



Minutes of Teaching & Learning Committee Meeting
Held on Friday 19th October at 9.30am
 (Held virtually via Zoom due to COVID-19)

Governors Present on Call	Jessica Webb (Chair), Sue Rudge (SRu), Sue Read (SRe), Sarah Stant (SS), Chris Shea (CSh), Ruth Garbutt (RG), Mike Harrison (Headteacher - HT)
Apologies	Mary Hancock (MH), Chris Sanderson (CSa)
Visitors	Stacey Miller (Clerk)

Actions:

Item	Action	Responsibility	Deadline
5	RG to seek advice from Belinda Harvey on how the school can manage this.	RG	ASAP
5	RG to tweak the governor monitoring column so governors could monitor in school and save in GSuite under Reference and Monitoring.	RG	ASAP

Minutes:

Item	Issue Raised
1. Welcome & apologies for absence/note of absenteeism	<p>The Chair welcomed all to the meeting. MH and CSa sent apologies which were accepted. The meeting was quorate.</p> <p>The Chair raised that during agenda setting they felt the meeting was being held a bit too early in the term and should be noted to hold the meeting later in future.</p>
2. Declaration of Interests	None declared.
3. Minutes of last T&L meeting, matters arising & actions – 25 th June 2021*	The minutes of the last meeting were agreed.
4. Autumn Term 1 data*	<p>The HT screenshared the term 1 data and explained that it was more pertinent to look at assessment since the start of the academic year as there was no baseline for validating progress. He explained that Year 1 wouldn't normally be assessed until closer to Christmas.</p> <p>The HT explained that the number of pupils is rising, but is still a long way off full capacity.</p> <p>Q – A governor asked what the age groups were for new starters.</p> <p>A – The HT explained they were mixed across year groups and 2 children have left who had EHCPs. The number of EAL has not changed.</p> <p>The HT presented a summary of data across reading, writing and maths.</p> <p>Reading:</p>



Minutes of Teaching & Learning Committee Meeting
Held on Friday 19th October at 9.30am
(Held virtually via Zoom due to COVID-19)

Item	Issue Raised
	<p>Q – A governor asked if the data shows where they think they should be by the end of the year or at the moment. A – The data is showing progress against age related expectations currently.</p> <p>The HT explained that there has been a culture of conservative assessing that is being addressed. The Year 2 cohort has been under assessed. Some children need a bit more directed teaching around specific subjects. Year 3 is a weaker cohort but they are identifying ways to deal with this.</p> <p>Q – A governor asked what is meant by 'ungraded'. A – This is the 10 children in the mixed R/Y1 class – when assessment taking place were working below so in SEN category. There is data in the system that explains this. Same children across subjects.</p> <p>Writing: The HT explained the ungraded is because some are still being moderated. RG explained they have an advisor in school to support the ECT with levelling writing and developing her knowledge of grammar progression.</p> <p>It is a national trend that fewer children are working at greater depth.</p> <p>The HT explained that there is a greater emphasis on expectations and the target is for children to be at age related by the end of the year. The HT is confident what will be delivered in classrooms will have a good impact on pupil progress.</p> <p>Maths: Data shows progression throughout the school is more inconsistent. No cohort is excelling, and the proportion achieving greater depth is low too. This is likely a consequence of the curriculum and the pandemic. The HT explained they have to hit the ground running with high expectations and daily assessments, and need to ensure there is accelerated progress for those children falling behind. Maths may be what pulls the combined results down for the school.</p> <p>Q - A governor asked what PITA stood for. A - Point in Time Assessment.</p> <p>PP Reading:</p>



Minutes of Teaching & Learning Committee Meeting
 Held on Friday 19th October at 9.30am
 (Held virtually via Zoom due to COVID-19)

