



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 6th October 2020

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

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

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

1. Apologies for Absence

NOTED: apologies for absence had been received from Stephanie Fityan, Nick Giesler (Associate Member) and Pippa Savage. Stephanie Fityan was also standing down as a governor and a member of the committee.

AGREED: to accept all apologies tendered.

2. Declarations of Interest

NOTED: although there were no directly corresponding items on the agenda, Alex Smith highlighted that he worked for a company that made promotional videos for schools. Kate Barron advised that her child was directly affected by item 8 on the agenda.

AGREED: that neither governor need withdraw from specific discussions.

3. Election of Chair

NOTED: the outgoing Chair, Pippa Savage, did not wish to stand for re-election as Chair. The Clerk asked for nominations for the position of Chair. Alex Smith was nominated and seconded by members of the committee.

AGREED: unanimously, that Alex Smith should serve as Chair of the Committee for the academic year 2020-21 and until the first committee meeting of the autumn term 2021.

4. Election of ViceChair

NOTED: The Chair asked for nominations for the position of Vice Chair. Simon Jarvis was nominated and seconded by members of the committee.

AGREED: unanimously, that Simon Jarvis should serve as Vice Chair of the Committee for the academic year 2020-21 and until the first committee meeting of the autumn term 2021.

5. Terms of Reference

NOTED: the documents circulated with the agenda. The Clerk reminded the meeting that the Committee's Terms of Reference for 2020-21 had been approved by the September meeting of the FGB, but the FGB had tasked both its committees with further



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reviewing their Terms of Reference and recommending any changes they thought fit. **The meeting discussed the current TOR, the model CCC TOR for a Standards Committee and whether specific additional items should be referenced in the TOR.** The level of scrutiny that could and should be provided by the Committee was discussed in light of the current role of the LA and its advisers in relation to St. Paul's.

NOTED: the CCC model TOR did not clarify voting rights for Associate and Governor Committee members and this was important as the Chair for 2020/21 was an Associate Member.

AGREED: to adopt the CCC model TOR for a Standards Committee, but to continue to call the Committee the Teaching and Learning Committee. All committee members, whether Associate Members or Governors would have equal voting rights at committee level. The Chair would have a second or casting vote. The Clerk would customise the TOR document accordingly and circulate it with the provisional minutes. **Action: Clerk**

NOTED: some governors expressed concern at the vast amount of monitoring work the Committee would have to do. Governors were reminded of the important role of link governors in monitoring SIP developments.

AGREED: the Chair would consider how best to share the workload of the Committee across its members and whether a monitoring schedule would be useful. **Action: A Smith**

NOTED: some governors asked for a document to be drawn up showing dates for the preparation of reports and agendas. The Clerk reminded the meeting of the previously advised timelines she consistently used for all scheduled meetings unless otherwise advised. The Clerk prepared a draft agenda a fortnight before a scheduled meeting, for approval with the relevant Chair and the Headteacher. In keeping with Standing Orders, the agenda and accompanying papers were sent out to all members a week before the meeting, i.e. on the preceding Tuesday, for a meeting taking place on the following Tuesday. The draft minutes were produced as soon as practical after a meeting for agreement with the relevant Chair and the Headteacher and were circulated as provisional minutes to all Committee members a week after the meeting, i.e. the Tuesday the week after a Tuesday meeting. Members wanting to place an item on a specific agenda should notify the Clerk, Headteacher and/or Chair ideally at least two weeks before a meeting, but not less than nine days before it. Documents to be circulated for a meeting, including visit and monitoring reports, needed to be with the Clerk at least nine days before the meeting. As much notification as possible of items and documents was appreciated.

6. Minutes of Previous Meeting – 19 May 2020

NOTED: the minutes as circulated with the agenda.

AGREED: the minutes of the meeting held on 19 May 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:

- **General Curriculum Update (Min. 4 refers)** – The Headteacher had not had an opportunity to look at the comments received from families with a view to



summarizing them and/or providing relevant statistics to the FGB meeting.

Action: H Darrell

- **General Curriculum Update (Min. 4 refers)** – details of the new curriculum had been shared with governors at the subsequent FGB meeting.
- **General Curriculum Update (Min. 4 refers) – governors asked what being “conversant with the school curriculum” meant?** It was stressed that governors needed an overview, not an operational knowledge, but awareness of the names of reading schemes and other key schemes was important. The Curriculum was summarised on the school website and governors should be aware of it. **Governors asked if they could have an OFSTED crib sheet?** It was suggested that an OFSTED training session might be useful. Bev Jones felt she might be able to access a useful OFSTED presentation. She agreed to see if she could source it. **Action: B Jones**
Sarah Abrey would also consider what school specific training or information could be provided. **Action: S Abrey**
The meeting went on to discuss the curriculum summary on the school website and whether it could be better “sold” to parents.
- **School Improvement Plan (Min. 5 refers)** – in response to a question from governors, the Headteacher explained the process of RAG (Red, Amber, Green) rating a document to show progress at a glance.

