ALFRED SUTTON PRIMARY SCHOOL
Minutes of the virtual meeting of the Community Engagement Committee
Wednesday 17th November 2021. 7pm

Present: Dave Dymond (Chair); Robert Howell; Adedayo Benson; Sara Fincham-Majumdar; Andrew Burrell; Adam Jones; Hajar Alami.

In Attendance: Alice de Croos; Rachel Lawson; Jax Snipp.

Apologies: Yota Dimitridai; Attia Rafiq-Sharif; Kate Gordon.

Clerk: Deborah Savage

Agenda Item	
1	**Apologies and Welcome.** Apologies had been received in advance of the meeting from Yota Dimitridai, Attia Rafiq Sharif and Kate Gordon. These were accepted. Jax Snipp, who is an AHT at the UTC next door to Alfred Sutton was welcomed to the meeting. She had been invited to present on a project she is working on. The chair reminded those virtually present that all contributions to the meeting are welcome and the views of others should be respected.
2	**Declarations of Interest.** There were no declarations of interest and the chair reminded the meeting that the agenda can be re-ordered if necessary to allow anyone declaring an interest in an agenda item to leave before that item is discussed.
3	**Presentation by Jax Snipp AHT from the UTC** Jax began her presentation by explaining that she was a member of the SLT at the UTC Reading (a year 10-13 provider), and was also responsible for Safeguarding, Behaviour, Attendance and Inclusion as part of her role. To prepare for Headship, Jax has been undertaking the NPQH (National Professional Qualification in Headship) qualification remotely for the last 18 months. As part of this qualification, she needs to work with another education provider and so has been working with the HT, DHT and Computing Lead at ASPS work on a project to identify and bridge the computing and IT skills and knowledge gap between year 6 and year 7 students as they transition to secondary school. The intention is to develop all staff involved with primary school teaching to develop their own teaching skills and confidence in the delivering of IT and to help them build IT into all lessons in primary schools which includes looking at hardware and software requirements. A curriculum led budget would be written and an action plan developed to address any needs identified. Jax informed the meeting that implementing the project is NOT part of her role, but that she has worked with ASPS

staff, especially the Computing Lead who teaches IT at ASPS, to establish what is taught to AS children. As the UTC does start until year 10 (GCSE level) Jax has also worked with Year 7 staff at Maiden Erlegh to establish what the year 7 curriculum covers in the area of IT. Jax then looked to identify any gaps in provision between the 2 years. The Covid pandemic clearly caused disruption to teaching and added extra complications, so the impact of covid on the progress year 6 students have made to date was assessed with the aim of ensuring these children caught up the skills and knowledge needed before they begin their secondary education. Secondary schools have certain expectations of children's IT abilities.

The meeting was informed that a distinction needs to be drawn between "IT" skills – such as being able to use a mouse and keyboard as opposed to touch screens such as phones and tablets, being able to use MSOffice programmes and organise and save work in files and folders and "computer skills" which includes logical thinking and programming.

Whilst ASPS does teach IT and computer skills lessons, there is obviously a time constraint in the amount of teaching that can be done and also in the need to "catch-up" lost teaching time across all subjects. This meant that the project looked at how IT skills could be taught during other lessons and Jax gave some examples. In Geography, when children were asked to research another country, they could use PowerPoint to make a short presentation of their findings, or use Word to create a document into which they inserted a picture. In a history lesson, when children look at the timeline of WWI, they could use comic strip software to create a timeline of events. When studying a play or a story in English, stop-motion animation software could be used to summarise the story line. In this way, whilst teaching the curriculum as planned, IT skills would also be embedded.

Jax explained that as part of the project, she was required to manage any risks and demands on resourcing, budget and teacher workload and produce a plan to address/mitigate this. As this involved knowing some detail about ASPS's budget she reassured Governors that she had signed a non-disclosure agreement.

Another element of the project is to examine the effectiveness of ASPS's accountability arrangements for managing resources and risks and making improvement recommendations where necessary to deliver the action plans successfully. For the increasing the capability of staff element of the project, Jax will design a system to evaluate, manage and reward staff performance effectively. This will include researching high quality professional development opportunities both inside and outside of school, and looking at organisational challenges (such as succession planning) suggesting plans to address these challenges.

