



# Dare to Discover

**Minutes of the meeting of the Teaching & Learning Committee  
held virtually on  
WEDNESDAY 16<sup>th</sup> July 2025 at 6pm**

**Governors Present:**

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

**Others present:**

Helen Nicholls	(Locum Clerk to Governors)
Ellie Crowe (EC)	(Associate member)

		Action								
<b>1.</b>	<p><b>Welcome &amp; Apologies for Absence</b> The Chair opened the meeting and welcomed Committee members and guests.</p> <p>The meeting was held using MS Teams.</p>									
<b>2.</b>	<p><b>Declarations of Interest</b> No declarations of interest were received in relation to items on the agenda.</p>									
<b>3.</b>	<p><b>Minutes of Previous Meeting</b> The minutes of the meeting held on 26th March 2024 were received and confirmed as a true and accurate record of the meeting.</p>									
<b>4.</b>	<p><b>Matters Arising</b> The Committee reviewed actions arising from the previous meeting:</p> <table border="1"> <thead> <tr> <th></th> <th>Item</th> </tr> </thead> <tbody> <tr> <td>3</td> <td> <p>Circulate SEND report to committee members as soon as it is ready – SEND Report: A meeting was held with the SENCO, with a further meeting scheduled.</p> <p><b>Action:</b> The Head and Chair to review the SENCO report to ensure that the information provided is appropriate for governors and does not increase the SENCO's workload.</p> </td> </tr> <tr> <td>10</td> <td> <p>Propose monitoring clusters at next FGB <b>COMPLETED. CLOSED</b></p> </td> </tr> <tr> <td>11</td> <td> <p>Propose meeting dates for next academic year at the next FGB <b>COMPLETED. CLOSED</b></p> </td> </tr> </tbody> </table>		Item	3	<p>Circulate SEND report to committee members as soon as it is ready – SEND Report: A meeting was held with the SENCO, with a further meeting scheduled.</p> <p><b>Action:</b> The Head and Chair to review the SENCO report to ensure that the information provided is appropriate for governors and does not increase the SENCO's workload.</p>	10	<p>Propose monitoring clusters at next FGB <b>COMPLETED. CLOSED</b></p>	11	<p>Propose meeting dates for next academic year at the next FGB <b>COMPLETED. CLOSED</b></p>	
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<b>5.</b>	<p><b>Provisional 2025 Statutory Assessment Data</b> The Headteacher presented an overview of the provisional statutory assessment data, supported by the school's data management tool, Insight.</p>									



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### Key Stage 2 (KS2) Assessments

- **Combined Reading, Writing, and Maths:**
  - 76% of pupils achieved the expected standard (national: 62%).
  - 18% achieved greater depth (national: ~8%).
  - School is in the 91st percentile nationally.
  - This represents a 10% improvement on the previous year.
- **Multiplication Check:**
  - 49% of pupils scored full marks (25/25), compared to 38% nationally.
  - School is in the 75th percentile.
- **Phonics Screening Check:**
  - 100% of pupils met the expected standard (national: 80%).
  - School is in the 98th percentile.
  - Noted that this was a low-needs cohort.
- **Early Years Foundation Stage (EYFS):**
  - 84% achieved a Good Level of Development (GLD) (national: 69%).
  - School is in the 93rd percentile.
  - There are some complex needs in this group

The Head shared a four-year trend analysis with the governors showing that the 2025 results are the highest since 2019. However, despite strong results, 20% of pupils did not meet the expected standard in reading, writing, and maths combined, so we remain committed to continuing to raise standards. Our target for the combined result was 80%, so this was narrowly missed. We achieved our best greater depth results for combined since Covid.

Reading (76%) was the lowest performing area, with three pupils narrowly missing the expected standard. One paper has been submitted for remarking. This was disappointing for a school whose passion is reading. However 44% of children achieved greater depth in reading which is a really positive result compared to 33% nationally.

Writing was internally assessed and was not moderated this year as expected.

Our Maths results showed a strong performance with 87% achieving expected standard (national: 74%) and 47% achieving greater depth (national: 26%). This is not what we had expected at the beginning of the year. The Head acknowledged that while the focus on maths yielded strong results, it may have impacted reading outcomes.

The Chair noted improvements at the higher standard. The Head highlighted the strategic focus on maths interventions, including targeted tutoring and voluntary booster sessions and the importance of balancing interventions across subjects was discussed.

