation.</p> <p>Governors Question: You mentioned staff working through lunchtimes, can we perhaps allow staff that do this to leave early? We are fortunate to have dedicated teams of teachers that support each other within their teams and bubbles. A staff member commented that the whole team will pitch in so it is not the case that staff work every lunchtime but instead extra duties are shared amongst the team.</p> <p>Staff Comment: a member of staff mentioned that being allowed to work from home on their PPA days was helpful and appreciated.</p> <p>Governor Question: Are you running a one PPA day a fortnight system? Yes.</p> <p>At this point the Head raised the issue of Friday 18th December. It has become apparent that the Department of Education is keen for schools to take this day as an INSET day but that this is not to be an additional INSET day. The purpose of this is to minimise contact as we go into the Christmas period. The school understands that RBC are considering whether to change the official term dates for maintained schools to make the term officially end on Thursday 17th December. An announcement from RBC is expected very soon.</p> <p>If RBC do not change the term dates, it is considered wise for schools to still close on 17th December with very few staff in school on the Friday and most working from home on an INSET day on 18th. It was recognised that it is important to inform parents as soon as possible because of the implications on childcare.</p> <p>It was noted that the Head and SBM are expected to be contactable until 23rd December for contact tracing purposes. It was also noted that secondary schools are waiting to see what primary schools are going to do before making their decisions.</p> <p>DECISION: Governors approved and supported the Head teacher in taking the decision to make Friday 18th December an INSET day should RBC decide not to change the terms dates. The INSET day currently scheduled for the end of the summer term would be reclaimed if this is the case. This decision was made as it is sensible to limit contact as much as possible and the hope is that the risk will be lower in the summer months next year.</p>
	<p>Section Two: Key Stage 1 & 2 Reports.</p> <p>The Chair thanked the AHTs for writing all reports which had been circulated in advance to Governors. The reports were interesting and informative and it was appreciated that the workload staff are under is considerable. They were thanked for attending the meeting in person to present and answer questions.</p>
6	<p><u>Year 2 (KS1) AHT Report.</u></p> <p>Stephanie Miles talked Governors through the main points of her report which had been circulated in advance of the meeting.</p>

	<p>Governors were informed that there was no phonic screening carried out at the end of the last academic year so last year's year 1s, now in Year 2 were screened in September. This is a huge change for the usual year 2 programme as year 2 do not usually teach phonics every day but had had to do this, including some 1:1 sessions. Screening showed 90% of children in Year 2 had passed the phonics test which is considered a strong result given the COVID context. The previous cohort had achieved 97%. It is usual that approximately 10% of a year have to re-sit the phonics test in year 2 including some children who may be new to the school or who have additional SEND needs. Some Year 2 children will continue to get 1:1 support in phonics and will re-sit the test in the summer.</p> <p>Governors were informed that, on the whole, children were happy, responded well to the changes in routines and are settling back down to academic work well. There are some gaps that need closing but in some areas children have even moved ahead post-COVID lockdown. Any differences noticed have mostly been on the social and emotional side – children lack the independence seen previously and some have regressed in basic skills such as using knives and forks and handwriting.</p> <p>Year 2 staff have also noticed that parents have been more demanding of staff time however staff are most relieved to be told that SATS will not be sat at the end of year 2 this year. Teacher assessment will be used instead and there will still be great effort made to push children to reach their targets.</p> <p>Governor Question: Does this mean you are able to focus more on getting children ready for Year 3 rather than ready for SATS? Yes – we are able now to focus on key issues. We have had some new children join the school in Year 2 including some with SEND needs and some with no English and this does have an impact on teaching. However, the bubble set up, with an additional adult in every class, does help us and means the impact is not as great as it usually is.</p> <p>Governor Question: Will you then be able to focus more on reading comprehension so the lack of this skill does not have such an impact in later years? Yes - and we will be talking to parents about comprehension as well as making it a key focus within year 2 teaching.</p>
7	<p><u>Year 6 (KS 2) AHT Report.</u></p> <p>Michael Harris talked Governors through the major points of his report which had been circulated in advance of the meeting.</p> <p>Governors were informed that Year 6 staff were pleased with the way children had settled back into school with the new routines. There are gaps in learning but we are fortunate in that the children had had strong teaching in the previous year establishing good skills and combined with good tracking and continued learning in lockdown means this cohort is in a strong position.</p>

