



Dare to Discover

Minutes of the meeting of the Teaching & Learning Committee held virtually on **WEDNESDAY 26th MARCH 2025 at 6pm**

Governors Present:

Russell Fry (RF)	(CHAIR)
Beci McCaughran (BM)	(HEAD)
Lucie D'Heudieres (LDH)	(arrived late)
Jenni Caisley (JCa)	

Others present:

Helen Dunn (HD)	(Clerk to Governors)
Ellie Crowe (EC)	(Associate member)
Amy Marshall (AM)	(SENDSCO)
Libby Meyer (LM)	(Reading Ambassador)

		Action
1.	Welcome & Apologies for Absence The Chair opened the meeting and welcomed Committee members and guests. No apologies were sent but LDH was delayed in arriving. The presentations from the Reading Ambassador and SENDCO were able to go ahead without the committee being quorate at that time. Once LDH had arrived, the meeting was quorate and able to continue. The meeting was held using MS Teams.	
3.	Termly Special Educational Needs and Disabilities report – presented by SENDCO The minutes reflect the order in which the agenda items were addressed at the meeting. AM summarised that a lot of time is being spent on chasing paperwork. AM has attended a meeting with the Statutory Assessment Team (SAT) team today which had highlighted some changes to the Education, Health and Care Plan (EHCP) processes and looked to present new challenges. A summary of changes included: EHCP paperwork now only being sent to the parents, and not the school as well. The parents then only have 15 days to respond, which the school would normally support them with. The school now need to obtain the paperwork from parents directly which take time. Special schools are changing their allocation process, and will not be working through the back log of applications in order. There will no longer be waiting lists. The success of an application can now depend on the	



Dare to Discover

	<p>timing of submission. Parents now need to be encouraged to apply to several special schools in order to obtain a space.</p> <p>Schools will no longer be able to call an emergency annual review on an EHCP. Rather than revising EHCP requirements, schools are encouraged to adapt other means internally, such as transferring pupils within key stages.</p> <p>The Headteacher (HT) acknowledged that the county-wide SEND provision does need addressing and that a recovery plan may bring a new set of challenges but ultimately improve the service. However better communication, or a written plan from the Local Authority (LA) would help schools in the meantime, understand the reasoning behind the changes being brought in.</p> <p>The SAT meeting involved several local SENDCOs, which brought a lot of insight in to the current situation, a wealth of suggestions and ideas and highlighted the countrywide issue for SEND provision.</p> <p>Q. What are the possible reasons behind these changes? Is it simply to abolish waiting lists? A. The schools do not yet know the reasoning behind the recovery plans being put in place, and need further communication from the LA.</p> <p>There is an argument that Special Schools will not be the solution in the future. Ideally mainstream schools need the correct funding to accommodate and educate pupils with SEND within the mainstream setting. Other schools are already starting to achieve this, using the funding available to them.</p> <p>Q. How many pupils at Fulbourn are currently on waiting lists for Special Schools? A. There are currently 2 pupils that these changes will affect. This has not yet been communicated with the families as it is a recent change and there is no clarity behind the reasons for this yet.</p> <p>Q. I presume it is not possible to convene the relevant families to communicate the changes in person at a meeting? A. Families affected by this should be communicated with in a confidential and discrete manner and therefore on an individual basis. The workload of the SENDCO should also be considered.</p> <p>AM confirmed that the termly SEND report was not ready in time to circulate for this meeting but had now been finished and will be sent to Committee members shortly for scrutiny. AM uses the model SEND report from the School Bus source and edits the report to suit Fulbourn requirements.</p>	
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Dare to Discover

