

**COLEHILL FIRST SCHOOL**  
**ACADEMY COMMITTEE MEETING**

**Minutes of a remote meeting held at 4.00pm on Tuesday 30th June 2020**

Present: Andrew Turrall (Executive Head teacher), Katie Ramsden (Chair), Lynnette Payne (Clerk), Helen Self, Debbie Bowring, Chris Minns, Juliet Gould, Daniel Webster, Lisa Papworth (LPa)

Apologies received from Jack Clark

KR welcomed everyone and AT explained that it was not a formal AC meeting but a question and answer session. It is hoped that formal meetings of the Academy Committee will resume in the new academic year. He asked whether AC members would like to work through the questions already tabled and answered via the shared document, or whether they would like to ask further questions. AC members requested that AT go through the document first.

**Question 1 (JC):** AT has discussed this with JC and explained that this has been a very untypical year, especially as three of the committee have not yet served for a full academic year. Over the lockdown period, many decisions were made at Trust level for all their schools, usually after remote meetings between the Trust senior leaders, school heads and often deputy heads. The CEO of the Trust, Liz West, has also been co-ordinating schools in a large area of Dorset at the request of Dorset Council. However, AC members and their input are highly valued and it is hoped that more typical involvement will resume in September. KR added that she had remained in regular contact with AT throughout, as had the Chair at Hayeswood First School.

**Question 2 (JC):** the training is designed to cover all aspects of the role of an AC member and to help the role to develop as experience grows. KR said that she had found it useful but will be suggesting to the Chair of Trustees that the timeframe is extended to enable new members to gain experience of the role before completion. JG added that she had also found it quite hard despite being an experienced member of the AC.

**Question 3 (JC):** AT reiterated that it is not a one-year contract; it is a trust-wide permanent position. Over sixty, mostly high-calibre, applications were submitted and Sophie Walker, an NQT, has been now appointed to the role. The interviews were carried out remotely by AT, HS and another Trust school Head as it is a trust-wide appointment, and it was felt that Sophie will be a very strong addition to the team at CFS. If HE or RE decide to return to CFS after their secondment, then SW will be re-deployed at another Trust school. AT explained that HE is moving to Hayeswood First School to work two days a week in the Reception Year. RE is moving to St John's First School to become an SLE with English specialism and to teach KS2. HS added that both would be a sad loss to the school but she thinks that Sophie will fit in well. Parents will be notified officially once all of the paperwork is completed.

**Question 4 to 6 (JC/DW):** there have been no confirmed cases within the school community and one suspected case in March. The school adapted quickly to the guidance and the changes made to allow some pupils to return have been well received. The Trust is waiting for the guidance for September onwards to be issued to confirm whether bubbles could be enlarged, social distancing amended and start and finish times staggered. The DfE send daily corona virus emails containing any updated guidance and advice.

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**Question 7 and 8 (LPa):** the lockdown was unprecedented so there was no evidence to draw upon. Staff anticipate that it will take up to two years to address the emotional and academic effects of the crisis. It is important to deal with any wellbeing issues before attempting to close learning gaps. KR **questioned** whether any particular year group was likely to be more affected but AT said that none was more disadvantaged than others. Pupils have benefitted from returning to school but in September, gaps will need to be assessed and addressed appropriately. Wellbeing will be prioritised then core subjects followed by foundation subjects, forming a cyclic pattern of teaching. CM said that it would be hard for the Year four pupils as they have missed the usual transition arrangements, but AT explained that the Middle schools had plans in place to address any issues. The year four teachers will be keeping in close contact over the first term to provide support where required. In a normal academic year, the year four and five teachers would work together closely throughout the year and this has continued remotely over the past months.

LPa apologised that her microphone had not been working but she had heard the meeting so far. AT **asked** whether she had any questions on discussions to this point in the meeting. She **asked** whether there were any families that the school had not been able to contact over lockdown. AT explained that all vulnerable families had been spoken to more than once and he was aware of some learning gaps already. These will be reviewed on the return to school and intervention put in place where required. Not enough detail has been released about the Government funding stream to cover the extra intervention for schools. KR added that there was always an element of catch up required after the summer holidays and teachers automatically cover this. Thriving children will recover quickly, identifying those who need extra help. HS said that, for some pupils, the wider learning during lockdown would benefit their learning on the return to school. KR **asked** whether there were plans in place for the assessment of learning gaps. There are no formal plans in place; staff will look at national standards and aim to bridge the most fundamental gaps. HS further explained that every September, children were given short tasks to complete and these identified any areas of concern. LPa **questioned** whether pupils would be given a project or a diary to complete over the summer, similar to the 'all about me' book in the reception year group. HS stated that teachers were still working on plans but there would be a video message on google classroom or tapestry from the new year group's teacher and maybe a letter as well.

**Question 9 (LPa):** All staff will be adopting a nurturing approach in September and ELSA support will be deployed where a need is identified. JG **asked** whether this was different from normal. AT explained that there would be more pastoral support than usual, but it may not be required as pupils who have already returned to school have been amazingly resilient. LPa stated that she had heard only supportive comments from other parents about their children's return to school, even with the new routines. AT said that parents should also be thanked as most pupils had been taught about social distancing and the new expectations before returning to school. A parental survey sent out in May via Edurio returned mostly positive responses, though not all. Home learning in particular is difficult for some families as there are many different circumstances at home. The summary of responses will be circulated to AC members. **Action AT**

LPa added that they had found Google classroom very easy to navigate and the work set was manageable. AT said that CFS was the pioneer amongst the Trust First schools; some are only just starting to use it. However, feedback was very positive, especially the interactive element, enabling

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class teachers, parents and pupils to comment. CM **asked** why the school had not used a platform like Zoom to present online lessons to the whole class at once.

*4.45pm DW joined the meeting*

Advice from Dorset Council was that live lessons should not be delivered by teachers from home. Also, due to the age of First school children a parent would need to be present, so logistically it would be very difficult to arrange. Trust schools were told not to use Zoom due to the lack of privacy controls, although CM said that the 'pay to use' version offered better encryption of data.

**Question 10 (LPa):** There have been additional costs related to the pandemic, such as cleaning and PPE products and extra staffing hours. The Trust business director is collating these across the Trust to pass onto the DfE. After the finance meeting on Thursday DB should know more, but there is definitely no redress for the loss of income usually raised by events like the summer fair and school photographs.

**Question 11 (LPa):** AT thanked LPa for this question and said that there would still be a meeting in late September. Once the guidance is issued regarding the return to school, a 'most likely scenario' plan will be put in place. However, the local or national situation could change over the six week holiday period. KR **asked** whether there was capacity to increase the key worker bubbles as more people are told to return to work. The current guidance limits bubble size to fifteen and does not allow rotation of children on different days. In addition, staff are fully utilised so there is no capacity for extra bubbles. LPa **queried** whether the new Reception year was fully subscribed. AT said that there were a few spaces, unusually, probably due to the opening of the new, expanded, Wimborne First School. It was also a low birth rate year and there had been less house moves due to the virus.

KR **asked** DW if he had any questions from the early part of the meeting; he said that he would read the minutes. LPa **questioned** whether there had been any suspected illness since the school opened more widely. AT said that there had been an occasional sore throat and the school used a contact free thermometer to check for elevated temperatures. Due to social distancing there has been less transmission of colds and coughs than normal.

There were no further questions and the Chair thanked AC members for attending.

**Meeting closed at 5pm**

**Actions:**

*AT to share Edurio summary with AC members*