



St Paul's Church of England Primary School

MINUTES OF THE TEACHING AND LEARNING (T&L) COMMITTEE MEETING

held virtually by Zoom at 3.45pm on Tuesday 9th March 2021

Governors Present: Alex Smith – Chair, Sarah Abrey, Kate Barron, Andrew Blake (Associate Member), Suranga Chandratillake, Helen Darrell (Headteacher), Sharon Geva, Nick Giesler (Associate Member), Simon Jarvis, Virginia Weston.

Also in Attendance: Jacquie Watts (Clerk), Stephanie Florczyk (Deputy Headteacher) and Matt Smart (teacher) – for part of the meeting.

(NB: Governor Challenge, Questions and Monitoring are highlighted in bold)

1. Apologies for Absence

NOTED: all committee members were present.

2. Declarations of Interest

NOTED: Kate Barron had a personal interest in relation to items in which PP was discussed.

AGREED: Kate Barron need not withdraw from any items in which PP was discussed.

3. Curriculum Presentation – Science Curriculum

NOTED: the presentation from Matt Smart on the science curriculum at St. Paul's. Science had recently undergone a positive deep dive review with Anne Fisher of the LA. The school had moved from a two-year rolling science programme to a one-year curriculum. **In response to a question from governors, Matt Smart explained the difference between the one year and two year cycles.** The aim had been to make the curriculum more exciting for children. Subject guides provided a summary overview of the science curriculum. Pupil comments evidenced what was happening in the classroom and the pupil experience. Lesson observations were another way of obtaining feedback, along with book looks and the curriculum carousel. **Governors asked what subjects were included within the science curriculum?** In summary, topics embracing physics, chemistry and biology were covered. **Governors asked how non-specialist teachers coped with delivering the curriculum?** Matt Smart outlined the various mechanisms used by the school to support non-specialist teachers. **Governors asked how the school corrected misconceptions and ensured learning was embedded?** Staff challenged misconceptions in lessons and group work. When topics were re-visited the lesson began by including an assessment of pupils' current knowledge base. **Governors asked when the science curriculum had changed from a two year cycle to one year?** The curriculum had been developed in January 2020 and implemented from September 2020 onwards. **Governors asked if Secondary school expectations were factored into the curriculum?** The school's science curriculum was based on National Curriculum requirements and therefore the required building blocks were present.

Matt Smart left the meeting at this point.

4. Minutes of Previous Meeting – 26th January 2021



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NOTED: the minutes as circulated with the agenda.

AGREED: the minutes of the meeting held on 26th January 2021 as a true and correct record. The minutes would be signed by the Chair and passed to the school for safekeeping when it was possible to do so.

NOTED: the following **matters arising** from the minutes:

Date	Min. Ref.	Action	Lead	Completed
1/12/20	3	Stephanie Flarczyk had circulated the feedback policy to committee members for information, but would circulate it again.	S Flarczyk	Completed
	10	The School Behaviour Policy should be an item on the next agenda.	H. Darrell/ Clerk	Completed
	10	The Headteacher would share the meeting's thoughts about the Accessibility Plan with Paula Ray and ask her to further review the document for re-submission to the committee at the next meeting.	H. Darrell/ Clerk	Completed
26/1/21	3	The Headteacher confirmed that she had not yet received the comparative EYFS data, but would ask the LA when it would be available	H. Darrell	The data had not yet been received – The Headteacher would chase the LA
	4	To discuss the SIP and governor monitoring arrangements further, including a calendar of school data drops, at the Governor Away Day on Thursday, 28 th January	A. Smith	Completed
	6	The Headteacher would provide a brief video session explaining the SIP in more detail to governors who felt they needed it.	H. Darrell	Completed: It had been decided that the explanation could be better provided at the meeting – the matter was a substantive item on the agenda
	7	The Headteacher advised that she would be feeding back the survey on remote learning outcomes to parents and would	H. Darrell	Completed



