



MEETING OF THE TEACHING AND LEARNING COMMITTEE ON APRIL 21ST 2026 AT 4.00PM IN THE SCHOOL

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

Hilary Priest (HP), Head, Ian Stuart (IS), Becky Nel (Chair), Rich Gibbon (RG), Jo Counter via TEAMS

In attendance: Dawn Pettipiece (clerk)

Minutes

1	Welcome & apologies for absence Please send apologies to the clerk before the meeting. All the committee members attended the meeting.
2	Attendance & declaration of interest - Please sign attendance form - Governors are reminded that they must declare any conflict of interest which becomes apparent during the meeting. The governors signed the attendance form and there were no declarations of conflict of interest.
3	Minutes of last T&L meeting 11th November 2025 (the meeting on 27th January 2026 was cancelled as the Head could not attend) Please read the minutes (in folder) The governors approved the minutes of the last meeting and the Chair signed them.
3.1	Matters arising - Which Curriculum Leads to invite to meetings (see item 8). - Update on video call regarding human reproduction with KEVICC (King Edward VI Community College) JC: The KEVICC human reproduction lead told me that the school have had no incidences of unplanned pregnancy. They teach in this area, basing the lessons at the pupils' appropriate stage of development. They return to the subject through the school years, increasing knowledge as the young people mature. They focus on consent and have plans for how to intervene if there is an emergency due to issues with vulnerable children and exploitation. I was given case studies showing examples of vulnerability etc. HP: Which year do they commence this teaching as our school does not look at sex education. JC: In Year 9 they are taught about relationships, sex, sexually transmitted infections (STI's), etc. BN: When do they learn about sex, as it is not taught at this school? JC: There are links to biology and PHSME (personal, health, social and moral education). HP: They will learn in biology, about the human reproductive system. JC: They use intervention if there are sexually active young people who need support. They were very clear that is a parental responsibility. HP: KEVICC covers reproduction in humans, including structure, function, fertility, implantation etc. in year seven. - The committee had a discussion about this subject. BN: We were curious about when the children were taught about sex in senior school and have our answer. JC: Do we need to ask parents if they want some support about how to teach their children? HP: There should be some clarity for the children about how humans reproduce. We could ask parents when we send out their questionnaire if they want children in years five and six to have sex education taught in this school. ACTION: It will be discussed at the next meeting about whether to add this question to the parents' questionnaire. It will need adding to the agenda. DONE. Update on governor visit looking at how the behaviour policy and continuous provision are working in school (see item 12). - Update on training for new T&L committee member (to discuss in item 13).

School Improvement Plan

- Any highlights from Spring term SIP?

HP: I did not have time to do the RAG (red, amber, green) rating. We talked about enhanced provision. Earth care has been going really well in KS2, especially the nature walks. Mr Munro is launching an Instagram Earth care page, so children can post photos etc.

The playground is taking a long time, but work on it is ongoing.

The nursery has gone really well. We have just reviewed the policy and timing. It is bringing funds in. We need to know the numbers for September and decide whether we start with three year olds, but then we would need more staff. That is on our new SIP.

IS: Have you got any children from nursery who did not get a place in school?

HP: Everybody who applied with The Grove as their first choice got a place.

Literacy with "Little Wondle" is going well and we are using something similar for years five and six.

There is a massive amount that reception children have to learn, especially when they are just learning their alphabets and sounds.

BN: As the data for that area is good do you have the capacity to "strip back"?

HP: It does not work for year one. "Accelerated Reading" is excellent and years three and four are using a phonics reading system for children with dyslexia, but spelling is difficult to teach.

BN: Children can learn how to work out difficult words.

HP: All the curriculum teams have been restructured, with each team having someone in it from early years, KS1 and KS2.

HP: We are just about to launch an Instagram for the school as parents fed back that they find it quite useful for reminders.

We have put all this information into the new SIP which runs from April to April. It is included in the documents for this meeting. There are ten targets.

We had to do a lot of things for the tax free childcare for the afterschool club.

BN: How can the income earned from the nursery be spent?

HP: We are checking that with Finance Support and if we make any errors, Audit would pick it up.

HP: We are looking at all the areas discussed as well as others. We have been doing a lot of work with the new curriculum teams and how they work through the school.

The Primary Partnerships (PP) governor group is very successful and we are working on the subgroups and how they inform the Heads and feed-back.

JC: How is the Chefs in Schools embedded into the curriculum?

HP: The Head Chef Educator, Marco, is leading and I have stepped back.

Our work has been highlighted by the Department of Education, along with another school. We have increased costs as we are needing to use foods such as whole wheat pasta, which is more expensive. Marco is very creative in keeping costs down, for instance, he makes his own sausages.

- Attendance (See link below)

IS: While you were off sick Hilary, someone from the council came in and looked at the attendance records of the children. It was noticed that a few children are late. This can cause disruption to them and others. Is there a plan for this?

HP: All the class registers are now marked at the same time for consistency and we are using paper registers. We are really strict about the time the gates close.

