



# Dare to Discover

## Minutes of the meeting of the Teaching & Learning Committee held virtually on WEDNESDAY 15<sup>th</sup> JUNE 2022 at 7pm

### Governors Present:

Joanna Cooper (JC)  
Ellie Crowe (EC)  
Laura Davies (LD) – from 7.15pm  
Siddharth Deshpande (SD) – (CHAIR)  
Russell Fry (RF)  
Liz Hurles (LH)  
Beci McCaughran (BM) (HEAD)

### Others present:

Helen Andrews (HA), Clerk

		Action
1.	<b>Welcome &amp; Apologies for Absence</b> SD welcomed all to the meeting.  Apologies were received and accepted from JE.  Unfortunately, EY was unable to join the meeting due to work commitments.  The meeting was quorate and held via MS Teams.	
2.	<b>Declarations of Interest</b> There were no declarations of interest for items on the agenda.	
3.	<b>Committee Membership Matters</b> Nothing to report.	
4.	<b>Minutes of Previous Meeting held on 20<sup>th</sup> April 2022</b> The Minutes of the meeting held on 20 <sup>th</sup> April 2022 were submitted and will be signed by the Chair as an accurate record when face to face meetings resume.	
5.	<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.  No comments concerning the minutes or matters arising were received.  Actions from the previous meeting were then discussed: 7.0 The letter to the Service Director for Education at the Local Authority (LA) remains outstanding. The service is still stretched. He has communicated a review of LA SEND. There will be another year of review period but, additional SEND schools will be built to support the increasing number of SEND in the area. BM felt that this letter was no longer appropriate. <b>Action closed.</b>	



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	<p>8.0 SD had a monitoring visit discussing the Mastery approach. The report has been shared with BM and will be circulated to the GB for the next FGB meeting.</p> <p>10.0 The Pupil Progress meeting took place on 5<sup>th</sup> May. It was attended by EH and was very informative. She will include her observations from this meeting in the monitoring report for pupil progress.</p> <p>EC will upload the presentation from the last meeting on Teams.</p> <p>11.0 The letter to NG has been sent. <b>Completed, closed.</b></p> <p>There were no other matters arising from the previous minutes.</p>	
6.	<p><b>Governor Monitoring</b></p> <p>6.1 <u>Review of Annual Schedule of Work 2021-2022</u> A copy of the Annual Schedule of Work 2021-2022, revised March 2022 was circulated to governors ahead of the meeting.</p> <p>EY is on top of the visits required by the Committee this term. There will be a following up visit to monitor the release of national data as a comparison.</p> <p>6.2 <u>Monitoring Reports</u> <b>Action:</b> SD will send his Maths report to the Clerk for discussion at the next FGB meeting.</p> <p>RF circulated the monitoring report concerning the schools SEND duties ahead of the meeting.</p> <p>RF is mightily impressed with the SEND provision across the school; the individual approach for each child requiring support was evident on several occasions throughout the visit. There was not much opportunity to review SEND documents, due to their confidential nature but the process was clearly explained – particularly about the role of the teacher to support SEND, the improvement procedure, and an explanation of some of the challenges experienced. Discussed the termly SEND Reports, these are to be shared at the start of each term, with a follow-up of actions towards the end of each term, if necessary.</p> <p>BM thought it was great for the SENDCo to read the report, she spends a lot of her time on the ever-increasing number of children on the SEND Register. SLT spends a vast proportion of their time on Behaviour and SEND. The behaviour of a small proportion of children is proving to be challenging; it is tough managing children with complex high special needs when the local authority support services are so stretched. Families are also finding this tough; it often proves to be quite testing on relationships whilst the school have to consider the time and resources available.</p> <p>Practice of the zero-tolerance policy the school has for certain challenging behaviours was witnessed a couple of times</p>	SD



