



# Middlewich Primary School



## Minutes of the Pupil Welfare Curriculum & Partnerships Committee Thursday 15<sup>th</sup> October 2020 at 4.00pm.

Present: Mark Edwards Acting Chair  
 Sandie La Porta Headteacher  
 Vicky Williams  
 Amy Harding  
 Alison Sumner  
 Lucy Lee  
 Lee Turner  
 Kate Nielsen

Also in attendance: Louisa Moseley Clerk  
 Hilary Cummings Senior Clerk  
 Gemma Reynolds Deputy Head  
 Kathy Spreadbury

PART 1	Action
<b>1. Apologies &amp; Additional AOB Items</b>	
The apologies of Jane Mayhead (Chair) were received and accepted by the governors and there were no items of other business.	
<b>2. Conflicts of Interest</b>	
Governors were asked to declare any potential conflict of interest with the business to be discussed during the meeting. Mark Edwards declared that he is Deputy Head at Middlewich High School. Lucy Lee declared that she is Headteacher at Rosebank School. <b>ACTION:</b> All governors to complete the Declarations of Interest and confirmations on Governor Hub prior to their next meeting.	Governors
<b>3. Election of Chair and Vice Chair</b>	
Governors agreed to the re-election of Jane Mayhead as Chair of the committee until the autumn term 2021. Jane had indicated, prior to the meeting, that she would accept the role if she were to be re-appointed by the governors. Mark Edwards agreed to remain as Vice Chair, approved by the governors, also until the autumn term 2021.	
<b>4. Minutes</b>	

<p>The part one minutes of the Pupil Welfare, Curriculum and Partnerships committee held on 6<sup>th</sup> February 2020 were confirmed as a true and accurate record.</p> <p>Due to Covid restrictions, the chair has not signed the minutes in person.</p> <p><b>ACTION:</b> Chair to sign minutes of PWCP meeting 6<sup>th</sup> February 2020 when next in school.</p>	<p>Chair</p>
<p><b>5. Matters arising</b></p>	
<p>The action log was reviewed and updated accordingly. It was confirmed that the following item would be covered in this meeting:</p> <ul style="list-style-type: none"> <li>• Future behaviour reports – item to be addressed at this meeting.</li> <li>• Future attendance reports to show a breakdown by group – action to be carried forward</li> <li>• SEND and Supporting Medical Need policies – item to be added to Autumn FGB 2020 agenda</li> </ul> <p><b>ACTION:</b> Future attendance reports to show a breakdown by group.</p> <p><b>ACTION:</b> To review the SEND and Supporting Medical Needs policies in the Autumn FGB 2020.</p>	<p>SLP/ Clerk/ Governors x2</p>
<p><b>6. Review Committee Terms of Reference</b></p>	
<p>The Terms of Reference were reviewed and approved by the governors.</p>	
<p><b>7. Curriculum Developments</b></p>	
<p>The Remote Learning Report had been shared on Governor Hub prior to the meeting.</p> <p>Due to Covid, the focus of the school curriculum had changed to remote learning. One member of staff had been delegated the role of Remote Learning Coordinator and had collated the opinions of parents through surveys.</p> <p>The report focused on two strands:</p> <ol style="list-style-type: none"> <li>I. The provision of remote learning for children self-isolating.</li> <li>II. The good practice learned by integrating remote/ virtual learning into the classroom to ensure continuity across the curriculum.</li> </ol> <p>The school were using remote platforms such as Purple Mash, TT Rockstar's, Microsoft Sway and Zoom to deliver the curriculum following advice from government webinars and from the Education Endowment Foundation (EEF). The school had purchased some Kindle Fire tablets to enable all children to access the remote learning.</p> <p>The school assured governors that no child was without WIFI access at home, but they did not all have technological devices to use. The Kindle Fire was a cheaper alternative to laptops and still enabled students to access lessons and videos to complete tasks. Any writing was being completed in books or on paper.</p>	

