



Tany's Dell Primary School and Nursery Local Governing Body

Minutes of the Local Governing Body meeting held virtually via Zoom on Tuesday 24th November 2020 at 7.00pm

In attendance

Renee Joyce (Chair)	RJ	Co-opted	Present
Simon Lee	SL	Parent	Present
Scott Allen	SA	Parent	Present
Robert Rowlandson	RR	Parent	Present
Katie Pollard	KP	Co-opted	Present
Andrew Rivers	AR	Parent	Apologies received
Sue Conway	SC	Co-opted	Present
Tina Dobrowolski	TD	Co-opted	Present
Bernie Miele	BM	Headteacher	Present
Andy McWilliam	AM	Staff	Present
Fern Middleton	FM	Associate	Present
Also in Attendance			
Janet Sherwin	JS	Clerk	Present

Action

1. Welcome, Membership & Apologies for Absence

Apologies were received on behalf of AR.

2. Any other urgent business

AM told governors that he would give an update on the situation with the caretaker's house.

BM told governors that she would update governors on the Covid situation and also discuss TMAT Trustee vacancies.

3. Declaration of Business interests / Conflict of Interests

Governors were asked to declare any new business interest or conflict of interest with any item on the agenda and any gifts or hospitality received since the last meeting.

No declarations were made.

4. Chairperson's Action

The Chair reported that she had not taken any urgent action since the last meeting.

5. Minutes of the Previous Meeting

The minutes of the meeting held on 26th October 2020 were approved as a correct record of the meeting.

Matters arising

The school have not heard back yet from the CIF bid appeal.

The visit notes from the health and safety governor were circulated with the minutes. Governors thanked AM for his report, which was very detailed.

Question A governor asked how was the roof during the recent heavy rain?

The site manager is continuing to monitor the roof and taking photos etc. as evidence. As well as the appeal, the school have submitted another claim for next year including a number of photos.

The report from the roof survey was also submitted.

There were no other matters arising.

Actions taken since the last meeting

- **Visit note from Craig Duncan** – the visit note was circulated to governors.

7. Report from the Headteacher

The Headteacher's report, which had been circulated prior to the meeting, was noted and approved.

BM highlighted to following key points:

Attendance for the Autumn term was 97.3% (inc Rec) which does not include the pupils who have been in isolation whilst waiting for a test or in quarantine following a holiday in a "high risk" country.

Safeguarding – Red List These numbers are increasing, the school are currently monitoring 13 families (20 children)

However, there are fewer online issues so far this year.

Exclusions – 5.5 days (2 Y1 pupils = 2 x 0.5 days / 1 x 4.5 Days)

Physical intervention – 1 (Y1 pupil)

Bullying – 1 incident (behaviour support plan – parents involved)

The Reception pupils this year are lovely children but have lots of speech and language issues as well as being very low in literacy and maths. A larger number than normal struggle with getting dressed, eating etc.

EYFS and Y1 are the most concerning year groups, however the Catch-Up fund will be used for Y5 and Y6 because they have to be ready for secondary school. The fund will also be used towards the 8 adults working in that year group.

The school is fully staffed. There have been a few changes this year.
An NQT was welcomed to the school and has settled in well.

Mick Harris has also settled into his role as site manager. He is not involved in the IT tech side of things so his whole time is spent on site management. He has already managed a number of projects.

Some of the Sports Funding has been used to upgrade the Trim Trail which looks amazing.

Teachers have been developing their ideas for remote learning and have tested a number of programmes and software.

They have decided to use SeeSaw for EYFS and Y1 and to use Teams for KS2. This will allow video conferencing and teacher vides to be viewed at home.

Y2 were required to complete the Phonics screening test that they missed due to lockdown.

The outcome was as follows:

Class	Met Expected Standard	Not Met Expected Standard
Primrose	21 - 70%	9 - 30%
Saffron	20 - 67%	10 - 33%
Year 2	41 - 68%	19 - 32%

Interventions are being put in place to further support the pupils who did not pass.

GDPR – privacy notices have been updated and Data Protection Impact Assessments created. The annual GDPR audit was carried and Tany's Dell achieved “Good”.

The TMAT Headteachers have returned to meeting fortnightly face to face which has been invaluable in terms of discussing issues that are arising and making decisions about the schools.

They have agreed key priorities, evaluated budget spending and staffing, set pupils' banded predictions for end of year outcomes and changes in HR procedures.

