



## MEETING OF THE TEACHING AND LEARNING COMMITTEE ON NOVEMBER 26<sup>TH</sup> 2024 AT 8.30AM IN THE SCHOOL

**Present:** Hilary Priest (HP), Head, Ian Stewart (IS) Chair of Governors, Mike Waterson (MW) Chair T&L, Becky Nel (BN), Jo Counter (JC)

**In attendance:** Dawn Pettipiece (clerk)

### Minutes

<b>1</b>	<b>Welcome &amp; apologies for absence</b> <ul style="list-style-type: none"> <li>Please send apologies to the clerk before the meeting</li> </ul> <p>All the committee attended the meeting.</p>
<b>2</b>	<b>Attendance &amp; declaration of interest</b> <ul style="list-style-type: none"> <li>Please sign attendance form</li> <li>Governors are reminded that they must declare any conflict of interest which becomes apparent during the meeting</li> </ul> <p>The governors all signed the attendance form and there were no declarations of conflict of interest.</p>
<b>3</b>	<b>Minutes of last T&amp;L meeting 11.6.24</b> <ul style="list-style-type: none"> <li>For approval. (Please read, in meeting folder).</li> </ul> <p>The Committee approved the minutes and the chair signed the minutes in Governorhub.</p>
<b>3.1</b>	<b>Matters arising</b> <ul style="list-style-type: none"> <li>Update on pupil premium data and impact of interventions from the SEND (special educational needs and disabilities) meeting and data monitoring.</li> </ul> <p><b>MW: We had the SEND meeting on 25.11.24.</b>  <b>MW: The data proves pupil premium is doing fine. The numbers change from year to year. We are in the top quintile, but need to look throughout the school year at the SEND data, but did not have time at the meeting yesterday. It would be good to look at all the data rather than just SATS.</b>  <b>BN: Do we have an overall picture of the attainment and progress across the school as I cannot see that in the pupil premium?</b>  <b>HP: Yes, I sent it in May.</b>  <b>BN: So there is not one now?</b>  <b>HP: No, as the assessments are still taking place.</b>  <b>HP: Was the May one the summer one?</b>  <b>HP: You have already had early years and SATS (standardized assessment tests) and we are now collecting information for Christmas.</b>  <b>MW: I find it difficult to keep track of the children.</b>  <b>HP: We have spreadsheets of every year group with data over time and can look a pupil premium children and SEND children etc. and I try and make it as accessible as possible.</b>  <b>BN: I would want a summary, for instance with year 4, what percentage are on tract etc.</b>  <b>HP I did that in May and will be aiming to do another by mid-December. We are meeting the class teachers to talk about the children soon.</b>  <b>MW: We no longer get national progress between key stage 1 (KS1) and key stage 2 (KS2).</b>  <b>HP: We are measuring them, but not nationally.</b>  <b>BN: We go on teacher assessment rather than a test which is more accurate.</b>  <b>HP: KS1 has always been teacher assessment.</b>  <b>MW: It would be useful to know the schools progress compared to other schools. When we get KS2 SATS it will be good to see evidence of progress, but due to Covid, we will not have the KS1 information for one-year group.</b>  <b>HP: The current year 6 have got KS1 results. It is year 4 that we don't have these results for. I sent all the information last year, taking the children's names out.</b> <ul style="list-style-type: none"> <li>Update on research into Sex Education.</li> </ul> <b>MW: There were two areas, how much sex should be in the curriculum and how detailed it is.</b>  <b>HP: I did look into it. The previous government did not want sex covered in primary education and the new government have not decided. At the moment we are following the guidance of the PHSE (personal, health and social education) Association and follow their curriculum with a couple of bits added in.</b> </p>