Jax had spent time with the DHT at ASPS (who is also a year 6 teacher) and has used information provided to draw up a proposal which it was hoped would be implemented in the next year.

Governor Question: **Where does the budget to implement this proposal come from?** There is no budget attached to this project sadly, but as a STEM school, the UTC has lots of in-house expertise and ASPS staff could be offered free CPD on software packages at the UTC or in-house. Of course, ASPS is under no obligation to implement any action plan drawn up or recommendations made as a result of this project.

Governor Question: **But was are free to use the recommendations?** Yes – the action plan and recommendations will be shared with ASPS, and lots of it will be theoretical so it is up to the school how much they implement and when.

Comment: **ASPS had an ICT audit last week and as result of this we have a 3-year action plan of things to install and improve such as WIFI provision etc. We can share this with you if this would assist?** **ACTION:** Yes, that would be most helpful thank you. This can then be included in the action plan I create for you, which can be implemented when the school is able to do so.

Governor Question: **Do you know of other such projects where action plans have been acted on and delivered positive outcomes?** I know of one in Theale Green which was successful, but unfortunately, because this has taken place during the pandemic lockdowns there have been no face-to-face meetings where experiences can be shared so I can't give you any more examples. Completing such a project in this way, with the restrictions necessary due to covid, has not been such a powerful experience for the participants but I am grateful to the staff at ASPS for their time and it has given me a chance to get to know them a little.

Governor Comment: **From ASPS's perspective, we are fortunate in that we are able to have a role where we employ a dedicated ICT teacher to teach computing skills at primary level, but we wanted to take part in this project to see where we could develop this further.**

Jax informed the meeting that she was impressed with the ICT teaching at ASPS and that the amount of such teaching at primary level varies enormously from school to school. Initially she was worried that she would find no gaps in provision and that year 6 leavers from ASPS were well prepared for transition to year 7. However, there are some gaps due to the disruption of teaching over the last 2 years due to covid. The meeting was informed that it is important that staff at primary schools also feel confident when delivering such lessons and that this is an area the UTC can support with by offering free CPD. Even though there is a budgetary implication even with free CPD sessions (covering classes) ASPS view training in the IT area as vindicating their decision to use specialist teachers to enrich the curriculum offer to children. It was noted that IT teaching at ASPS is very good and the Computing Lead teacher was congratulated and thanked for his work.

Jax was thanked for attending the meeting and presenting to Governors about the project and at 19.22 Jax Snipp left the meeting.

4	**Minutes of the previous meeting – 23rd June 2021.**
	The minutes from the CEC virtual meeting held 23rd June 2021 had been circulated in advance of the meeting and the Chair updated Governors on one of the topics discussed at this meeting:
	• The proposal to run the Safer Streets campaign on Crescent Road is currently with RBC to finalise and it is on track to start in January 2022. Maiden Erlegh school is co-ordinating this and some volunteers have registered. Staff from the RBC Transport Team held a drop-in for parents in the school playground recently to help explain the scheme and what the volunteer marshal role involves in an effort to recruit more volunteers. A co-ordinator has been appointed and there are currently enough volunteer marshals to run the scheme in the mornings. Training will be given to the volunteers shortly. The plan is to start by marshalling the scheme in the mornings only (the busiest time) and hope to grow it to cover the afternoons at a later point.
	<mark>Governor Comment:</mark> **I agree it is better to run one session really well when we launch the scheme (mornings) and then hope the success means we can attract more volunteers to expand to the afternoons. Visibility will be increased and the mornings do feel the most dangerous with regard to traffic.**
	<mark>Governor Comment:</mark> **The original letter sent out in 2017, besides discussing the Safter Streets campaign also suggested other measures that could be adopted such as updating the school travel plan and an increase in bus provision and encouragement to children/families to use the buses network or walk.**
	The minutes were accepted as a true record and will be signed in GovernorHub by the Chair and physically signed as early as possible.
5	**Matters Arising.**
	There were no matters arising
6	**Statutory Policies for approval.**
	The Chair informed the meeting that work had been carried out to update the list of policies attached to the committee TORs. This is a major task and priority has been given to those policies most important to safeguard children and staff. The scheduling of the policies for renewal/review has also been looked at to ensure that they are reviewed according to recommended timescales but also spread throughout the annual meeting cycle to avoid burdening meetings with policy renewals. It has been discovered that some policies are now obsolete, some have been rationalised into other policies and the TORs will be updated to reflect this.
	There are a number of statutory polices that have been reviewed and these were circulated to the committee members prior to the meeting.
	<mark>Governor Question:</mark> **Do any of these policies have any budgetary implications?** No, none of them.

