



MEETING OF THE TEACHING AND LEARNING COMMITTEE ON JULY 5TH 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)

In attendance: Debbie Horton (Clerk)

Minutes

1	Welcome & apologies for absence JM sent his apologies
2	Attendance & declaration of interest The governors signed the attendance form. There was no declaration of interest.
3	Minutes of last T&L meeting 10.5.22 They were signed as a correct record.
3.1	Matters arising <ul style="list-style-type: none"> • Appoint Early years lead – done - IS • In depth look at behaviour – see item 8 • Equality – see item 9
4	<p>School Improvement Focus on the curriculum through the following target areas:</p> <ul style="list-style-type: none"> • Incorporation of SEND teaching into classroom practice A lot of progress has been made. Teachers have reclaimed responsibility for SEND teaching, and the cultural shift from TA to teacher responsibility continues to bed in. Teachers do need more guidance about targets. For this half-term, HP has set them, but the long term plan is for teachers and the SENDcos to do that. Governors noted that teacher training provides little SEND training, and SEND diagnosis and need has grown considerably over the last 5 years. <p>HP showed governors the provision map which is used in every classroom. It has simplified information, made it more usable and contributes to consistency throughout the curriculum and the classrooms. A SEND review will take place at some point in the future.</p> <p>Q: When will the school find out about SEND requirements for the new intake? A: Now and there are none, as diagnoses in young children are rare, this happens further up the school.</p> <p>Q: How do we monitor inclusion as governors? A: Through triangulation of evidence, so school visits, talking to teachers and children and looking at children’s work.</p> <p>Q: How does the school work with parents around SEND? A: The relationship needs to be co-operative and not just about giving information. This needs more work, and will be in the Autumn SIP as a target. When the SENDco team return to 4 days work, there will be more capacity to address this. The aim will be to share knowledge between parents, school and SENDcos and come to shared agreements.</p> <p>Q: How will this conversation with parents get started?</p>

A: Procedures will need to be put into place, so that there is a clear process to follow.

- **Presentation**

For the majority of children, better presentation of work is going well, but some are still struggling. This will continue to be a target in the next SIP. Next term SW and Helen Fernyhough will have a thorough look at workbooks.

Q: Could governors look at workbooks in the committee meeting, to get an idea of a range of presentation examples?

A: Yes

An open evening for parents yesterday was very well attended. Two online meetings with parents a year plus the parents evening is the pattern of parent/staff meetings.

- **Consistent planning in all classes**

This is important to ensure that all children have the same opportunities and no one misses out. This had gone askew, hence its place in the SIP. The planning stage is essential for the success of this target, and it is being worked on. Conversation and group planning is key. It is done half a term in advance and staff have a shared planning day.

Q: In a recent expressive arts visit, MW said that it was difficult to pick up whether planning across the classrooms was consistent.

A: The SLT was aware that this would be difficult to monitor in the time allowed for visits.

Q: A lot was done by TAs in Art, was this planned for?

A: Yes.

A teacher covering PPA is joining the school in September, so that children are taught by a qualified teacher all the time. Staff will now have to rotate subjects so that the same subject is not routinely missed during PPA time.

2022 KS 2 SATs data in summary, which had just come in, was excellent, particularly as there are 8 EHCPS in YR 6 and 4 on the SEND register: 92% reading 88% Maths, 78% writing.

- **Leadership and management**

Q: Are classroom observations summarised on paper?

A: Drop-in observations, which had been done, were not, they were about building up knowledge which could then be shared. Subject leaders are encouraged to write up monitoring enquiries to share. Child conferencing is written up. This had taken place and had been shared with governors.

- **Accelerated reader scheme**

This is working well and both children and staff are enthusiastic. There are some barriers to success. Some children and parents are not engaging with the scheme. An analysis of why some have made progress and some haven't is needed. The scheme has prompted older children to find books outside school to read for themselves.

Q: How can governors become involved in the QA process?

A: Governors can't really; they need to triangulate evidence to ensure that the Head is on track.

