



## MEETING OF THE TEACHING AND LEARNING COMMITTEE ON MAY 10<sup>TH</sup> 2022 AT 8.30AM IN THE SCHOOL

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

**Present:** Hilary Priest (HP), Head, Mike Waterson (MW) Chair, Ian Stewart (IS), Sam Gothard (SG)), Sam Wilkinson (SW), Jenny Barker (JB).

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

### Minutes

1	<p><b>Welcome &amp; apologies for absence</b>          Jenny Barker was welcomed to the meeting and introductions were made.          There were no apologies for absence.          HP arrived at 8.55am. Joel Mcilven was absent.</p>
2	<p><b>Attendance &amp; declaration of interest</b>          The governors signed the attendance form.          There was no declaration of interest.</p>
3	<p><b>Minutes of last T&amp;L meeting 8.2.22</b>          The minutes were approved as a correct record.</p>
3.1	<p><b>Matters arising</b></p> <ul style="list-style-type: none"> <li>• Performance data to be sent to governors - sent</li> <li>• Consideration of how to engage voices of SEND parents – SG and the SENDco are due to meet this term and will discuss</li> <li>• SEND Governor visit report – to do</li> <li>• School adviser report to be sent to all governors – to do</li> <li>• Parental engagement – for SIP and summer term open evening – in progress</li> <li>• Early years’ video link to governors – to do. A new Early Years’ Governor Lead will be appointed at the next FGB meeting.</li> <li>• Governors to have another look at the SIP and the SEF and to direct any questions to IS - done, with no questions.</li> </ul> <p><b>ACTION: appoint new Early Years’ Lead at next FGB</b></p>
4	<p><b>Curriculum - Update</b></p> <ul style="list-style-type: none"> <li>• Computing is still an area of weakness and is a work in progress. There is a programme of study for staff to use as support. Child conferencing revealed that children were not enjoying Spanish as much as the school would want. This is another area for attention and schools in the Primary Partnership will be used for inspiration and support.</li> <li>• The school adviser is visiting the school soon to look at Maths, Art, PHSE and Computing through the PHSE lens.</li> <li>• The governor/staff ‘meet the curriculum teams’ evening was seen as useful by all. A governor observed that the curriculum timetable came across as crammed. SW informed the committee that the school adviser had been useful in this respect, in advising that the staff had to teach what was important to the school, as not every part of the curriculum could be covered in the time available. A staff day has been planned to review the curriculum at the end of term, and the issue of reducing the coverage to focus on what is important will be addressed then.</li> </ul> <ul style="list-style-type: none"> <li>• <b>PHSE (including Sex and relationship education) – to monitor that it is line with board policies and legal requirements and its impact on well-being.</b></li> <li>• SW said that it is line with policies and legal requirements as it follows the Devon syllabus. IS said that whilst he had talked to staff about the policy, he would need more time to discuss it further. He said that it was difficult for governors to monitor its</li> </ul>