	<p>The governors discussed this subject further.</p> <p><b>MW: Shall we keep it on the agenda?</b></p> <p><b>HP: Or we could put in on the parent questionnaire in June?</b></p> <p><b>ACTION: JC TO ASK THE PHSE LEAD TO CONTACT KEVICS TO FIND OUT HOW THEY DELIVER SEX EDUCATION AND BRING THE OUTCOME TO THE NEXT MEETING.</b></p> <ul style="list-style-type: none"> <li>Update on Children at Risk Policy – was it emailed out to governors?</li> </ul> <p><b>MW: Was it emailed out to governors?</b></p> <p><b>IS: No, I have not done this yet.</b></p> <p><b>ACTION: CHILDREN AT RISK POLICY TO BE SENT OUT TO GOVERNORS BY IS. CLERK TO EMAIL IS TO REMIND HIM TO DO THIS. Email sent by clerk 27.11.24.</b></p> <ul style="list-style-type: none"> <li>Update on School/Parents agreement.</li> </ul> <p>The governors discussed how to use the agreement and decided signposting parents to the agreement worked best.</p> <p><b>ACTION: SCHOOL/PARENTS AGREEMENT - HP WILL PUT IT ON THE SCHOOL WEBSITE AND IT WILL ALSO GO IN THE SEPTEMBER NEWSLETTER SO PARENTS CAN FAMILIARIZE THEMSELVES WITH IT.</b></p> <ul style="list-style-type: none"> <li>Update on discussion about school advisors at last Primary Partnership (PP) meeting.</li> </ul> <p>HP: We have not had an update from Devon County Council (DCC) and have kept our school advisor, but DCC don't have funding to carry on with this role unless there is a statutory reason. The PP school heads are working with their advisors and gaining experience in this area. With the knowledge gained by working with the school advisors the heads in the PP could continue with this role. The PP did talk about buying in this service, but if the heads do it that is not necessary. We are looking at Peer Review in the PP and seeing which schools can match up and work together to receive this. One head in a school has been asked to accompany the school advisor in their role, but he is a trained OFSTED inspector and a trained school advisor.</p> <ul style="list-style-type: none"> <li>Update on last Equality, Diversity and Inclusion (EDI) meeting.</li> </ul> <p>HP: The deputy head Helen Fernyhough (HF) hosted this meeting just before half-term. It was very well attended with lots of discussion. There is training on January 6<sup>th</sup> 2025, which the governors are invited to. There is an external speaker who will speak about EDI. We could ask HF to do a summary.</p> <p>BN: What are the main headlines/actions?</p> <p>IS: I have the minutes and will send them out to the governors. He briefly went through salient parts of the minutes.</p> <p>HP: The main impact for children is we are teaching anti-racism and there are some very good videos and articles which we are using and sending relevant ones out to parents to share with their children.</p> <p><b>ACTION: HP TO SEND EMAIL INVITING GOVERNORS TO EDI TRAINING ON 6.1.25. Done.</b></p> <p><b>ACTION: HP TO CHECK IF HF DID A SUMMARY FOR THE NEWSLETTER ABOUT THE LAST EDI MEETING AND IF NOT FOR HF TO PUT ONE IN AN UPCOMING NEWSLETTER.</b></p> <p><b>ACTION: IS TO SEND MINUTES OUT OF LAST EDI MEETING TO GOVERNORS.</b></p>
4	<p><b>Chair and Vice-Chair of Committee</b></p> <ul style="list-style-type: none"> <li>Annual election</li> </ul> <p><b>MW: Does anyone else want to be Chair?</b></p> <p><b>BN: No you are doing a great job.</b></p> <p>The committee agreed that MW would continue as Chair and BN would continue as Vice-Chair of the Teaching &amp; Learning Committee.</p>
5	<p><b>School Improvements</b></p> <ul style="list-style-type: none"> <li>Pupil progress: including SATS/Data monitoring</li> </ul> <p>MW: The SATS showed that the children are in the top 25% quintile. Looking at the data there are two halves – a disadvantaged children pupil premium section and three years' data of the whole cohort. Looking at the whole group gives you the achievement at each level in phonetics etc. It also compares them to quintiles nationally. The children are in the top 20% for most of them.</p> <p>IS: Do any of the areas that have dropped accounted for in the past five years been due to Covid etc?</p> <p>MW: We will need to look at the data when we get the progress figures.</p> <p>MW: We are doing new things, for instance: nature, eco and continuous provision, so a lot of things to take up space in the curriculum.</p> <p>HP: We have a way to manage it. In KSI they have very structured activities and are taught what they need to know and the activities reinforce learning. For instance, outdoor work is linked with continuous provision and we are doing Forest School and linking it to English, Maths etc. Every half-term the teachers have a planning day and discuss what works and what needs changing.</p> <p>BN: It would be good for governors to discuss these matters with the teams.</p> <p>HP: We are going to invite someone from the Senior Teaching Team to come to the next T&amp;L meeting.</p> <p>MW: It would be ideal to have a rolling programme that covers the next two years.</p>