	<p>It does seem that this cohort is strong one generally and progress in Maths has been good. Reading too is also showing strong results for this time of year, although fewer children are working at Greater Depth. Staff plan to revise specific skills to improve attainment further.</p> <p>The approach to writing has changed with writing through the curriculum being adopted which gives more purpose to the writing. Governors were informed that both children and staff are enjoying this approach. It has been noticed that writing attainment has risen across the whole school and this has been noticed in Year 6. However, school closure has had the biggest impact on writing skills for year 6 children and progress, especially in working at Greater Depth which needs to be a focus now. Year 6 results for this time of year are looking strong and the teaching team are working hard to catch up any child who is now off school for any reason. Parents are assisting with this as they are welcoming work being sent home to children isolating, for example.</p> <p>Governors were informed that there are a greater number of year 6 children (20%) than usual not yet on the Year 6 curriculum. Some are children new to the school and some have specific needs. The current bubble set up makes teaching children at different levels hard as the usual streaming across classes is not possible. Support is being given to children who need it and the hope is that the COVID situation may change as the year goes on making teaching less problematic.</p> <p>Governors were informed that schools have been told Year 6 SATS will go ahead in the summer but that the Spelling and Punctuation tests will not happen.</p> <p>Governor Question: Is there anything specific we can do to help counter the lack of streaming? Having support within each bubble is helping as we are able, to an extent, to split bubbles. This is streaming of a sort but not to the extent as we might have done it in the past. We make interventions within the school day every day and we are fortunate to have the new COVID catch up LSAs joining the school in January.</p> <p>Governor Question: Can we make any changes to the curriculum to assist with teaching? We will teach less of the SPAG curriculum as some of these skills are not used at Secondary level. Writing in a more meaningful way to the curriculum is more exciting and we expect to see good progress in writing reflected in assessments. Staff do consider how to teach high levels of grammar skills via different styles of writing.</p>
	<p>SECTION 3: Year 1,3,4 and 5 AHT Reports.</p>
<p>8</p>	<p><u>Reception.</u></p> <p>Victoria Maskell talked Governors through the report which had been circulated in advance of the meeting.</p> <p>During the summer term staff had worked with the new parents whose children were coming into the school – about 50% of the children came from ASPS’s nursery and the rest from other settings. Reception is full.</p> <p>Whilst the Reception environment has changed from previous years – for example it is not as free-flow as it had been, it is fortunate that the children do not know that the</p>

setting has changed. Victoria informed Governors that the children are a lovely cohort with some of them having significant SEN needs. Reception has experienced staff with 3 staff in most days/classes.

The children had had baseline assessments in July and most are showing some improvement from this baseline. The children have settled into the routines and know the rules and most are responding well.

The Reception garden has seen some investment as staff try to get children outside as much as possible. However, outdoor shelter could be improved.

The Tapestry system is being used to communicate with parents but unfortunately in-house training has stopped as there is no time to do this. It is hoped to look at training opportunities over the coming terms.

Governor Question: With the new curriculum for the EYFS due to commence in September 2021, what training and support will you have for this? We have received no information yet. There are some early adopting settings who I hope to reach out to for some feedback. The new curriculum focus is on the basics such as number bonds to 10 and comprehension which is positive.

Governor Question: Your EYPs have a lack of training opportunities – could we not offer them an extra hour a week for training purposes? We are working longer hours and hope to do more training in the coming months.

Governor Question: Given the current COVID restrictions have you considered any new ways to engage with families? Staff are available at the start and end of every day to talk to parents and we have a dedicated email address which parents have been using to contact us. Parents do engage with Weduc and Tapestry although getting some parents to use these systems has been a challenge. We have made progress with this.

Governor Question: Is there any way we can help connect parents together? The school is not able to do more from a Data Protection point of view. We are hoping to be able to invite parents into school should COVID restrictions ease.

Nursery.

Jenny Mussett talked Governors through the main points of her report, which had been circulated in advance.

Governors were informed that this term has been a tough one for the Nursery since, as there was no April intake, there were two groups starting in September. Having lots of new children starting at the same time had been challenging for staff.

The impact of COVID on this age group has been significant – children have limited social skills due to the absence of toddler groups etc. Children's home routines had also been impacted with later bed times and later rising. Children's ability to manage their feelings has also been impacted. On average, speaking skills are lower. Some children have strong speaking skills but where skills are lower, they are significantly lower.