7. School Improvement Plan

NOTED: the document circulated with the agenda. The LA adviser, Anne Fisher, was happy with the current version. Following recent discussions, documents and targets were being finalised for the year. The Headteacher summarized ongoing developments and also current pupil testing and predicted outcome measures. **Governors commented that, historically, the school had demonstrated weakness in writing and girls achieving outcomes at the highest level and asked what the current situation was?** The Head advised that the developmental work the school had done in relation to writing had resulted in an improvement in writing, but she had yet to consider a gender split in terms of outcomes. Phonics was below the national average, but it was a small group of children, some of whom had significant needs, and the situation of individual children had a noticeable impact on the data for the cohort.

NOTED: the variety of ways in which school data could be broken down and the criteria that could be used. **The meeting debated whether it wanted to see all possible data breakdowns simultaneously, which had caused confusion to some previous committee members, or whether it would be more effective to start with the headline data and then drill down as required.** Governors pointed out that the LA ran a useful course on understanding data. The need to understand and be conversant with headline data was also highlighted. Governors needed to understand the challenges facing the school and the outcomes of the school's responses. Data would evidence elements of this, but governors should not attempt to be operational and did not need to scrutinize data at the level the school did.

AGREED: the Headteacher should circulate headline targets to all committee members, as soon as they were available. **Action: H. Darrell**

NOTED: The Headteacher outlined the pupil assessment process for the year. Primarily it was a return to “normal” pre-COVID testing, though extra tests such as phonics were being carried out to identify learning gaps as a result of lockdown. **Governors wanted to**



know when data would be added to the SIP and how often? It was confirmed that data was collected at the end of every half term and was added to the SIP after that point.

NOTED: governors asked what the school's feedback policy was? Stephanie Florczyk explained the process and philosophy behind it in detail. The process was being phased in following lockdown and was focusing on skill feedback in the autumn term. Peer feedback would be introduced at a future date. **Governors queried how feedback could motivate pupils?** This was clarified and **governors then asked whether this could be factored into the School's remote learning?** They were advised this was already happening.

AGREED: Stephanie Florczyk would circulate the feedback policy to committee members for information.

Action: S Florczyk

8. Pupil and Sports Premium

NOTED: the reports circulated with the agenda. It was confirmed they would be published on the school website. **Governors felt that the relevant link governors should be named within the reports.**

AGREED: Bev Jones would discuss with Nick Giesler whether he was prepared to take on the role of Pupil Premium Link Governor for agreement by the FGB, if he was amenable.

Action: B Jones

NOTED: Governors felt the Sports Premium report focused more on what had gone before than what the strategy was going forward. Targets were needed for future development. Governors went on to query the Sports Premium Review data. Alex Smith confirmed he had had a review conversation with the report's author, but had not yet recorded it as a governor visit or monitoring activity.

AGREED: all such monitoring conversations should be written up, however briefly, and submitted to the Clerk.

Action: A. Smith

NOTED: Lunchtime arrangements as a result of the pandemic and the impact on sports activities.

9. Whole School Tracking Data

NOTED: this topic had been discussed in detail under item 7 above.

10. Governor Visits and Monitoring Activities

NOTED: the CCC guidance documents that the Clerk had previously shared with some governors in response to queries about recording visits and monitoring activities and the advice from CCC about postponing visits, even virtual ones, until the second half of the autumn term. **Some governors felt there should be a planned schedule of activities across the academic year as the agreed one link-up per term for link governors (as agreed at the last FGB meeting) was not adequate.**

AGREED: monitoring visits and activities would be conducted in accordance with the CCC guidance document.



NOTED: Governors asked if they could be involved in the curriculum carousel involving staff at the school. It was felt that the activity could not easily be shared with governors but that the Headteacher could share a copy of the guidance notes with governors.

AGREED: the Headteacher should share the Curriculum Carousel guidance note with governors.
Action: H. Darrell

NOTED: examples of monitoring visits and activities previously undertaken by governors were available on the governors' shared drive.

NOTED: the vacancy for the Early Years Link Governor following the resignation of Stephanie Fityan. Bev Jones volunteered to fill the role until a replacement could be identified, as she had previously been the Early Years link.
Action: B Jones

NOTED: Kate Barron and Nick Giesler as the SEND Link Governors had met with Paula Ray in the first half of term, but had not yet produced a written record.