	<p>Action: Circulate SEND report to committee members as soon as it is ready</p> <p>AM was thanked for her presentation and time, and left the meeting at 18.19pm.</p>	<p>AM</p>
<p>2.</p>	<p>Presentation from Libby Meyer, Reading Ambassador</p> <p>The minutes reflect the order in which the agenda items were addressed at the meeting.</p> <p>The HT introduced LM and highlighted that the reason Fulbourn are able to benefit from her expertise is thanks to the Clock Charity funding. The school are thankful for this funding and consider themselves very lucky to have LM working with the Fulbourn pupils.</p> <p>Phonics:</p> <p>The school very much follows the principle of 'Keep Up, Not Catch Up', and they are quick to act if a pupil is falling behind. Phonics teaching is going extremely well and is a particular strength at the school. The school are hopeful for good phonics screening checks this year. They have established good interventions and teaching techniques to support this area of learning.</p> <p>Interventions:</p> <p>Interventions are run with groups and individuals and look at a range of skills such as de-coding.</p> <p>Staff Professional Development:</p> <p>The staff are efficient at sharing best practice, and Key Stage 2 staff will observe and team-teach alongside KS1 to check that expectations are aligned.</p> <p>Whole Class Reading:</p> <p>This begins towards the end of Year 1 and by Year 3 the pupils are partaking in whole class reading 4 times a week. Teachers use a consistent teaching sequence to aid the work and often link reading to the current class text. Staff are careful to include a range of characters, authors and exciting stories.</p> <p>Reading for Pleasure:</p> <p>Sessions are held once a week to share which books have been enjoyed (or not enjoyed) and the teachers also join in with feedback about books they are reading in their own time too. This encourages children to think about what types of books interest them most.</p> <p>The HT highlighted that they are hopeful for a 100% phonics screening pass this year and that this is in part thanks to LM and her endless hard work.</p> <p>The HT informed Committee members of a new recognition Literacy badge being launched by UK Literacy Association. This does cost £850 if achieved but may be worth considering for the first 2 years. Cambridge University students also spend time with LM at Fulbourn as part of their Post-Graduate Certificate in Education. Fulbourn are very proud of their reading achievements and feel confident to highlight this during Ofsted.</p>	



Dare to Discover

	<p>LM was thanked for attending the meeting and for her presentation to Committee members.</p> <p>LDH arrived at the meeting at 18.30, and LM left the meeting.</p> <p>The HT highlighted again that the Clock Charity funding has enabled LM to help the school as the Reading Ambassador and they hope that this will continue again for the next 3 years with new funding.</p>									
4.	<p>Declarations of Interest</p> <p>There were no declarations of interest relating to items on the agenda.</p>									
5.	<p>Minutes of Previous Meeting</p> <p>The Minutes of the meeting held on 27th November 2024 were submitted and will be signed by the Chair as an accurate record after the meeting.</p>	Clerk								
6.	<p>Matters Arising from Minutes of Previous Meeting</p> <p>Committee members were asked if they had any matters arising from the Minutes which were not already included on the agenda, of which there were none.</p> <table border="1" data-bbox="316 992 1201 1350"> <tr> <td>4</td> <td>Sign and ratify the Minutes of the meeting held on 27th November 2024 Completed. Closed</td> </tr> <tr> <td>5</td> <td>Visual review of PP data – agenda item Covered at previous FGB. Completed. Closed</td> </tr> <tr> <td>6.1</td> <td>Review the Schedule of Work and policies Completed. Closed</td> </tr> <tr> <td>7</td> <td>Invite SENDCO to attend a future meeting to go through the SEND report Report will be circulated after the meeting. Completed. Closed</td> </tr> </table>	4	Sign and ratify the Minutes of the meeting held on 27 th November 2024 Completed. Closed	5	Visual review of PP data – agenda item Covered at previous FGB. Completed. Closed	6.1	Review the Schedule of Work and policies Completed. Closed	7	Invite SENDCO to attend a future meeting to go through the SEND report Report will be circulated after the meeting. Completed. Closed	
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7.	<p>Foundation Subject Assessment</p> <p>Governors were reminded that Foundation Subject Assessment is one of the school's Ofsted targets. It is a common target given to Primary Schools over the past five years. The school have put a great deal of thought into this target and are focusing on the staff's understanding of this goal and how to evidence this. They will continue to work on this throughout the summer. It is unrealistic to assess the full depth and breadth of the curriculum, so they are concentrating on identifying the 'unmissable' learning within each subject and ensuring that every pupil learns and retain the information. It is also to ensure that teachers are clear of this focus and can deliver what is required.</p> <p>The agenda item is to remain a standing item for the next 12 months. Subject Leads will continue to report to Governors over this time, ensuring that feedback on Ofsted targets is frequently presented.</p>									