Q: Could governors have a steer before visits about what 'good' looks like?

A: Yes

Timetables have been rewritten, as they are very tight and need to be well planned. There is discussion at the moment about swimming in KSI.

	<p>Q: How is DT taught in the school? A: It is taught in blocks of time, but there is an ongoing discussion about whether it should be cycled with subjects like History and Geography, so that information retrieval is facilitated. It may be that block teaching is more appropriate for younger children, but not necessarily for older. A governor said that it came across during a visit that children didn't always know what DT was. HP agreed that they did need to be more explicit about it as a subject.</p> <p>SG asked if the committee could hear more about PE at the next meeting.</p> <p>ACTION: PE on next T&L agenda</p>
6	<p>Safeguarding and looked-after children The Safeguarding report showed that there hadn't been any MASH inquiries, but since then there had been 3. The children were well supported and the fortnightly meetings with social workers were continuing to be invaluable.</p> <p>Q: Were there any themes for governors to be aware of? A: The main theme was neglect, which is new and could be connected to parent overwhelm and mental health issues.</p>
8	<p>Attendance This is 96% at the moment, which is good, for the school and nationally.</p> <p>Q: Are children taking holidays in term-time? A: Not at the moment. The second week of the May half-term was an opportunity for families to take a cheaper holiday, so this may have had an effect. A discussion is underway about whether the second half-term week will be repeated (it won't next year). There were mixed responses to it.</p>
9	<p>Pupil behaviour in depth The governors noted the new government expectations around behaviour. They would be taken into account when the Behaviour policy was next reviewed.</p> <p>The child conferencing report showed that children felt safe and that teachers were fair. There was sometimes a sense of unfairness with their peers.</p> <p>Q: What is the school's response to bullying? A: The difference between friendship issues and bullying is a grey area and depends on differing interpretations of bullying. On the whole it is no worse than normal. There are lots of reports on small matters, which are dealt with.</p> <p>Q: Is there any evidence base on helping children with friendships. Some find them very hard to navigate, especially at playtime. A: Play is quite organised at the Grove, with play equipment, chess boards etc. The TAs monitor the playground.</p> <p>Q: Has there been any strong and challenging behaviour in the classroom? A: No. There has been some anger, but it hasn't been taken out on others. The school has many calming strategies. The staff have received information about attachment theory and different ways of reacting to behaviours. They are careful not to elevate tensions.</p>
10	<p>Equality This continues to be a work in progress. IS will contact JM. The school council voted for an LGBTQ day at the school, which had taken place and had been very successful. The clerk will see if there is a model template for the governor website report on meeting the Equality Duty. ACTION: IS to contact JM about equality. ACTION: Model template for governors' equality report</p>
11	<p>Policies for review</p>

	The governors supported the part-time offer policy but agreed that it should be for staff and parents to discuss and agree. The attendance of under 5s does not feed into formal attendance data.
12	<p>Governors' monitoring visits from this committee Impact and learning from visits undertaken.</p> <p>There have been 4 curriculum visits. The reports were circulated with the agenda and are available on GovernorHub.</p> <p>A governor found that some older children said that they didn't like music lessons at school, though they did like singing. SW said that there are very high expectations around music. Years 5/6, for example, are expected to be able to read music. If they haven't learnt an instrument, this is hard. An improvement in music provision in school is expected. There is new government guidance and a member of staff who specialised in music has returned to the school after a break. There will be new initiatives and the music specialist will be able to support and share knowledge with class teachers and provide expertise.</p> <p>SG has scheduled a SEND visit for 12th July 2022.</p>
13	<p>Governor training Governors noted the Autumn term training schedule. MW attended a safeguarding training.</p>
14	<p>Matters brought forward by the Chair None</p>
15	<p>Date & time of next meeting T&L next academic year. TBA</p>

The meeting ended at 10.00am

Summary of Actions

5	PE on next T&L agenda	Clerk	Next term
10	Model template for governors' equality report		Next T&L
10	IS to contact JM about equality.		Next T&L