Dare to Discover

Minutes of the meeting of the Teaching & Learning Committee held virtually on Wednesday 4th February 2026 at 6pm

Governors Present:

Russell Fry (RF)	(CHAIR)
Beci McCaughran (BM)	(HEAD)
Lucie D'Heudieres (LDH)	
Jenni Caisley (JCa)	
Rafaella Borba (RB).	

Others present:

Helen Dunn (Clerk)	(Clerk to Governors)
Ellie Crowe (EC)	(Associate member)

The presentation started at 18.00		**Action**
	Presentation: Art EC updated committee members on recent Continuing Professional Development (CPD) sessions carried out at the school for the teaching of art. Twilight sessions have been held by an Artist, which consisted of 3 x 2-hour sessions to refresh the practice of teaching art at the school. This included looking at sculpture and 3D work, plus drawing techniques. They also looked at how to better present a piece of work and gave advice on making the initial blank pages less intimidating. Examples of the pupil's artwork were shown to committee members to demonstrate how the focused training for teachers has improved the quality of work produced by pupils. It was agreed that the twilight sessions with the Artist were successful and a good investment. The school hope to provide specialist training for other subjects in the future, with Computing due next. **Q.** Is the Link Governor for Art aware of the recent training and the benefits reflected in the pupils? **A.** The Art Link Governor is currently carrying out his subject monitoring visits, and the progress in art will be highlighted to him. **Action:** Ensure EC updates FR on the Art twilight sessions and the subsequent improvements in work produced by pupils. **Q.** Regarding the subject plans for taking pupils through the different years, will these need to be modified based on new learnings taken from this recent training? **A.** The school will always factor in progression of knowledge and skills to the subject plans. Work on projects will be kept under review. With Art specifically there are annual efforts to ensure the curriculum is kept diverse, and the school will encourage diversity of artists that are researched in school. **Q.** Where would the school capture this experience, so new teachers can benefit in the future?	

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	A. Sketchbooking skills are already included in the progression plans. The 'Approach to teaching art' document can be updated. **Q.** How much did the twilight sessions cost? **A.** They were approximately a 5th of the school's overall CPD budget, but it was delivered to all teachers, and it was felt to be a good investment. Committee members thanked the Headteacher (HT) and EC for organising the sessions. The HT informed members that examples of the great artwork will be celebrated by going on display in the town hall. **Q.** Should the artwork be shared within the school community too? **A.** This has already been done, but they will share the art on the school newsletter again.	
	The meeting started at 18.15	
1.	**Welcome & Apologies for Absence** The Chair opened the meeting and welcomed committee members. No apologies were received. The meeting was held online, using MS Teams, and was quorate.	
2.	**Declarations of Interest** No declarations of interest were received in relation to items on the agenda.	
3.	**Minutes of Previous Meeting** The minutes of the meeting held on 1st October 2025 were received and confirmed as a true and accurate record of the meeting.	
4.	**Matters Arising** The Committee reviewed actions arising from the previous meeting: PSHE Link Governor to add an additional layer of monitoring to capture the pupil voice regarding the impact of the newly revised provision. **ONGOING?** 5 — Add Cohort data on to the next T&L agenda. **ONGOING?** 6.1 — Add PP Impact report on to next T&L agenda. **COMPLETED. CLOSED** 11.2 — Email all Governors to advise completion of Cyber Security training. **COMPLETED. CLOSED** 11.2 — School Business Manager to be asked to identify all external IT systems used by staff where separate passwords are used, and then to contact Russ Fry to put a plan in place to	

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		secure each of these (where possible) with additional security measures. Update 04.02.26: Capacity and budget needs to be protected for admin tasks such as this. **ONGOING FOR FGB**	
5.	**Inspection Data Summary Report (IDSR)** Documents were circulated to committee members ahead of the meeting. The HT explained that the IDSR has always existed, but over the last 8 years it has become less significant as the Ofsted framework did not focus on this data. The new Ofsted framework is now looking at this, with particular attention to the school's vulnerable children. The IDSR is reviewed by the Ofsted team ahead of the school visit. Recent inspection reports under the new framework are now available for review. The HT and Senior Leadership Team (SLT) are reviewing these closely and concentrating efforts on the Pupil Premium (PP) data. The school will ensure that Inspectors have the full context of the Fulbourn pupils and are aware of the high level of Special Educational Needs and Disabilities (SEND) and Pupil Premium pupils, so they can take this into consideration when looking at the data. Data for staffing is expected to be average. Attendance data will be reviewed by looking at a 3-year trend. This is due to the size of Fulbourn Primary School, meaning data can be inconsistent and effected significantly by just a few families. The school can demonstrate low Persistent Absence data. **Q.** What is the school doing to support good attendance? **A.** The process and timings, as stipulated in the absence management policy, were explained in detail. Attendance data is mainly affected by pupils with SEND and who are on part time timetables. The school intend to present alternative data to the Inspectors which shows attendance without the pupils who have high complex needs. There have been no recent suspensions. The summary of attainment and progress data was reviewed by committee members in detail. The school have tweaked their teaching of Spellings, Punctuation and Grammar (SPAG) as a result of the IDSR. The school are setting different revision work and extra sessions. They are also aiming to challenge the high attainers further.	