	<p>HP: For the next half term the leads are taking a particular subject and looking deep at it. That meeting is on 3<sup>rd</sup> February 2025. It would also be beneficial if a lead came to a FGB meeting.</p> <p><b>ACTION: HP TO INVITE HF TO THE NEXT T&amp;L MEETING IN HER ROLE AS THE HEAD OF SCIENCE. Done.</b></p> <p><b>ACTION: AN ITEM TO GO IN THE NEXT FGB MEETING SO THE GOVERNORS CAN DECIDE WHEN TO INVITE A CURRICULUM LEAD TO THEIR MEETING AND WHICH ONE. Done.</b></p> <p><b>ACTION: HP TO MOVE THE CURRICULUM MEETING TO THE WEEK BEFORE THE 3<sup>RD</sup> FEBRUARY, SO THE OUTCOME CAN BE SHARED WITH THE COMMITTEE AT THE NEXT MEETING.</b></p> <p><b>MW: Can we have a quick look at the SIP?</b></p> <p><b>HP: I am writing the "Spring" one and it is going to the next Senior Management meeting for review and can be ready for the next FGB meeting.</b></p> <p><b>HP: There is a summary next to each item, which is colour coded.</b></p> <p><b>IS: Will we know if "communication" has improved before the end of year survey? It would be worthwhile knowing before then? What about putting 3-4 questions in an upcoming school newsletter?</b></p> <p><b>The governors had a discussion.</b></p> <p><b>ACTION: CLERK TO PUT THE SPRING SIP ON THE NEXT FGB MEETING AGENDA. Done.</b></p> <p><b>ACTION: IS TO PUT 3-4 QUESTIONS ABOUT HOW PARENTS FEEL COMMUNICATION WITH THE SCHOOL IS WORKING IN AN UPCOMING NEWSLETTER.</b></p> <ul style="list-style-type: none"> <li>• Head's Report</li> </ul> <p><b>MW: Any questions on this? We have already talked about Pupil Premium. There's been three pupil suspensions this term. We didn't have many of these when I started and they are rising, particularly in Devon, which is going up more than nationally and it is something we need to be aware of.</b></p> <p><b>BN: Did the children suspended have SEND needs?</b></p> <p><b>HP: Yes, one child has been suspended twice and the other once and both had special needs.</b></p> <p><b>IS: Are the families understanding?</b></p> <p><b>HP: Yes, and supportive, although things are difficult.</b></p> <p><b>BN: Do you take them out of class to do things, so the other children have time apart from them?</b></p> <p><b>HP: Yes, and myself and HF often have the children with us to give their class time-out.</b></p> <p><b>JC: I am confident that the process gives the children the support they need.</b></p> <p><b>IS: Attendance dropped more than 2% in the past year.</b></p> <p><b>HP: We had a term of horrific illness.</b></p> <p><b>IS: We also had the new starting time for the school.</b></p> <p><b>HP: Yes, and we have had more "lates".</b></p> <p><b>IS: Are some persistently late?</b></p> <p><b>HP: Yes, and it is the same people.</b></p> <p><b>BN: What is considered late?</b></p> <p><b>HP: Arriving after 0850 hours.</b></p> <p><b>ACTION: HP TO PUT AN ITEM IN THE NEWSLETTER ABOUT PUNCTUALITY WHEN ARRIVING AT SCHOOL. Done (in newsletter 27.11.24).</b></p> <p><b>MW: There were some issues in Early Years and in Year 3 with behaviour.</b></p> <p><b>HP: Yes, one cohort has been really complex throughout their time at the school. They missed a lot of school time due to Covid and we are seeing the knock-on effect of that. Things are improving, but some of them are still lacking basic social skills due to missing school time. Some of the children were really isolated in Covid, when they were babies. Continuous provision has been helpful. There seems to be an increase in autism and ADHT (Attention-deficit/hyperactivity disorder) etc., but it is because we are improving the assessment of neuro diverse conditions.</b></p> <p><b>BN: Are the children with part-time timetables different to last year?</b></p> <p><b>JC: A reduced timetable is meant to be very temporary, but one of the children will be long-term due to medical issues and that is exceptional. Hopefully, the other child will be re-integrated, but they have complex needs and they cannot cope with a whole school day.</b></p>
6	<p><b>Outside Education</b></p> <ul style="list-style-type: none"> <li>• Update</li> </ul> <p>HP: We were supposed to have had an outdoor day on Sunday, but due to Storm Burt it was rained off. We had a really good meeting with the TA's about the playground.</p>
7	<p><b>Equality</b></p> <ul style="list-style-type: none"> <li>• Looked After Children including report</li> </ul> <p>MW: There are none in the school.</p>

