



Dare to Discover

Minutes of the meeting of the Teaching & Learning Committee held virtually on WEDNESDAY 30th NOVEMBER 2022 at 7pm

Governors Present:

Jenni Caisley (JCa)
Joanna Cooper (JC)
Ellie Crowe (EC)
Siddharth Deshpande (SD) – (CHAIR)
Russell Fry (RF)
Liz Hurles (LH) – from 7.30pm
Beci McCaughran (BM) (HEAD)

Others present:

Helen Andrews (HA), Clerk
Libby Meyer (LM) – Reading Ambassador

| | | Action |
|----|---|--------|
| 1. | <p>Welcome & Apologies for Absence</p> <p>SD welcomed all to the meeting.</p> <p>There were no absences to report. LH hopes to join the meeting from 7.30pm.</p> <p>The meeting was quorate.</p> | |
| 2. | <p>Reading Ambassador Presentation</p> <p>LM has been asked to present to governors the work that has been conducted over the past year.</p> <p>Moved to Little Wandle which has been implemented throughout the school. LM has led modeling lessons and training up staff for consistently across the school. Staff who teach phonics now know the phonics scheme thoroughly.</p> <p>LM has also looked at the school's book stock, and reviewed reading practices in Year 1 to make them more streamlined. Children read three times a week to help with fluidity and comprehension skills.</p> <p>The data is still very positive, considering the children's reading has been impacted considerably by the pandemic. Gaps in understanding are picked up and responded to quickly by rapid intervention.</p> <p>Reading for pleasure is a big element of the reading curriculum. The assessment tool is being edited currently to make accurate assessment and judgements going forward. Also focusing on ensuring that children are exposed to a wide range of genres and selection of books. Daily story time has been introduced in each class to reinforce reading for pleasure practices and encouraging good habits.</p> <p>LM is trying to promote reading for pleasure in the community; the Summer Reading Challenge at the local library was well received and</p> | |



Dare to Discover

| | | |
|-----------|---|--|
| | <p>enjoyed by the children. Many children now utilise the library outside the school day.</p> <p>LM has introduced Reading Buddies, which is going well. Older cohorts support younger year groups in their reading skills and understanding of texts. It really helps to boost children's confidence in reading. A wide choice of books, and taking about our reading habits, allows children to understand what types of books they enjoy reading, this further promotes reading for pleasure. Staff have done some recent training on how to encourage children's books choices. The children have also been engaging in World Book Day activities, an author is visiting the school soon. LM is really excited to bring visitors into the school after the pandemic.</p> <p>Staff have discussed what effective Book Talk looks like across the school, it coincided with the guided reading practice groups. Leaders have been dropping into class to see this in practice to ensure consistency throughout the school.</p> <p>Challenge: A governor said that this all sounds amazing! You said there was a good uptake on the Summer Reading Challenge. What does this look like? How did you make this accessible to all children?</p> <p>There were about 89 children that took part in the Summer Reading Challenge and completed it. That is a very good number for a village primary. Lots of the children were talking about it. There were several children that were not able to use the library, but the school supported them to chose books to allow them to participate. Any book counts for the Summer Reading Challenge, it is totally inclusive. The school also has quite a few dual language books and will have access to Borrow Box, which will provide e-books to children where needed.</p> <p>Challenge: A governor agreed that the plans sounded fantastic and acknowledged that their child is really engaged. What is the process that determined that Little Wandle, was the preferred phonics scheme for the school?</p> <p>A big part was as it was already in line with the decodable books already in school. The government decided that it wanted to validate phonics schemes, Little Wandle is one of those accredited schemes. It was chosen as it already aligns with the school's own practice and stock of books.</p> <p>BM confirmed that LM makes a huge impact in school daily, she challenges the school in the most supportive way. Thanks to LM for her work to date.</p> | |
| 3. | <p>Declarations of Interest</p> <p>There were no declarations of interest for items on the agenda.</p> | |
| 4. | <p>Minutes of Previous Meeting held on 21st September 2022</p> <p>The Minutes of the meeting held on 21st September 2022 were submitted and signed by the Chair as an accurate record.</p> | |
| 5. | <p>Matters Arising from Minutes of Previous Meeting</p> <p>Governors were asked if they had any matters arising from the Minutes which were not already included on the agenda.</p> | |