<p>The children will be expected to log on, if necessary, using the Kindle Fire tablet, by 9:15am and complete a set task. The children are becoming more independent and therefore needed less parental support.</p> <p><b>Q: With the introduction of three different platforms being used for children to access, is there any support for parents?</b></p> <p><b>A:</b> When the school provided Zoom lessons during lockdown, the school provided remote support to parents. The school intend to continue using Zoom as it is familiar with most parents and children.</p> <p>The children were becoming more familiar with using Sway in school and know how to access the lessons via the school website.</p> <p><b>Q: What is the impact on teachers' workload when asked to complete pre-recorded lessons?</b></p> <p><b>A:</b> This is a key concern. The school intend to provide the additional time teachers need to prepare the lessons. The school may need to use the Coronavirus Catch-Up Funding to pay for supply teaching cover to address this issue. The teachers have said how time consuming the additional planning is.</p> <p>The governors congratulated the school on their ambitious policy and well-thought-out strategy for remote learning.</p>	
<b>8. Pupil Premium</b>	
<p>Teachers had RAG Rated the children in their classes to assess the levels of engagement, attitude to learning and whether they were on track to meet Age-Related Expectations.</p> <p>The Pupil Premium children were being targeted for additional support through interventions. The school were in the planning phase and had no further data to share.</p> <p><b>ACTION:</b> To share the PP report at the next meeting covering:</p> <ul style="list-style-type: none"> <li>i. The allocation of PP</li> <li>ii. The interventions</li> <li>iii. Any impact</li> </ul>	SLP
<b>9. Sports Funding</b>	
<p>The school were using the Sports Funding to provide swimming lessons and adventurous activity.</p> <p>There are plans for swimming to be scheduled fortnightly in line with a Covid Risk Assessment.</p> <p>Adventurous activities were to be limited to day trips and no residential trips were planned in accordance with DFE guidance.</p> <p>A recommendation was received by the governors to investigate Petty Pool College for adventurous activities.</p>	
<b>10. Partnership Working</b>	
<b>10.1 Community links including work with partner schools</b>	

<p>The links with cluster schools through the Maintained School Improvement Partnership (MSIP) were limited. Meetings had been deferred due to Covid.</p> <p>The Dingle were due to meet with the school as part of the training for Schools Direct, but this had not yet been scheduled.</p> <p><b>10.2 Working with pupils and parent/carers</b></p> <p>The Senior Leadership Team had maintained a physical presence on the school gates at both ends of the day to converse with parents and pupils. Thirty Year 6 pupils had applied for positions of responsibility within the school this term. Their duties had been limited around the school due to Covid and the need to remain in bubbles.</p> <p>The pupils had organised special days, a tea party and were also preparing to launch a shoe box appeal. The safety team managed the car park and directed parents in high visibility vests. The events teams were sending out letters. The Head Pupils worked in a group producing slides for the assemblies. Social distancing protocols were being followed.</p> <p><b>10.3 Parent/carer comments, concerns and compliments</b></p> <p>To be discussed in part 2.</p>	
<p><b>11. Pupils' Personal Development, Welfare and Behaviour</b></p>	
<p><b>11.1 PSHE/FBV/SMSC</b></p> <p>Personal, Social, Health Education (PSHE) and Spiritual, Moral, Social and Cultural Development (SMSC) were being delivered via bespoke assemblies delivered to each year group, except reception, every morning.</p> <p>The school expressed a concern for the children's wellbeing due to a lack of social mixing outside of their classes as a result of Covid restrictions.</p> <p><b>Q: How are the school looking after the mental health and wellbeing of the children during Covid?</b></p> <p><i>A: The Headteacher delivers six assemblies across the year groups each week on similar themes, focusing on the school goal of all children knowing their rights and responsibilities. The assemblies are age appropriate and focus on peer relations, peer pressure, keeping safe and developing friendships. The Headteacher is able to speak to each year group on a daily basis. The Headteacher is also serving lunch each day and conversing with the children individually to assess their wellbeing.</i></p> <p><b>Q: The minutes of the February meeting said the PSHE policy was being updated. Can you give a progress report?</b></p> <p><i>A: The school are using RSE materials in assemblies, but the policy is still being developed. It will need to go to the governors and then parental consultation. Every teacher has RSE/PSHE as a performance management target. The school now have more resources available to them than was the case in February. The aim is to have it completed by the Spring half term if not before.</i></p> <p><b>ACTION:</b> To complete the SRE/PSHE policy for governor approval and parental consultation by Spring 2021.</p> <p><b>11.2 Extra-curricular activities</b></p>	<p>SLP</p>