**Q.** The Chair asked if there anything the governors can do to support and any new considerations to be considered next year.



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**A.** The Head replied that the upcoming cohort presents new challenges, and previous strategies may not be effective. As some children struggle with coming to school, coming early for additional booster sessions twice a week is an unlikely intervention strategy. Budget constraints may limit the ability to keep key staff (Head and Assistant Head) focused on Year 6 teaching.

The Chair remarked that with a more challenging cohort coming up next year, we should not necessarily expect improved data again next year.

**Q.** A governor queried how our SEN data compares to national results.

**A.** The Head explained that national data for SEN is not released, partly because of the complexity of benchmarking SEN data. The school maintains high aspirations for all pupils, including those with SEN and try to avoid dialogue that suggests that children with SEN needs cannot reach the expected standard in assessments. Currently our SEN register includes pupils with EHCPs above the national average (school: 4%, national: 3.5%). Some of these children should be accessing specialist provision, whilst some at the other end of the scale may have speech and language issues. Although national data is not available, we can try and dig deeper into the results in school and will look at this again in the autumn when the results have been further broken down.

Grammar, Punctuation and Spelling (GPS): Nationally standardised; may be reviewed under upcoming assessment reforms.

**Q.** The Chair asked how science results are validated.

**A.** The Head replied that these are internally assessed and moderated across year groups by SLT. The strong performance is attributed to pupils' ability to communicate findings, even if not particularly strong in reading or maths. For some of our children their scientific knowledge is amazing.

The Head expressed some disappointment with the multiplication check results, noting that while the school's performance remains strong, national outcomes have improved, meaning the school's data is no longer statistically significant in comparison. Upon analysis, it was found that seven pupils scored 24 out of 25.

**Q.** The Chair queried the apparent discrepancy between the strong overall maths outcomes and the relatively lower performance in the multiplication check.

**A.** The Head explained that the multiplication check is a different type of assessment, focused on rote learning, and therefore not directly comparable to broader maths assessments. EC added that this test presents a different picture from other maths evaluations.

The Head noted that the average score data is more informative than the number of pupils achieving full marks and confirmed that a more detailed breakdown would be brought to the Committee in the autumn term.

**Q.** The Chair asked whether the additional support provided to Year 6 pupils had filtered down to younger cohorts. The Head responded that while the results remain strong, they are not statistically significant due to national



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	<p>improvements. The school’s performance has not declined, but the national benchmark has risen.</p> <p>The Head concluded by acknowledging that there is always room for improvement.</p> <p>Key Stage 1 (KS1), Phonics, and Early Years Foundation Stage (EYFS) Outcomes:</p> <p>The Head explained that KS1 assessments are no longer statutory, and test materials are no longer externally marked. The school continues to administer reading and maths assessments as part of normal classroom practice, rather than in formal testing conditions. Where appropriate, teacher assessment judgements may be applied if a pupil’s test score appears inconsistent with their overall performance.</p> <p>The Head reported that this year’s KS1 data is the highest to date, reflecting the strength of the current cohort, who have benefited from consistent teaching and a stable learning environment. It is expected that this group will continue to perform well as they progress through the school.</p> <p><b>Q.</b> A governor queried why the school’s greater depth maths outcomes were not statistically significant, despite being well above national averages.  <b>A.</b> The Head explained that this is due to the nature of statistical modelling and the bell curve distribution used in national comparisons. The visual indicators (e.g. blue dots) are intended to support internal understanding of the results.</p> <p>The Head highlighted the phonics results as exceptional. While some pupils only just met the expected standard, interventions will continue into the next academic year to ensure sustained progress and prevent regression.</p> <p>EYFS – Good Level of Development (GLD) – The Head reported a strong Reception cohort, despite the presence of high-level needs. Four pupils are expected to have Education, Health and Care Plans (EHCPs), with some likely to transition to specialist provision. The school moderated the GLD data conservatively, but the outcomes still reflect the strength of the cohort.</p> <p>The Chair congratulated the Head and staff on the very strong results across the board.</p> <p>Pupil Premium (PP) Data - The Head advised that governors will need to examine Pupil Premium data in more detail once it becomes available. LDH noted that national averages are required for meaningful comparison, but these may not be released until the spring term.</p> <p>The Head added that the school intends to conduct case studies to better understand outcomes for PP pupils, as percentages can be misleading when dealing with small cohorts.</p>	
<b>6.</b>	<b>Cohort Data</b>	



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The Head explained that the data reviewed thus far relates to statutory assessments, which are government-led and standardised nationally. In contrast, internal school data is more nuanced and varied in its approach.

