



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 1st December 2020

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

Also in Attendance: Jacquie Watts (Clerk), Sharon Geva (Governor), Stephanie Florczyk (Deputy Headteacher).

(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: there were no declarations of interest.

3. Minutes of Previous Meeting – 6th October 2020

NOTED: the minutes as circulated with the agenda.

AGREED: the minutes of the meeting held on 6 October 2020 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:

- **Terms of Reference (Min. 5 refers)** – The Clerk had customised the agreed Terms of Reference for the Committee and circulated them with the provisional minutes of the meeting. They had subsequently been circulated with the agenda for the 7th December 2020 FGB meeting.
- **Terms of Reference (Min. 5 refers)** – the Chair proposed creating a schedule of business for the T&L Committee. He also proposed holding an informal meeting of Committee members to discuss the role of link governors and ways of avoiding overlap between the same. **This was discussed in detail.** The clerk advised that if the additional meeting was for discussion only, then it would not need to be clerked. If, however, the Committee wished to make decisions or recommendations to the FGB then formal minutes should be taken. **A governor highlighted an OFSTED Ready training session he had attended and the significance of OFSTED in shaping governor activities.** The Headteacher highlighted the Quality of Education Section in the OFSTED handbook as a good focus for the T&L Committee. **Governors asked various questions regarding the OFSTED process, including what would be measured in the absence of 2020 SATs results?**

AGREED: the Headteacher would circulate the Quality of Education Section from the OFSTED handbook. **Action: H. Darrell**

- **Minutes of Previous Meeting – 19 May 2020 (Min. 6 refers)** the Headteacher queried her action under "General Curriculum" that had been carried over from a meeting prior to May.



AGREED: The Clerk would refer to the minutes of the original meeting and remind the Headteacher of the details of the action required. **Action: Clerk**

- **Minutes of Previous Meeting – 19 May 2020 (Min. 6 refers)** – Bev Jones had been going to circulate details of an OFSTED presentation if she was able to access it. This was now superseded by the Headteacher circulating the Quality of Education Section from the OFSTED handbook.
- **Minutes of Previous Meeting – 19 May 2020 (Min. 6 refers)** – Sarah Abrey had circulated details of training to governors. **The need for further training on curriculum matters was highlighted. A governor recommended the CCC online session on curriculum.**

AGREED: Sarah Abrey would recirculate by email the CCC training links.

Action: S. Abrey

- **School Improvement Plan (Min. 7 refers)** - the Headteacher had circulated headline targets to all committee members.
- **School Improvement Plan (Min. 7 refers)** - Stephanie Florczyk had circulated the feedback policy to committee members for information, but would circulate it again. **Action: S Florczyk**
- **Pupil and Sports Premium (Min. 8 refers)** - Nick Giesler was willing to take on the role of Pupil Premium Link Governor. This to be recommended to the next FGB, **Action A. Smith**

- **Pupil and Sports Premium (Min. 8 refers)** - Alex Smith had not yet written up his conversation regarding Sports Premium, but would do so when a further discussion took place. The Clerk stressed the importance of capturing all monitoring activity whether by video, phone or email. **Action A. Smith**
- **Governor Visits and Monitoring Activities (min. 10 refers)** – **a governor queried the frequency of monitoring visits given that some governors had felt that one link-up per term for link governors (as agreed by the FGB) was not adequate.** The Clerk highlighted that, as stated in the minutes, the committee had formally agreed that monitoring visits and activities would be conducted in accordance with the CCC guidance document. At least one meeting per term was recommended, but additional meetings could be considered with the agreement of the Headteacher.
- **Governor Visits and Monitoring Activities (min. 10 refers)** - the Headteacher had shared the Curriculum Carousel guidance note with governors. **In response to a question from governors, she summarised the contents of the document.**
- **Governor Visits and Monitoring Activities (min. 10 refers)** - Kate Barron and Nick Giesler, as the SEND Link Governors, had produced a written report of their conversation with Paula Ray using the CCC template and submitted it to the Clerk for submission to the December FGB meeting.
- **Policies (min.12 refers)** – the Digital Safety Policy and the Anti-Bullying Policy had been amended as agreed.