They have worked together sharing ideas to form the TMAT remote learning policy and developing the plans for each individual school and worked on the contingency plan.

They have also shared expectations for Leadership and ways forward for Teaching and Learning.

The three Headteachers have discussed options for parents' consultations, admission arrangements for 2022/23 and changes to the policy.

The SENCOs also meet regularly to share experiences and support each other.

BM reported that Vic Goddard is making the case to ECC for the end of term to be brought forward to 16th December to allow 10 days before Christmas day.

It would impact on working parents but would enable staff to self-isolate so that they can see their families on Christmas Day.

Governors agreed that this was a good idea.

A number of reports had been written for governors and were included in the Headteacher's report:

EYFS Report – Sara Smith

A report of the baseline assessments and actions to maximize the pupils progress was also circulated for information as well as the Reception Target setting against the new Early Years Learning Goals.

Curriculum Report – Lauren Munrowe and Fern Middleton

The Annual SEN Report – Lisa Gadd (this is attached as appendix 2)

Education Adviser Visit Report

The report from the visit by Craig Duncan on 9 November 2020 was also circulated for information.

The focus of the visit was the recommencement of curriculum work which was in progress at the point of covid lockdown, coaching for subject leaders and identification of needs moving forward.

Governors thanked the Headteacher for an interesting and informative report.

8 School Development Plan

BM reported that the Single Plan for Whole School Development has not been evaluated but a lot of the actions have already been completed especially in KP1.

Key Priority 1 – Recovery Plan.

Assessments took place early in the term and new end of year predictions were set. These are now called Banded Predictions rather than targets and are attached as appendix 1.

They will be looked at again in January, which Craig Duncan said was the sensible thing to do.

Key Priority 2 – Wellbeing

Lauren Munrowe took on wellbeing last year – before covid. The covid situation has affected the wellbeing of staff but Lauren has been doing a wonderful job in her role as Wellbeing Champion for the school.

She has been supporting staff with lots of small things to make staff happier and staff are always able to talk to her.

She has undertaken training and has helped teachers with training linked to mindfulness and zones of regulation.

Key Priority 3 – Pupil Progress

Baselines have been set. Teachers are focusing on fewer concepts but in greater depth. The concept mastery is being used across the curriculum.

Key Priority 4 – Provision

This is more to do with subject leadership. Subject leaders are producing a progression map for the whole curriculum.

They are making sure that it is interesting but relevant and ambitious but not too ambitious.

BM reported on some training attended on “Juggling the Quality of the Curriculum” which was a very good course and confirmed that they were going on the right track.

Details of the support in place for the Y6 cohort were also included in the plan.

8 Updates to Policies

There were no policies to report at this meeting.

BM told governors that she is updating the Risk Assessment, which is an ever-changing document.

9 Governor Monitoring Development and Training

TD and SC reported that they carried out some monitoring of the curriculum and had a chat with the subject leaders.

They picked up the comments in the Education Adviser Visit report which were obvious in the subjects they looked at.

An immense amount of work has been carried out considering the conditions they are working in, delivering quality teaching and preparing for online teaching for all levels and abilities.

Training is being delivered by Craig Duncan and others to develop mastery.

Year plans were looked at and they liked the layout. It is consistent and anyone who picks it up can see what is being done and next steps.

Any teachers who are not so strong in any area can get support, all that needs to be taught is in there so they can make sure they are delivering the curriculum.

They said that were really happy with the way the curriculum is being delivered. Progression of skills was very clear.

BM thanked them for undertaking this.

Governors attended an online training session delivered by Craig Duncan on Leadership and Management and Ofsted which was very informative and constructive. BM said that it will help the school and governors collate all the evidence to show strong Leadership at Tany's Dell.

SA and RJ had attended previous training with Chris Fluskey on the governor's role in Ofsted. Craig Duncan's training was a good refresher and provided further information. The slides from the training were circulated to governors after the training.

10 Dates and Times of Future Meetings

The schedule of meetings has been agreed as:

Spring Term 2021

Local Governing Body	7.00pm	Tues 9 February 2021
Local Governing Body	7.00pm	Tues 16 March 2021

Summer Term 2021

Local Governing Body	7.00pm	Thurs 25 May 2021
Local Governing Body	7.00pm	Tues 6 July 2021

11 Any other Business

AM updated governors on the situation regarding the house. He told them that the housing department are dragging their feet. He has been given three months' notice to quit but Harlow seem to think that he will not be evicted due to Covid.