	<ul style="list-style-type: none"> <li>Anything else?</li> </ul> <p>Nothing was discussed.</p>
8	<p><b>Safeguarding</b></p> <ul style="list-style-type: none"> <li>Update</li> </ul> <p><b>MW: What came up was the suspension.</b>  <b>HP: We looked at the DCC safeguarding audit.</b>  <b>IS: Lockdown practice was mentioned.</b>  <b>HP: We are doing that in January.</b>  <b>MW: The new mental health worker was discussed.</b>  <b>HP: She works with the children and we ensure we have identified the next child who needs support so there are no gaps between the children. After Christmas she will have more capacity to work with children.</b>  <b>JC: She supported me and we have worked together with signposting.</b>  <b>MW: I am looking at the Single Central Record after this meeting with SL.</b>  <b>HP: It is something the governors should be looking at.</b>  <b>MW: I did look at it, but will record it.</b></p>
9	<p><b>SEND</b></p> <ul style="list-style-type: none"> <li>Update</li> </ul> <p>MW and JC had a telephone call and there has been another shift from DCC about what SEND is and what we should be doing locally. MW had training on OAIP (ordinarily available inclusive provision) last week. It seems to be the way we have been moving anyway, with doing as much in the classroom as possible and looking at what we are doing for all the children in a class.</p> <p>JC: Our practice should be useful for all and harmless to none and aims to reduce the staff workload. For instance, how does a child's diagnosis of autism affect the whole school? But it is hard for parents who want one-to-one provision. However, research has shown that it is not a good model and the move is to take some children off the SEND register. We need to be mindful of whether a child has special needs or low attainment. All teachers are teachers of SEND.</p> <p>MW: We need to be mindful that some teachers are better than others and maybe some extra training is needed.</p> <p>HP: All the teachers work well in this area, but it may be beneficial to have some training for teaching assistants (TA).</p> <p><b>BN: The TA role has changed considerably.</b>  <b>HP: Our TA's are amazing but it can be difficult when you have a child who needs extra support. Teachers and TA's have to both provide the same amount of intervention as they work as a team.</b>  <b>HP: For the INSET (in-service education and training) day in January we are working on how we progress continuous provision and will look at the fundamentals and how we use them in school.</b>  <b>BN: I am aware there are no models as there are no other schools doing this.</b>  <b>HP: We talked to an expert from an Exeter school which has been involved with continuous provision.</b>  All the governors are invited to the INSET day. The aim is to turn our classrooms into "therapeutic classrooms" with more room for play and is based on the work of Shahana Knight.  <b>ACTION: HEAD TO INVITE ALL THE GOVERNORS TO THE NEXT INSET MEETING. Done.</b></p> <ul style="list-style-type: none"> <li>Lead governor successor</li> </ul> <p><b>Following a discussion MW agreed to continue as the Lead Safeguarding Governor with the approval of the whole T&amp;L committee.</b></p> <ul style="list-style-type: none"> <li>CAMHS practitioner – update</li> </ul> <p>This was discussed earlier in the meeting, in item 8.</p>
10	<p><b>Policies for review</b></p> <ul style="list-style-type: none"> <li>Data Protection Policy (then reported to the FGB as adopted).</li> </ul> <p><b>ACTION: MW WILL LOOK AT THE DATA PROTECTION POLICY READY FOR THE NEXT FGB MEETING. Done.</b></p> <ul style="list-style-type: none"> <li>Education of Children in Care Policy.</li> </ul> <p><b>JC has reviewed the policy and the governors approved the updated version.</b></p> <ul style="list-style-type: none"> <li>Outdoor Education, Visits and Off-site Activities Policy (then reported to FGB for adoption).</li> </ul> <p><b>JC has reviewed the policy and the governors agreed that the policy could go to the FGB for adoption.</b></p> <ul style="list-style-type: none"> <li>PSHE and Relationships Education at the Grove then reported to FGB for adoption).</li> </ul> <p><b>ACTION: HP TO REVIEW THE PHSE POLICY AND THEN FOR IT TO GO TO THE NEXT FGB MEETING FOR ADOPTION.</b></p> <ul style="list-style-type: none"> <li>Pupil Premium Strategy and Funding (needs to go on school website by 31.12.24).</li> </ul> <p><b>ACTION: HP WILL UPDATE THE PUPIL PREMIUM STRATEGY AND PUT IT ON THE SCHOOL WEBSITE BY THE END OF THE YEAR.</b></p> <ul style="list-style-type: none"> <li>SEND information report – for monitoring – updated version needs to go on school website.</li> </ul>

