# Dare to Discover

**Minutes of the meeting of the Teaching & Learning Committee held virtually on Monday 23rd March 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:**

| | |
|---|---|
| Pete Allen (Clerk) | (Clerk to Governors) |
| Ellie Crowe (EC) | (Associate member) |

| | | Action |
|---|---|---|
| | **The meeting started at 18.15** | |
| 1. | **Welcome & Apologies for Absence**<br><br>The Chair opened the meeting and welcomed committee members.<br><br>No apologies were received.<br><br>The meeting was held online, using MS Teams, and was quorate. | |
| 2. | **Declarations of Interest**<br><br>No declarations of interest were received in relation to items on the agenda. | |
| 3. | **Minutes of Previous Meeting**<br><br>The minutes of the meeting held on 4th February 2026 were received and confirmed as a true and accurate record of the meeting. | |
| 4. | **Matters Arising**<br><br>The Committee reviewed actions arising from the previous meeting: | |

| | Item | Notes |
|---|---|---|
| | **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. | Completed |
| 5 | Add Cohort data on to the next T&L agenda | On agenda |
| 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 | On going |



Signed as an accurate record…… Date…….

| | | |
|---|---|---|
| | possible) with additional security measures. | |
| | **4th February 2026:** | |
| 5 | The HT highly recommended external training for Governors to help them interpret the IDSR document. | On agenda |
| 6.2 | Request that RF works on submitting a formal complaint about SEND backpay to the LA. | No longer required |
| 9.2 | Request SD is involved in the consultation of the RSE Policy. | On going |

**5. Cohort data update**
**Can be more**

Documents were circulated to committee members ahead of the meeting.

a) The cohort data that was shared is from Spring 2 and is internal data informed by assessments in Reading/Writing/Maths and recorded on Insight. It is not validated data but has been moderated within teams in school.
b) Individual pupil data will be shared with parents before Easter.
c) The Y6 Reading data is representative of results from practice SATs which indicate that 1/3 of the cohort is currently below age related expectations (ARE) whilst 2/3 could achieve Greater Depth (GD). The teaching of Reading at GD is good. 5 children may achieve the expected standard but there are significant barriers, eg, SEND or pastoral needs.
This cohort is not representative of other cohorts apart from the current Y3 cohort.
d) Identifying children who are GD in Maths can be more challenging as the curriculum is very broad. Published outcomes at the end of the year are usually higher than the internal data. EC explained that children do extend their learning in a lesson but there is a lack of testing through the Mastery curriculum.

**Q.** Do these children have additional time in the practice SATs as well as in the actual tests?
**A.** Yes but for some this can cause more anxiety. Access arrangements will be fine.

**Q.** With regards to the framework for Early Years, what benchmarks are there for staff to assess children at GD?
**A.** Staff track the GD children throughout the year although the final judgement at the end of the year is either met/not met. It is important that information about those children at GD is passed onto Y1 staff as part of the transition process.

**Q.** On the Y3 data is says 'no data'. Why is this?
**A.** The pupil only started today.

**Q.** How do children who are Pupil Premium (PP) compare to their peers?
**A.** PP is on the agenda but comparing the data can be challenging due to the small numbers of children who are PP, eg, 1 child can be 33%. The numbers are different in each cohort so comparison is not always helpful.

**Q.** With regards to Maths has regular NFER testing been considered?



Signed as an accurate record…… Date…….

