



# Dare to Discover

**Minutes of the meeting of the Teaching & Learning Committee  
held virtually on  
TUESDAY 5<sup>th</sup> MARCH 2024 at 7pm**

**Governors Present:**

Jenni Caisley (JCa) (CHAIR)  
Joanna Cooper (JCo)  
Ellie Crowe (EC)  
Lucie D'Heudieres (LDH)  
Russell Fry (RF)  
Liz Hurles (LH)  
Beci McCaughran (BM) (HEAD)

**Others present:**

Helen Andrews (HA), Clerk  
Nichola Grove – NG (Pastoral Team)

		Action
1.	<p><b>Welcome &amp; Apologies for Absence</b></p> <p>JCa opened the meeting.</p> <p>Apologies were received and accepted from SD.</p> <p>The meeting was quorate and held using MS Teams.</p> <p>BM advised that, due to KM not being able available to present at tonight's meeting, NG will present on the Pupil Book Study instead – it links into an item already on the agenda for this meeting.</p>	
2.	<p><b>Presentation – Pupil Book Study (NG)</b></p> <p>The study started back in Jan 2024 as a whole staff CPD – it steps up the work undertaken around the curriculum and how the school assesses its quality of education. The school aspires to be a better than good school in all aspects. Staff have collaborated on how the quality of education is assessed and the effectiveness of teaching, and the depth, retention, and connection of children's learning. It is essential not to confuse poor proxies for learning as an assessment for quality of education. Learning happens when children must think hard. Monitoring takes place internally via a variety of methods; the pupil book study will help to understand how the children are learning. The origins of the Pupil Book Study come from a large MAT in Essex, however it has a very different focus. The model is transferable and can be personalised. BM explained the sequence of the book look study – involving pupils about pedagogy and how much they remember of what the school was intending them to learn. There are 7 rubrics in the design of the school's curriculum (content &amp; knowledge, teaching sequence, vocabulary, explanation and modelling, tasks, questioning and retrieval, and feedback. Each rubric will be focused on a term at a time. The slides explaining each rubric have been uploaded to the governor Teams area for governors to gain a better understanding of individual rubrics. BM shared her positive experiences of how this has already positively impacted the teaching of geography, French, and Science in school. Over the next 12 months, BM hopes that this will be led by Subject Leads as they become more confident about their subjects.</p>	



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	<p><b>Challenge:</b> A governor asked, is this the same as what JCo was referring to at the FGB meeting last week?          BM explained, there are 3 Change Teams running in school. Normally for Spring term, staff are divided in 3 groups, particularly where staff voice is important. The Retrieval Change Team's work is closely related to the retrieval rubric. The current Ofsted definition of learning is for children to know and remember more. The primary curriculum is considerable, staff are now exploring and defining what is important for children to know and remember.</p> <p><b>Challenge:</b> A governor asked, is it BM and EC that are initiating the process, is the plan for it always for Senior Leaders to lead the study or, the intention for Subject Leaders to do their part?          Eventually, it will be for Subject Leads initiate. It is about drilling down into book looks and pupil voice and creating small achievable tasks from future studies. BM hopes to incorporate future Book Studies into governor monitoring in the next academic year.</p> <p>Governors thanked NG for her interesting presentation and response to governor challenge.</p> <p>NG left the meeting at 7.45pm.</p>	
<b>3.</b>	<p><b>Declarations of Interest</b>          There were no declarations of interest for items on the agenda.</p>	
<b>4.</b>	<p><b>Minutes of Previous Meeting held on 28<sup>th</sup> November 2023</b>          The Minutes of the meeting held on 28<sup>th</sup> November 2023 were submitted and will be signed by the Chair as an accurate record after the meeting.</p>	
<b>5.</b>	<p><b>Matters Arising from Minutes of Previous Meeting</b>          Governors were asked if they had any matters arising from the Minutes which were not already included on the agenda.</p> <p>No comments concerning the minutes or matters arising were received.</p> <p>Actions from the previous meeting were considered:</p> <p>5.0 RF's advice has been shared with the ICT Service. Other schools are not asking these questions, there is no password vault that the ICT Service can recommend and are exploring options.</p> <p>6.1 The Autumn 2 visit on the monitoring of pupil progress remains outstanding. A date for this visit will be confirmed with LH after the meeting. LH did attend a Year 5 Pupil Progress meeting in the last term, a report will be drafted based on her experiences.</p> <p>9.1 <b>Completed, closed.</b> RF has a meeting arranged with EC and the SENDCo tomorrow for a SEND catch-up visit.</p>	
<b>6.</b>	<p><b>Governor Monitoring</b></p> <p>6.1 <u>Review of Annual Schedule of Work 2023-24</u>          BM shared the most up-to-date Annual Schedule of Work on screen.</p>	