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	Q. For the 'close to average' pupils in SPAG and writing, what accounts for discrepancies between the pupils who are above average in writing, but SPAG data is 'close to average'? **A.** The school have identified more room for improvement in spelling specifically. There is a high percentage of pupils not practicing their spellings at home, so the school will think more widely about how to improve spellings. **Q.** Have you found a correlation between the lack of spellings practice at home and vulnerable groups? **A.** Not in the most vulnerable as there is extra support already in place for them, but next layer up. It is the hidden layer of disadvantaged pupils, with parents both working hard in low paid jobs and with little time to help their children with homework, that are then finding the spellings challenging. **Q.** How do you identify the pupils who are not classed as 'vulnerable' but do need extra assistance? **A.** At Fulbourn, these pupils are referred to as VIP and the school are tracking them closely. Flags for this are parents who are not attending parent's evening, and pupils who are not completing homework. Disadvantaged pupil data on the IDSR presents multi-year averages and cohort sizes, showing attainment and progress for pupil premium pupils. This data is limited however, due to Covid, which meant that SATs were not taken. **Q.** What barriers did those children have regarding writing? **A.** During Covid, pupils were put into family bubbles, rather than year group bubbles, so the curriculum collapsed during this time. Progress data is therefore limited and missing for some years. The next set of progress data will be on different measures. However, it is helpful to monitor data taken from disadvantaged pupils at the end Year 2 and end of Year 6, to ensure they are making enough progress in writing. A Governor should take this on as a monitoring exercise and it will prove excellent evidence of taking an action directly from the IDSR. LDH volunteered to monitor in this area. Schools have not yet been told what progress measures will look like going forwards. Schools never get to see baseline data. **Q.** Can you track early learning goals? **A.** This can be done, and the school can highlight evidence of good progress for pupils not meeting the expected standard. **Q.** On the IDSR, regarding the highlighted areas showing required improvement in writing by disadvantaged pupils; was the school already aware of this data? **A.** The school have always looked at progress data, although this is a different way of presenting the data. It's been discussed before and the school are aware of this data.	

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	Q. How are such small numbers of PP pupils impacted with regards to their experience in school? **A.** Disadvantage is measured, but what matters is that the school knows these children and the barriers they are up against. This is often dependant on the area they live in and the size of the community –a lot of the vulnerable families are easily identifiable in Fulbourn, due to a higher number of less disadvantaged families in the area. There are more challenges in Fulbourn for the disadvantaged and vulnerable families, due to less support in the area. **Q.** Regarding the limited PP funding and the shocking lack of SEND funding; how is this impacting the vulnerable groups and their classroom support? **A.** Many financially disadvantaged pupils also have another layer of SEND, so this creates further challenges within the classroom. The school focusses on quality-first teaching so all pupils will benefit, however this does nothing to close the gap between the disadvantaged children and the high attainers as they are all benefitting from the support in the classrooms. This is a similar story with attendance levels. Improving attainment levels and attendance is a positive move, but they need to strive towards narrowing the gap between these groups. **Q.** Why is the data for disadvantaged pupils in writing not reaching national standards? **A.** It is based on a very small number of pupils at Fulbourn, so it would be much more representative to look at whole cohorts and 3-year trends. **Action:** The HT highly recommended external training for Governors to help them interpret the IDSR document. The committee members further scrutinised the data on the IDSR and looked in detail at the valuable information it presents. SLT at Fulbourn have visited other schools to learn how they are producing better data for their disadvantaged pupils. The HT and Governors will be referring to the IDSR much more frequently moving forwards. The Committee spent time familiarising themselves with the Ofsted Inspection toolkit again and went through examples of evidence that can be produced for each item. **Q.** Are the school satisfied with the attention spent on both disadvantaged groups and non-disadvantaged groups? **A.** The school feel the focus should be on closing the gap between all groups, because the level of attainment across the school is already of a high standard. The HT advised committee members that Ofsted Inspectors will want to see the impact of school efforts to support the vulnerable pupils, and not just the data. They will want to see evidence of how the pupil's lives are enriched within the school environment. During the inspection, a selection of disadvantaged pupils will be observed throughout the school day, and the school are confident that this will demonstrate a strength of the school. The	**HEAD**

