



# **Meeting 1 – Part I Minutes – Teaching & Learning**

Date/Time	Tuesday 2nd November 6.30pm	Location		Whimble Primary School			
Attendees	Initials	Category	Committee	Attendees	Initials	Category	Committee
Carole Shilston	CS	Head Teacher	F&R/T&L				
Gail Martin-Davies	GM	Co-opted	T&L	Julia Green	JG	LA	T&L
Sarah Butler	SB	Parent	T&L Chair	Linden Best	LB	Parent	F&R/T&L

Apologies	Initials	Category - Reason
Matt Brown	MB	Childcare problems

Absent without Apology	Initials

In Attendance	Initials	
Helen Mitchell	HM	Clerk

Minutes to	Papers to
Attendees	
Apologies	
School Noticeboard	
School Website	

	Agenda	Led by
1	Apologies	JG
2	Business Interests	JG
3	Minutes of the last meeting – 14th June 2021	JG
4	Matters Arising	JG
5	Teaching & Learning Committee - Terms of reference	CS
6	Feedback from Meeting with LA School Education Officer Visit	JG/CS
7	Data/Standards update	CS
8	Curriculum	CS
9	Policies	CS
	Date of Next Meeting: Tuesday 8th March 2022	



Ref	Action or Decision	Owner/ Decision	Date Due
1.1	<u>Apologies</u>  MB sent his apologies.  Will invite CB to the next meeting as EYFS governor.		
2.1	<u>Business Interests</u>  None to report.		
3.1	<u>Minutes of The Last Meeting</u>  The Part 1 Minutes of the meeting held on 14th June 2021 were agreed and signed.		
4.1	<u>Matters Arising</u>  4.1 - 8.1 Marking policy - GMD asked if this was going to be a policy as it would be useful to have guidelines.  4.1 - 7.1 - update on Fantastic Friday's -CS confirmed that this has restarted, KS1 have had a 4 week block - 2 weeks of forest school, 2 weeks cookery/craft. KS2 will have a 6 week block - starting this half term. Being carried out in year groups.  9.1 - Staff cream tea took place in July. Positive event - good feedback.		
5.1	<u>Teaching &amp; Learning Committee - Terms of Reference</u>  Membership of the committee remains the same, CB (EYFS governor - will be invited when required).  GMD believes it would be useful to step back and look at which roles interlink as it would avoid duplication. Some of the roles are collective responsibilities.  Document to be amended and updated. Stop the document after the delegation paragraph on page 3.	HM to amend and save to the T & L committee folder on platform.	Doc updated and saved in T&L Meeting 1 folder
6.1	<u>Feedback from School Education Officer Visit (SEO)</u>  CS gave an update of the visit to the committee. The SEO performs monitoring on behalf of the local authority.  This involves a review of how school is performing, and what would need to be done to prepare for an ofsted visit. A Safeguarding officer (SO) also visited, carrying out a review of safeguarding. Again a review, and gave action points to execute before an Ofsted visit.		