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	<p>throughout that visit. Consistency is the approach to manage – some of these behaviours have manifested over the pandemic, it will take some time to build the necessary expectations on behaviour and learning.</p> <p>BM feels there is a bottle neck around responding to these children, all services and resources are stretched due to the high number of cases and need as we come out of the pandemic. RF felt the economic effects on families may also bear an impact on behaviour. The School Improvement Adviser recently witnessed several bouts of challenging behaviour, and shared positive feedback around how the school responded but it is challenging and stressful for school staff who manage this on a daily basis.</p> <p>It has to be considered that this challenging behaviour has an impact on the learning of the rest of the children; it has not been uncommon for the need to evacuate a class of children due to the behaviour of a small number of children.</p> <p>LD joined the meeting at 7.15pm.</p>	
<b>7.</b>	<p><b>Behaviour / SEND</b></p> <p>7.1 <u>Results of the recent PASS survey</u></p> <p>EC shared a brief review of the PASS survey which was tabled at the meeting.</p> <p>Key themes were that there were no red flags for being in the lowest 5% of UK schools in any cohort for any factor.</p> <p>The averages for each area show generally high levels of satisfaction with their school experience – particular in KS1.</p> <p>EYFS and KS1 data showed lower satisfaction for Feelings about School. The factors to celebrate are around the children's Preparedness for Learning and Learner Self-Worth. Factors for consideration are the children's feelings about the school, which has been heavily skewed by EYFS and Yr 2 boys' feedback. EYFS children do not always fully understand the meaning of all the questions. This will be something to consider for next year. The Pastoral and EY Teams will be unpicking this data to support the children in their feelings about school.</p> <p>Year 2 boys have a high number of PP and SEND in that class, it is not a surprise that there is a bit of challenge from this cohort.</p> <p>For KS2, the mean percentage data is lower than KS1. An area for consideration is the Self-regard as a Learner, Feelings about School, and Attitudes to Teachers. Year 3 and 6 boys are a concern for Feelings about School and Yr 3 boys and Yr 4 girls are a concern with their Preparedness for Learning.</p> <p><b>Challenge:</b> A governor asked, do you have any answers as to why there is so much yellow in the KS2 data.</p> <p>It is not known which questions are linked to each PASS factor. There is no raw data available. It's useful as it is compared against national data.</p>	



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	<p>BM celebrated the fact that feedback around staff response to this data has been positive.</p> <p>Data shows school leaders that FSM children feel consistently less positive than those that aren't. There is a clear action required on how to support this cohort to feel more positive.</p> <p>EC explained the item level analysis that is possible through the system and shared 4 questions where child responses have been recorded more negatively against national data.</p> <p>Next steps will be the work of the Pastoral Team to conduct more detailed analysis of small cohorts. Phase teams will identify key actions from the phase data. Upper school will be looking to ringfence quality marking time and celebration of children's work. Middle school will explore growth mindset at resilience in their phase. Their Learning Journey week project will design a school for the future. Lower school will focus on growth mindset and using the outdoor space more effectively. The EYFS has identified children for individual conversations. Some of their initial findings have determined that some of the children's responses demonstrated a lack of understanding. Learning Journey week conversations with teachers will focus on any areas that came out of the PASS assessment.</p> <p>The Chair thanked EC for the insightful high-level analysis of the recent PASS survey.</p>	
<b>8.</b>	<p><b>Quality of Teaching</b></p> <p>8.1 <u>LA Improvement Adviser Visit</u></p> <p>The visit was very complimentary about a number of things, a deep dive in history across the school. There were lots of supportive and challenging discussions with the History Lead, a report will be shared with the school over the next few days. There was a lot of tips and sharing of best practice, there have been lots of examples of this in all subjects across the school. The SIA has stated that the school has a lot of skilled teachers, it was a helpful visit, particularly in terms of getting Ofsted ready.</p> <p><b>Challenge:</b> A governor asked, do you think there is a mastery approach similar for other subjects.</p> <p>BM explained, not in the same way for Maths. We are very comfortable with the History curriculum. The pandemic has prevented the sharing of best practice across the school.</p>	
<b>9.</b>	<p><b>Policies for Review</b></p> <p>9.1 <u>Update on Behaviour Policy &amp; Governor Statement of Behaviour Principles</u></p> <p>BM advised governors that she is hoping to get the papers over in time for the next FGB. It is timely in consideration of some of the challenges occurring with the children.</p>	
<b>10.</b>	<p><b>Update on External Moderation</b></p> <p>BM advised to governors that schools can be moderated for a variety of things around statutory assessment.</p>	