Dare to Discover

	<p>Q. How will you record Foundation Subject Assessment? A. Foundation subject assessment has always been recorded on Insight. This will continue alongside the wider work which focusses on the accuracy and clarity of this assessment.</p> <p>Q. How will you use this insight to analyse Greater Depth? A. There is no expectation to assess Greater Depth, although the school do still want to analyse the pupils who are achieving and ensure all children receive sufficient challenge. The school design tasks within the curriculum that allow pupils to demonstrate their advanced ability and highlight Greater Depth.</p> <p>Subject leaders are taking increasing responsibility for the nuance of assessment within their subjects.</p> <p>'Keep Up Not Catch Up' is a strong theme through this approach.</p>	
9.	<p>Quality of Teaching (SI) The minutes reflect the order in which the agenda items were addressed at the meeting.</p> <p>9.1 Catch-up / interventions (SI) Postponed to allow item 9.2 to be prioritized.</p> <p>9.2 T&L related safeguarding issues (SI) The HT shared with the Committee Members a serious safeguarding incident that had occurred within the school in the last week.</p> <p>The incident involved a group of Year 5 boys who were part of a bigger WhatsApp group chat, where an indecent image had been shared on the chat outside of school hours. The school had been alerted to the situation during an intervention aimed at this group of pupils regarding online activity and E-Safety. Pupils in attendance informed the member of staff at school that they had seen the image in question.</p> <p>The school then followed procedure and worked closely with Social Care, the Local Authority Safeguarding team, the Police and the families to deal with the matter and ensure the protection of the children involved.</p> <p>The HT stressed the success of the targeted intervention in identifying this serious safeguarding concern and that the right group of pupils had been in attendance. The processes in school had worked well and the LA Safeguarding team had been helpful and supportive. Every child was protected on the day.</p> <p>The experience highlighted that there is a significant need to continue to support parents to understand the dangers of their children's online safety.</p> <p>Committee members thanked the HT for sharing this difficult and upsetting information.</p> <p>Q. Was the original image linked back to a pupil at Fulbourn?</p>	



Dare to Discover

A. The Police believe the image may have been AI generated. They will continue to investigate but may never discover where the image originated from.

Q. How are the children and has the response over the last week had an impact on their trusted relationships with school staff?

A. The children involved are still so young and did get very upset. However, the children knew the image wasn't right and was dangerous. Overall, they had a positive experience with the Police visit. The school feels it is a shame that there isn't a closer link with a Police representative, as there used to be. There has been a lot of de-briefing over the last few days, and they are reviewing how to continue running the intervention group next week and beyond.

No adults have seen the image throughout this process as it is illegal to do so. The image has only been described to them. The school confiscated the phones from the children immediately without looking at the image.

Q. How is the wellbeing of the staff?

A. The school staff have all been briefed and generally feel a little better that it is likely the image was AI generated.

The 2 Johns sessions held via the school have addressed exactly these topics and the school have worked hard to engage parents in this information and further educate them on the importance of E-Safety.

Q. Does this incident amount to neglect from the parents?

A. Online safety concerns are frequent and increasingly common as children have more and more access to the internet, often unsupervised out of school. Patterns are carefully monitored and checked against the threshold for neglect. Parents are engaged e.g. they do report checking their children's phones but the frequency and depth of these checks is insufficient.

Q. Will charges be brought against any of the pupils at Fulbourn?

A. Not from Fulbourn. There may be legal action taken against the secondary school children who were in the group chat. There were also 3 parents who replicated the image which is a criminal act.

One of the parents has raised a complaint that their child's phone was confiscated by the school.

The school have raised 2 complaints about conflicting advice received from the Police. The school have received confirmation from the LA Safeguarding team that all actions taken by the school were correct, and they will support the school if challenged on any actions taken.