4. Pupil Progress Towards Attainment Targets

NOTED: the reports circulated with the agenda. Simon Jarvis described the Analyse School Performance website and the reports that had resulted from it. The data on the website was historic and related to 2018/2019. **Issues arising from the reports were discussed in detail and included the school's current focus on reading, writing and maths, the attainment difference between boys and girls, historic underachievement of greater depth and the positive impact of Write Stuff. One governor felt that governors should be considering the attainment of high achieving pupils as frequently as those who were underachieving.** The school highlighted that a recent visit from the LA English



adviser had corroborated their view that pupil attainment was improving and that the use of Write Stuff was having a positive impact. **In response to a question from governors** the clerk advised that governors should build up their judgements on the school piece by piece from a variety of over-lapping sources including monitoring reports presented by fellow governors, data presented by the school, the reported views of the LA and its advisers, their own observations against the School Improvement Plan when visiting the school or linking with its staff.

NOTED: governors welcomed the reports and stressed their value, while some felt it would have been helpful to have had the historic data put into context. It was noted the school provided current data once a term. **In response to questions, the timing of internal pupil assessment and the production of data was noted.** It was confirmed, the next data tranche would be submitted to the January meeting of the committee.

NOTED: In response to further questions, the school felt that it would be close to national targets in terms of reading, writing and maths and might exceed one of these. Attainment of greater depth was also improving, but the Headteacher felt there was still scope for further improvement. **Governors asked why there were more boys than girls at the school?** The school had not attempted to analyse this. **A governor asked if the school should buy attainment-tracking software.** The Headteacher reminded the meeting that the school already used Target Tracker and the anonymised data was routinely shared with governors and would be shared in January as previously discussed.

5. EYFS Profile

NOTED: the baseline EYFS data as submitted to the LA and as circulated with the agenda. Pupils were arriving with slightly lower than expected attainment baselines. This was most possibly a reflection of lockdown. **Governors asked if a particular set of results related to a single child.** The Head said the data as submitted was anonymised, but it was possible to analyse the data by individual pupil, although not at the meeting. The LA collected the data from all schools and would hopefully provide comparative data by the end of term.

6. Recovery (Revised) Curriculum)

NOTED: the reports circulated with the agenda explaining how the school's curriculum has been updated post lockdown and in light of the pandemic as a whole. The Headteacher explained the reports in detail. The school was using PM benchmarking for KS1. The school was aiming to secure the previous year's objectives before moving on, which meant the delivery of the curriculum was slower in some areas than in previous years. Catch-up funding would be used to create small pupil groups to address learning gaps. **Governors asked a range of questions regarding catch-up arrangements and the gap analysis, including whether vulnerable pupils were displaying greater gaps in their learning than other pupils, when funded interventions would start and the potential impact on pupils on removing them from lessons to receive funded interventions.** The school was still collecting data and analysing the gap analysis and therefore could not yet say whether any groups of pupils had greater or less gaps in their learning. Funded interventions would start the following term and the school was doing what it could to mitigate against the further disruption of targeted interventions removing pupils from classrooms. The school would be monitoring the process and impact of the interventions and would share the information with governors during the next term.



NOTED: in response to a question from governors, it was confirmed arrangements for home-learning were via the school's website. The school had yet to develop full use of Google classroom.

7. Governor Visits and Monitoring Activities

NOTED: the monitoring reports circulated with the agenda on English and the general curriculum, also two reports received and circulated by email as AOB on Maths and Computing.

NOTED: Simon Jarvis summarised his report on English. He had considered the school's use of The Write Stuff and had noted there had been changes at the school over the last two years resulting in a more coherent package of reading and writing across the school. The Headteacher stressed the importance of the quality of reading across the whole curriculum.

NOTED: Suranga Chandratillake summarised his report on the general curriculum and the impact of Write Stuff. He highlighted the positive impact of the summer building works, which had been commented on favourably by both staff and pupils.

NOTED: Andrew Blake summarised his reports on Maths and Computing. He felt the school should consider the use of Google classroom beyond the current pandemic.

Governors queried how and when the school produced in-house data? The Headteacher summarized the process and assured the committee data would be shared with them when available. The hardware used by the school was discussed. **Governors asked if the IT support available to the school was too little and whether the laptops owned by the school were up to the job?** The IT support was deemed adequate. The school was gradually updating and replacing its kit on a rolling basis to avoid the need for a massive update in the future. The School was not short of IT equipment, but some of it was dated, albeit functional. The pandemic had caused a rush on laptops, which meant there was a delay in ordering new ones at the moment.

8. Pupil Attendance

NOTED: the report circulated with the agenda. COVID 19 recording made it difficult to compare attendance with previous years as COVID related absences were not considered absences. Fewer children were being taken out of school to go on holiday and fewer seemed to be suffering from the usual winter ailments. Attendance levels were therefore robust. Cambridge had a high attendance rate and the school was inline with this. **Governors questioned the reduction in late arrivals, the impact of home-schooling and how the school felt about attendance levels.** The meeting discussed how staggered arrivals had helped to improve late attendance. No pupils had been withdrawn from the school to undertake home schooling. The school was feeling positive about current attendance levels. There had been no pupil exclusions.