AGREED: Kate Barron and Nick Giesler, as the SEND Link Governors, should produce a written report of their conversation with Paula Ray using the CCC template and submit it to the Clerk for submission to a future meeting of the FGB or T&L Committee.
Action: K Barron/ N Giesler

11. Pupil Attendance

NOTED: school attendance in 2019/20 up until the point of lockdown had been 94.9% which compared reasonably with the 2018/19 national average of 96%. The school's figure had been reduced because some children had started self-isolating before lockdown.

NOTED: the Headteacher understood that current CCC attendance levels were over 90%. The school's attendance figure for the beginning of term was 95.2% and included children being absent in order to take the COVID-19 test. **Governors asked if there were any noticeable patterns of non-attendance?** The Headteacher was not currently aware of any, but felt absenteeism was mostly to do with families self-isolating or removing children from school until they could be tested for COVID-19. **Governors asked how attendance recording would work during another lockdown? Would registers still be taken?** Based on previous advice, the Headteacher was not expecting to take registers, but the online platform would allow the school to monitor who had submitted work and follow up on those who had not.

NOTED: governors asked how the staggered arrival times had worked in relation to pupil lateness? The Head advised there had been few instances of late arrival and the school was having to ask parents who arrived early to wait until their time slot to deliver their children. **Governors who were parents commented that the arrival arrangements appeared ordered and calm and wondered if there were lessons to be learned post COVID-19?** The Head hoped there would be.

12. Policies

NOTED: the policy documents circulated with the agenda.



- **Digital Safety Policy**

NOTED: governors queried what would happen when the school office was not open, given that staff were not permitted to give out their personal phone numbers on school trips. They also queried why there was not a school mobile that could be used? The Headteacher said that for residential activities an official point of contact and number was identified.

NOTED: governors asked if there had been many digital problems experienced by pupils at the school? The school had experienced few problems and the Headteacher sensed there were more problems connected to home-life than the school. The school kept aware of trends as part of its safeguarding activities. **Governors were keen that parents should be taught about issues and asked if John and John from the local police could be invited to talk to parents again?**

AGREED: the Digital Safety Policy, subject to it being clarified in the document who parents should contact when the school office was closed. **Action: H Darrell**

- **Anti-Bullying Policy**

NOTED: in response to a question from governors, that bullying was not a big issue at the school, but it did happen from time to time. Russell Re Manning, as the Pupil Welfare Link Governor, would take on the anti-bullying role as stipulated in the policy. He had recently spoken to the school about welfare issues, but had yet to produce a written record of the same.

AGREED: the Anti-Bullying Policy, subject to the inclusion of Russell Re Manning's name in the document. **Action: H Darrell**

13. AOB

NOTED: the Clerk had received requests for items on SEND, Distance Learning, Pupil Feedback and Primary Assessment.

NOTED: the governor requesting a discussion on feedback and on distance learning felt that both topics had already been covered in discussions. SEND had been dealt with under Governor Visits and Monitoring Activities. She did, however, ask to see the school's contingency plan for the next period of lockdown. The Headteacher advised the document was still being developed and would be shared with all governors once finalised.

NOTED: questions governors should be asking their primary schools had been highlighted at the LA's termly briefing session. Governors therefore asked the following questions and received the recorded answers:

- **Is the School an Early Adopter of the Baseline Assessment or new Foundation Stage Profile?** No
- **Is the school undertaking phonics screening?** As discussed earlier in the meeting, yes.
- **What multiplication table assessment is taking place?** Year 4 would be assessed as usual. The school was currently considering what to do in relation to year 5.
- **What would be happening about SATS in lockdown?** SATS would be possible during a partial lockdown and in terms of social distancing, but the school would need to follow guidance in the event of a full lockdown



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- **What parental communication was taking place?** The school was maintaining its normal levels of communication regarding routine changes, but was also making sure that key events and changes were communicated to parents.

NOTED: Governor thanks to the school and the staff for all their efforts. The children seemed happy to be back at school.

NOTED: the Chair of Governors commented on the positive development of the committee given the augmentation of its membership and the high level of governor questioning and challenge.

14. Date and Time of Next Meeting

NOTED: the next scheduled meeting of the committee would take place on Tuesday, 1st December 2020 at 3.45pm, probably via ZOOM.

The meeting finished at approximately 17.55

Drafted by: Jacquie Watts
Clerk To The Governors
8th October 2020

Approved by The Teaching and Learning Committee on:

Date:

Signature (Chair):.....