



## MEETING OF THE TEACHING AND LEARNING COMMITTEE ON APRIL 25<sup>TH</sup> 2023 AT 8.30AM IN THE SCHOOL

**Present:** Hilary Priest (HP), Head, Mike Waterson (MW) Chair, Ian Stewart (IS), Sam Wilkinson (SW), Becky Nel (BN).

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

### Minutes

1	<p><b>Welcome &amp; apologies for absence</b></p> <ul style="list-style-type: none"> <li>Joel Mcilven sent his apologies.</li> </ul>
2	<p><b>Attendance &amp; declaration of interest</b></p> <ul style="list-style-type: none"> <li>Governors signed the attendance form.</li> <li>There was no declaration of interest.</li> </ul>
3	<p><b>Minutes of last T&amp;L meeting 31.1.23</b></p> <ul style="list-style-type: none"> <li>They were approved as a correct record.</li> </ul>
3.1	<p><b>Matters arising</b></p> <ul style="list-style-type: none"> <li>Update Behaviour policy (and approve) – HP. This had been updated according to the latest guidance. It was <b>approved</b>.</li> <li>ASP data to governors – SW. SW will send the summary data to governors, with the caveat that it is quite out-of-date now, as it included some 2019 data. The data showed that the school’s results were in the top 20% in the country.</li> <li>Revisit equality – item 8</li> <li>SEF – governor input – IS/MW. Still to do. MW and IS will complete for the next FGB.</li> <li>Pupil premium update – HP monitors each individual child. Currently there are 53 on the register. The pupil premium fund covers the cost of additional time with adults for 98% of the cohort, maths support and play therapy, amongst others. The governors noted that many of the PP children are also on the SEND register.</li> </ul> <p><b>Q: What happens when play therapy stops in July?</b>  <b>A: Support can be given in-house; the staff will offer pastoral care, for example.</b></p> <ul style="list-style-type: none"> <li>Self-assessment tool to IS, online reporting form to HP. Safeguarding review from the Key – Clerk. All done, apart from the safeguarding review from the Key. HP will follow this up as she has access to The Key.</li> <li>Parent and child surveys - IS/HP. HP and SW will organise the child survey, which will be done as conferencing rather than as a questionnaire. Governors asked for equality questions to be included. Safeguarding and behaviour would also be covered. Conferencing on individual subjects had been done. The results will be included in the next Head’s report. The parent survey had been discussed at the last FGB and will be sent out this half-term.</li> </ul> <p><b>Q: How is conferencing done?</b>  <b>A: In various ways, including through the school council. The school has bought into Smart School Council, which allows for debates in each class, the results going to the school council communications team. Fortnightly, the Big Debate takes place.</b></p> <ul style="list-style-type: none"> <li>Attendance policy update – HP – see item 10.</li> </ul> <p><b>ACTION: SEF governor input - IS and MW</b>  <b>ACTION: Parent survey to go out this half-term – IS</b>  <b>ACTION: Child conferencing/survey to go out this half-term – HP &amp;SW</b></p>
4	<p><b>School Improvement</b></p> <p>This term’s INSET day focussed on food, SEND, Maths and Science, with an additional focus on equality weaving through these two subjects.  Planters are being delivered today so children can start growing edible plants, the DT curriculum</p>