Dare to Discover

| | | |
|-----------|--|--|
| | <p>No comments concerning the minutes or matters arising were received.</p> <p>A Governor Bulletin was given out at the Parents Evening.</p> | |
| 6. | <p>Governor Monitoring</p> <p>6.1 <u>Review of Annual Schedule of Work 2022-23</u> The Annual Schedule of Work 2022-23 was circulated ahead of the meeting and reviewed by governors.</p> <p>6.2 <u>Discussion on recent governor monitoring activities</u> Data is due to be released any day from the DfE now. The Data Monitoring visit will take place early in Spring 2023 once the data arrives.</p> | |
| 7. | <p>Behaviour / SEND</p> <p>Most pupils at Fulbourn behave beautifully and manage themselves very well. There are slightly more challenges in that pupil body than previously experienced pre-pandemic. These children have missed two years of their learning. Children are still very young and have missed out considerably. Staff are doing strategic things to support behaviour, such as the introduction of a behaviour program to teach children social skills.</p> <p>There is a smaller cohort of children who are challenging in a variety of ways, physically and behaviourally. These children are considerably time consuming; it is unpredictable and physically and emotionally difficult to support these children. On a daily basis, the staff are receiving emails from the SEND Team advising of staff absence. A letter has been carefully constructed with the support of the SEND Link to share the school's frustrations with the SEND Service to date.</p> <p>The SEND Service are giving a little more judgement in the strategies the school can implement to support children with extremely challenging needs. A variety of strategies are being utilized in a bespoke way that meets the need of individual children and their families. A discussion took place on the incidents of violence experienced by a very small cohort of children, the SEND Team are visiting the school next week to review the situation.</p> <p>Challenge: A governor asked, are these injuries always linked to staff. The injuries are predominantly caused to staff as they work to implement risk management plans. The SEND Link is working very closely with the school to communicate the issues with the local authority. The school has now just tipped above the national average for numbers of SEND in similar sized schools. This behaviour is mirrored in a significant number of other schools across the country, BM expects the national average to continue to rise, partly due to the School Census data collected in October 2022.</p> <p>The plan working with the local authority is the formation of a nurture base. The school needs a more suitable and strategic plan to support these children and prevent them becoming isolated. It is a very intense role. The Nurture Room will have its own curriculum to best meet the</p> | |



Dare to Discover

| | | |
|-----|---|--|
| | <p>individual children using the Nurture Room. It will be necessary to recruit appropriately skilled personnel and not just recruit numbers. There will be a financial implication on the budget, which will be discussed at a future P&R Committee meeting.</p> <p>Challenge: A governor asked, do you think inclusion of physical activities during the day would help support the challenging behaviour. We do try, some are high level needs children. There are 230 high needs children who don't have a school place as there is insufficient special school places to meet their needs.</p> | |
| 8. | <p>Quality of Teaching</p> <p>The Ofsted report highlights the fantastic work being done across the school. Once you have a good Ofsted report, it creates a lot of interest by LA School Improvement Advisers. The Maths SIA has since been in touch with the school to see the good work in practice taking place across the school.</p> <p>Governors congratulated BM and the school team for the recently awarded Ofsted grading of good.</p> | |
| 9. | <p>Policies for Review</p> <p>Copies of revised policies were circulated to governors for review ahead of the meeting. No significant changes have been made.</p> <p>9.1 <u>EYFS Policy</u> Ratification: Governors unanimously approved the EYFS Policy.</p> <p>9.2 <u>RSE Policy</u> Ratification: Governors unanimously approved the RSE Policy.</p> | |
| 10. | <p>Catch-up Plans & Tutoring</p> <p>A presentation was shared on screen for the benefit of governors. The Catch-up Programme is on a 3-year plan. The NELI plan ran for 6 children in reception, and all met their age-related expectation.</p> <p>The disadvantaged cohort were severely impacted by the pandemic, particularly around their social and communication development.</p> <p>The statutory Year 4 multiplication test is not concluded with a pass mark and there is no previous data to compare against. Technology has been the biggest challenge in children accessing Rock Stars.</p> <p>Challenge: A governor asked, what is the target set at if it is not benchmarked. EC explained that the average benchmark is created from trials before the assessment was rolled out. The average in the trial was 18, the school's average was 22, the pass mark was 21 out of 25 questions. Those children that didn't pass and fell into the PP cohort scored very low. Leaders will track this very carefully next year.</p> <p>Attendance tracked against the PP cohort nationally fell 2.6% below that of their peers. 0.7% lateness was recorded for pupils entitled to pupil premium compared to 0.3% of children not entitled to the pupil premium.</p> | |