He registered in order to bid for properties, but was still in band 4 and will not move up as he is still in the house.

His only options are to move in with his daughter, who has a one bedroom flat or live in his van.

It had been suggested that he swap houses and move into the Harlowbury house so that when it is demolished next year it might force the council into action.

Robert Smith is looking into the legality of this option but it is just prolonging the issue and he would be in the same position next year.

He also told governors that whilst he was an employee, the rent for the house was linked to the caretaker's salary. He said that he had planned for his retirement and budgeted for rent but that he would not be able to afford the market rent for a 3 bedoomed house.

BM said that she has spoken to Harlow Council but she considers it utterly shameful they will not do anything until he is homeless.

BM reported to governors that there had been a positive covid case on Thursday and a bubble had to be closed. Since then, there have been two more positive cases in the same bubble.

The school are doing everything that they are expected to do but it is difficult in Early

Years and Y1 to maintain social distance. They spend a lot of time having to remind everyone.

She said that she phoned Public Health England and was advised that no further action was needed.

The local secondary schools are having to close bubbles every other day.

The school have delivered 6 laptops to children. Their allocation was 8 but at least 14 are needed in Y1.

BM told governors that there are vacancies on the Trust Board. She asked governors to let her know if they knew anyone who might be interested in becoming a Trustee.

There was no further business and the meeting closed at 8.15pm.

Summary of agreed actions

Minutes where action identified	Summary of action	To be actioned by	Date action confirmed

Banded predictions for 2021 – Agreed with Craig Duncan
Tany's Dell

Reception: 62-68% GLD

Year 1: Phonics 55-65%; Reading 43-50%, Writing 40-50%, Maths 40-50%, RWM 40-50%

Year 2: Reading 68-75%, Writing 68-75%, Maths 70-80%, RWM 65-70%

Year 3: Reading 75-85%, Writing 60-65%, Maths 75-80%, RWM 60-65%

Year 4: Reading 65-75%, Writing 58-65%, Maths 65-75%, RWM 58-65%

Year 5: Reading 70-80%, Writing 65-75%, Maths 70-80%, RWM 60-70%

Year 6: Reading 78-85%, Writing 78-86%, Maths 80-88%, RWM 72-78%

Year 1 cohort focusing on phonics and number work

TMAT priorities agreed by all three schools:

- Recovery Plan / Remote Learning contingency plan / Application for national catch up tutoring
- Well-Being of pupils and staff
- Pupil Progress....especially Reading/Phonics / Vocabulary / Maths
- Further development of the wider curriculum

Annual SEN Report by Lisa Gadd**PROFILE OF PUPILS (Sept 2020)**

SEND 17%, (11 pupils with an Education and Health Care Plan and a further 57 receiving additional school interventions) EAL 15%, 4 CLA

Hearing resource base: (Base Camp): 9 pupils have a hearing impairment and 1 in nursery

To address children making slower than expected progress, the following measures are in place...

- Throughout the academic year 2019/20, until Covid 19 struck, each class had both a teacher and at least one LSA. Interventions, based on the need of the cohort, have been delivered by adults as appropriate.
- Parental engagement has remained a key focus. One plans and targets have been shared with all parents. Class teachers have discussed their child's needs, targets and ways in which school is providing support and ways in which parents can provide support during parent consultations.
- During lockdown, those with EHCPs and our vulnerable children have been closely monitored by the SENCO, class teachers, phase leaders and the SLT. Staff working in school and from home have provided differentiated tasks for children with needs to ensure that their EHCP and recommendations are being fulfilled in relation to reasonable endeavors. Risk assessments have been completed.
- Interventions have been revised and baseline assessments taken place (LSA strengths have been used to deploy into key stages)
- Staff are aware to use the Provision Guidance as recommended by Essex SEND operations.

Annual Reviews / EHC Plans

- Two children had their EHCP plans reviewed and the funding continues. Both reviews have been held remotely with one pupil presenting his successes using PowerPoint remotely to parents from school.
- One referral was made for EHCPs and this was successful, and band 2 funding was allocated. Two applications were un-successful. We are supporting families with next steps
- One child awaiting outcomes meeting for EHCP
- One child allocated a place in specialist provision (Grow) is due to follow a re-integration program and return to education at Tany's Dell Primary this Spring 2021.