IS: How do you communicate with parents whose children are regularly late?

HP: We have standard letters and we are going to look at that area. We do also speak to the relevant parents. The Senior Leadership Team regularly review absences, but there have been very high levels of illness this year.

- Attendance – safeguarding (see enclosed report)

Not all governors have had the time to read the report. The committee agreed to read it after the meeting.

ACTION: The committee agreed that they would read the attendance report following the meeting. Clerk sent the link to this report in an email to remind committee to do this on 6.6.26.

- Behaviour including part-time timetables and exclusions data/SEND, including more-able children

Behaviour was discussed earlier in item 3.1

HP: WE are looking at possible flexi-arrangements rather than part-time timetables. The attendance team are not keen on them, but due to their needs, they are required by some children.

BN: What is the difference between part-time timetables and flexi ones?

HP: With flexi timetables, the teaching is split between the school and parents, who are expected to teach their children when they are not in school. It is timetabled.

JC: We know from OFSTED (office for standards in education, children's services and skills) that one to one input does not work.

	HP: We only have one child being taught that way and two children using part-time timetables. BN: Have there been any exclusions? JC: A reception child was suspended, not excluded, last term. IS: There were no children excluded while Hilary was off sick. HP: With more “able” children we use the Mastery approach. Progress on continuous provision since INSET day. The committee agreed that the progress in this area was going well.
5	SEF - Please read SEF (in folder) - Look at pupil performance, attendance, exclusions, part-time timetables. - Compare exclusions rates with local and national data. ACTION: All the committee will read the SEF and provide feedback to HP before the next meeting. Clerk sent the SEF as an attachment in an email to remind committee to do this on 6.6.26.
6	School visits/residentials Monitor arrangements HP: These are going really well. BN: I have had very good feedback. The committee agreed to continue using the same arrangements as they were working well.
7	Pupil Premium - Discuss report from Pupil Premium Champion and identify actions/issues. ACTION: To move to the next agenda. DONE. - Review effectiveness and impact of intervention programmes against pupil premium strategy success criteria. - Analyse use and impact of additional funding (Pupil Premium, PE funding, catch-up funding etc. RG: Who is the pupil premium champion? HP: I am involved in that. I will look at the reports from the recently retired governor. I update the school website and I think I did that recently. I did the pupil premium and PE funding. We do not get any catch up funding. BN: That was during the COVID-19 lock down. ACTION: HP to look for reports relevant to the pupil premium champion and email them to the committee.
8	Curriculum Leads – meetings to attend Decide which meetings Curriculum Leads should attend (HP has pencilled in 11th May as the Curriculum Leads meeting) HP: We have discussed this already (see item 3.1). Following a discussion, the governor leads were allocated: BN will be in Team A – Expressive Arts RG will be in Team B – Knowledge based IS will cover Literacy in Team C Core Skills and Robert Hill (RH) was put down for Maths & Science in that team. HP will be in Team D – make a difference. JB will be doing SEND JC will cover the “Other” – PE events, PE funding and the School Council ACTION: Clerk to email RH to get confirmation that he will be curriculum lead for maths & science. DONE. As RH is now longer in the FGB this question has been put back on the next agenda.
8.1	Evaluate subject leader self- evaluation forms/improvement plans HP: This school does not do those. We have curriculum team plans. ACTION: Clerk to remove this item from the school yearly planner. DONE.
9	Policies for review - Equality Statement HP: That has recently been done. The governors approved this statement - Governor Induction Policy The governors approved the updated version. - Governors’ visiting policy The governors approved this policy - Parent and Carer Code of Conduct The governors had a discussion and the outcome was that the Head teacher would update this if required. ACTION: The Head to update this document if required and it will be put on the next agenda so she can update the committee. DONE.