<p>The school were not offering extra curricula clubs due to Covid restrictions. Vulnerable pupils were being offered additional instrumental music sessions within the school day to help build confidence and self-esteem. The Headteacher reported that the sports provision within school was of a good standard.</p> <p>Breakfast club was functioning on limited places due to Covid. Children in Year 1- Year 3 were separated from children in Year 4 -6 to allow for social distancing regulations.</p> <p><b>11.3 Behaviour</b></p> <p>The Behaviour report was shared on Governor Hub prior to the meeting.</p> <p>The school were aware of friendship groups and behaviour issues within the community. They were in contact with parents to highlight any inappropriate friendships with older children and anti-social behaviour reported by members of the public. The school informed the governors that they had adopted a trauma informed approach to concerning behaviour and were handling situations sensitively, allowing the children the opportunity to talk and discuss their feelings.</p> <p><b><i>Q: Is the traffic light system being applied to the class as a whole or just individuals?</i></b></p> <p><b><i>A: It is used right across the school in every class to address the behaviour of the individual and not the class as a whole.</i></b></p> <p><b>11.4 Attendance</b></p> <p>The Attendance report had been shared on Governor Hub prior to the meeting.</p> <p>The report showed 97% attendance, but this figure included the children self-isolating at home. It was agreed by governors that a breakdown of the attendance according to groups should be presented at the Autumn FGB 2020.</p>	<p>Clerk – FGB Agenda item</p>
<p><b>12. Review Progress of SDIP 2020/2021</b></p>	
<p>The SDIP had been shared on Governor Hub prior to the meeting.</p> <p>The school made slight alternations to last year’s plan, whilst continuing to focus on reading and the curriculum. The Headteacher highlighted the following:</p> <ul style="list-style-type: none"> <li>• The delivery of remote synchronised learning.</li> <li>• To promote positive attitudes to learning.</li> <li>• To focus on children’s wellbeing and welfare.</li> <li>• To ensure the Relationship and Sex Education curriculum was in place.</li> <li>• To have appropriate regard for staff well-being and the workload of all staff whilst developing and strengthening their skills.</li> <li>• All staff to have a deep and secure understanding of the risks to children and how to keep them safe and pupils to deepen their knowledge and understanding of how to keep themselves safe.</li> </ul>	

<ul style="list-style-type: none"> <li>Continue to implement all government and LA guidance in relation to COVID to minimise the risks to children, staff and parents.</li> </ul> <p><b>Q: Could you add to the action plan that governors can offer support to school leaders during this difficult time and ensure they achieve a work life balance?</b></p> <p><b>A:</b> Yes, that can be added to the SDIP. The SBM should also be included within the statement.</p> <p><b>ACTION:</b> To add a statement to the SDIP about the support governors can offer to senior leaders and the SBM during Covid.</p>	SLP
<b>13. Policies</b>	
<p>The remote learning policy was being drafted.</p> <p><b>ACTION:</b> To share the remote learning policy with governors on its completion. To be ratified at the FGB meeting 25<sup>th</sup> November 2020.</p> <p>The school wanted to develop a more rigorous policy review. The SBM was working on a revised policy schedule to be shared with governors on its completion.</p> <p><b>ACTION:</b> To share the policy review schedule at the FGB meeting on 25<sup>th</sup> November 2020.</p> <p>The school were considering using Governor Hub to upload the policies and receive generated review dates.</p> <p><b>ACTION:</b> To investigate the use of Governor Hub to organise policy reviews.</p> <p><b>Q: Is the school website compliant?</b></p> <p><b>A:</b> The website was last reviewed in March and was not compliant at that point. The missing policies have since been uploaded and the school have a checklist and actions to follow before achieving complete compliance.</p> <p><b>ACTION:</b> To agree an appropriate deadline for when the website would be compliant and share with governors.</p>	<p>SLP/ Governors</p> <p>SLP</p> <p>SLP</p> <p>SLP</p>
<b>14. Any Other Business</b>	
No other business.	
<b>15. Impact Statement</b>	
<p>Governors have:</p> <ul style="list-style-type: none"> <li>Appointed a Chair and Vice Chair of the subcommittee for PWCP.</li> <li>Reviewed and accepted the Terms of Reference for the committee.</li> <li>Questioned the school's procedures to ensure it has an integrated digital curriculum.</li> <li>Received a report on the wellbeing of staff and pupils.</li> <li>Raised the need to support the wellbeing of the Senior Leadership Team during the pandemic.</li> <li>Questioned the compliance of the school website.</li> </ul>	

16. Next Meeting	
Governors confirmed the date of the next committee meeting as Thursday 4 <sup>th</sup> February 2021 at 4pm. Platform to be confirmed nearer the time.	

The meeting moved to Part 2 at 4:51pm and guests and staff left the meeting.