External Agencies

- 3 referrals to SALT (Speech and Language)
- 3 referrals to the Educational Psychologist
- 2 referrals to the occupational health.
- Parents directed to JADE's pathway.
- 3 children have a PPBS plan (positive behaviour plans) which has had a positive impact on engagement in addition to a 5-step plan. Baseline frequency has been used to develop staffs understanding of support strategies. The child was removed from this in the autumn term as it was deemed that it was no longer required.
- AET framework has been utilised to develop targets for two pupils.
- Families have had access to Early Help provision (see Julie)
- Support parents to access Family Fund

Resources Purchased / Accessed

- IT programmes: SeeSaw to ensure ongoing communication with parents (early years)
Teams in upper school
- pens, pencils and grips to support correct handwriting grip
- Coloured paper to support children with potential dyslexia
- Wedges to develop core strength
- Sensory interests of autistic children highly motivating games (child specific)
- TEACCH program and inclusive education resources
- Working memory resources
- Widget (inprint)

Approach to teaching: Adaptation of curriculum and environment

Class teachers plan lessons and differentiate according to the needs of children in their class. Sometimes this means simplifying a task, arranging alternative methods of recording, providing additional equipment or resources, grouping children carefully, and/or deploying support staff to give extra help. A child may also benefit from personalised programmes delivered in a small group, a pair, or on an individual basis. A total communicative approach has been adopted.

Interventions for 2019-2020

Tany Dell Primary School provides a wide range of support individually tailored to facilitate the need of students with SEND. This may include:

- Schedules to support access to the curriculum
- In class support
- Small Group Literacy Intervention lessons
- Accelerated reading / Reading booster
- Numeracy support (Little Stars)
- Literacy support (Little Stars)
- Personalised 1:1 Support
- Reading buddy scheme
- Talkabout – Social and Communication Skills Package
- Phonics programme for small groups
- Group comprehension activities
- Group reading to increase a love of reading (including 100 books incentive)
- Read,Write Inc for small, focus group
- SLT programme.
- Maths intervention
- 1-1 reading with staff for targeted, vulnerable children
- Drama therapy
- Pre and post tutoring are used to enable the pupil to engage with learning in the classroom.
- Enhanced opportunities to use technological aids

Staff Skills

- Termly Pupil progress meeting to discuss interventions, impact and progress of pupils and set next steps and one plan reviews for pupils and their families
- SENCO attended termly SEND cluster meetings, prior to lockdown and remotely during lockdown
- SENCO online training: London College
- SENCO and the Headteacher have met to review SEND practice across the school

- Training for all staff (delivered by the SENCo) scheduled and delivered remotely covering engagement.
- ASD 'intense' training has been booked for January 2021 for all staff (53 members)

Additional provision

RAINBOW CLASS provides a personalised curriculum (delivered by an experienced qualified teacher) to 8 children with complex emotional needs with a ratio of 1 adult to 8 children. These morning sessions provide a personalised curriculum for maths, reading, phonics, writing and life skills.

BASE CAMP: Hearing Impaired (HI) Resource Base – Report by Elissa Brignal and Rebecca Reay

We have seen the positives the enhanced provision has brought to the children since we started in September 2019.

Currently at Tany's Dell, there are 11 children, ranging from Nursery to Year 5, who have a hearing impairment (HI). We have a core group of 7 HI children, whom we teach in small groups for Literacy and Maths in Base Camp. The aim of Base Camp is to enable children to become confident and academically ready for mainstream classroom learning. Since the start of Base Camp, 3 children have returned to mainstream classroom learning with support from their Specialist Learning Support Assistant (SLSA).

During lockdown we had 5 HI children who came into Base Camp daily and were taught maths, literacy and other life skills.

We have built very strong relationships with parents of HI children, giving support with audiology appointments and with social emotional health by working with other agencies including Educational Psychologist (EP), MIND support worker, Speech and Language Therapists (SALT) and Occupational Therapists (OT).

Elissa Brignal has completed her Postgraduate diploma and is now a Qualified 'Teacher of the Deaf'. She also passed her Level Two in British Sign Language (BSL). Rebecca Reay has completed her first year of her diploma and is due to finish in September 2021. She has also passed her BSL Level Two. Moving forward, due to the Enhanced Provision growing, it would be really helpful for more LSAs to have further BSL training to support the HI children's needs.

Signed **Date**
Chair of Governors