Item	Issue Raised
	<p>PP children are broadly in line with the wider school context, but equally low. This is again likely due to the pandemic and poor attendance, there is a small minority who are persistently absent.</p> <p>PP Writing: There is a significant proportion working below age related, and there needs to be some aspiration about target setting for these children year on year.</p> <p>PP Maths: It is a similar situation for maths, however not so much of a stark contrast but still very low. Need to make sure have impact this term. There is an increased expectation on children and staff. However, need to also be aware it will not be a simple quick fix just for this year.</p> <p>EAL: The HT presented statistics on screen. He explained that some children had not been registered as EAL when started with the school and put themselves as English, 21% did this. Out of EAL children - 1 is PP and 1 is SEN.</p> <p>Reading: Out performing PP children and the whole school, however, have to be mindful of the small numbers. Writing: performance is a bit lower than reading, but similarly higher proportion of children becoming proficient. Maths: Progress reflects similar pattern across the school.</p> <p>A governor said that it is reassuring that EAL children are performing at a similar level to the rest of the school are no evidence they are disadvantaged.</p>
<p>5. Impact of the Assurance of Excellence policy</p>	<p>The HT explained the policy is explicit regarding the definition of roles and responsibilities and how they contribute to the school's goals.</p> <p>RG screen shared some of the master documents created as part of the assurance of excellence policy.</p> <p>Q – A governor asked what 'learning without limits' is means.</p> <p>A – RG explained that open ended tasks are provided, applying their knowledge without having it capped. The HT added that there are dictated entry points in learning and scaled points of access into it, and they might push themselves to take on a challenge.</p>



Minutes of Teaching & Learning Committee Meeting
Held on Friday 19th October at 9.30am
(Held virtually via Zoom due to COVID-19)

Item	Issue Raised
	<p>Q – A governor asked if it was worth highlighting or having an extra box for challenge as a way of ensuring challenge through differentiation at the bottom and top end of the ability range.</p> <p>A – it was explained that the marking policy will have challenge that will be set. The policy needs to be sustainable and manageable.</p> <p>RG raised all the monitoring that had taken place: 4 SEN lesson visits 1 SEN learning walk 1 induction observation – new teacher observed within first few weeks 2 ECP observations 1 maths learning walk 1 maths book scrutiny – followed by LA maths advisor support English book scrutiny Science book scrutiny 1 science learning walk 1 grammar learning walk ECT planning support 2 English walks – 1 writing, 1 reading 13 performance management observations 2 RI observations that were followed up by 2 further observations that were good.</p> <p>Q – A governor asked when the school is looking to have governors join on these visits.</p> <p>A – This was discussed at FGB and have now included a governor column with opportunities for governors to join. This has been mapped out over the term.</p> <p>A governor raised that governors are part of the school SDP monitoring as part of leadership and should be involved in the monitoring. They have done effective book looks led by Belinda Harvey elsewhere and this should happen at Sutton.</p> <p>Action: RG to seek advice from Belinda Harvey on how the school can manage this.</p> <p>This was discussed and would check with Belinda for advice.</p> <p>The HT agreed that governors could be involved in book monitoring. Action: RG to tweak the governor monitoring column so governors could monitor in school and save in GSuite under Reference and Monitoring.</p>



Minutes of Teaching & Learning Committee Meeting
 Held on Friday 19th October at 9.30am
 (Held virtually via Zoom due to COVID-19)

Item	Issue Raised
<p>6. Subject Leadership</p>	<p>The Chair explained that an overview of the actions plans was intended for this item and to inform how they work together.</p> <p>RG explained that actions have now been allocated to terms so not to load too much in autumn term. The action plan for English has already been completed, and other subjects will follow. RG will provide an overview across all plans.</p> <p>A governor mentions there are a lot of actions that need to be reflected on going forward, particularly in terms of staff wellbeing.</p> <p>The HT explained that action plans need to correlate with Ofsted framework, and although they are phrased differently doesn't mean need to do additional work.</p> <p>It was explained that staff created the action plan during the inset days so then they have the whole year to action, and a clear spread across terms. All visits and learning walks feed into all subject areas to ensure consistency.</p> <p>A governor highlights a maths governor visit report by CSh as a very good report. CSh added that he challenged around wellbeing but she showed it was sustainable and was happy with it.</p> <p>The HT added that regarding staff wellbeing, now there are no phase leaders, the emphasis for staff is on the curriculum. Charis has achieved a great deal in a short space of time. She has a clear vision that marries up with the increased expectation. RG added that she has knowledge of both Key Stages and strong SEN background.</p>
<p>7. Safeguarding – online safety</p>	<p>RG ran an online safety drop-in for parents last week, and there was a section in the newsletter to inform of this, but had zero attendance.</p> <p>Q – A governor asked if they had to chase up ICT policy home contracts. A – Yes, there is still about 20-30% of KS2 not returned permission forms.</p>



