



## MEETING OF THE TEACHING AND LEARNING COMMITTEE ON THURSDAY 25<sup>TH</sup> JANUARY 2018 AT 6PM IN THE SCHOOL.

**PRESENT:** Hilary Priest (Head), Karen Jarvis (KJ), Mike Waterson (MW), Suzanne Bryant (SB), Jen Tierney (JT).

**IN ATTENDANCE:** Debbie Horton (clerk), Madeline Eaton (ME), potential governor

### Minutes

<b>1</b>	<b>Welcome &amp; Apologies for Absence</b> The governors introduced themselves to Madeline Eaton, who is interested in becoming a governor at the school. Ceri Goddard sent her apologies.
<b>2</b>	<b>Attendance &amp; Declaration of Interest</b> The governors signed the attendance form. There were no declarations of interest.
<b>3</b>	<b>Approval of minutes of last Teaching and Learning Committee meeting on November 23<sup>rd</sup> 2017</b> The minutes were <b>agreed</b> as a correct record.
<b>4</b>	<b>Matters arising from minutes of last meeting including progress made on the actions raised.</b> Item 4: The safeguarding audit had been forwarded to Nicky Rajska and MW. SB agreed to be deputy safeguarding governor. The other matters were raised at the relevant agenda items below.
<b>5</b>	<b>Election of Chair and Vice-chair of the committee</b> MW had been elected temporary Chair at the last meeting and KJ had been elected temporary Vice-Chair. It was agreed that they should become Chair and Vice-chair respectively until the end of the year.
<b>6</b>	<p><b>SIP (curriculum areas) and performance data.</b> The governors received a copy of the SIP summary with the agenda, which focussed on the Spring Term targets. The targets were RAG rated and the Head said that many target areas would remain amber until May or June, when outcomes would be known. She reported that the data is looking strong compared to this time last year. She said it was a healthier picture, especially the greater depth data. She reported that she is gathering teacher predictions for this year's SATS. Every child is considered individually, and an in-house initiative, a 'rainbow' sheet, enables each child's current position to be compared with their position in previous terms</p> <p><b>Q: MW said that according to the performance data some classes had much better data than others and asked what the reason was for this.</b> <b>A: The Head said that initially, classes were formed to ensure a mix of ability and children, but over time movement between classes had taken place and this had left some classes looking weaker than others.</b></p> <p><b>Q: JT asked what the reason was for movement between classes</b> <b>A: The Head said that some movement had taken place to allow children to be with their friends and new children had come into the school.</b></p> <p><b>Q: SB said that the data of one class was significantly below that of others.</b> <b>A: The Head said that there were strategies in place to address this. These included a targeted approach to individual children. She said that the classes needed to be evened up a bit and that there wasn't a guarantee that every child could be with their friends.</b></p> <p>The Head said that so far the mixed class approach was working well, both socially as well as educationally; however, she was aware that further adjustments needed to be made to get the balance right.</p> <p>MW reminded governors that it was a key part of their role to ensure that they had other evidence to support the picture presented by the Head. The Head said that governors could look at a monitoring file which is kept in school, which provides evidence for SLT strategies. MW said that governor monitoring enquiries were also important for this reason.</p>

7	<p><b>Curriculum impact</b></p> <p>The Head informed governors that after April staff were going to work on how the curriculum impacts different groups within the school, for example, boys, girls, pupil premium children and SEND children. She said that they were aware that the curriculum doesn't motivate everyone and they wanted to find out how they could best design the curriculum around the children.</p> <p><b>Q: MW asked how they were going to do this.</b>  <b>A: The Head said initially they were going to talk to the children. Every teacher would be involved and they would be investigating what units of work worked well and for whom.</b></p> <p><b>Q: ME asked if the children were aware that they were giving feedback.</b>  <b>A: The Head said that they were, as it was common practice in the school. Sometimes it would be done formally, outside the classroom, and sometimes, informally, in the classroom.</b></p> <p><b>Q: MW asked how the governors would see a difference.</b>  <b>A: The Head said that improvement would be reflected in the data.</b></p> <p>She said that if there was anything that governors would like to see in the SIP, then they could send her an email, and copy in MW.</p> <p><b>Action: Governors to email the Head with any suggestions for inclusion in the SIP</b></p>
8	<p><b>Pupil premium</b></p> <p>The Head reported that currently the school receives about £46, 000 in pupil premium money. She said that she had just reviewed the current strategies which informed the spending of this money, and they were on the website. She said that there were 7 strategies, and the key one was that staff should be aware of who the pupil premium children are and what their barriers were. She informed governors that the school's aim for pupil premium children was that they should achieve at least as well as non-pupil premium children or better than them. She said that most of the money was spent on support, including one-to-one support, but about £6000 was spent on breadth of experience, for example music or sports lessons.</p> <p><b>Q: MW asked if the school was happy with the current spending or whether there was anything they were going to drop.</b>  <b>A: The Head said she was happy with the current strategies and that none would be dropped.</b></p> <p><b>Q: MW asked if PP children were assessed against their peers, or their year group in general.</b>  <b>A: The Head said that under the new performance data system, they were assessed against their year group in general.</b></p> <p><b>Q: MW asked if parents were aware of what the school does for pupil premium children.</b>  <b>A: The Head said that it is difficult to tell as she doesn't get much feedback.</b></p>
9	<p><b>Mental Health</b></p> <p>The Head said that the school is starting to focus on Mental Health a lot more. She said that the PHSE policy had been re-written in the summer to reflect the practice of ensuring that children have a better idea of what mental wellness looks like. She said that the school council are acting as mental health champions this term, and strategies are being put into place to encourage and support mental health. For example, one idea is to have a day when children bring in photos of their pets and talk about the positive effects they have on the children's sense of well-being. The Head said that the school was involved in the Early Help for Mental Health programme which provided staff training days and staff supervision.</p> <p><b>Q: SB asked if mental health issues arose, where children went for help.</b>  <b>A: The Head said that they could direct year 6 to a mental health for children website, for outside support. She said that within school most staff had Thrive training. Fortnightly sharing meetings for staff were going to be held for them to talk about children that they had concerns about.</b></p> <p><b>Q: JT asked if parents had concerns about their children and whether they brought them to the school</b>  <b>A: The Head said that some parents did talk to her about their concerns for their children.</b></p> <p>JT said that she thought it would be a good idea for the school to share its mental health initiatives with the parents. The Head said that she had written about it in the newsletter, but she could include more information.</p>

