



VIRTUAL MEETING OF THE TEACHING AND LEARNING COMMITTEE ON JULY 6TH 2021 AT 9.30AM VIA ZOOM

Present: Hilary Priest (HP), Head, Mike Waterson (MW), Neil Maslen (NM),
Committee Chair, Ian Stewart (IS), Sam Gothard (SG)

In attendance: Debbie Horton (Clerk)

Minutes

1	Welcome & apologies for absence Sam Wilkinson sent her apologies. Ian Stewart gave notice that he would only be able to attend part of the meeting.
2	Attendance & declaration of interest. The clerk noted attendance. There was no declaration of interest.
3	Minutes of last T&L meeting on November 17th 2020 They were agreed as a correct record. There were no matters arising which are still outstanding.
4	School Improvement Plan (SIP) Pupil progress HP reported that whilst progress is good given the disruption over the year, there is still a lot of work and catching-up to do. Greater depth is an area of concern, though less so in Year 6 and writing is an area of focus. JM suggested that given what happened last year, the school shouldn't be too worried about data, but use it as a baseline and measure of the impact of Covid. MW noted that the teacher assessment data sent round with the agenda for this meeting, showed an improvement compared to similar data sent round for the last FGB meeting. Q: MW asked if Year 5 were receiving any extra input, as the data there was more worrying than for the younger children. A: Yes, this has been recognised and Year 5 are a focus. Q: NM: Year 2 reading progress shines out as being lower than for other groups. A: There are a high number of SEND children in that year group. Q: NM: there are similar SEND numbers in Years 1 and 6. A: Those two year groups did better with home learning than Year 2, because parents were more confident with the younger age group, and the older children were more independent. Home schooling was more difficult for Year 2. Q: NM: the catch-up plan shows that writing is a need but there doesn't appear to be much financial investment in that area. A: It's hard to put money into writing, unlike reading, where books, such as accelerated reading schemes, can be bought. Input into writing has been through good quality teaching. NM asked HP to include the combined read/write/maths figure into the verification for Year 6. Q: NM asked what impact the actions in the SIP had on the children's learning. A: The curriculum teams had been developed, all the actions in green on the SIP had been completed, work had been done on the new curriculum and was continuing, and the quality of teaching is good. Every child who needs pastoral care is getting it. The website has been reviewed and is now more user- friendly.

	<p>There was a discussion about how governors could be helped to understand how children's learning had been impacted by SIP actions. They wanted to be confident that judgments about teaching quality for example, were based on evidence. NM asked if the school adviser went into lessons and produced a report, and if so, whether the governors could see that report? JM suggested that in the Head's report, each section could include signposts to the evidence used for any judgments made there. HP agreed to give more information about how the SIP impacts learning and signpost to the evidence behind judgments.</p>
5	<p>SEND</p> <p>To monitor provision for SEND children</p> <p>HP reported that the school has a higher than ever number of SEND children who are working at levels outside their age group. The data is included in the Head's report, and shows that EHCPs have increased in number from 11 to 16 since the Autumn term, that is a rise from 13% to 18% overall.</p> <p>At a recent meeting with the SENDco, MW and SG had learnt that this was a result of Covid, an increase in admissions from other schools, and more thorough and refined data collection in school, which highlighted needs.</p> <p>Q: NM asked what impact that was having on the school.</p> <p>A: It meant that there were 11 TAs supporting individual SEND children, and the SENDco was working hard on targets and 'my plans' for those children. A staff skills audit had been completed and CPD will be planned in response to that audit.</p> <p>MW said that links had been made across the primary partnership, with cross-school training in this area, which was positive.</p> <p>Q: MW asked how the new curriculum is better for SEND children.</p> <p>A: HP: Sam Wilkinson has been researching how children learn and retain information, to find out how they might be better equipped to manipulate knowledge. The school is aiming to provide a more level playing field across the curriculum for SEND children, and when the school is further down the line with its plans, there will be a fuller answer to this question.</p> <p>ACTION: When Governor visits resume in subject areas in the Autumn term, SEND questions will be a focus.</p>
6	<p>Sex Education, Religious Education and Collective Worship</p> <p>Monitor that delivery is in line with board's policies and legal requirements/guidance.</p> <p>Q: NM: Are you covering the new requirements in SRE?</p> <p>A: Yes, the new SRE has been underway for a while, although some parts couldn't be done on Zoom, so it has been prioritised this term, particularly for Year 6.</p> <p>Q: NM asked about the school's response to the Ofsted report on sexual abuse.</p> <p>A: The Behaviour Policy has been changed and is more explicit about sexualised behaviours. HP has noted that there has been an increase in sexualised language in school since the lockdowns, and this is currently being unpicked. IS and MW are also in conversation about this development. SG suggested that parents as well as the school should be looking into the increase in this behaviour.</p> <p>Collective Worship policy.</p> <p>HP had updated the latest model, in particular, to reflect the school's status as a non-faith school, which taught about different belief systems, without membership of any.</p> <p>Q: Is God mentioned?</p> <p>A: When talking about Christian beliefs, yes, but children learn about many faiths.</p> <p>The governors approved the Collective Worship policy.</p> <p>IS left at 10.10 am.</p> <p>ACTION: Further discussion and monitoring of concerning developments in behaviour at the Autumn term T&L meeting.</p>