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		share these with governors at the same time.		
	8	To discuss surveys at the Governor Away Day on Thursday, 28 th January.	A. Smith	Completed
	11	The School Behaviour Policy should be carried forward to the next meeting	H. Darrell/ Clerk	Completed
	11	The Accessibility Plan should be carried forward to the next meeting	H. Darrell/ Clerk	Completed
	11	The Sex Education Policy should be carried forward to the next meeting	H. Darrell/ Clerk	On agenda, but the document was still under discussion
	11	The Vice Chair would draft a top and tail to the Attendance policy, highlighting the aims of the policy and the importance of pupil attendance. He would share the proposed wording with the Headteacher for her approval or further editing. The Headteacher would review the section of the policy regarding children under 5 and make any changes she thought fit. The Headteacher would share the revised policy by email with all Committee members. If the majority of members were happy with it, it would stand. If more than half the committee was not prepared to accept the revised document, it would be brought back to the March meeting of the Committee for further consideration.	H. Darrell/ S Jarvis	Completed
	11	The Headteacher would highlight changes made to previously agreed policies when presenting revised versions to the committee so that governors would know which sections of the document to focus on	H. Darrell	This was done where possible, but remained a work in progress
	12.1	There should be a presentation on Science to the March meeting and a presentation on Maths to the May meeting.	H. Darrell/ Clerk	Completed



	12.2	To discuss OFSTED preparation at the Governor Away Day on Thursday, 28 th January.	A. Smith	Completed
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5. Feedback From OFSTED Visit

NOTED: the OFSTED letter previously circulated to governors by email and the oral feedback from the Headteacher, who summarised the variety of review actions undertaken by OFSTED on their recent monitoring visit. OFSTED concluded that the school was effective in terms of its remote learning provision. **Governors asked when curriculum documents would be accessible to governors?** The documents were already accessible if governors asked to see them, but Sarah Abrey hoped to be uploading them on to a shared space on the school system by the end of the week once a suitable location had been identified. **Governors asked what the difference between a subject guide and a topic overview was?** A subject guide provided a more detailed overview of an element of the curriculum including delivery methodology.

NOTED: **Governors welcomed the extremely positive OFSTED letter and asked if the school was able to disseminate it via social media as well as by writing to parents?** The school was planning to use Twitter, but was still waiting on parental approval. **The What's App year groups were suggested by some governors as a dissemination method, but it was pointed out that not all parents used the platform.** Primarily, the school used parent mail and the website.

NOTED: **Governors asked if there had been any benefits to the OFSTED monitoring inspection?** The Headteacher thought it had been useful to see how OFSTED triangulated their review of evidence and a good reminder to explain the impact of actions. Stephanie Florczyk echoed the Head's views. **Governors asked if the old OFSTED report could be replaced by the new OFSTED letter on the school website,** but were advised that the school was required to publish the findings of its most recent full OFSTED inspection on its website.

6. Remote Learning and School Re-opening Arrangements

NOTED: the oral summary of remote learning arrangements provided by Stephanie Florczyk. The remote learning offer during the recent lockdown was fuller than in previous lockdowns. The school was able to offer its full curriculum and engage more fully with pupils, facilitating a smoother return to school and assessment of pupil's learning and knowledge. **Governors asked if there had been any noticeable differences the previous day between pupils who had engaged with remote learning and those who hadn't?** Some pupils seemed slower to adjust to the school environment and learn for a full day. They needed more support to return to classroom practices and a boost to their confidence, but this also applied to some only children who had engaged with remote learning. All, however were adjusting to the return to the classroom and so far there had been no major issues, only shyness

NOTED: **Governors asked what would happen if a bubble had to close in the future because of COVID 19?** The bubble, or any children who had to self- isolate, would revert to Google classroom for their teaching and learning. **Governors asked if it had been possible to tell when a parent had helped a pupil with a remote learning activity?** The school highlighted that sudden, major improvements or changes indicated the



involvement of a parent. **Governors asked what parts of the curriculum were missing because of lockdown?** The school felt there were no significant omissions as it had been possible to switch elements of the curriculum around and what couldn't be covered via remote learning would be covered now pupils were back at school. Towards the end of lockdown there had been a reduction in afternoon engagement with remote learning of foundation subjects, but the skills would be built up in other areas of the curriculum

NOTED: The Headteacher advised that the school's full re-opening had followed arrangements utilised in the autumn term and children had settled back well.