- Reading: The school invests in a standardised reading test administered at the end of each academic year to support internal tracking.
- Writing: Writing is assessed through internal moderation, with regular moderation meetings held in collaboration with other schools to ensure consistency and accuracy.
- Mathematics: Pupils undertake mini-assessments throughout the year to monitor progress and inform teaching.

The Head also outlined the school's approach to target setting. Aspirational targets are established for each year group by the end of September annually. These targets are reviewed regularly to ensure they remain ambitious and aligned with pupil potential. The school's ethos is to encourage all pupils and staff to aim as high as possible.

The Head emphasised that the data under discussion is based on teacher assessment. As such, if a pupil has not met the expected standard, it is not constructive to focus on the outcome in isolation. Instead, the emphasis is placed on professional dialogue with staff to reflect on how pupils could have been better supported to reach the expected standard and to identify strategies for improvement in the following academic year. This process is not part of formal performance management but is intended to support continuous improvement in teaching and learning.

**Q.** The Chair asked what the response would show if we conducted a teacher voice survey to ask if teachers felt under pressure for internal assessments.

**A.** The Head suggested that teachers should feel under pressure that children meet their targets, but not so much that they wish to change their results. The Head confirmed that a staff survey would be a good idea, but the questions asked would need to be carefully considered.

Year 1 – pupil progress meetings – The Head outlined the structure of pupil progress meetings, which begin with a focus on vulnerable pupils, followed by a review of any pupils who have not met their individual targets. These meetings are a key part of the school's approach to monitoring and supporting pupil achievement.

The Head extended an invitation for a governor to attend one of these meetings to gain further insight into the school's assessment and support processes.

Year 2 – The Head reported that 10% of pupils achieved greater depth in the combined measure (reading, writing, and maths). However, it was noted that this figure may not be fully representative of the cohort's capabilities and could be attributed to a cautious assessment approach by an Early Career Teacher (ECT).

Year 3 – The Head reported that this year group presented with a high level of SEN, though not necessarily complex needs. In this cohort, 73% of pupils



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achieved the expected standard, with 10% working above. Despite these outcomes, this remains the most concerning year group in terms of overall progress and attainment.

The Class Teacher was commended for attending pupil progress meetings well prepared, demonstrating a clear understanding of the cohort's needs. In response to the challenges faced, the school has restructured its approach for this year group from September. It was also noted that long-term staff absence had impacted continuity of teaching, contributing to the difficulties experienced.

The Head reported that a combined result of 43% in this particular year group is not acceptable, given the number of pupils working at the expected standard. Mathematics has been identified as the most significant area of concern for this cohort.

In response, the school will implement all known and effective support strategies from the start of the autumn term to address these challenges and improve outcomes.

Year 4 – The Head noted that lower targets had initially been set for a particular cohort due to the nature of their needs. However, these targets were significantly exceeded. As a result, targets for the next academic year will be raised to ensure they remain ambitious and reflective of the pupils' potential.

Year 5 – The Head reported this cohort presents with particularly complex needs. A key challenge is a group of six boys with significant autism diagnoses who do not engage well with formal testing. While the school is actively supporting their development—particularly in reading—it is recognised that these pupils are unlikely to achieve expected standards in statutory assessments such as SATs.

There are 30 pupils in the cohort for September, and in response to the identified needs, the school will be splitting the group into two for mathematics to provide more targeted support.

**Q.** The Chair asked if this type of data is recorded for other subjects.

**A.** The Head explained that we don't target other subjects but do have data for who meets the expected standard. The curriculum we teach is designed to make sure all pupils meet the expected in these subjects. We have done improvement work in making sure we assess these properly, but attainment in all other subjects depends on reading and writing skills.

**Q.** The Chair asked how governors can evidence pupils progress during monitoring visits for these other subjects.

**A.** The Head explained how data is used to generate children's reports. For a school aspiring to be the best it can be, we are thinking about how we get children to greater depth and if our curriculum supports getting children to greater depth in non-core subjects such as art.