Dare to Discover

| | | |
|------------|---|--|
| | <p>The Pastoral Team have been key in improving attendance and punctuality for children entitled to pupil premium, including morning clubs.</p> <p>There is no doubt that the PP cohort have been more impacted in terms of their wellbeing and behaviour post pandemic. There are some thoughts about surveying the PP cohort specifically around their wellbeing and mental health in a sensitive way. Disadvantage is becoming broader than purely eligibility of the Pupil Premium, the school is doing as much as it can in terms of providing a variety of support – such as food vouchers and access to school uniform.</p> <p>225 hours of tutoring was delivered to pupils in 2021-22 by three qualified tutors. 255 hours of tutoring delivered in the Autumn term 2021-22 by three qualified tutors. A group of Year 5 girls have begun a second year of tutoring and how accelerated progress towards meeting the expected standard at the end of key stage (May 2023).</p> <p>EC shared her personal experiences of delivering morning maths tutoring sessions. It is a valuable opportunity to offer. Evidence to support the positive impact of tutoring will be shared with governors at the end of the academic year.</p> <p>BM thanked EC and all the tutors for their continued support.</p> <p>Challenge: A governor noted that one of the recommendations of the Ofsted report was around communication. Is there a specific thread that needs to be considered for those families with vulnerable/SEND specific children.</p> <p>The school is an inclusive community primary school. What we want to get better at is the ability to signpost further support, as and when it is needed. This will involve a review of the content on the school website and the support provided by the Pastoral Team to ensure all families have access to additional resources should they require them.</p> <p>Challenge: A governor, acknowledging that most pupils turned up for most tutoring sessions asked, does this mean that a small number of children didn't turn up to their tutoring sessions? Does this correlate with the overall attendance statistics?</p> <p>EC reassured governors that there was no link with attendance levels at tutoring sessions and the overall attendance data. The tutoring sessions are not statutory and require engagement by families to ensure their child can attend these sessions before and after school.</p> | |
| 11. | <p>Any Other Business</p> <p>There were no items of any other business.</p> | |
| 12. | <p>Date/Time and Agenda Items for Next Meeting</p> <p>The next meeting is planned for 1st March 2023 at 7pm. This will be a virtual meeting.</p> <p>No further questions or comments were received. The meeting closed at 8pm.</p> | |



Dare to Discover

ACTION GRID FROM T&L COMMITTEE MEETING, 30th NOVEMBER 2022

| | Item | Owner | Deadline |
|--|--|-------|----------|
| | There were no actions from this meeting. | | |
| | | | |

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

28th September 2022

7th December 2022

8th February 2023

22nd March 2023

3rd May 2023

5th July 2023

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

T&L Committee – 21st Sept, 30th Nov, 1st March 2023, 12th July

P&R Committee – 12th Oct, 23rd Nov, 25th Jan 2023, 8th March 2023, Tuesday 26th Apr 2022, 21st June