| | | |
|---|---|---|
| | **A.** We use some TestBase materials which support staff but the children are often tested on the work and areas they have covered that term and not on the overall curriculum. As a school we report regularly to parents but assessment data in Maths changes due to the topics covered that term. We are transparent with parents and staff need to be secure about GD judgements to use it consistently. We use the data in Pupil Progress meetings and it is important to identify where the gaps are and the next steps. If the data fluctuated we would consider using external tests but we are not seeing this.<br><br>**Q.** Looking at Y3 progress and Y6 – what are the similarities?<br>**A.** Both cohorts do present a challenge and there are large groups needing support. The school needs to look at capacity as the children are either achieving well or requiring lots of support.<br><br>**Q.** How do you know that Y3 are following the same pattern to Y6?<br>**A.** By looking at the data. The Y3 cohort of 45 children is following a similar pattern. There is no evidence to suggest that streaming works so it is a challenge. We are adding additional capacity and the appointment of a Reading Amabassador will mean that children in Y3 can be more supported more.<br><br>**Q.** Looking at Early Years data, are only 45% expected to meet GLD (Good Level of Development)?<br>**A.** No it will be higher than this as the data shows where the children are at now. Our prediction for July is above 80%. If GLD was reported now then 43% would be working below. | |
| **6.** | **Special Educational Needs and Disabilities (SEND) and Pupil Premium Update**<br><br>**6.1 PINS Project (Partnerships for Inclusion of Neurodiversity in Schools)**<br>a) This project is coming to the end of the first phase. We have had the Environmental Audit and have already acted on some of the recommendations.<br>○ The Explorer's Den is being used for the children with the most complex needs and who do not always cope in the classroom.<br>○ Soundboards from the Music Room have been used in the Explorer's Den as part of making it a calm space, More work will be needed and governors will be involved with the spending decisions.<br><br>**Q.** What are the next steps?<br>**A.** There have been 2 successful parent workshops but the 3rd was not so well received as they are run by parents from Pinpoint and the information is not always appropriate. The Local Authority (LA) is running the project and the training for staff is good but we are still waiting for more feedback from them.<br><br>LDH commented that her last school completed the first year and she is now in the second year. An Occupational Therapist led a parent workshop.<br><br>BM will share a SEND Report every Spring Term.https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=& | |



Signed as an accurate record…… Date…….

| | | |
|---|---|---|
| | cad=rja&uact=8&ved=2ahUKEwjN4bGyvbiTAxW9XEEAHbmuDKMQFnoECBcQAQ&url=https%3A%2F%2Fwww.pinpoint-cambs.org.uk%2Fpartnerships-for-inclusion-of-neurodiversity-in-schools-pins%2F&usg=AOvVaw2Q2M3XEcmgSxoMllq1khs4&opi=89978449<br><br>**6.2 Pupil Premium (PP)**<br>This is an area where the Teaching and Learning (T+L) Committee can have an impact as it is a significant aspect of the School Development Plan. There is lots to celebrate and we receive some funding from the Clock Charity, which we use effectively, but pupil outcomes are not showing improvement as quickly as we would want. There are proposed changes to how T+L monitor available on GovernorHub which includes training for all governors on PP so that there is appropriate support and challenge. Governors need to be in school to talk to pupils about their experiences and discuss with staff so that we can identify next steps and implement the PP Strategy consistently.<br><br>**Q.** Should we change the monitoring focus?<br>**A.** It should focus on pupils' experiences as disadvantaged as there are lots of different layers, including PP and SEND. PP is the area where there should be the most focus and how we can be more effective and improve outcomes for pupils.<br><br>**Q.** LDH completed training on outcomes for disadvantaged pupils. Should we consider some bespoke training for governors?<br>**A.** Yes and it should focus on PP and what effective monitoring looks like.<br><br>**Action:** BM to contact LA regarding governor training.<br><br>BM stated that the change in monitoring focus shows the strength of governors as they are being responsive. There has been an amazing success with governor subject visits which cover inclusion across the curriculum but we have not had the same focus on PP.<br><br>**Q.** If we look at a specific group of pupils on these visits is that acceptable?<br>**A.** Yes as it is about understanding the layers of challenge and therefore looking at PP will also cover SEND as there is a significant overlap.<br><br>**Q.** Could we include specific reference to SEND on the visit form as this would encourage Subject leaders to reflect on provision and outcomes?<br>**A.** yes but we need to complete the training first as the need is so significant. After this we can interpret the data and consider how this is impacted by the small number of PP in each cohort.<br><br>JCa commented that governors have talked about a SEND focus for visits but PP is more challenging so training would be good.<br><br>BM confirmed that she would look to book PP training as part of an FGB meeting.<br><br>**Action:** BM to meet with RF to look at the focus of governor monitoring and training. | **BM** |