	<p>There has also been an impact on behaviour – with parents trying to juggle working from home alongside childcare, rules have been less strict and we are seeing lots of behaviour more typical of toddlers.</p> <p>Nursery has split the classes so we have one class of full time children and the other is a morning session and an afternoon session with cleaning between sessions. This has helped us secure the bubbles.</p> <p>We have managed to have 6 families at a time do a “stay and play” and we have made phone calls home. Tapestry has been a useful tool to engage with parents and it helps them see what has been going on in the classrooms. We have been practising core text immersion with a story being focussed on every week and have introduced a sound of the week.</p> <p>Future plans for the coming terms include training for parents on managing behaviour; impulse control and setting boundaries and expectations. There are a greater number of children coming to Nursery in nappies and we want to offer advice and training for parents on toilet training. We also hope to do more outdoor learning, maybe starting Welly Wednesdays. Nursery children have had fewer outdoor experiences due to COVID and we want to get them outdoors on a regular basis.</p> <p>Governor Question: If you are still having problems engaging with parents in January please let us know. We do make efforts to engage with parents on a 1:1 basis.</p> <p>Governor Question: You are currently splitting your sessions differently due to COVID – has this had any advantages for you? To some extent yes. For those children who are in all day it does mean we can tailor their day more but the children in all day tend to be older and are therefore good role models for the younger children. Not being able to mix them does have its disadvantages. Splitting the classes works in a COVID setting but we will go back to the previous way of working post-COVID as it does have downsides too.</p>
9	<p><u>Year 1.</u></p> <p>Louise Rose talked Governors through the main points of the Year 1 report which had been circulated in advance of the meeting.</p> <p>Governors were informed that year 1 had settled well into the new routines but some work was needed to catch children up with their early learning goals and independence skills. Staff and children have worked hard and the attitude to learning is good and progress is being made.</p> <p>Positives include the transition in the summer term which has helped children settle well. They are happy to be back together and all are producing work. “Book Looks” have shown good writing development and evidence children are applying their writing skills.</p> <p>Phonics teaching is showing positive progress. However, there are some negatives – there are some children who need phonics support and we now have to do this within</p>

	<p>class bubbles. We are having to group within classes into “best fit” groups which is challenging. However, we are seeing progress in phonics including putting sounds on hand sanitiser bottles! Some children have been identified for targeted phonics interventions and we will look at other areas of the curriculum too later in the year. Our topic work has proved engaging for the children and we have made parents evening phone calls. We are happy with the take up of the phone calls to parents – these are a very different way of working but have been successful.</p> <p>The soft start and end to the days gives staff the chance to communicate with parents and the WEDUC communication system has worked well.</p> <p>Some children have required ELSA support but most have settled well. Staff are pulling together to support children and teach them resilience. Concentration amongst children can be a challenge.</p> <p>Governor Question: How does this cohort compare to last year’s? On the whole, very similar although we expect to see an uplift from now on. Staff are carrying out targeted interventions and we are fortunate to have experienced LSA’s in Year 1. We have noticed a big drop in the independence skills of children, but this is slowly returning.</p>
<p>10</p>	<p><u>Year 3</u></p> <p>Michael Kiedyszko talked Governors through the main points of his Year 3 report which had been circulated in advance of the meeting.</p> <p>There were some positives to report – children had adapted well and staff too have adapted to working in a more collegiate approach to teaching. It is usual to see a dip in performance in Year 3 as the changes are significant and of course, this cohort has COVID to contend with in addition to the usual challenges moving to Year 3 brings. Base line assessments have not yet been carried out on Year 3 children but they have made good progress and indications are that this cohort is on a par with previous cohorts.</p>
<p>11</p>	<p><u>Year 4.</u></p> <p>Michael Kiedyszko continued to talk Governors through the main points of his Year 4 report which had been circulated in advance of the meeting.</p> <p>Governors were informed that Year 4 children were delighted to be back in school, have adapted well to the bubbles and their approach to learning is better than that seen in previous cohorts. Year 4 seem more mature and keen to learn. They are showing great resilience.</p> <p>Assessments of Year 4 children have been made but these are quite conservative although in some areas, children are exceeding expectations.</p> <p>There is a topic approach to teaching English which is making the learning process more accessible – this is benefiting the lower achievers. The topic approach links nicely with reading – summarising the information learned during reading a text helps children with their own writing. Teachers are pleased as this makes teaching more fun.</p>

