** MEETING oF The TEACHING ANd LEARNING committee on February 8th 2022 at 8am in the school**

*“We are a community with a lifelong passion for learning.”*

**Present:** Hilary Priest (HP), Head, Mike Waterson (MW), Ian Stewart (IS), Sam Gothard (SG)), Sam Wilkinson (SW), Joel Mcilven (JM).

**In attendance**: Debbie Horton (Clerk)

**Minutes**

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| **1** | **Welcome & apologies for absence**  There were no apologies.  JM arrived at 8.10am |
| **2** | **Attendance & declaration of interest**  The governors signed the attendance form.  There was no declaration of interest. |
| **3** | **Minutes of last T&L meeting 6.7.21**  Done at 16th November 2021 FGB |
| **4** | **Chair of committee**.  MW was elected Chair of the committee for one year. |
| **5** | **Pupil Performance data**  Including attendance, exclusions, and part-time timetables.   * Attendance is very good at 96.5 %. This is partly because children are not being taken on term-time holidays at the moment. * There are no exclusions. * There are no part-time timetables, though soon, one short-term, part-time timetable will be put into place. * The autumn term class data is being collated into a whole school format. It is not that good, which is often the case with autumn term data, but progress since then is clear, (KS2 reading for example). Autumn term data will be sent to governors with spring term data, which is about to be collected.   **ACTION: Performance data to be sent to governors - HP** |
| **6** | **Safeguarding and looked-after children**   * A safeguarding audit took place last week, and the report is awaited. The main action, to go into the SIP, is more face-to- face updates and training for staff, to improve recall of detailed aspects of safeguarding procedures. * The school maintains regular contact with the foster carers and social workers of the looked-after-children in the school. The school is still finding the responses from the agencies involved to be slow. |
| **7** | **SEND**  SG met with the new SENDco, Jo Counter. The governors’ report will be completed soon.   * There are 52 children on the SEND register, which is 16% of the school population. This is slightly higher than the national average. * There are 14 EHCPs and 2 requests in place.   The main challenges :   * Some children are not making progress despite the plans in place. * The parent voice needs to be brought in, how does the school work with the parents of SEND children? * The progress of integrating SEND provision into the class room continues to be monitored. * Dyslexia. There are proposals to use a new reading programme, which has more diagnostic capacity. * The limits to the SENDco’s time, the burden of EHCP admin and the loss of a SEND TA. NB Jo Counter will join the SEND team for 2 days a week, thus giving a 5 day SEND provision. * The overburdening of other agencies often means that only the school is left to attend Team around the Family (TAF) meetings, which defeats the point.   Strengths are:   * The commitment of teaching staff to integration of SEND teaching into the classroom. * The resilience and calmness of staff   **Q: MW asked about the challenges for class teachers around the integration of SEND teaching**  **A: The staff are responding well, and are supported by the new curriculum which has been designed with inclusivity in mind. Teachers are aware that any interventions shouldn’t mean that SEND children miss out.**  **ACTION: Governor visit report – SG**  **ACTION: Consideration of how to engage voices of SEND parents - HP** |
| **8** | **Curriculum**  **The governors had been sent the following documents and videos before the meeting:**   * Current RAG list of subjects * School Improvement Plan (SIP), which is a work-in-progress. * School Review Action Plan * School Self Evaluation Form (SEF) * Impacts of Covid document * Subject team videos (with one more to come from the Expressive Arts team) [English,](https://app.governorhub.com/document/61f93018f8625e56738991f2/view) [Team B](https://app.governorhub.com/document/61f930127f070109df9e76b3/view), [Team D](https://app.governorhub.com/document/61fbb21b2f4b004af0a67a5f/view) and [here.](https://app.governorhub.com/document/61fbb19c22e34dfca0bf8235/view)   The curriculum has been in the process of being updated since Easter 2021, and enormous progress has been made since then. Computing and DT are areas of weakness, and therefore focus, but other subjects, for example history and geography, have become embedded and are continuing to do so more deeply.  **Q: MW asked who is leading on computing and what is being done in this area.**  **A: There is no individual lead, teams have replaced individuals for subject leadership, and computing comes under Team B’s remit. The main issue here is teacher knowledge, so a new scheme, Teach Computing, is now being used in the school. It provides structure, with clear, layered knowledge and comes with training for teachers.**  **Q: SG asked if children are taught to touch type.**  **A: Some are, but most children have devised their own method, so it’s not necessary. But for those children who do need to learn, the Teach Computing programme provides a good method.**  **Q: MW asked for more details about the knowledge organiser.**  **A: There is one for each topic of every subject (except English), and they are similar to a mind map. They provide children with a summary of all the knowledge that they are covering on a topic. Children find them empowering, because they tell them what is coming up, as well as providing them with a reminder of what they have covered.