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	<p>6.2 <u>Discussion on governor monitoring activities</u> The Spring '24 T&amp;L SEND related governor visit is still to be confirmed, which RF will arrange as soon as possible. The Summer '24 T&amp;L visit relating to a broad and balanced curriculum requires diarising. LDH and JCa will share the visit – they hope to sit in on one of the Book Look Study sessions to build into this visit. Governors will also consider how to spread the broad and balanced curriculum as a result of recent analysis of the parental survey. Full analysis of the parental survey will be provided at the next FGB meeting.</p> <p>BM and LH will explore what aspects of pupil progress can be covered under last terms outstanding visit and a visit will be arranged.</p> <p>BM clarified that all governor reports should be shared with her before wider circulation to proof check the contents. BM will then share with the Clerk for circulation to governors.</p> <p>LDH has an EYFS visit planned next week exploring the new framework and how progress is being tracked.</p> <p>JCa and BM will plan on how to combine individual subject visit reports into one overall analysis report at the end of the academic year. The Annual Schedule of Work (namely the governor monitoring schedule) will need to be reviewed ahead of the next academic year to focus on key priorities and to reduce governor workload.</p>	
<p>7.</p>	<p><b>Behaviour / SEND (SI)</b> EC shared the Termly SEND Report on screen to governors, which will be circulated by the Clerk after the meeting. The school profile remains above the national average for the percentage of pupils with EHCPs – 2 further assessments have recently gone to panel, with other applications in the pipeline.</p> <p>Need is heavily weighted in Years 2 and 4 – some have significant levels of need in both cohorts. Social, emotional, and mental health (SEMH) needs are on the increase and are also heavily weighted in Year 4. Pupil Premium (PP) and SEND needs in Year 4 are significant, and almost double the numbers in other cohorts. Data has been tricky to interpret, data has been obtained through Analyse for School Improvement – scores for children with SEND are better than national figures. Attendance data for those on the SEND Register were explained to governors – data is significantly skewed due to necessary medical leave for a small number of children.</p> <p><b>Challenge:</b> A governor asked, are any of the children with an EHCP on a reduced timetable, are these percentages part of the data analysis? Governors were advised of the high-level detail for those on a reduced timetable. Attendance is marked as an authorised absence outside of timetable.</p>	



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	<p>BM explained that the LA are moving to a banding system for EHCPs in due course. School leaders predicts that the banding system will not benefit the school once implemented. It will mean some challenging conversations with parents going forward as school resources become more stretched.</p> <p><b>Challenge:</b> Concerning Year 4, a governor asked what extra things have gone into supporting the teachers to manage the types of challenging they are responding to? Leaders recognise that the need is tricky to manage so staff support has been rebalanced which is making a positive difference. Consideration for next year is also being planned into the structure.</p> <p><b>Challenge:</b> A governor asked, do the SEND numbers have a cause for change in how the teachers deal with things on the ground? There is a high number of SEMH and ASD needs in Year 4, which is challenging to manage. It is very specific and individually targeted. An experienced TA has been deployed to middle school with the intention of providing 1:1 interventions. School leaders hope that next year's arrangements will better support managing need. School staff continue to be grateful for the school's Pastoral Team and the Fulbourn Clock Charity funding to support this great work.</p>	
<p><b>8.</b></p>	<p><b>Quality of Teaching (SI)</b></p> <p>8.1 <u>Catch-up / Interventions (SI)</u> All planned interventions are taking place.</p> <p>8.2 <u>Teaching &amp; Learning Related Safeguarding Update</u> Some members of staff are not able to access the training they need due to the location of venues currently arranged by the local authority. School leaders are working with the LA in the hope of providing the school as a training venue to ensure staff receive professional development opportunities.</p>	
<p><b>9.</b></p>	<p><b>Policies for Review</b></p> <p>9.1 <u>EYFS Policy</u> <b>Action:</b> The EYFS Policy will be reviewed at the next FGB meeting on 19<sup>th</sup> March 2024.</p>	<p><b>GOVS</b></p>
<p><b>10.</b></p>	<p><b>Any Other Business</b> There were no strategic items of business.</p>	
<p><b>11.</b></p>	<p><b>Date/Time and Agenda Items for Next Meeting</b> The next meeting is planned for 16<sup>th</sup> July 2024 at 7pm. This will be a virtual meeting.</p> <p>No further questions or comments were received. The meeting closed at 8.10pm.</p>	



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## ACTION GRID FROM T&L COMMITTEE MEETING, 5<sup>th</sup> MARCH 2024

	Item	Owner	Deadline
9.1	The EYFS Policy will be reviewed at the next FGB meeting on 19th March 2024.	GOVS	Next FGB (21.3.24)

### Dates of FGB Meetings 2023-2024 – to start at 7pm

Safeguarding Training & Governor social – w/c 11<sup>th</sup>-22<sup>nd</sup> Sept - TBC  
Tues - 26<sup>th</sup> September 2023  
Tues - 5<sup>th</sup> December 2023  
Tues - 6<sup>th</sup> February 2024  
Tues – 19<sup>th</sup> March 2024  
Thurs 9<sup>th</sup> May 2024  
Tues 2<sup>nd</sup> July 2024

### Dates of Committee Meetings 2022-2023 – to start at 7pm

**T&L Committee (Tues)** – 3<sup>rd</sup> Oct, 28<sup>th</sup> Nov, 5<sup>th</sup> March 2024, 16<sup>th</sup> July

**P&R Committee (Weds)** – 11<sup>th</sup> Oct, 22<sup>nd</sup> Nov, 24<sup>th</sup> Jan 2024, Tues - 12<sup>th</sup> March 2024,  
Tuesday 23<sup>rd</sup> Apr, 19<sup>th</sup> June

**Staff Governor Social** – Thursday 18<sup>th</sup> July 2024