Q. Is it possible to share communications with the school community, so they know this has happened?

A. The school can't share details of the indecent image, and it is hard to convey the severity of the image without seeing it or hearing the details. The Designated Safeguarding Leaders have discussed the right course of action



Dare to Discover

	<p>and appropriate ways to share the dangers children face online. There will be a form of communication sent.</p> <p>The school are pleased that their E-Safety curriculum is working and has empowered the children to confide in the trusted adults at school. E-Safety messages will be re-circulated around the school community. The school speculate that parents didn't raise the alarm as they were fearful of the repercussions, so they need to be reminded of the processes and educated better to the dangers of the internet for young people.</p> <p>Online safety remains the biggest safeguarding risk at Fulbourn.</p>	
<p>10.</p>	<p>Governor Monitoring</p> <p>10.1 Review of the Governor Annual Schedule of Work 2024-25 Still on track for monitoring schedule.</p> <p>10.2 Discussion/review of past and future monitoring Computing reports were circulated to Committee Members ahead of the meeting and a summary provided by RF.</p> <p>The HT informed Committee members of the Round Table Resilience award.</p> <p>The HT informed Committee Members that a Government-funded organization called the Cambridgeshire Computing Hub used to operate across the country, which enabled schools to hire equipment, but have now lost their funding and had to discontinue this service. Hired computing equipment had been relied upon by the school and had been used when winning the Raspberry Pi competition. It is too expensive to buy the equipment and new technologies soon means any purchases will become outdated. Borrowed equipment had included Microbits, Crumbles and B-Bots, but the technology is changing fast and it makes more sense to borrow than buy. This is an ongoing challenge for the Subject Lead and Computing team at Fulbourn.</p> <p>The Computing lead, Rebecca Shakles, is doing a great job, and this is highlighted in the reports. RF was thanked for his visits and reports.</p> <p>Q. Is there a proposal yet for clustering subjects for Governor Monitoring? A. This will be proposed formally at the next FGB.</p> <p>Action: Propose monitoring clusters at next FGB</p> <p>LDH volunteered to be responsible for English/Maths/Science cluster in addition to the data monitoring role she already performs.</p> <p>The Geography report was noted.</p>	<p>HT/Clerk</p>
<p>8.</p>	<p>Pupil Premium Update The minutes reflect the order in which the agenda items were addressed at the meeting.</p>	



Dare to Discover

	This item was covered during the last FGB, a week earlier, and included a data monitoring report.	
11.	<p>Any Other Business Future meeting dates for next academic year: It was noted that T&L meeting dates should include one autumn meeting, and two meetings in the spring term. Meeting dates to be proposed and decided at the next FGB meeting in May 2025.</p> <p>Action: Propose meeting dates for next academic year at the next FGB meeting in May 2025.</p> <p>BM and EC left the meeting at 19.41 due to a technical issue</p> <p>Committee members noted the need to reach quorum for each meeting and to consider options for how to achieve this for future meetings.</p> <p>Committee Members discussed a recent LA-provided course about being Ofsted Ready. Slides from the course will be shared with all Governors soon and a focus needs to be on scrutinising the data and information presented to Governors and seeking evidence to back up the information.</p>	HT/Clerk
12.	<p>Date/Time and Agenda Items for Next Meeting The next meeting is planned for Wednesday 16th July 2025 at 7pm. This will be a virtual meeting.</p>	
	There being no further questions raised; the meeting closed at 19.47.	

ACTION GRID FROM T&L COMMITTEE MEETING, 26TH MARCH 2025

	Item	Owner	Deadline
3	Circulate SEND report to committee members as soon as it is ready	AM	March 25
10	Propose monitoring clusters at next FGB	Head/Clerk	May 25
11	Propose meeting dates for next academic year at the next FGB	Head /Clerk	May 25

Dates of FGB Meetings 2024-2025 – Wednesdays, to start at 7pm (in person)

25th September 2024
 4th December 2024
 12th February 2025
 19th March 2025
 7th May 2025
 2nd July 2025



Dare to Discover

Dates of Committee Meetings 2024-2025 – Wednesdays, to start at 7pm (virtual)

T&L Committee– 2nd Oct, 27th Nov, 5th March, 16th July

P&R Committee– 9th Oct, 20th Nov, 22nd Jan, 12th March, 23rd Apr, 18th June

A handwritten signature in black ink, appearing to be 'A. King'.