Minutes of Teaching & Learning Committee Meeting
 Held on Friday 19th October at 9.30am
 (Held virtually via Zoom due to COVID-19)

Item	Issue Raised
	<p>RG raised that she is not sure how much parents are engaging. A time was set at a time of day when children are not at home so parents could talk freely.</p> <p>Anti-bullying week will take place after half-term which includes online safety, and will also be discussed in school assembly.</p> <p>A governor added that it is disappointing when staff put the effort in and don't get the engagement.</p> <p>The HT added that staff are being increasingly visible and need to ensure that parents are aware they have a voice. Not much response in values. The response rate for the parent view survey was higher than previous years but still very low.</p> <p>Q – A governor asked what the response had been for parents evening. A – The HT explained uptake has been higher than previous years but has taken a lot of time to increase this take-up. In some classes a quarter of parents not booking appointments.</p> <p>Q – A governor asked if there is a correlation with the more vulnerable children whose parents have not booked in. A – Yes.</p>
<p>8. English as an Additional Language (EAL) – summary report</p>	<p>This was covered under Item 4.</p>
<p>9. ECT update</p>	<p>The HT explained that the ECT is being observed and monitoring walks have fed into her support.</p> <p>It was added that staff are all experienced in supporting ECTs so can help navigate this. The ECT is being supported by a mentor and a buddy in Y6 as well as SENDCO and other support.</p> <p>They are effective with fitting in with other staff and fits in well with the school community.</p>
<p>10. Ofsted Parent View Survey</p>	<p>Q – A governor asked if there is a better way to give out a survey for those who are not so savvy online. A – Ordinarily there would be some paper copies available but this is being discouraged at the moment. Social media such as Facebook has been discussed but provides certain challenges too.</p>



Minutes of Teaching & Learning Committee Meeting
Held on Friday 19th October at 9.30am
(Held virtually via Zoom due to COVID-19)

Item	Issue Raised
	<p>A governor added that it is easier when parents are in school and can give them an iPad to complete a parent view.</p> <p>The HT presented the results of the survey. There were 46 responses in total, but is still live. The questions were taken from Ofsted parent view.</p> <p>96% are happy at school and 96% feel safe. Only 2 responses that disagree or strongly disagree for both. The HT explained that how child anxiety can be linked with parent anxiety and that they are finding ways to do something about this.</p> <p>Children are well behaved? – this is reassuring as the school previously had a reputation for poorly behaved children. Behaviour within school as significantly improved due to measures taken.</p> <p>Child has been bullied – The HT explained the definition of bullying comes in to play here, also that parents need to know the protocol as no parents have come to the HT about issues of bullying.</p> <p>RG added that when there has been an incident and this has been communicated with parents, they have been appreciative and spoken about historic issues of 10+ years ago. However, now work on restorative relationships, different to historic bullying experiences.</p> <p>Schools makes me aware of what children learn – the HT explained that this required immediate action over the others as a greater proportion who disagreed. Need to make sure that parents know where the information is and is accessible.</p> <p>RG added that this was evidenced recently when parents wanted information but what they wanted was already on the website.</p> <p>A governor raised that Mrs Morfill provides good information about what the children have been doing, which is well received, and possibly good to have this across the school.</p>



Minutes of Teaching & Learning Committee Meeting
Held on Friday 19th October at 9.30am
(Held virtually via Zoom due to COVID-19)