	Any policies we adopt that have come from RBC, we can't change. • Supporting Pupils at school with Medical Conditions. This includes an update following the publication of Natasha's law. Governors were informed that this policy outlines how the school is to support any pupils with medical conditions and how these conditions are to managed in school. For example, should the school have a child with diabetes, this might involve training staff to inject insulin and about the dietary requirements necessary. As the school use Caterlink to run school meals, the school pass on allergy information received from parents to Caterlink and they manage the administration and processes behind catering for dietary requirements. All children with allergy pens have a care plan, all staff are aware of who these children are and all medical first aiders on staff are trained in how to respond to anaphylactic shock. **DECISION: The Supporting Pupils at school with Medical Conditions Policy was approved by the governors.** • Complaints Procedure. The meeting was informed that this has been updated to reflect Employment Law and that this policy is an LA policy. **DECISION: The Complaints Procedure was approved by the governors.** • Single Equality policy. The meeting was informed that this policy now combines all equality law requirements into one single process. **DECISION: The Single Equality Policy was approved by the governors.** • Behaviour Policy and Behaviour Principles Statement. The meeting was informed that staff have access to this policy on a shared staff drive and that the Behaviour Statement and Behaviour Policy are published on the school website. **Governor Question: This is a positive approach to behaviour management and you offer training and guidance to staff where necessary – but does this also involve staff who are more experienced supporting and informing others as we know procedures on paper and experiences in a classroom can differ. In other words, does this policy involve a circular aspect – staff feeding back to others?** Post-covid, staff have received behaviour management training, yes and this includes all our lunchtime controllers too as well as our ECTs. Training for staff is an ongoing process and it does include an element of reflection. Post-covid we have been able to re-launch our positive approaches to behaviour management. **Governor Question: How do we capture that in the policy?** Staff are aware of the mechanisms to use to request support in behaviour management, request coaching and advice etc. We have the opportunity for staff to debrief and share best practise. **Governor Question: Do you log refresher training given to staff, and can they request this? ACTION: The opportunity for staff to reflect on Behaviour Management will be added to the policy which will then be taken to the January FGB for approval.**	
7	**Recommended Policies for approval.**	

	There were three Recommended policies which had been circulated to governors prior to the meeting. • <u>Food Policy</u>. Governors were informed that this has been updated to include updated risk management procedures. <mark>Governor Question:</mark> **I'm not sure that this policy is the most appropriate place to record this, but, considering that the recommendation is that people consume less meat (for sustainability considerations) should the Food Policy include such a recommendation?** The Food Policy is really concerned about health and well-being and our nutritional learning lessons would include dietary recommendations and also cover the sustainability aspects of food consumption. We can include, as part of our nutritional learning intent, a statement covering the sustainability aspects of food consumption. <mark>Governor Comment:</mark> **This Food Policy was a modal policy taken from the Key and is the most up to date.** <mark>DECISION:</mark> **The Food Policy was approved by the governors.** • <u>Whistleblowing Policy.</u> This policy is an RBC policy and <mark>DECISION:</mark> **The Whistleblowing Policy was approved by the governors.** • <u>Educational Visits Policy.</u> This is also an RBC policy and <mark>DECISION:</mark> **The Educational Visits Policy was approved by the governors.**
8	**CEC Terms of Reference.** The CEC TOR had been circulated in advance of the meeting. Governors were informed that work is taking place to update the polices attached but that this was proving complex and time consuming. Some polices have changed. For example, the TOR lists a Drug Policy, but the school is unsure if this historical policy is the same as the newer Alcohol and Substance Abuse Policy. The Radicalisation Policy is now absorbed into the Safeguarding and Child Protection Policy. The meeting was informed that there still remain a small number of CEC polices to be finalised and updated but the hope is that any remaining policies can be brought to the CEC meeting in March and that then the CEC policies will be up to date. <mark>Governor Comment:</mark> **The CEC TOR mentions the CEC link to the SDP and I have located a document that details communication with stakeholders, mitigating pupil mobility, pupil attendance and pupil behaviour.** <mark>ACTION:</mark> **Document linking CEC and SDP to be shared with SBM.**
9	**Issues for parents/FGB/Confidentiality.** Newly approved polices would be put up on the school website for parental information. The January FGB would review the amended Nursey Admissions Policy and the Behaviour Policy. There were no confidential items discussed.
10	**AOB** **Nursery Admissions:** The Nursery Admissions Policy was recently discussed at the FGB and since then the Clerk has amended the wording slightly. The Nursery Admissions TOR has also been reviewed. These will go to the FGB in January for approval. However, the school has