7	<p>Pupil behaviour To monitor, including trends over time.</p> <p>HP reported that there had been some issues around bullying, friendship and social interactions, but these had not disrupted class and took place during playtimes and lunchtimes.</p> <p>Q: SG: Are staff skilled in supporting children with friendship issues A: Staff are skilled, and assemblies are used to communicate expectations and messages to children. This is continued in class. Children are asked what they would like assemblies to focus on, favouritism, was one topic, for example.</p> <p>HP reported that there hadn't been any permanent exclusions since her last report. The meeting moved to Part 2 confidential minutes at 10.15am and back to Part 1 at 10.20am.</p> <p>Q: MW asked how governors could know whether behaviour was getting better or worse over time. A: NM: Since all behaviour incidents were logged on CPOMs data could be extracted from there to help governors monitor trends over time, in different cohorts. This could be incorporated into the Head's report.</p> <p>ACTION: Agenda item for Autumn term – data-driven behaviour reports in Head's report to support governor monitoring of trends.</p>
8	<p>PSHME, cultural curriculum and British values. Evaluate the school's PSHE, and cultural curriculum and the impact on pupil well-being, character development and understanding British values.</p> <p>These are intertwined and are built into the curriculum year on year and term on term. HP gives a British values assembly once a year.</p> <p>Q: NM asked if books available to children come from a diverse range of authors. A: They do, and a recent investment in 'A little box of books' includes stories about people from all walks of life and cultures. A new book, 'Black and British' has been bought for staff to read, and HP has recently attended an equality training, which will inform school practice.</p> <p>NM suggested that in the Autumn term, governors meet with a small group of children to talk to them about their understanding of some of these issues.</p>
9	<p>Pupil, staff and parent questionnaires Progress on parent questionnaire.</p> <p>JM reported that he and IS have been working on framing a couple of new questions (about lockdown and school closure) for the existing questionnaire, which gets sent out every 2 years and is due now. The new questions will be brought to the next FGB for approval and the questionnaire will be sent out in the last week of term</p>
10	<p>Policies For review:</p> <ul style="list-style-type: none"> • Collective Worship – approved - see item 6 above for discussion.
11	<p>Governors' monitoring visits from this committee SEND MW & SG. Feedback from the visit - see item 5.</p>
12	<p>T&L Committee review Any changes, learning, to improve next year's T&L work and meetings?</p> <p>NM suggested that for next year, the Head, Clerk and Chair meet to plan and set agendas in sync with the school, and to ensure that sufficient time is given to weighty items. In person-meetings will hopefully start again in the Autumn term and likewise visits. MW asked for subject leaders to come to T&L meetings next year, to talk to governors about their work. This was welcomed by all.</p> <p>ACTION: NM will allocate governors (from across the Board) to link up with curriculum teams, ready to start visit plans for the next term.</p>
13	<p>Matters brought forward by the Chair</p>

	None
14	Date & time of next meeting FGB July 13 th at 9.30am via Zoom

The meeting finished at 10.40am.

Summary of Actions

	To do	By whom	By when
5	When Governor visits resume in subject areas in the Autumn term, SEND questions to be a focus.	all	Autumn term
6	Further discussion and monitoring of concerning developments in behaviour at the Autumn term T&L meeting.	T&L	Autumn term meeting
7	Agenda item for Autumn term – data-driven behaviour reports in Head's report to support governor monitoring of trends.	T&L	Autumn term meeting
12	NM will allocate governors (from across the Board) to link up with curriculum teams, ready to start visit plans for the next term.	NM	Autumn term