	<p>impact, as well-being was not as clearly measurable as in other curriculum areas. SW suggested that IS talk to HP and said that the adviser's latest visit, viewed through the PHSE lens, would provide governors with some evidence of impact.</p> <ul style="list-style-type: none"> <li>The committee agreed to revisit the impact of PHSE on pupil well-being at the next Teaching and Learning meeting.</li> </ul>
5	<p><b>Pupil progress - update</b> The committee had received the latest data. Whilst there did not appear to be any identifiable trends, a governor observed that there were a lot of children who were judged to be 'emerging'. The results overall were not as high as in previous years, but this was understandable in the circumstances. SW said that 'emerging' was not a place for children to stay in, they should be at 'expected'. Teacher assessments had been cautious this year, but next year, with fewer factors involved, the assessments should be very different, apart from the Reception year, where a similar picture to this year was expected. This was because they had been strongly affected socially and emotionally, more so than Years 5/6 for example.</p> <p><b>Q: Are you doing things differently because you know the children are different after the pandemic.</b> A: Partly. The pandemic did allow us to reflect on what is working and what isn't. We did overhaul the whole curriculum, with a new phonics and reading scheme, for example. We have been filling in gaps in Maths and writing and using additional staff to offer tutoring. The staff are much better informed around mental health. 8.55am HP arrived</p>
6	<p><b>Safeguarding and looked-after children – update</b> The committee had received a termly safeguarding data report from March 2022. This showed that child protection issues are quite demanding in the school and sometimes the Head spends about 50% of her time managing them.</p> <p><b>Q: This is a lot of time spent on a small number of children.</b> <b>A: Usually, 20-30% of the Head's time is spent on child protection, so 50% was at its highest level. From later in the summer term, both SENDcos will be job sharing and in school for 4 days a week, so that will make a difference. HP reported that the school has good social worker interactions through a fortnightly meeting, which are supportive.</b></p>
7	<p><b>SEND</b> <b>Agree annual report on SEND provision for school website in line with statutory duties.</b> The 2020-21 report is on the website, and the 2021-22 report will be posted there in the Autumn term 2022. SG, who is SEND lead, reported that at her last visit, she and the SENDco had discussed putting in place a better process for setting goals and for ensuring that they had been achieved. A further aim was to include parents more. Currently their lack of inclusion is a weakness.</p>
8	<p><b>Pupil behaviour – to monitor</b> HP reported that this had settled down from immediately after the end of the lockdowns and was good. There were the usual minor issues, but nothing larger.</p>
9	<p><b>Equality - to review policy and objectives</b> HP reported that she is not satisfied with the Devon model, it is not user- friendly, and her search for a better one, or writing a new one for the school, is still ongoing. The school's compliance with the Equality Act and measures to ensure all pupils are treated equally is on the School Improvement Plan (SIP) as a focus. Equality is an area that the school is currently working on. The children's voice on this subject will be sought at the next school council meeting. SG said that she would like to see more on gender. She would also like to look more deeply into behaviour, to find out, for example, how many smaller incidents are needed to tip the balance from behaviour being judged good to not so good overall. How do you monitor relationship management, for example?  JB suggested that Equity might be a more appropriate word to use than Equality.</p>

	<p>HP and SW left the meeting at 9.15am</p> <p>SG said that there was so much for governors to do, and restricted time to do it in, so it was important for them to prioritise. The Clerk said that the Governors' Strategic Plan, mentioned at the last FGB, would serve as a tool to do this and it was due to come up for discussion at the next FGB. It could identify 2-3 strategic aims each year, which would filter into and become operational through the SIP.</p> <p>MW said that often there were so many statutory and procedural duties for governors to attend to in meetings, that other important issues were treated quite superficially. The Clerk said that ideally those procedural issues should take up the shortest time possible, and be delegated if they could be, so meetings could be strategic.</p> <p><b>ACTION: An in-depth look at Behaviour at the next Teaching and Learning meeting.</b>  <b>ACTION: Equality will be re-visited at the next meeting.</b></p>
<b>10</b>	<p><b>Policies</b>  The Parents' Code of Conduct was reviewed and agreed.</p>
<b>11</b>	<p><b>Governors' monitoring visits from this committee</b>  Governors had received visit reports from the Curriculum Team school visit, in Maths, Science and from Team D. Other reports from this visit are due.  Governors also received a safeguarding report from March 17<sup>th</sup> 2022  IS suggested that there were regular meetings between curriculum leads and the curriculum teams, either termly or twice a year.</p>
<b>12</b>	<p><b>Matters brought forward by the Chair</b>  There was none.</p>
<b>13</b>	<p><b>Date &amp; time of next meeting</b>  T&amp;L Tuesday 5<sup>th</sup> July 2022 at 8.30am</p>

The meeting ended at 9.35am

#### Summary of Actions

<b>3.1</b>	Appoint new Early Years' lead	All	Next FGB
<b>8</b>	In depth look at Behaviour	HP & Lead	Next T&L
<b>8</b>	Equality	All	Next T&L