



MEETING OF THE TEACHING AND LEARNING COMMITTEE ON FRIDAY 25 NOVEMBER 2016 AT 8.30AM

PRESENT: Hilary Priest (Head), Karen Jarvis (KJ), Mike Waterson (MW), Gillian Tubbs (GT), Ceri Goddard (CG)

IN ATTENDANCE: Debbie Horton (clerk).

Minutes

| | | By whom? | By when? |
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| 1 | Welcome & Apologies for Absence Jennifer Tierney gave her apologies. Ceri Goddard, the new parent governor, was welcomed to the committee meeting. | | |
| 2 | Attendance & Declaration of Interest The governors signed the attendance form. There were no declarations of interest. | | |
| 4 | The committee agreed to move to items 4 and 5 Election of Chair and Vice-Chair Mike Waterson was elected Chair of the committee and Karen Jarvis was elected Vice-Chair. | | |
| 5 | Approval of Minutes of Teaching and Learning Committee meeting on June 24 2016 The minutes were agreed as a correct record. | | |
| 6 | Matters Arising from Minutes of meeting on June 24 2016 including progress made on the actions raised 8: MW asked about the staff survey. The Head said that a staff survey had not been done before, but that she had held a surgery, where individual members of staff could talk to her. GT said that a confidential survey might highlight matters or concerns that would be missed otherwise. CG said that it would be important to know what was being sought in the survey and whether it added value. It was agreed that GT would look for an example of a staff survey. The Head asked that the question "what can we do better?" be included in the survey and MW said that there should be a question around governors, for example, "How could interactions between staff and governors be improved?" | GT | By end of term |

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| 3 | <p>The meeting moved back to item 3.</p> <p>Short presentation on Early Years provision by Sophie Clark</p> <p>Sophie Clark gave a brief talk to the governors about changes made to Early Years provision since September 2016. She reported that the Reception provision is being shaped into a unit, rather than two separate classes. She said that better use of outside space was a focus, with improved inside to outside flow. She reported that learning is play-based, and child-led and that there is an emphasis on strengthening this approach. Tapestry, an online journal, has been introduced. This captures children's learning and experiences and assessments can be attached. Parents are able to see the journal and add to it, and staff has received a lot of positive feedback from them.</p> <p>SC reported that the two main areas of focus in this age group are on physical and verbal skills, as generally, these had become weaker on entry into school. Communication is encouraged in a variety of ways, including staggered break times, allowing for smaller groups to come together. Physical skills are encouraged, for example, through providing paper on walls and floors with plenty of mark making materials. In addition, the Early Year's teacher at Totnes St John's and SC are working with pre-school provision in the town to encourage physical skills, such as grip. The Head reported that at this stage, the gender gap and the skills of disadvantaged children is a concern, and that the new strategy is a way of addressing these problems.</p> <p><i>Q: MW asked about transition into Year 1</i> <i>A: SC said that learning in Year 1 is still play-based so it is fairly smooth</i></p> <p><i>Q: MW asked about staff training</i> <i>A: SC said that she had run two after school sessions for staff, to increase their knowledge of the new approach.</i></p> <p>To appoint an Early Years lead governor This will be addressed at the December FGB.</p> | clerk | FGB 6.12.16 |
| 7 | <p>Class Structures 2017</p> <p>The governors had received an explanatory document from the Head before the meeting.</p> <p>The Head reported that a change in class structures was necessary as a result of growth and the increase in the PAN to 45 from next September. She said that there were waiting lists for most classes, and that with some re-structuring many of these children could be accommodated. There are currently 9 classes and 10 are proposed. The Head said that feedback from parents about present class structures highlighted that moving as a family group throughout the school did not work if there were personality clashes, and that the youngest children, always remained the youngest in the class. In the proposal, the Reception unit has not been combined with Year 1, and pupils would not necessarily move as a family group through the school. The Head said that the document the governors had received now needed to go the FGB, and the Resources Committee, so that the financial implications can be planned, and then to parents later in February as a final plan. CG said that the plan could be re-structured to read in a more parent-friendly way, and the Head agreed that a governor could take on that responsibility. The governors agreed to recommend the proposal to the FGB.</p> | | |
| 8 | <p>School Performance Data</p> <p>The governors had received the unverified data and a summary report from the Head. The Head had asked for questions before the meeting. She reported that she had now received the 2016 Early Years data. The 2015 data for this cohort had been included in the unverified data document.</p> <p>The Head said that the EYFS data showed that were gaps for gender and disadvantaged children. These were higher than the national average, with the gender gap for the school at 35.4 % with a national average of 14.7%, and 42.3% for the disadvantaged children with a national average of 19%.</p> <p><i>Q: GT asked if boy-based projects were in place.</i></p> | | |