NOTED: A governor commented on the absence levels of 4.7% in 2018 and 2019, an absence level that placed St Paul's in the highest 20% of all schools. The school pointed out that, at 96%, its current attendance levels were close to the national average, but that still resulted in an absence level of 4%. The meeting went on to discuss how attendance figures were monitored and chased up. **Governors queried the low**



attendance in Year 1. It was pointed out that it was a very small class and therefore even a single absence had a noticeable impact on the percentage figure.

9. Cultural Capital

NOTED: this was not the prime focus of the school at present. The school was still waiting to receive an exemplar document from Eleanor Carne before formalising arrangements to capture the additional and extra-curricular activities and the value that came from cultural capital.

AGREED: the Headteacher would speak to Eleanor Carne regarding the outstanding template document. **Action: H. Darrell**

10. Policies

NOTED: the documents listed on the agenda and those circulated with it as follows:

10.1 School Behaviour Policy – this was due to be considered by the committee, but was still under review at present.

AGREED: School Behaviour Policy should be an item on the next agenda **Action: H. Darrell/ Clerk**

10.2 Accessibility Plan – governors queried the style and tone of the document. They felt that it could be more positive and reflect the individual pupil approach of the school. It was recommended that the school consider documents produced by other schools such as St. Albans and involve Hilary Aldred in the review of the document.

AGREED: The Headteacher would share the above thoughts with Paula Ray and ask her to further review the document for re-submission to the committee at the next meeting. **Action: H. Darrell/ Clerk**

10.3 Intimate Care Policy – the meeting discussed the policy and its nature. **A governor queried why it was being considered by T&L and not the full FGB.** The process of sharing and delegating the approval of documents was explained. **Some governors felt that policies approved by committees should be highlighted beyond the minutes and the Committee Chair's summary at the FGB meeting. The possibility of listing them on the FGB agenda was raised.** The clerk said this could be a possibility going forward but the agenda for the next FGB had already gone out. The arrangements for sharing agreed policy documents was discussed as was their publication on the website. **Some governors questioned whether the T&L Committee should be considering pupil welfare issues.** The meeting was reminded of the remit of the committee.

AGREED: the Intimate Care Policy as presented. The Chair would highlight its approval at the forthcoming FGB meeting. **Action: A. Smith**

11. AOB

11.1 Extra Informal Meeting of the Committee

AGREED: the chair would contact all governors by email to see when the meeting could be convened. **Action: A. Smith**

11.2 PTFA Christmas Quiz



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NOTED: the Chair was arranging the PTFA Christmas Quiz. He thought it would be nice to have a governor team. He would email details to all committee members.

11.3 Thanks to staff

NOTED: Virginia Weston thanked all staff for their hard work during a challenging term. This was endorsed by all present.

12. Date and Time of Next Meeting

NOTED: the next scheduled meeting of the committee would take place on Tuesday, 26th January 2021 at 3.45pm via ZOOM.

The meeting finished at approximately 6:05pm

Drafted by: Jacquie Watts
Clerk To The Governors
1st December 2020

Approved by The Teaching and Learning Committee on:

Date: 26th January 2021.....

Signature (Chair):.....

T&L Action Summary Grid

Date	Min. Ref.	Action	Lead	Completed
1/12/20	3	the Headteacher would circulate the Quality of Education Section from the OFSTED handbook.	H. Darrell	
	3	The Clerk would refer to the minutes of the original meeting and remind the Headteacher of the details of the action required.	Clerk	
	3	Sarah Abrey would recirculate by email the CCC training links.	S. Abrey	
	3	Stephanie Florczyk had circulated the feedback policy to committee members for information, but would circulate it again.	S Florczyk	
	3	Nick Giesler was willing to take on the role of Pupil Premium Link Governor. This to be recommended to the next FGB.	A. Smith	
	3	Alex Smith had not yet written up his conversation regarding Sports	A. Smith	



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		Premium, but would do so when a further discussion took place.		
	9	the Headteacher would speak to Eleanor Carne regarding the outstanding cultural capital template document.	H. Darrell	
	10	The School Behaviour Policy should be an item on the next agenda.	H. Darrell/ Clerk	
	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	
	10	The Chair would highlight the approval of the Intimate Care Policy approval at the forthcoming FGB meeting.	A. Smith	
	11	the Chair would contact all governors by email to see when the additional informal meeting could be convened.	A. Smith	