



MEETING OF THE TEACHING AND LEARNING COMMITTEE ON MONDAY 15TH JULY 2019 AT 8.30AM IN THE MEETING ROOM.

Present: Hilary Priest (HP), Head, Mike Waterson (MW), Karen Jarvis (KJ),
Madeline Eaton (ME), Suzanne Bryant (SB), Chair of committee.

In attendance: Debbie Horton (Clerk)

Minutes

1	Welcome & apologies for absence Ceri Goddard was absent.
2	Attendance & declaration of interest Those present signed the attendance form. There were no declarations of interest.
3	Approval of minutes of last Teaching and Learning Committee meeting on 20th May 2019 They were agreed as a correct record and signed by the Chair.
4	<p>Matters arising from minutes of last meeting including progress made on the actions raised</p> <p>10. HP to circulate staff emails to governors, for co-ordination of visits. Done. The following co-ordinator visits have taken place: History and literacy -SB, Arts and Crafts - ME. KJ has arranged a PE visit and MW is doing a Geography visit later today. See item 10 below. Planned visits yet to be completed to be discussed at the FGB on July 16th 2019</p> <p>Q: MW asked about the Transition to secondary school programme, Moving up Together. A: HP said that a representative from an organisation called Turning Corners had completed sessions with some of the children and their parents. She will meet them in their new secondary schools in September. Within the school some individual support had been given to particular children moving from KS1 to KS2.</p> <p>Q: MW asked about progress of the SEND report which is to be sent to him as SEND lead. A: HP said that a report was provided in the Head's report. Action: follow-up co-ordinator/governor visits at the FGB meeting on July 16th.</p>
5	<p>Head's report – areas for T&L committee</p> <p>Year 6 SATS data had been received and circulated to the committee. The results were good, particularly in maths. HP said reading had been identified as an area for focus, but further analysis was needed of the results as a whole.</p> <p>Q: SB asked why maths results were high and reading lower. A: HP said that the focus on maths had been successful and had produced good results. A similar focus on reading had begun, and would continue. She said that she had already met with a literacy adviser from Babcock, who had been very useful, and new guided reading books had been bought for the school. The effects of these, plus new initiatives arising after analysis of the results, would gradually filter through. The cluster group has planned to work collaboratively on issues arising from school data.</p> <p>Q: ME asked if there was any indication of gender difference in the results. A: HP said that not yet, but if there were this would be unearthed during analysis of the data.</p> <p>Q: MW noted that the scale scores weren't as good in maths as last year. A: HP said that the number of SEND children in this cohort did affect this score.</p> <p>HP said that there were plans for children who had not reached their predicted targets in KS1. There were class reviews next week, where individual plans would be refined, and passed on to next year's class teachers. She said that motivation of underperforming children was key and this would be a particular focus.</p> <p>Head's report: MW noted that attendance was now good at 96%.</p>

	<p>Q: MW asked why meeting personal targets and progress for SEND children was slow and asked if the wrong targets were being set. A: HP said that targets needed to be aspirational, and they did take time to be met, and children would get there eventually.</p> <p>HP reported that there are currently 6 applications for EHCPs in process. The governors noted that pupil premium plus provision is being reconsidered. HP had recently attended a useful session on children in care, which would feed into this reconsideration. She informed governors that pupil premium provision is now more focussed on mental well-being rather than expanding experience, though this was still provided.</p> <p>Q: ME asked how support was allocated to pupil premium children, given that there were 44 pupil premium children altogether in the school. A: HP said that it was done on a needs basis, and then it was prioritised. Support was now in 6 week programmes, rather than continuous, so support was rotated through the children, as needs arose.</p> <p>MW noted that behaviour in the school was good and the list of activities that children participated in was broad. ME reported that in her experience, the outdoor spaces for the downstairs classrooms were a big success, and very practical. HP said that the school had been entered into the Totnes in Bloom competition.</p>
6	<p>PSHE and cultural curriculum Impact on pupil well-being, development of character and understanding of British values.</p> <p>HP informed the committee that the four KS2 classes were joined together and then divided again to cover different areas of this curriculum. This system was being trialled at KS1. British values were built in to the curriculum, and the new statutory guidance which will become operational from September, had been built in to policies and the curriculum.</p> <p>Q: ME asked if race was discussed. A: HP said that it was in school assemblies and it was built into class discussion. In Year 6 history a new topic about the Arab world had been introduced into the curriculum. The governors noted that other varieties of difference and diversity were experienced in the school, and also brought into class discussions.</p>
7	<p>Pupil behaviour Covered under Item 5.</p>
8	<p>Sex and relationship education This is an ongoing part of PSHE. This year, Year 5/6 joined together for a puberty talk, rather than Year 6 alone. The girls and boys were separated, and the parents were shown the powerpoint presentation beforehand.</p> <p>Q: ME asked if trans gender issues were covered. A: HP said that they were and also same sex marriage and different family groupings</p>
9	<p>Equality Review the school's compliance with the Equality Act and measures to ensure all pupils are treated equally. HP had met Ceri Goddard to discuss and plan for an equality audit. It was agreed to include an equality target in the SIP, and for subject co-ordinators to reflect on equality in their areas. On September 10th Ceri will talk to staff about equality issues. The Head and Ceri will meet again after the summer, to discuss the next steps. The policy is up- to- date.</p> <p>Q: ME asked about the meaning of equality in this context. A: HP said it was about protected groups, and ensuring that they were getting what they needed from the curriculum.</p> <p>MW said that socially deprived groups should be included too and SB felt that this was particularly important around engagement, for example, access to IT might be an issue which prevented opportunity and participation.</p>

10	<p>Governors' monitoring visits from this committee Reports from visits which have taken place.</p> <ul style="list-style-type: none"> • Literacy – SB said that there had been a change in texts from <i>Harry Potter</i> to <i>It's all Greek to Me</i>. This would allow for greater cross curriculum links, (with history for example) and issues arising from children knowing the story and characters of Harry Potter so well would no longer arise. The Seesaw app is working well in KS1, but less so in KS2, where independence is a focus. Points to note included whether best practice was shared, and whether there was specific support in place for teachers to develop independence for KS2 children • GDPR – ME reported that the risk assessment forms were being done and that the sign in book for pupils leaving school during the day was also being looked at. SB noted that at the moment anyone can read why a child is leaving school, eg for a medical appointment. HP said that writing in the reason was optional. • Art and Craft – ME reported that Kathy Bingham is currently writing a reference document for staff, to support staff to use art and craft throughout the curriculum. She talked about how art enhances whole school values, and why it is important. All children have a sketchbook in KS2, which shows their development over time. Current projects include 3D art based on respect for the World. The exhibition of children's work at Birdwood House takes place every three years. • History – SB reported that she was well informed about the co-ordinator role and how history units are mapped to the curriculum. <p>Action: Clerk to circulate governor visit reports to all governors.</p>
11	<p>Matters brought forward by the Chair There were none.</p>
12	<p>Date & time of next meeting TBA at the next FGB meeting.</p>

The meeting ended at 9.35am

Summary of Actions

Item	Action	Lead	By when
4	Follow-up co-ordinator/governor visits at the FGB meeting on July 16 th	MW/Chair	July 16 th 2019
11	Circulate governor visit reports to all governors	Clerk	ongoing