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| | <p>A: HP said that they had been but they hadn't worked well, and that the new approach in the Early Years is designed to address this issue early on.</p> <p>Q: MW asked about the Year 1 phonics data</p> <p>A: The Head said that they had started to use a different strategy in response to this data, where teaching is more targeted. She said that they use two teachers and two TAs in this year group.</p> <p>The Head reported that the guidelines around 'greater depth' and writing changed at Easter 2016, which did not leave enough time between then and the tests for them to be implemented and taken on board. Results were therefore low in these two areas, but nevertheless they are both being addressed in the school</p> <p>Q: MT asked what strategies were in place for success</p> <p>A: The Head said in writing, there is now more rigour; for example, a good piece of writing from the previous year is attached to the front of pupils' current writing books, to encourage improvement. There is 1 to 1 teaching for those in need, and 1 to 1 TA work. Class reviews, which take place with three members of the Senior Leadership Team (SLT), are now carried out over two days, rather than one day. There is a 6-week targeted plan for specific children and a focus on increasing staff awareness. The emphasis on developing the whole child, particularly for pupil premium children, will continue, with opportunities to take part in Kung Fu, swimming, dance and music, for example. There is also an after school club for pupils which gives those who wish to take the 11 plus the opportunity to familiarise themselves with past papers.</p> | | |
| 9 | <p>Pupil Premium report</p> <p>The Head reported that the Pupil premium statement is on the website. She acknowledged receipt of the template for the new pupil premium strategy statement from the clerk. She said that the funds are spent on specific support, Thrive (also available to other pupils) and extra-curricular activities. The outcomes from this funding are less effective in the Early Years, but strategies to close this gap have been reported at 3.</p> | | |
| 10 | <p>School Improvement Plan (SIP) curriculum areas.</p> <p>The Head reported that areas of the plan which are yet to be tackled include improving attendance, creating a school guidance document and the half yearly attainment report. The Head said that now the data has been received, the attainment report can be done. Everything else is up-to date and in progress. She reported that the Senior Leadership Team is working on a new format for the SIP.</p> | | |
| 11 | <p>Policies for review:</p> <p>The Data Protection Policy had been customised for the school, and was agreed. The clerk will email an example privacy notice to the Head. The Head confirmed that the school is registered with the Information Commissioner's office</p> <p>Equality Policy</p> <p>MW had worked on the draft policy. CG said that she thought it needed to be brought alive for the school and asked if there will be an annual plan. The Head said that it needed a plan and it that it should link with the SIP. She also thought that examples of what the school is already doing could go into the policy. CG and the Head will work further on the policy and will bring a draft to the next committee meeting.</p> <p>Update on password protected area for policies on website.</p> <p>This will be addressed at a later meeting.</p> | <p>Clerk</p> <p>CG/Head</p> | <p>By Dec 1</p> <p>19.1.17</p> |
| 12 | <p>Governors' monitoring visits from this committee</p> <p>MW has visited the school on three occasions to look at Early Years provision, to look at SEND provision and to gain an overview of the new curriculum monitoring and planning. He noted that a SEND report is needed for the website. The reports have been circulated. The Head reported that Karen Henderson had worked with her on communications.</p> <p>Report back on governor training and assess impact</p> | | |

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| | There were no reports. GT and CG will be booked on to new governor training on February 8 2017. | | |
| 13 | Matters brought forward by the Chair There were none. | | |
| 14 | Date & Time of next meetings FGB December 6 th 2016 at 8.30am Teaching and Learning Committee 19 January 2017 at 6.30pm Roles and Responsibilities training date to be agreed. | | |

THE MEETING FINISHED AT 10.15AM