	<p>The SO liaised with school office personnel, and will revisit in January 2022 to witness that any action points have been taken on board and completed.</p> <p>The SEO observed lessons and guided sessions, and liaised with children. Mimicking an ofsted visit.</p> <p>JG felt that feedback was concentrating on wanting detailed plans for every curriculum subject. Looking for progression. SB asked when they are looking at progression for child or year specific. CS answered that it's the progression of reception to the end of year 6 for each child. School now has a subject leader (in one Key stage), and a subject champion (in the other key stage).</p> <p>LB asked if the staff will have more than one role?- ie having to be a subject leader in one area, and a subject champion in another. CS confirmed that this is the case.</p> <p>CS commented that this is a big area and will not be able to be completed in one year, but feels that the school leadership team has a good plan, and actions have already been initiated. It is an evolving process. JG commented that it sounds like a good model, and feels reassured as a governor that a detailed plan is being developed and moving forward.</p> <p>LB asked how the school is addressing the areas for further consideration from the report? CS gave feedback on other plan areas, and the school SIP and SEF will be updated. This will then allow the governors to monitor how the school is performing going forward.</p> <p>There was a period of useful conversation on this, all very positive. The governors are supportive with the approach that the school is taking.</p>	<p>SB question</p> <p>LB question</p> <p>JG comment</p> <p>LB question</p>	
7.1	<p><u>Data/Standards update</u></p> <p>CS presented a detailed analysis of data, broken down by gender, SEN and pupil premium. She took the governors through the results.</p> <p>The governors highlighted some of the positive's, for example that greater depth readers is a strong area in the year 1 results. JG commented that there appears to be a difference between the results for the girls and boys and asked what was being addressed by the school to improve this gap.</p> <p>CS informed of how small groups/individuals are having additional intervention time if a particular need has been identified, but that some of the gap is closed naturally as the children develop.</p> <p>SB noted that the Year 2 boys again appear weaker at reading. CS responded that there are only a small number of boys in that class, so the marks are more skewed. However it has been identified that there is a greater impact from the lockdown in this area, as a greater number of boys were not attending school in person when compared to the girls.</p> <p>JG asked what strategies are in place to address additional needs for interventions? CS gave specific information on this, and also spoke about challenges of the timing of interventions, in order that they don't impact detrimentally on other key areas of</p>	<p>JG challenge</p> <p>SB challenge</p> <p>JG challenge</p>	



	<p>learning for those children. Teachers, teaching assistants and external tutors have been used for these interventions.</p> <p>JG asked about the levels of parent/family support impacted the results. CS stated that it was usually those with less family support that require more intervention time. SB asked about whether parents are informed of their child needing intervention. CS affirmed that all teachers liaise with the parents. The recent parents evenings being an example of this.</p> <p>JG asked if there were any other highlights from the data? CS stated that writing was a key area being identified as needing a lot of catch up work with children, following the impact of lockdowns. Writing was one area that you just couldn't have the same level of work performed by not being in school in person.</p> <p>CS informed the governors about the external tutoring over the summer term. For the most part the children enjoyed it, although some didn't and therefore didn't get as much from it as was hoped. However, by the end of it, some of the children realised that it was ok to struggle and ask questions, and not just sit back in class, this then helped with their general learning behaviours. It also meant some of the children achieved expected levels.</p> <p>Funding has been allocated for this school year, so some more tutoring will happen in this term. This time it will cover wider needs.</p> <p>JG asked if there is termly measuring? CS informed that there are termly teacher assessments at the end of each term, additionally for KS2 the children, they undertake NFER papers (twice a year). Usually similar results from teacher assessment to results of the tests. The school has found that most interventions don't plug the gap, but can stop it getting any wider.</p> <p>JG &amp; SB questioned whether there should be number targets to assess against? and think that it would be useful to see comparisons in the data to the national averages. When they were looking at the data on its own, the results appeared poor in some areas, but actually when they compared to the national averages, the school was actually in a better position.</p> <p>There was an in depth discussion between the headteacher and the governors over whether this would be possible and useful. It was decided that a target % would be useful to see what the school was aspiring to and a useful measurement for governors to use to monitor the schools performance.</p> <p>CS uses Fisher Family Trust for the analysis which converts results into scaled scores. CS stated that the targets for the school in basic terms are that if a child meets 'expected' level at KS1, then the school would expect them to at least achieve this same level at KS2. The school wants 80% to achieve the 'expected' level.</p> <p>CS thinks that the number targets should be for the end of KS1 and KS2.</p> <p>LB challenged that the performance trajectories are on a downward trend? CS responded that it is important to consider the pandemic, furthermore the school assessments were not based on official SATs. It also is dependent on what the cohort was like. It was agreed that we need to see what happens over the next few years, once the school and country stabilises.</p>	<p>JG challenge. SB challenge</p> <p>JG challenge</p> <p>JG question</p> <p>JG &amp; SB challenge</p> <p>Update on targets for next meeting or FGB. Put on the next agenda.</p> <p>LB challenge</p>	<p>HM to put on agenda for 25th January 2022 meeting.</p>
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	MB section on differentiation in the next teaching and learning meeting.	HM to include on next T&L agenda-meeting March 2022	
8.1	<p><u>Curriculum</u></p> <p>LB asked if there was any movement on deciding which Phonics programme to adopt? CS responded that the school has been reviewing the different options but have not yet chosen a specific package/scheme. Teachers and Teaching Assistants had phonics overview training on 1st November. JG asked whether the training went well? CS responded that training was very useful.</p> <p>The school will need to decide by March.</p> <p>School is trying to implement more year group guided reading/phonics sessions by year group and not class. This is especially important for the KS1 year groups.</p> <p>Early Years Curriculum - there hasn't been a lot of change. The school has done an early years session with parents. JG asked about attendance. It was well attended by parents who were newer to the school. The Baseline on reception children has been performed. Teachers in Early Years are looking at the structure of the day.</p> <p>JG asked about the results of the baselining? CS said its usefulness was limited, its static, the school hasn't seen in depth analysis yet, as results were all submitted on a portal.</p>	<p>LB challenge</p> <p>JG question</p> <p>JG question</p> <p>JG challenge</p>	
9.1	<p><u>Policies</u></p> <ul style="list-style-type: none"> <li> <p><b>SEND</b></p> <p>GMD reported that they tried to get away from generalisations in the policy wording and ensure it was specific to the school.</p> <p>JG felt it led the reader through, and contained useful information, especially as a governor.</p> <p>All governors agreed policy can be signed.</p> </li> <li> <p><b>Behaviour</b></p> <p>GMD positive about the section for relevant learning.</p> <p>The policy was missing section 3 of confiscated items.</p> <p>Key change to previous policy was including a section on Peer on peer abuse.</p> <p>LB asked if the appendices are being used. CS answered in the affirmative.</p> <p>SB asked about Stars and certificates for positive behaviour. Asked about whether for specific behaviours. CS informed the basis for the rewards.</p> <p>JG asked about training of staff for restraining? Was it all given to all staff? Need change wording to 'Many' not all.</p> </li> </ul>	<p>CS to amend</p> <p>LB question.</p> <p>SB question</p> <p>JG question.</p>	