	<p>has been adapted to include food, parents will be invited to attend cooking sessions with children, and the PTA has paid for a polytunnel for growing. In SEND, a new division of tasks between the two SEND teachers has been planned, with Fridays as their crossover day. They both work 2 days each. SEND is being tracked more thoroughly.</p> <p><b>Q: What assessment system is used for tracking?</b> <b>A: An Excel spreadsheet has proved the best method, with a summary sheet provided for staff.</b></p> <p><b>Q: How do parents get to know about where their children are at?</b> <b>A: Via the end of year report, which contains statements about their child's attainment and also at parents' consultations.</b></p> <p><b>Q: How are non –core subjects assessed?</b> <b>A: Teachers complete an assessment booklet containing key outcomes. Each teacher writes each child's name against judgements, and notes any trends for the class. This booklet is then used for next year's planning. There are multiple layers of assessment for all subjects, including conferencing by subject leaders, and conferencing by the school adviser, for example. The school adviser recently conferenced for Maths.</b></p> <p>BN expressed an interest in seeing the assessment booklets. The governors have been invited to a staff meeting on May 15<sup>th</sup> at 3.30pm to 5pm, to meet curriculum teams and subject leaders, and view evidence, such as the assessment booklets. Evidence is also available for governors in the school evidence file in GovernorHub.</p>
5	<p><b>SEND</b> See above (item 4) for latest information.</p>
6	<p><b>Ofsted questions for this committee</b> MW attended Ofsted training and filed his feedback in the Ofsted file on GovernorHub. There is a list of possible questions from Ofsted to governors and answers from MW on Governor Hub to which governors can add evidence. The clerk will find out if there is further Ofsted training for governors this term, and circulate to all governors if so. The clerk confirmed that if required, and available, she will attend the meeting between governors and inspectors, to note what was said for future reference.</p>
7	<p><b>Pupil premium</b> See above item 3.1 In addition, HP will do further work on specific outcomes and look into whether they can be captured in the equality statement. HP will chase Kath Powell, the school adviser, to find out when the SEND audit will take place. <b>ACTION: more information on specific outcomes for PP children and chase SEND audit - HP</b></p>
8	<p><b>Equality</b> This is a huge work-in-progress based on small, subtle adjustments and approaches to learning, rather than grandiose ideas.</p> <ul style="list-style-type: none"> <li>• Subject leaders are currently looking through their subjects to ensure that the school has breadth, and that all children can see themselves within the curriculum. They are looking for ways of providing a fuller picture around key events, and people, which gives richer and more subtle understanding. For example, with women scientists, the facts of their achievements are given context, so their parents might have been unusual in investing in girl' education or maybe the women themselves overcame many barriers. In geography, some maps are not always accurate, with countries appearing larger than they are in reality. These extra layers of information have prompted a lot of interesting discussions in class.</li> <li>• Book quality has improved. They are more representative of different cultures and of children in the school.</li> <li>• In the kitchen, different foods are incorporated into the menu, and questions around allergies and halal meat, are met with knowledge and awareness.</li> <li>• School uniform is now gender neutral.</li> <li>• A mini shop for second-hand uniform has been set up in the school to ensure a supply of cheap school clothing. Anyone struggling financially will be provided with free items.</li> <li>• Measures are being taken to provide parents with clear information about the cost of school trips, how they can pay and how they can pay if they are struggling financially.</li> <li>• The after-school clubs are fee-paying, but they have been asked to provide reduced fee slots, so</li> </ul>