	<p>Maths teaching is going well even though it is not possible to stream for maths now. Children’s maths knowledge is good but times tables have not been tested in year 4 this year. Having an extra adult in each class is good but there are also some competitive children in the year who are encouraging attainment.</p> <p>Governor Question: Your virtual journeys/visits seem to have worked well? Yes. It is a huge regret that we can’t make trips out of school at the moment but we have had some successful virtual trips via Zoom. The children loved the visit to Warburton’s bakery and to the British Museum. Virtual trips are a good second best and the school is taking these opportunities where it can. They are a decent compromise to visits in person.</p>
<p>12</p>	<p><u>Year 5.</u></p> <p>Richard Watson talked Governors through the main points of his report which had been circulated in advance of the meeting.</p> <p>Year 5 children are working hard. There were a number of children in this year group who did not engage with the learning platform during lockdown and baseline data shows that the number of children working at “age-related” had halved. However, staff have worked hard to catch them up and strong progress has been made. The current year group are now on track with last year’s cohort.</p> <p>It is interesting to note that the three year 5 classes are quite distinct. One class seems to have suffered emotionally to a greater extent during lockdown and has had a greater number of ELSA interventions. One class has struggled with their behaviour on the return to a classroom situation and the third has had problems with the social relationships between the children. Concentration in the afternoons is often a struggle. Year 5 have taken to their reading though and the last five minutes of every day are devoted to class reading. 4 or 5 books are being read every half term. A recent comic style book really engaged the children.</p> <p>Linking writing to topics has really helped children to catch up and the changes to the writing in science have been hugely positive.</p> <p>Independence is still a big challenge in Year 5 with many children often seeking reassurance. Children are making a big effort but some sadly lack support at home.</p> <p>Governor Question: How is ASPS preparing its children for secondary school?</p> <p>Assessments have started in subjects such as Geography, History and Science and test practise helps to prepare the children. These assessments also help us identify children who need additional support. The increased use of online learning during lockdown which has continued this year is also helping them to prepare for secondary school.</p> <p>Governor Question: Using online platforms for homework, how can you identify children who make “lucky guesses” in multiple choice answers? We do use in-depth follow up questions.</p> <p>Governor Question: Does this help with a more holistic approach to teaching? Yes and No. With written assessments, some children thrive while others struggle. We try to find a middle ground.</p>

	<p>Governor Question: You have a number of Year 5 children who are not yet on the Year 5 curriculum. Are there any concerns that demographics is a common feature amongst these children? Yes. For children for whom English is not their first language, during lockdown they lacked the English emersion that they would have had in school which has seen a regression in English skills. We have been cautious making our assessments. Some children did not engage with the Learning Platform and some struggled more than others during lockdown. We expect these gaps will close as the year progresses. Catch-up funding will be targeted at certain children and we are fortunate that the new catch-up LSAs have a literacy background.</p> <p>Governor Question: As some children did not engage with the Learning Platform during lockdown, do you have a plan to engage these children should we have to teach online again? We are using the online programme Times Tables Rock stars which the children are enjoying and all homework is now online. More children are engaged with this but there are still some gaps. The school is contacting the parents in these cases.</p> <p>Governor Question: You are having shortened lunchtimes – is this having an effect? The children do take longer to settle back into classrooms after lunch but this is improving.</p> <p>At this point the Chair thanked all the AHTs for their reports and presentations and congratulated them all for managing to get the children back on track as fast as they have. The AHT’s then (mostly) left the meeting at this point.</p>
	<p>Section four: Monitoring Framework</p>
<p>13</p>	<p><u>Monitoring Framework.</u></p> <p>The Chair expressed the opinion that the Reports and answers given by the AHTs had been informative and helpful but that Governors still needed to monitor progress in the New Year. He was open to suggestions from SLT regarding the best approach to take to this as visits into school are still restricted.</p> <p>It was considered that “Book Looks” in a meeting room – avoiding classroom visits might be possible but the school would have to consider the precautions that would be necessary. It was suggested that a focus on certain year groups (Years 2 and 6) might be good.</p> <p>ACTION: SLT to draw up precautions and safety measures to be put in place for Governors monitoring visits into school. Governors to indicate their preferred areas of focus during a visit.</p> <p>There was also a brief discussion that some aspects of online teaching that were recorded on Zoom could be shared with Governors.</p> <p>Governor Question: How will you focus the work of the two catch-up LSAs starting in January? We will use Target Tracker to identify those children that are behind the starting points and will focus first on these children. ELSA support is just as important</p>