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	school will highlight the barriers to learning for their vulnerable pupils and assign weight to the impact of each barrier and how the school have mitigated against this. **Q.** Would you be able to provide extra training for the IDSR document for Governors? **A.** This will be addressed again at the Full Governing Body (FGB) meetings, so that all Governors are aware of the main points.	
6.	**Special Educational Needs and Disabilities (SEND) and Pupil Premium Update** **6.1 Pupil Premium Strategy Impact Report** This data was reviewed at the last FGB meeting. **6.2 SEND backpay update** Several emails of complaint have been sent out regarding the promised SEND backpay, and no acknowledgements have been received. Representatives of the Governing Board are looking in to escalating these complaints to the relevant Member of Parliament. **Q.** Is there anything further that can be done to put pressure on the Local Authority (LA)? **A.** The school will explore the formal complaints process for the LA. **Action:** Request that RF works on submitting a formal complaint about SEND backpay to the LA. **6.3 SEND report** A report will be circulated to committee members immediately after the meeting and will be discussed at FGB.	**HEAD**
8.	**Quality of Teaching** **8.1 Instructional Coaching/developmental work** Following some recent flexible working requests and staff returning from leave, a project has been initiated to look more closely at CPD opportunities, to ensure all staff have access to these. Fulbourn are lucky to have a stable and consistent staffing team, and they should all have equal opportunities to develop. The school is influenced by best practice in other schools, in areas of Instructional Coaching and Developmental Work. This style of CPD involves a competent member of staff attending lessons and coaching in the moment, rather than feeding back after the session. This encourages rapid positive change in teaching techniques. Observational teaching was not always as representative or effective. This will also help to ensure that the quality of teaching across the team is constant. This new project is to ensure equal training opportunities are available for those who cannot attend set teacher training days and provides a different	

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	mechanism for delivering CPD. The school are also looking at running mini meetings which are bite sized and offers more consistency. **Q.** Are you using pre-recorded CDP sessions online? **A.** This is an option, but each individual has limited time to work through this. They feel that live training is more effective use of time. **8.2 T&L related safeguarding issues** The school are currently conducting new risk assessments for OPAL, following the installation of a new 5 metre sandpit by Men In Schools. There will also be a new stage installed in the hall.	
9.	**Policies for review** **9.1 Early Years Foundation Stage Policy** No changes to this policy. **Ratification:** The committee members unanimously approved the Early Years Foundation Stage Policy. **9.2 Relationships and Sex Education Policy** This policy is currently unavailable. Due to a law change in September, this policy needs to be consulted on further. Governors will also need to be involved in consultation with families regarding this policy. The future revision of this policy is likely to have more statutory areas, and less areas that parents/carers can opt out of. **Action:** Request SD is involved in the consultation of the RSE Policy.	**HEAD**
10.	**Governor Monitoring** **10.1 Review of the Governor Annual Schedule of Work 2025-26** The Schedule was reviewed together. The HT commented that there had been lots of contact from the Governors regarding monitoring visits, but the reports are still to be received. Committee members were reminded to use the live editing tool for this document. **10.2 Discussion/review of recent monitoring** Thanks were given for an excellent PSHE report.	
11.	**AOB** None.	
12.	**Date/Time for Next Meeting**	

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	The next meeting has been rearranged to the 23rd March 2026.	
	Meeting closed at 19:37	

ACTION GRID FROM T&L COMMITTEE MEETING, 4TH FEBRUARY 2025

	Item	Owner	Deadline
	Previous meetings:		
	PSHE Link Governor to add an additional layer of monitoring to capture the pupil voice regarding the impact of the newly revised provision.	HEAD	Oct 25
5	Add Cohort data on to the next T&L agenda	HEAD	Oct 25
11.2	School Business Manager to be asked to identify all external IT systems used by staff where separate passwords are used, and then to contact Russ Fry to put a plan in place to secure each of these (where possible) with additional security measures.	HEAD	Oct 25
	4th February 2026:		
5	The HT highly recommended external training for Governors to help them interpret the IDSR document.	HEAD	March 26
6.2	Request that RF works on submitting a formal complaint about SEND backpay to the LA.	HEAD	March 26
9.2	Request SD is involved in the consultation of the RSE Policy.	HEAD	March 26

Governor Meeting Dates
2025-2026

Dates of FGB Meetings 2025-2026 – Wednesdays, to start at 7pm (in person)

10th September 2025
3rd December 2025
11th February 2026
18th March 2026
6th May 2026
15th July 2026

Dates of Committee Meetings 2025-2026

T&L Committee– Wednesdays, to start at 6pm (virtual)
1st Oct (target setting), 26th Nov, 23rd March, 8th July

P&R Committee— Wednesdays, to start at 7pm (virtual)
8th Oct, 12th Nov, 21st Jan, 11th March, 22nd Apr, 17th June

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