**  **Q: MW asked about changes to Early Years provision and noted that the governing board doesn’t have an Early Years lead.**  **A: HP will send over a link to a video which explains the differences and changes to the curriculum for the Early Years group. SG volunteered to be the Early Years lead governor.**  **Q: IS asked about DT provision.**  **A: This is in the SIP as an action and the bespoke curriculum for the school is still in development.**  **Q: MW asked if the new curriculum is too structured resulting in the loss of opportunity for spontaneity.**  **A: No, the structure gives clarity, and doesn’t take away spontaneity and flexibility. Classrooms are still vibrant and busy. Recent interviews with pupil premium children about their experience of history showed that they are fully engaged and have much clearer ideas about what they are learning. The mindset of staff has also changed, and the availability of research-based reading means that staff are keen to improve practice. The curriculum is always developing.**  **Q: IS asked if the timetable is flexible enough to include more time for computing**  **A: Computing is taught discreetly, through other subjects. The timetable is still a work-in-progress.**  **School adviser support**  HP informed governors that Babcock has been providing the school with excellent support. Most recently, the school adviser had a 90 minute practice Ofsted call with the SLT. This demonstrated that whilst there is work to be done, progress has been made. The SLT will produce a clear, organised script which has all the key information needed for the real call. This will be shared with governors, so they can be aware of the issues and what has been said.  **Q: SG asked how the parent body was being engaged and included in the culture shift taking place in the school.**  **A: This will go into the SIP as an action. Thought will be given to the summer term open evening as an opportunity for more engagement with parents. MW suggested the approaching parents’ evening as another opportunity to inform parents about what is happening in the school. HP will write a short summary of curriculum changes for parents to receive at the parents’ evening.**  **Q: JM asked what evidence and research-based sources were the school using to inform its approach to the curriculum.**  **A: There are references to sources at the end of the SIP. However, the list is more extensive, and particular writers, such as John Willingham, have informed practice, and the website, Teacher Head.com, has articles which have been useful.**  **Q: JM asked why the judgement area of the SEF had not been completed and could HP make that judgment now?**  **A: Compared to last year the school is in a strong position, however, there is still work to do around embedding certain subjects and practices. Not inadequate, probably good.**  MW encouraged governors to have another look at the SIP and the SEF and to direct any questions to IS. They could be taken to his fortnightly meetings with the Head.  MW noted that in the school adviser’s last report, weaknesses in governance were mentioned, and these needed to be addressed. The report will be sent to all governors.  IS found the Deep Dive into History document very useful, and asked for similar information for other subjects.  In response to the Impact of Covid document, HP and SW reported that they wanted to put a positive spin on the experience. Opportunities had arisen, for example, greater access to good quality online resources, particularly around educational research and practice. Adverse impacts of Covid had also been turned around, for example behaviour, which has greatly improved.  **ACTION: school adviser report to clerk for circulation – HP/Clerk**  **ACTION: parental engagement – for SIP and summer term open evening – HP**  **ACTION: early years video link to governors – HP**  **ACTION: governors to have look at the SIP and the SEF and to direct any questions to IS.** |
| **9** | **Governors’ monitoring visits from this committee**   * The plan for the remainder of this term and the next is being developed. The next scheduled visit is for all governors on April 4th 2022 at 3.30pm. This is to discuss the curriculum in depth with staff. * The resignation of Chris Grimshaw has meant that there is a vacancy for a Pupil Premium governor. MW volunteered to take on this role. * Triangulation tool [here](https://app.governorhub.com/document/61e7f3d86da0b2e5ce881db9/view). For information. This gives a useful summary of where governors can expect to find evidence and how they can follow-up on the evidence that they have been given. |
| **10** | **Matters brought forward by the Chair**  IS will follow-up one expression of interest in becoming a governor from a parent. Governors were aware that numbers of parents on the board shouldn’t become too high, but on the other hand, other attempts to find new governors had not been successful, and there are 5 positions to fill. |
| **11** | **Date & time of next meeting**  T&L 10th May 2022 at 8.30am |

The meeting ended at 9.00am

Summary of Actions

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| **5** | Performance data to be sent to governors | HP | When ready to send |
| **7** | Consideration of how to engage voices of SEND parents | HP | By next FGB meeting |
| **7** | SEND Governor visit report | SG | By half-term |
| **8** | School adviser report to be sent to all governors | HP/Clerk | By half-term |
| **8** | Parental engagement – for SIP and summer term open evening | HP | By next FGB |
| **8** | Early years video link to governors | HP | By half- term |
| **8** | Governors to have another look at the SIP and the SEF and to direct any questions to IS | All | By half-term |