	as academic support and this will continue. There is an additional 15K of catch-up funding not yet allocated and we will look at further interventions later in the year.
	Section five: Other Business
14	<p><u>RSE Policy and RSE updates.</u></p> <p>The draft RSE Policy and a presentation to parents had been circulated in advance of the meeting and Stephanie Miles had remained in the meeting for this discussion. Governors were informed that staff had worked hard to engage with parents about the changes to the curriculum in this area as some parents were very concerned. Teaching of this subject under the new guidance should have started by now, but it has been delayed. Parental consultations will start in the January term, with the curriculum in place for the summer term.</p> <p>Governors were informed that this curriculum is now statutory and parents are not allowed to withdraw their children from these lessons. There has been parental concern for many months about this with the school receiving questions from parents over the last 12 months.</p> <p>The parental presentation aims to educate parents about the new curriculum and most importantly address some misconceptions that have spread.</p> <p>The curriculum does not contain what many parents consider to be “sex-ed” from their own childhoods. ASPS will not be teaching this area of the curriculum. The children will, however, be taught about puberty which is part of the statutory science curriculum as well as part of the new RSE curriculum. Children will be taught about family structures and the fact that families can look very different to their own experiences. The aim is to teach tolerance and respect and reading books about different family groups will be used. The aim is also to teach the importance of online respect and tolerance.</p> <p>The school recognises that some parents are anxious and are keen to engage with them.</p> <p>Governor Question: What are the practical changes you are going to see in the classroom? There will not be any significant changes at ASPS – we have been teaching our own programme in this subject for 10 years which is very similar to the new curriculum. We were already teaching this content – the difference is that now we have to teach it as it is statutory. We have prepared a PowerPoint parental consultation presentation and will record staff speaking over it. We plan to use WEDUC to obtain parental feedback. We will not be able to make changes following feedback however.</p> <p>Governor Question: Do you intend to carry out a parent survey? No – we will ask for feedback. We hope the presentations will allay the misconceptions. The DofE has sent the school lots of information including scripts for difficult topics and examples of discussions that might be held.</p>

	<p>Governor Question: Can you send us the list of reading books you will be using?</p> <p>ACTION: List to be supplied to Governors.</p> <p>ACTION: Governors to support the school in the presentation to parents and discussions. It was noted that some Governors have already been approached by parents. The CEC are to offer the school any support required.</p> <p>Governor Question: what are the timescales for this teaching? Teaching will begin after Easter. The presentation to parents will go out before the half term break in February.</p> <p>At this point Stephanie Miles was thanked for her input and she left the meeting.</p>
15	<p><u>AOB.</u></p> <p>There were no additional items of business raised.</p>
16	<p><u>Issues for Parents/FGB/Confidentiality.</u></p> <p>Issues for parents:</p> <ul style="list-style-type: none"> • RSE Consultation • 18th December – no school • Welcome to new staff. <p>There were no items for the FGB or items that are confidential.</p> <p>A Governor asked if the staff could be given a treat – but no social gatherings are possible. Governors were informed that the school would be buying gifts for staff and a Governor asked to contribute to these. It was mentioned that Governors thanking staff for their hard work through meetings such as this was welcomed.</p>
17	<p><u>Date of Next Meeting:</u></p> <p>The scheduled meeting on 13th January was removed from the calendar as it was considered too soon following the current meeting.</p> <p>It was hoped a “Book Look” will take place before the February half term.</p> <p>Date of Next meeting will be: 5th May 2021.</p>

Meeting closed: 9.25pm

New Actions:

Action:	Owner:
SLT to draw up precautions and safety measures to be put in place for Governors monitoring visits into school.	RH
Governors to indicate their preferred areas of focus during a monitoring visit.	IC
Book list for family structures to be supplied to Governors	SM/RH
CEC and Governors to support school in informed parents of new RSE curriculum.	DD

Ongoing Actions:

Action:	Owner:
Bereavement support	YD
Online Learning Policy to be shared with Governors once complete	RH

Attendance at PEC meetings 2020/21 (one meeting to date) Committee members only.

Faruq Bilbe	One of one meeting
Robert Howell	One of one meeting
Ian Church	One of one meeting
David Close	One of one meeting
Yota Dimitriadi	0 of one meeting
Sara Fincham-Majumdar	One of one meeting
Attia Rafiq-Sharif	One of one meeting
Richard Watson	One of one meeting
Laura Kerr	One of one meeting