	<p>SB asked whether the school has had to use it. CS answered in the affirmative.</p> <p>JG likes the bullying table - thinks it would be good to put in Bullying policy as very clear.</p> <p>LB asked how often bullying is covered in the school. CS said it is regularly covered in Jigsaw sessions, assemblies, in class, anti bullying day, anti bullying week.</p> <p>Governors all agreed to the policy being signed.</p> <ul style="list-style-type: none"> <li>● <b>Anti-Bullying</b></li> </ul> <p>To include the table as discussed above, in a section below forms and types of bullying.</p> <p>JG noted that the word 'REPEATED' needs to be highlighted in the definition of bullying.</p> <p>JG suggested highlighting people responsible - BOLD Headteacher, Governors and All staff.</p> <p>JG recommended putting in BOLD lead words under the Community section.</p> <p>LB asked about the recording of bullying. CS yes everything is recorded.</p> <p>All happy and signed off.</p> <p>LB asked about whether the school should consider using CPOMs. CS answered that the school can look at this again. Need to consider whether it is useful for the school, considering the number of children with incidents, and cost Vs benefit.</p>	<p>SB question.</p> <p>CS to include in Bullying policy.</p> <p>LB question.</p> <p>CS to amend for these points/ suggestions</p>	
	<p><u>AOB</u></p> <p>Headteacher appraisal happened with HE on 29th September 2021.</p> <p>CS gave feedback on the arranging of governors visits. On behalf of the staff it feels like it's adding pressure on the teacher. It's the timing of the visits. GMD stated that we need to consider supportive Vs a burden. CS suggested governors meet with a group of children rather than carry out lesson observation.</p> <p>All governors need to consider the arranging of the visits, and what the visits involve? give a timeline to all staff, ensure they are spread out and agreed in advance between both parties.</p>		
The meeting finished at 20.30			



**WHIMPLE PRIMARY SCHOOL**  
**Governing Body**

Date/time of next meeting	Tuesday 8th March 2022	Location	Whimple Primary School
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