7. School Improvement Plan

NOTED: Following on from discussion at the previous meeting, the Headteacher provided an overview of the SIP and its potential use by Link Governors in their monitoring activities. Her presentation included the methodology of its creation and the significance of its various sections. Priority areas were broken down by OFSTED categories. The document was very detailed because of the outcome of the last full inspection and the need to evidence the significant improvements the school had made since then. Issues from the last full OFSTED inspection were included, along with issues identified by the school. **One governors indicated that they found the brief, summary terminology confusing. Governors asked if the SEF fed into the SIP?** The SEF was not a statutory requirement and the school used a range of monitoring activities available to it to determine the SIP and provide evidence of activity and impact. **Some governors felt frustrated that closing the differential gap was an action, not an explanation of the circumstances that caused it and that had to be tackled.**

NOTED: Governors asked how much governor involvement there had been in the creation of the SIP? Because of the history of the school, the LA had probably had greater involvement in drawing up the document than the FGB, but the FGB had been involved and would no doubt have greater involvement in future. At the moment, governor involvement was important in terms of monitoring activity, but there had to be a balance between monitoring activities and disturbance to routine teaching. **A link governor felt he had limited monitoring opportunities because his specific link subject was only specifically mentioned twice in the SIP.** The Headteacher highlighted the many cross-curriculum issues that related to his subject area and that should be considered along with any specific subject references. **Some governors felt they could not operate as governor observers without easy access to all curriculum documents to make sense of what they were observing.**

NOTED: Governors asked questions about the review process at the end of the academic year and the timing of the draft of the next year's SIP. Some schools chose to review and draft in September. Some chose to do it in July. St Paul's had opted to review the previous year's SIP and draw up a new SIP in July of last year. It had been burdensome at the end of term, but meant that the school was able to plan better for the new academic year. **Other governors wanted to know the process for concluding the previous SIP.** The Headteacher would update and complete the review column of the document and the final version would be presented to FGB so that the conclusion could be discussed and minuted. **In response to a question from a governor, the school explained the process for the creation of individual pupil targets and their aggregation into class targets.**



8. Governor Visits and Monitoring Activities

NOTED: the following report had been submitted by governors and circulated with the agenda:

- Curriculum: home learning visit

8.1 Curriculum: home learning visit – the detail of the report had largely been considered as part of minute 6 above. The school's current informal assessment of pupils and planned formal assessment next term was noted. The outcome of pupil assessment would inform the use of Catch Up Premium.

8.2 Link Governor Update – Andrew Blake was hoping to relinquish the science element of his link governor role and informal governor discussions had highlighted the possibility of having additional link governor roles to cover more areas of the curriculum. The meeting discussed possibilities and areas already covered.

AGREED: to recommend to the next meeting of the FGB that Sharon Geva should take over the Science Link Governor role from Andrew Blake and that Kate Barron should act as Link Governor for History and Geography for the rest of the current academic year.

Action: A. Smith

AGREED: any governor wishing to take on the Link role for music should email the Committee Chair.

Action:

All

[It was subsequently discovered that Bev Jones' monitoring of art also included music, so another governor was not required to take on this role. The action is therefore not required.]

NOTED: governors asked for dates when they could come into school or make contact via video link and asked for clarification of the process. The Headteacher advised that dates should be agreed with the curriculum lead. Initial contact could be made via email, with a copy to the Headteacher. Once monitoring reports had been produced they should be sent to the lead member of staff and Headteacher for agreement before being sent to the Clerk for addition to an appropriate FGB agenda (or Committee agenda if deemed more appropriate by the Clerk in discussion with committee chairs). **Action: Link Governors**

9. Pupil Attendance

NOTED: 73% of pupils had been fully engaged with remote learning, 19% had been partially engaged and 8% not engaged. This compared with previous figures of: 77% fully engaged, 16% partially engaged and 7% not engaged. As noted previously, afternoon engagement dropped towards the end of lockdown. Peer interaction was missed and demotivating for some pupils, while other pupils benefitted from working quietly at home. **Governors asked if there was a correlation with SEND pupils in terms of those who benefitted from a quieter environment?** The school confirmed there was and it was something they would be further consideration to going forward.

10. Policies



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NOTED: the policies listed for approval on the agenda and the documents circulated with it.

10.1 Accessibility Plan – this had been brought forward from the previous meeting following further discussion between the SEND Link Governor and Paula Ray. The Link Governor was happy to recommend the plan.

AGREED: the Accessibility Plan.

10.2 Sex Education Policy – going forward, this would be known as the Relationships and Sex Education Policy. The document was still under discussion with relevant stakeholders.

AGREED: the Relationships and Sex Education Policy should be carried forward for approval to the next meeting.