Signed as an accurate record…… Date…….

| | | BM /RF |
|---|---|---|
| 8. | **Quality of Teaching**<br><br>**8.1 Feedback**<br>Staff are currently looking at the effective use of feedback as research from the Education Endowment Fund (EEF) shows that this has the lowest cost but the highest impact. Phase Leaders have completed monitoring and have identified that feedback could be improved. After Easter staff will therefore focus on how to provide immediate feedback through a series of short morning meetings. Staff are aware that feedback needs to be acted upon and therefore it needs to delivered to develop meta-cognition strategies.<br><br>**Q.** is there a Feedback Policy?<br>**A.** Yes but it is not on the school website.<br><br>**Action:** BM to make policy available to governors.<br><br>**Q.** Can the feedback given to a pupil be shared with parents to help understanding?<br>**A.** A teacher provides lots of feedback each lesson and so there is too much to share. The school is good at involving parents where children are getting repeated feedback and learning is not changing. Families do not always have the capacity to support.<br><br>**Q.** Are there opportunities for parents to come and view their child's work?<br>**A.** Yes during Class Assemblies and Parents Evening, as well as other opportunities. There is not always the same engagement from PP families so we use support staff as well. | **BM** |
| 9. | **Policies for review**<br><br>There were no policies to review.<br><br>The Relationships and Sex Education Policy is currently under review and further guidance is pending. | |
| 10. | **Governor Monitoring**<br><br>**10.1 Review of the Governor Annual Schedule of Work 2025-26**<br>a) The T+L schedule is being amended.<br><br>**10.2 Discussion/review of recent monitoring**<br>a) Some subject visit reports are still outstanding but not all of them are available yet as they are still being checked.<br><br>**Q.** Are there any visits outstanding?<br>**A.** No and governors have been great at meeting with Subject Leaders and producing reports. These reports will inform the schedule for next year by identifying common areas. They will continue to evolve as we build a sustainable model,<br><br>**Q.** Can we build in time and space for governors to talk through and present reports so comparisons can be made? All governors are doing separate visits and it would benefit everyone if we could look at the golden threads for monitoring. | |



Signed as an accurate record…… Date…….

| | | |
|---|---|---|
| | **A.** We would need to see how this can be facilitated as it could then inform the focus of the last governor visit of the year with some key questions. We need to ensure that monitoring is going to have a positive impact for the children.<br><br>RF suggested that governors pass their latest report to another governor and identify similarities and three key areas to focus on. There could be common pattern and things that could be done better.<br><br>BM said that attainment data, both current and historical, should also be looked at and triangulated with other evidence, eg, book looks and pupil voice.<br><br>**Action:** BM to meet with JCa and Stuart Thorpe (ST) to consider next FGB. | **BM /JCa/ST** |
| **11.** | **AOB**<br><br>BM said that governors would be asked to support with KS2 SATs once again this year. The dates are 11th – 14th May.<br><br>There was no other business. | |
| **12.** | **Date/Time for Next Meeting**<br><br>The next meeting is 8th July 2026 at 6.00pm (virtual). | |
| | **Meeting closed at 19:18** | |

**ACTION GRID FROM T&L COMMITTEE MEETING, 23rd March 2026**

| | Item | Owner | Deadline |
|---|---|---|---|
| | **Previous meetings:** | | |
| 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. | BM | Reviewed next meeting |
| | **4th February 2026:** | | |
| 9.2 | Request SD is involved in the consultation of the RSE Policy. | BM | On-going |
| | **23rd March 2026:** | | |
| 6.2 | LA to be contacted regarding governor PP training. | BM | Next meeting |
| 6.2 | The focus of governor monitoring and training to be reviewed. | BM/RF | Next meeting |
| 8.1 | Feedback policy to be made available to governors. | BM | ASAP |



Signed as an accurate record…… Date…….

| | | | |
|---|---|---|---|
| 10.2 | Procedures for sharing governor reports at FGB to be reviewed. | BM/JCa/ST | Next meeting |

## 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



Signed as an accurate record…… Date…….