	<b>Action: Head to share more information with parents about mental health initiative in the school</b>
<b>10 Data Protection</b>	<p>MW reminded governors that the data protection regulations change in May 2018 and that this will have a strong impact on the school. SL had been on a data protection training and her emailed feedback was circulated to governors. It was noted that the school would need to appoint a Data Protection Officer. The Head suggested a member of the Senior Leadership Team (SLT). Consideration will be given to this and it will be brought back to the next Teaching and Learning Committee meeting.</p> <p>MW said that he had read some of the guidance for schools and the changes required would be considerable. He suggested that one person attend training and then inform the rest of the school community about the impact that it would have and the changes that would need to be made. The Head suggested Sandie Lovell.</p> <p><b>Action: Head to consider who will be the Data Protection Officer and who will attend relevant training.</b></p>
<b>11 Equality Action Plan</b>	<p>It was noted that the working party had not met. As CG was not present, this item was not discussed. SB left at 7pm</p>
<b>12 Policies</b>	<p>The Head will check the Attendance and Educating Children in Care policies for the next Teaching and Learning committee meeting.</p> <p>It was suggested that looked-after children should come under the safeguarding lead's role.</p> <p><b>Action: confirm additional role for safeguarding lead at next FGB. Inform current lead Nicky Rajska.</b></p> <p><b>Action: Head to check Attendance and Educating Children in Care policies for next meeting</b></p>
<b>13 Parent questionnaire for summer term</b>	<p>The Head said that the best way forward was to do the same survey as the year before, possibly with a new question if needed, so that there was a direct comparator. JT suggested that the Ofsted parents' survey was used. The Head said that their survey was based on the Ofsted one.</p> <p>The Head said that on the question of homework, which is controversial and only about 50% of children do it currently; the school would be trialling a home learning initiative after half-term. She said that it would involve setting a half-termly expectation, specific to each year group, with perhaps weekly spellings homework. She would seek feedback from parents on that scheme at the end of term.</p>
<b>14 Governors' monitoring visits from this committee</b>	<p>Monitoring visits had been assigned to specific governors.</p> <p>MW had done a SEND visit last term.</p> <p>JT agreed to do a modern foreign languages visit on a Monday, and SB will do an attendance visit. A literacy visit is scheduled. NR and SB have both had their new governor walk around the school.</p>
<b>15 Matters brought forward by the Chair</b>	<p>There were none.</p>
<b>16 Date &amp; time of next meeting and trainings</b>	<p>Resources committee 6<sup>th</sup> February 2018</p> <p>FGB meeting 13<sup>th</sup> March 2028</p> <p>T&amp;L committee Thursday May 24<sup>th</sup> 2018 at 8.30am. Please note the date is the 24<sup>th</sup> and not the 25<sup>th</sup> as specified in the meetings schedule.</p>

The meeting ended at 7.20pm

#### Actions Table Summary

Item	Action	Lead	By when
<b>7</b>	Governors to email the Head with any suggestions for inclusion in the SIP	All	Within the next two weeks
<b>9</b>	Head to share more information with parents about mental health initiative in the school	Head	Before half-term
<b>10</b>	Head to consider who will be the Data Protection Officer and who will attend relevant training.	Head	By half-term
<b>12</b>	Head to check Attendance and Educating Children in Care polices for next meeting	Head	Next T&L meeting
<b>12</b>	Confirm additional role for safeguarding lead at next FGB. Inform current lead Nicky Rajska.	Clerk	Next FGB meeting