	<p>that every child has an opportunity to attend.</p> <ul style="list-style-type: none"> <li>The equality statement and policy have been adapted and personalised to the school, and are of better quality than previously. There is an action plan, and work is going into what needs to get better. Governors agreed that the equality statement was a great improvement on the previous one.</li> </ul> <p><b>Q: All after-school clubs are fee-paying, so none are free. This means that no one can be in a school team without paying a fee. Is there a way of making this even more accessible to everyone, so, for example, with a pay- it- forward scheme? Or a sliding scale payment scheme?</b>  <b>A: We will look into this, and put it into our action plan.</b></p> <p><b>Q: The school's staff are almost exclusively white British, so are they alert to the danger of inadvertently creating otherness? For example, by pointing out foods from different cultures, children from those cultures may feel 'othered'.</b>  <b>A: Whilst we are giving children the opportunity of seeing themselves in the school culture, we are not pointing that out, unless the child does that for themselves. With the curriculum, staff are working in teams, so if these situations arise, they are addressed.</b></p> <p>The committee reviewed the equality statement and the policy.</p> <p><b>Q: Should the policy capture how impact is measured?</b>  <b>A: That would be better done in the action plan.</b></p> <p>Governors noted that in September, the section referring to a Play Therapist will need to be changed. The policy and statement were <b>approved</b>.</p>
9	<p><b>Safeguarding</b>  There is nothing new to report.  The governors will be sent the safeguarding questionnaire that staff have been asked to complete.</p>
10	<p><b>Policies for review</b></p> <ul style="list-style-type: none"> <li>Attendance.</li> <li>It was noted that on page 20, MW's name needed to appear as the governor for attendance.</li> </ul> <p><b>Q: Was the imposition of a fine for non-attendance a school decision?</b>  <b>A: The school initiates the process, but DCC impose the fine and it goes to them.</b></p> <p><b>Q: Do you put down what the parents say on the form, or if this does not appear to be accurate, what you believe to have happened?</b>  <b>A: We write down what the parents have said.</b></p> <p>Governors noted that a second offense results in a criminal charge. This has been communicated to parents in the newsletter, but governors thought that they should be reminded.</p> <p><b>Q: Are there any children who are cared for by an older sibling?</b>  <b>A: Not at the moment. Nor are there any looked-after children. There are children who are registered as Young Carers however.</b></p> <p>The attendance policy was <b>approved</b>.</p> <ul style="list-style-type: none"> <li>Equality – see item 8 for approval.</li> <li><b>Ethos and values.</b></li> <li>The statement on the website arose from governors and staff working together in 2016. Even though it is still okay, it seems rather generic now. It was agreed that governors and staff should re-visit the statement at an INSET day on September 4<sup>th</sup> 2023 to look for improvements and a statement which would better reflect where the school is now. For example, there is nothing in the statement about knowledge. A governor suggested that the phrase about equalities could be sharpened up and the statement could include a few key words from the school's tree poster.</li> </ul> <p><b>ACTION: Parents to be reminded that the second non-attendance offense results in a criminal record.</b></p>

11	<p><b>Governors' monitoring visits from this committee</b></p> <ul style="list-style-type: none"> <li>MW completed a safeguarding visit in March 2023. The visit note was circulated with the agenda.</li> <li>Governors have been invited to a staff meeting on May 15<sup>th</sup> 2023 to meet subject leaders, and ask any questions which have been prompted by the second series of curriculum team videos produced for governors. These can be found in the school evidence file in GovernorHub.</li> <li>BN will take on Team A (Expressive Arts) in place of Joel Mcilven. Jenny Barker will be asked to take on Team D. MW and IS will continue to share the core skills team (C) with IS focussing on Literacy. Rob Hill will continue to be lead governor for Team B.</li> <li>IS asked about questions. Q-cards are helpful, but it can be difficult and equality will need to weave throughout all the subjects. Governors agreed that it would be useful to think of questions in advance and share them. BN had a music question to share:</li> </ul> <p><b>Q: The current music scheme can be repetitive. What does the school do to combat that?</b>  <b>A: The scheme has been revised, so it's no longer repetitive. However, it does generate its own set pieces of music and so other, well-known, enriching pieces aren't available within the scheme.</b></p>
12	<p><b>Governor training</b></p> <ul style="list-style-type: none"> <li>Training reports - these can be found in the relevant folder on GovernorHub.</li> <li>Trainings booked: MW - SEND, &amp; Ofsted. BN - new governor, Clerk – termly briefing</li> <li>IS is considering the parental engagement training.</li> <li>With the self-assessment tool in mind, IS suggested asking staff what they thought about the effectiveness of the governors. It was agreed that this should be re-visited in September 2023.</li> </ul> <p><b>ACTION: Governor self-assessment using new tool – for September.</b></p>
13	<p><b>Clerk's report</b> None</p>
14	<p><b>Matters brought forward by the Chair</b> None</p>
15	<p><b>Date &amp; time of next meeting</b> June 13<sup>th</sup> at 8.30am in the school</p>

The meeting ended at 9.55 am.

#### Summary of Actions

3.1	<b>SEF - governor input</b>	IS & MW	Next FGB meeting
3.1	<b>Parent survey to go out this half-term</b>	IS	By half-term
3.1	<b>Child conferencing/survey to go out this half – term</b>	SW/HP	By half-term
7	<b>More information on specific outcomes for PP children and chase SEND audit</b>	HP	Next T&L meeting
10	<b>Parents to be reminded that the second non-attendance offense results in a criminal record.</b>	HP	By next governor meeting
12	<b>Governor self-assessment using new tool – for September.</b>	IS	For September FGB