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	<p>Writing in 2019 has a 91% pass rate in writing. The moderation was a positive experience, but it will definitely impact the data.</p> <p>Before the visit, staff had to collect a lot of internal data. Inhouse moderation is undertaken within teams as normal practice. Overall feedback is that teacher standards match national teaching standards. A little more evidence is required for children achieving greater depth. Next steps are that school needs to send some more examples of evidence to support this cohort. Overall, BM felt the moderation had a good outcome. The experience was good, they had nothing but praise for the team. BM is not expecting a 91% pass rate for writing this year, there is currently no benchmark for how this compares with other schools. Governors acknowledged the impact the pandemic had on writing across the country.</p> <p>JC is happy that teacher scores reflect an accurate picture of the schools' position in terms of writing. It is a national picture that writing has suffered through the pandemic.</p> <p><b>Challenge:</b> A governor asked, can they reduce overall scores if they deem it necessary. They can say that they will not validate the sample awards and come back to look at the results for the whole school.</p> <p><b>Challenge:</b> A governor asked, when does national data come out. Around November 2022, at a guess.</p>	
<b>11.</b>	<p><b>Catch-up Plans &amp; Tutoring</b></p> <p>BM confirmed that the Catch-up Plan, tutoring, and interventions are all underway. They have been slightly impacted by absence, although this is much better than previous terms. These sessions have also impacted by challenging behaviour, staff have to prioritise behaviour management. A robust plan is in place for the ELSA training next year. BM estimated that the school is more than 75% on track in terms of the catch-up plan and tutoring.</p>	
<b>12.</b>	<p><b>Update on Remote Learning Provision</b></p> <p>BM reported that the school have not had to use Seesaw; cases of Covid identified have seen the children too poorly to access learning from home.</p>	
<b>13.</b>	<p><b>Any Other Business</b></p> <p>13.1 <u>Community Curriculum Update</u> BM advised that there is not capacity to review the Community Curriculum, this will be looked at next academic year.</p> <p>There were no items of any other business.</p>	
<b>14.</b>	<p><b>Date/Time and Agenda Items for Next Meeting</b></p> <p>The date of the next meeting will be confirmed at the next FGB meeting on 13<sup>th</sup> July 2022.</p> <p>No further questions or comments were received. The meeting closed at 8pm.</p>	



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## ACTION GRID FROM T&L COMMITTEE MEETING, 15<sup>th</sup> JUNE 2022

	Item	Owner	Deadline
6.2	SD will send his Maths report to the Clerk for discussion at the next FGB meeting. <b>Completed, closed.</b>	SD	13.07.2022

### Dates of FGB Meetings 2021-2022 – to start at 7pm

22<sup>nd</sup> September 2021  
15<sup>th</sup> December 2021  
9<sup>th</sup> February 2022  
23<sup>rd</sup> March 2022  
4<sup>th</sup> May 2021  
13<sup>th</sup> July 2022

### Dates of Committee Meetings 2021-2022 – to start at 7pm

**T&L Committee** – 14<sup>th</sup> Oct 2021, 8<sup>th</sup> Dec 2021, 23<sup>rd</sup> Feb 2022, 20<sup>th</sup> April 2022, 15<sup>th</sup> June 2022

**P&R Committee** – 20<sup>th</sup> Oct 2021, 17<sup>th</sup> Nov 2021, 26<sup>th</sup> Jan 2022, 9<sup>th</sup> Mar 2022, Tuesday 26<sup>th</sup> Apr 2022, 29<sup>th</sup> June 2022