10	Persistent absence is a safeguarding red flag For discussion (copy in folder) This was discussed earlier in the meeting in item 4.
11	Report on Children Conferencing: Geography/ History - February 2026 For discussion (see item in folder) HP: This will be discussed at the Curriculum meeting in May.
12	Governors' monitoring visits from this committee - Impact and learning from visits undertaken, including learning walks BN shared her thoughts from her recent monitoring visit. She said the proforma does not fit with how did the visit, but she will fill one out. ACTION: BN to fill out form for her recent governor visit and send it to HP. DONE. - Update on governor visit looking at how the behaviour policy and continuous provision are working in school. BN: I have not written a policy, but will share my findings verbally. In KS1 it was amazing to see it in action. I did not see the behaviour policy in action as the children were really well behaved. HP is clearly well loved and children got out of their seats to hug her. We talked about KS2 as it was not delivered in the same way and is quite different to KS1. There was an outdoor space near Willow that needs updating. There are plans for that, but some issues need to be overcome. The Studio has capacity for continuous provision, but it is not delivered the same way across the school groups. I went on walks with the younger children, but for the older children lessons are desk based. IS: Are there still plans to bring this area of the curriculum into years three and four? HP: Certain elements will be, with certain tasks the children will do, but although we would like to do more we do not have the space. We are making the playground more of a continuous provision space. For example, the children can dress up at play time. The deputy head is launching the "zones" this week. RG: Are you noticing year three and four children going through their school day, having interaction with lesson topics, or do they just work at their desks? HP: That is a good question and we had never thought about it in that way, but we could look at that. BN: It would be good to see the impact of continuous provision as the children move through the school years. HP: They are very good with articulate questions, going quite deep, as they always have done. JC: One thing that has changed is children are developing deeper relationships but they fall out more often, but it does make them more socially interactive. HP: The impact with SEN (special educational needs) is clear in KS2, but it is not noticeable in KS1. SEN children struggle with the KS2 environment, but need to be adequately prepared for senior school. - SEND JC: Jenny Barker (JB) came as a governor when I was teaching. HP: I have not had a report from Jenny. ACTION: Clerk to send an email to JB asking her to send a report of her recent SEND visit to HP. DONE. ACTION: The clerk to send an email to all the governors, attaching a blank report form and asking all governors who have completed visits to the school to complete a report and send it on to HP. DONE. - Safeguarding HP: Jo and I need to arrange a meeting for that. ACTION: HP to arrange a safeguarding meeting with JC. This has been added to the agenda under safeguarding. DONE.
13	Governor training - Identify needs – has RG had training as he is a new member of the committee? RG: I have not done any and would be interested. What topics and areas can I cover? HP: There is a curriculum leads meeting on 11th May at 3.30pm. That would be very useful to attend. IS: I did a course and if I have any information I can send it to RG. ACTION: Clerk to look for the relevant course and send information to RG. DONE. Update: DES do this course: Governance – understanding the primary curriculum but there are not available dates at the moment. ACTION: IS attended this course and will send any relevant information he has on it to RG if he can find anything - Training reports

	• Training booked No governors had booked any training.
14	Clerk's report • Governors reports Have any been completed since the start of the school year? They should be sent to HP to read and sign and then sent to the Clerk to put in GovernorHub. IS: To replace GovernorHub we have the google work space and I have an account. I need to check how it works etc. and will look at that this week. ACTION: IS to check the google work space this week. This was discussed at the FGB meeting on 19.5.26
15	Matters brought forward by the Chair The governors discussed this item. ACTION: Clerk to email a reminder to governors informing them that if they want to put an item on an agenda to send it to the meeting chair and they will add it if appropriate. DONE.
16	Date & time of next meeting • Tuesday 23rd June 2026 at 4pm

MEETING FINISHED AT 17.30PM

Item 4 – Attendance - For information

<https://www.gov.uk/government/publications/securing-good-attendance-and-tackling-persistent-absence/securing-good-attendance-and-tackling-persistent-absence>

	Action	By whom	By when
3.1	T&L committee to decide at next meeting if a question needs to go in the parents questionnaire about if they want the children in years five and six to have sex education taught in the school. DONE.	IS	Next FGB meeting
4	The committee to read the attendance report after the meeting. Email with link sent by clerk to committee on 8.6.26	Committee	Within two weeks
5	The committee to read the SEF and provide feedback to the head before the next meeting. Email sent to committee by clerk on 8.6.26 including the SEF in the attachment.	Committee	Half term
7	Pupil Premium to move to next agenda. DONE.	Clerk	Next meeting
7	Relevant reports about the pupil premium champion (from retired governor) to be emailed to committee. Email sent 8.6.26 by clerk to ask if this had been done.	Head	Half term
8.1	Email to be sent to Rob Hill asking him if he is still able to continue as the curriculum lead for maths and science. DONE.	Clerk	Within two weeks
8.1	Evaluation forms for subject leaders to be removed from yearly planner DONE.	Clerk	Within two weeks
9	Parent and Carer Code of Conduct to be updated if needed. This has been added to next agenda under policies.	Head	Half term
12	Governor to fill out form regarding her recent governor visit and send to the Head. Clerk sent reminder email 8.6.26	BN	Next meeting
12	An email to be sent to a governor asking if she can send a report of her recent SEND visit. JB responded and sent report. DONE.	JB	Next meeting
12	Email to be sent to FGB asking them to complete any governor reports for visits they have done and send them to the Head. DONE.	Clerk	Within two weeks
12	A safeguarding meeting to be arranged with JC. This has been added to the next agenda under safeguarding.	Head	Half term
13	Clerk to find a course about understanding the primary curriculum and email information to governor. DONE.	Clerk	Within two weeks
13	IS attended this course and will send any relevant information he has on it to RG if he can find anything.	IS	Next meeting
14	Governor to review google work space as a replacement for GovernorHub. This was discussed at the FGB meeting on 19.5.26	IS	Within one week

15	Email to be sent to FGB reminding them that if they want to put an item on a meeting agenda, that they need to email the committee chair and they will put it on the agenda if it is appropriate. DONE.	Clerk	Within two weeks
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