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	<p>The Chair commented that they wanted to ensure the data is all there, and can be shown for evidence. They added that the quality of the reports was very impressive.</p>	
<p><b>7.</b></p>	<p><b>Special Educational Needs and Disabilities (SEND) and Pupil Premium Update</b></p> <p>7.1 Pupil Premium Strategy Impact Report – The Head informed governors that the deadline for submission is in December and that report is not ready at this point.</p> <p><b>Action:</b> Clerk to add Pupil Premium Strategy Impact Report to autumn term T&amp;L agenda.</p> <p>7.2 SEND backpay update – The Head reported on a recent meeting with representatives from the Local Authority (LA), including the Deputy Director of SEND and the Head of the Statutory Assessment Team. The purpose of the meeting was to discuss the school’s request for backpay in cases where the LA had failed to meet the statutory 20-week deadline for issuing Education, Health and Care Plans (EHCPs). A document outlining the estimated costs incurred by the school in supporting these pupils was presented.</p> <p>The Chair emphasised the school’s commitment to doing whatever it can to support its pupils and noted that the meeting was both constructive and positive. The discussion also covered the school’s role in tracking EHCP progress, highlighting the challenge that updates are sent directly to parents rather than the school, requiring staff to actively chase information.</p> <p>The Head commented that whenever external visitors come into school, the aim is for them to leave with a positive impression of the school’s inclusive ethos and strong practice. It was felt that the meeting helped to build a constructive relationship with the LA, and there is hope that progress—though potentially slow—will be made in improving SEND provision across Cambridgeshire.</p> <p>The Chair was thanked for setting a positive tone and presenting a strong, accurate picture of the school. The Head also noted that the presence of a governor at the meeting reinforced that SEND is a whole-school priority. The school was proud of how it represented itself during the discussion.</p>	<p style="text-align: center;"><b>Clerk</b></p>
<p><b>8.</b></p>	<p><b>Quality of Teaching (SI) – See Confidential Minutes</b></p>	
<p><b>9.</b></p>	<p><b>Governor Monitoring</b></p> <p>9.1 Review of the Governor Annual Schedule of Work 2024-25 - This was discussed at the last FGB.</p> <p>It was noted that LDH will be visiting the school with a focus on history. This visit will also serve to follow up on a previous Early Years Foundation Stage (EYFS) monitoring visit, with the aim of enhancing subject leaders’ understanding of how core subjects—such as history—can be effectively incorporated into early years provision.</p> <p>9.2 Discussion/review of recent monitoring</p>	



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	<ul style="list-style-type: none"> <li>• PSHE (SD)</li> <li>• DT (RF)</li> <li>• PE (SD)</li> <li>• Computing (RF)</li> </ul> <p>A governor asked if they can visit a target setting meeting. Head clarified that this would be a pupil progress meeting.</p>	
<b>10.</b>	<p><b>Date/Time for Next Meeting</b> The next meeting will be on Weds 1<sup>st</sup> October 2025 – Target setting. This will be a virtual meeting.</p> <p>JC offered her apologies as she will not be available for this meeting. It was suggested that one of the newer governors is asked to attend the first T&amp;L meeting of the year</p> <p>Dates to be reviewed in September. There may be some big strategic decisions to be made when the curriculum review is published. The meeting may not be in the right place and should be kept under review.</p> <p>10.1 Agree start times for scheduled T&amp;L meetings 25-26. – 6pm was agreed as a good start time for T&amp;L meetings going forward</p>	
	AOB – None raised.	
	<b>Meeting closed at 19:36</b>	

### ACTION GRID FROM T&L COMMITTEE MEETING, 26<sup>th</sup> March 2025

	Item	Owner	Deadline
4	The Head and Chair to review the SENCO report to ensure that the information provided is appropriate for governors and does not increase the SENCO's workload.	Head/Chair	Sep 2025
7	Clerk to add Pupil Premium Strategy Impact Report to autumn term T&L agenda.	Clerk	Sep 2025

### 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



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**T&L Committee– Wednesdays, to start at 6pm (virtual)**

1st Oct (target setting), 26th Nov, 25th March, 8th July

**P&R Committee— Wednesdays, to start at 7pm (virtual)**

8th Oct, 19th Nov, 21st Jan, 11th March, 22nd Apr, 17th June

A handwritten signature in blue ink, appearing to be 'Amy'.