Item	Issue Raised
	<p>The HT explained that this was a proforma that was trialled by Mrs Morfill with the intention to roll it out across the school by year group rather than class.</p> <p>Concerns raised with school been dealt with: The HT explained that there are higher numbers of disagree for this one and need to ensure when parents have raised concerns they have been taken seriously. Staff need to be more proactive with possible concerns, and need to be open and accessible.</p> <p>Child have special educational needs: Question is designed to see if parents acknowledge if child has SEN or just identified by the school. Number is lower due to response rate.</p> <p>School has high expectations of my child: There is a mismatch of what is perceived as historical and what is now, so HT is keen to continue to monitor this. The HT expressed concern about the 'don't know' responses.</p> <p>Child does well at school: There is acknowledgment children are progressing but could be doing better.</p> <p>Q – A governor raised whether the answer to this could be partially due to covid and children not in school so much over past year.</p> <p>A – The HT explained there's a lot of issues that could impact on judgement of this question.</p> <p>A governor also questioned the meaning of the question whether it refers to educationally or personally.</p> <p>School lets me know how my child is doing: The response rate to this correlated with the previous question that required addressing. The HT explained that the school is moving over to Pupil Asset and will remove other platforms. Parents will be able to see some assessment and see progress.</p> <p>Good range of subjects: The HT explained there was too many 'don't know' responses that show they need to find other means to communicate this.</p>



Minutes of Teaching & Learning Committee Meeting
Held on Friday 19th October at 9.30am
(Held virtually via Zoom due to COVID-19)

Item	Issue Raised
	<p>A governor asked if these are the same people who aren't attending parents evenings etc to find out more.</p> <p>A – Possibly, but also likely that those who do not attend probably wouldn't have filled out the form either.</p> <p>Support my child's wider personal development: Having good parent teacher engagement will be the barometer of parent judgement on this. Working with staff to deformatise conversations.</p> <p>I would recommend the school: Compared to 2019 this has improved a lot, but not where want it to be, need time for impact and to see positive outcomes.</p> <p>Q – A governor asked if it is worth targeting some specific parents if this was to be done again.</p> <p>A - To avoid survey fatigue it is planned to do it again in the second half of spring term.</p>
11. Policies	<p><u>Classroom Observation:</u></p> <p>Q – A governor highlighted the criteria at the bottom of the policy regarding ranking grading and raised that other schools don't do this anymore.</p> <p>A – RG explained this had been reviewed. In the old version this was at the front, but now moved down the policy. The grading is not shared with the teacher but is just for own feedback.</p> <p>The HT added that he is not comfortable grading lesson but after discussion with the LAIG and school improvement advisor the school needs to quantify the standard of teaching and this is difficult to do this without some means of doing the assessment.</p> <p>RG added that it ensures consistency and follow up observations to continue to work on things as needed. The HT added that they do this with good lessons too as there is still an area of development. They are now being invited by teachers to come back and observe.</p> <p>Q – A governor asked how many observations are there on an ECT.</p> <p>RG explained these are coaching opportunities rather than formal observations. There would be 2 times a term and would work on an action plan.</p>



The Governors of Sutton CE (VC) Primary School

Highlighted text denotes a governor challenge

Minutes of Teaching & Learning Committee Meeting
Held on Friday 19th October at 9.30am
(Held virtually via Zoom due to COVID-19)

Item	Issue Raised
	DECISION: Governors approved the Classroom Observation policy.
12. Questions/challenge/comments arising from governor visits (focussed on T&L areas)*	It was agreed this item is more appropriate for FGB meetings.
13. Impact of the meeting	<ul style="list-style-type: none">- Governors discussed and aware of the work on parental engagement.- HT and RG have created more opportunities for governors to be involved strategically as part of leadership and governance.- Governors aware of the consistent approach in monitoring to improve teaching and learning across the school.- Greater accountability of staff and the planning they are doing, and not just senior leaders.
14. Next meeting	Friday 4 th March @1-3pm
AOB	None
15. Meeting Close	14:33

Signed as a true record  (Chair)
Name. Jessica Webb
Date : 4th March 2022