10.1	<p><b>ACTION: HP HAS A DRAFT FORM OF THE SEND INFORMATION REPORT AND WILL UPDATE IT AND PUT IT ON THE SCHOOL WEBSITE.</b></p> <ul style="list-style-type: none"> <li>SEND Policy (JC bringing latest version to the meeting) – then needs FGB approval.</li> </ul> <p><b>ACTION: JC WILL BRING SEND POLICY TO NEXT FGB MEETING. Done.</b></p> <p><b>Statutory reports</b></p> <ul style="list-style-type: none"> <li>Are there any?</li> </ul> <p>No.</p>
11	<p><b>Destinations of July leavers and quality of transition arrangements</b></p> <ul style="list-style-type: none"> <li>Review</li> </ul> <p>HP: We have a programme called the Journey of Hope, at the moment when a group of 6 children who will struggle with the transition to senior school. We work with them every Friday and are looking at what to do next term. We have to decide whether to work with the same children in more depth or other children.</p> <p>Some secondary schools offer the children to visit for 1 to 2 days and some just come in and get information about the children.</p> <p><b>ACTION: NEEDS TO GO ON THE ANNUAL PLANNER FOR THE END OF APRIL/MAY T&amp;L MEETING. CLERK TO DO. Done.</b></p>
12	<p><b>Governors' monitoring visits from this committee</b></p> <ul style="list-style-type: none"> <li>Impact and learning from visits undertaken</li> </ul> <p>HP: I sent dates out for possible visits to the governors but no-one could come.</p> <p>MW: I was unavailable for the dates.</p> <p>HP: Richard Gibbon (RG) came to the "Continuous Provision" one and the "Advisor" one and needs to do a report.</p> <p><b>ACTION: CLERK TO EMAIL RG ABOUT THE REPORTS AND SEND HIM THE PROFORMA AND EXPLAIN THE PROCESS. Update - have put on the next agenda as process needs review.</b></p>
13	<p><b>Governor training</b></p> <ul style="list-style-type: none"> <li>Identifying needs</li> </ul> <p>MW has done completed online training in "An Introduction to Ordinarily Available Inclusive Provision" on 20.11.24.</p> <p>No other training matters were discussed.</p>
14	<b>Matters brought forward by the Chair</b>
15	<p><b>Date &amp; time of next meeting</b></p> <ul style="list-style-type: none"> <li>T&amp;L Tuesday 4<sup>th</sup> February 2025</li> </ul>

The meeting ended at 10.15 am.

#### Summary of Actions

3.1	Children at risk policy. Clerk to email IS to email the policy to governors. <b>DONE.</b> Email sent 27.11.24.	clerk	Within one week.
3.1	School/parents agreement – To go on the school website and it will also go in the September newsletter so parents can familiarize themselves with it.	Head	By term end
3.1	Email to be sent inviting governors to EDI training on 6.1.25. <b>DONE.</b>	Head	By term end
3.1	Head to check if HF did a summary for the newsletter about the last EDI meeting and if not for HF to put one in an upcoming newsletter.	Head	By term end
3.1	Minutes of last EDI meeting to go to governors.	IS	By term end
5.1	HF to be invited to the next meeting in her role as the curriculum lead for science.	Head	By next meeting
5.1	An item to go in the next FGB meeting so the governors can decide when to invite a curriculum lead to their meeting and which one. <b>DONE.</b>	Clerk	By next FGB meeting
5.1	The curriculum meeting to be moved to the week before the 3 <sup>rd</sup> February, so the outcome can be shared with the committee at the next meeting.	Head	Within two weeks
5.1	Spring SIP to go on the next FGB meeting agenda. <b>DONE.</b>	Clerk	By next FGB meeting
5.1	3-4 questions asking how parents feel communication with the school is working to go in upcoming newsletter. Before end of term	IS	By end of term
5.1	An item about punctuality and arriving on time in school to go in a school newsletter. <b>DONE.</b> Done (in newsletter 27.11.24).	Head	By end of term
9	All the governors to be invited to the next inset meeting.	Head	By end of term
10	Data Protection Policy review, ready for the next FGB meeting. <b>DONE.</b>	MW	By next FGB meeting
10	The Outdoor Education, Visits and Off-site Activities policy to go to the FGB for adoption. <b>DONE.</b>	Clerk	By next FGB meeting

<b>10</b>	Review of PHSE policy and then for it to go to the board for adoption.	Head	By next FGB meeting
<b>10</b>	Review of pupil premium strategy and then to go on the school website by the end of the year.	Head	By end of term
<b>10</b>	Draft form of the SEND information report to be updated and then go on the school website.	Head	By end of term
<b>10</b>	Latest SEND policy to go to next FGB meeting. <b>DONE.</b>	JC	By next FGB meeting