just been approached by a member of staff whose child is on the Nursery waiting list but is unlikely to get a place. We have been asked by this staff member if the Nursery Admissions Policy can have a clause added to give priority to the children of staff members – which is standard practise in an academy. The school feels that this would help with the recruitment and retention of staff and they would not like to lose any staff due to a lack of childcare arrangements.

==Governor Question:== **I agree this would be a nice thing to do, but you have limited places in the nursery – what is the ratio of children of staff members: members of the public likely to be?** It will be very few children of staff members – this is the first time this has arisen in more than 5 years. We have a priority list which is (approximately):

- Looked after children
- SEND children
- In catchment children
- Out of catchment with a sibling already in school

We are not suggesting that the children of staff members should go at the top of the list, but we feel that this would be a good gesture to make to support staff retention.

==Governor Comment:== **We know that the population is falling so this may also help to fill places in the future.**

==ACTION:== **The Nursery Admission Policy would be amended to add children of staff onto the admissions criteria list and this would be taken to the FGB in January for approval.**

==Governor Question:== **How urgently does this child need a place? Is January to long a delay?** No – the place would be needed in May 2022.

The meeting noted that the Nursery Admissions Policy is reviewed annually so there is opportunity to change the policy if it is not suitable.

The SBM also informed the meeting that, since September, when the opportunity was given to parents who were not eligible to receive funding for 30 hours places to top up their child's funded hours by paying for additional hours, some parents have taken up this opportunity and over £1K of additional funding has been brought into the Nursery.

School Open Morning Tours.
A provisional timetable has been drawn up and shared with Governors and the meeting was informed that there would be two groups touring the school and, in an effort to limit the numbers on these tours, due to covid considerations, it was thought best that one governor would accompany each tour. Therefore, two governors were asked to attend each of the two scheduled open mornings. A third open morning may

	be held. There had been 5 governors step forward to volunteer their time, which was really appreciated by the school. One governor stepped back, leaving 4 volunteers. **ACTION: Governors to decide amongst themselves who will attend each session.** It was noted that the Nutritional Learning Suite has passed its Fire Inspection and that it would be used on Open Morning. **Carols around the Christmas Tree.** The meeting was informed that the school would host Carols Around the Christmas Tree in the school playground on Thursday 16th December starting at 3.30pm. A Salvation Army Band will be in attendance and the PTA will sell mulled wine and mince pies. Governors were invited to attend. **ACTION: Clerk to post a notice on GovernorHub.**
11	**Date of Next meeting: Wednesday 2nd March 2022**

The meeting closed at 8.10pm.

Actions

Action:	Owner:
SBM to share IT Audit with Jax Snipp	SBM
Behaviour Policy to be edited to include staff reflection.	HT
Updated Behaviour Policy to go to FGB in January	Clerk
CEC Chair to share document linking CEC with SDP	DD/SBM
Nursery Admissions policy to be amended to include children of staff	SBM
Nursery Admissions Policy to be discussed at FGB in January	Clerk
Volunteer Governors to plan Open Morning attendance	ABL/KG/ARS/SFM
Governors to be invited to Carols 16/12/21 via GovHub	Clerk

Governor Attendance at CEC meetings 2021/22 (1 meeting to date)

Dave Dymond	1 of 1 meeting
Robert Howell	1 of 1 meeting
Adedayo Benson	1 of 1 meeting
Yota Dimitriadi	0 of 1 meeting
Sara Fincham-Majumdar	1 of 1 meeting
Attia Rafiq-Sharif	0 of 1 meeting
Kate Gordon	0 of 1 meeting
Andrew Burrell	1 of 1 meeting
Hajar Alami	1 of 1 meeting
Adam Jones	1 of 1 meeting