Action: H. Darrell/

Clerk

10.3 Attendance Policy – this had been brought forward from the previous meeting following input from Simon Jarvis. **Governors commented that the document contained a number of typos.**

AGREED: the Attendance Policy, subject to the removal of identified typos.

Action: H. Darrell

10.4 School Behaviour Policy – this was based on the previously agreed policy following discussion with staff. The school was moving away from the negative traffic light system that had been inconsistently applied and was focusing on a more positive approach, consistently applied across the school. The revised version of the policy related to consistent positivity and restorative discussions. A complete overhaul of the policy was planned for the following academic year.

NOTED: one governor had a list of queries and concerns that she had emailed to all other committee members. She was particularly concerned about what training would be provided to staff, especially those overseeing lunchtimes. The school confirmed that all staff had received STEPS Training in January and had access to underpinning knowledge related to the changes. Further training would be provided when the Policy was thoroughly overhauled. Staff discussed behaviour routinely at staff meetings. **One governor was surprised to note that the school used Houses.** The school confirmed it had been using them for some time. **Governors asked if there was a link between the Anti-Bullying Policy and the School Behaviour Policy and whether the two dovetailed seamlessly?** The school acknowledged the link, but clarified that a review of the overlap would be carried out when the Behaviour Policy was re-written. **Further governor comments included a request to add the new school scripture verse to the policy, why thinking and feeling were used in different parts of the policy and whether silver and gold awards would still be used if the school was abandoning the more negative, red, amber, green system?** Silver and gold could still be used. The Headteacher would consider the use of thinking and feeling.

AGREED: to the policy as circulated, on the grounds that it was to be re-written in the new academic year. Also, it should be recommended to the FGB that the Pupil Welfare Governor and any governor leading on Anti-Bullying should also monitor pupil behaviour if they did not already do so.

Action: A.

Smith



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11. Catch Up Premium

NOTED: this had previously been discussed under various items above, including minute 8.1. The Headteacher repeated her summary of the process leading to the use of Catch Up Premium and its possible uses.

12. AOB

12.1 Link Governor Visits

NOTED: the Chair encouraged all link governors to undertake monitoring visits or activities within the next few weeks and stressed that pupil behaviour, attendance and cross-curriculum issues should be considered in addition to subject specific matters

Nick Giesler left the meeting during the above discussions

13. Date and Time of Next Meeting

NOTED: the next scheduled meeting of the committee would take place on Tuesday, 18th May 2021 at 3.45pm via ZOOM. At the moment the LA was advising that meetings for the foreseeable future should continue to be by Zoom.

The meeting finished at approximately 5.57pm

Drafted by: Jacquie Watts
Clerk To The Governors
10th March 2021

Approved by The Teaching and Learning Committee on:

Date:

Signature (Chair):.....

T&L Action Summary Grid

Date	Min. Ref.	Action	Lead	Completed
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	11	The Sex Education Policy should be carried forward to the next meeting	H. Darrell/ Clerk	On agenda, but the document was still under discussion
	11	The Headteacher would highlight changes made to previously agreed policies when presenting revised versions to the committee so that governors would know which sections of the document to focus on	H. Darrell	This was done where possible, but remained a work in progress
9/3/21	8.2	to recommend to the next meeting of the FGB that Sharon Geva should take over the Science Link Governor role from Andrew Blake and that Kate Barron should act as Link Governor for History and Geography for the rest of the current academic year.	A. Smith	
	8.2	any governor wishing to take on the Link role for music should email the Committee Chair	All	<i>It was subsequently discovered that Bev Jones' monitoring of art also included music, so another governor was not required to take on this role. The action is therefore not required.</i>



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	8.2	The Headteacher advised that monitoring activity dates should be agreed with the curriculum lead. Initial contact could be made via email, with a copy to the Headteacher. Once monitoring reports had been produced they should be sent to the lead member of staff and Headteacher for agreement before being sent to the Clerk for addition to an appropriate FGB agenda (or Committee agenda if deemed more appropriate by the Clerk in discussion with committee chairs).	Link Governors	
	10.2	The Relationships and Sex Education Policy should be carried forward for approval to the next meeting	H. Darrell/ Clerk	
	10.3	Typos to be removed from the agreed Attendance Policy	H. Darrell	
	10.4	It should be recommended to the FGB that the Pupil Welfare Governor and any governor leading on Anti-Bullying should also monitor pupil behaviour if they did not already do so.	A. Smith	