



The Governors of Sutton CE (VC) Primary School

Highlighted text denotes a governor challenge

Minutes of Teaching & Learning Committee Meeting  
Held on Friday 4<sup>th</sup> March 2022 @1pm  
(Held virtually via Zoom due to COVID-19)

<b>Governors Present on Call</b>	Jessica Webb (Chair), Sue Read (SRe), Sarah Stant (SS), Sue Rudge (SRu), Chris Shea (CSh), Ruth Garbutt (RG), Mike Harrison (Headteacher - HT)
<b>Apologies</b>	Chris Sanderson (CSa)
<b>Visitors</b>	Stacey Miller (Clerk); Sam Wallace (for item 5)

**Actions:**

Item	Action	Responsibility	Deadline
	No actions		

**Minutes:**

Item	Issue Raised
1. Welcome & apologies for absence/note of absenteeism	The Chair welcomed all to the meeting. Chris Sanderson was absent. The meeting was quorate.  It was noted a daytime meeting may not suit CSa and may need to be reconsidered.
2. Declaration of Interests	No interests were declared.
3. Minutes of last T&L meeting, matters arising & actions – 19 <sup>th</sup> October 2021	The Chair raised the actions from the previous minutes.  RG clarified one of the actions. It was said that governors shouldn't be making judgements, not that governors shouldn't be involved in monitoring.  Both actions had been completed.  <b>DECISION:</b> The minutes of the last T&L committee meeting were approved.
4. Data to include PP and SEN/EAL – Linking to reading policy	The HT explained that only Years 6, 5 and 4 had been done and apologised for it not being available on GovernorHub. Some adjustments for Summer 2021 had been made, and now confident these assessments are now accurate.  The HT presented the data on screen and covered some of the key highlights of the dataset.  <u>Year 6:</u> Assessed to be on track to meet age related: Maths – 51% Reading 61% Writing - 33% The HT explained if there was any discrepancy between the two Y6 classes.



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	<p>Writing – There is some discrepancy between the two classes, with Wolves having some lower assessments than Tigers. The HT explain the reasons for this and that there are more SEN children in Wolves. However, the amount of children making expected progress is higher in Wolves class and making rapid progress</p> <p>The HT explained that the data has been broken down further for those below expected.</p> <p>The HT explained that they now have internal staff now conducting the tutoring instead of external tutors, working within school hours. There will be intensive sessions with daily boosters every 3 weeks.</p> <p>HT explained that he thinks that maths and writing assessments are being impacted by the poor reading performance and that the existing phonics programme is not increasing capacity in reading.</p> <p>Progress since KS 1 – progress has not been good, but better than it has been previously. A third of cohort is just below.</p> <p><b>Q – A governor asked if those children ‘just below’ have gone backwards.</b></p> <p>A – Some children have not kept up pace and fallen slightly behind what they were expected to. What is happening in class will address this.</p> <p><b>Q – A governors raised that there are no children in ‘above expected This is still a notable absence.</b></p> <p>A – The HT explained that can’t play down the impact of lockdown in some of the data.</p> <p><b>Q – A governor added that there must be some gifted and talented children in school, where are they being shown on this?</b></p> <p>HT – It has been a culture shock for some teachers what the expectations are. The majority of classes have high expectations. However, there are big gaps in learning, as have had gaps in learning from previous year groups.</p> <p>RG added that some children got bad habits like poor punctuation etc during lockdown.</p> <p>A governor mentioned that it has been 6 months plus since the last lockdown.</p> <p>RG added this is a national trend.</p>



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	<p>A governor highlighted that the teachers need to be present for children to achieve greater depth, so this had been missed during lockdown. Also, some teachers do not have the confidence to push the greater depth child.</p> <p><u>Year 5:</u> Year 5 has a more positive picture for data and is far more in line with what is expected. There are more children in greater depth and most in secure at. This is testament to what is happening in class. Of the children with a greater level of need, some have not had an EHCP which means progress has been stilted.</p> <p>RG added that this data really highlights the SEN children, and there are more children that can push in to emerging. It has been a useful way to present the data.</p> <p>There is no reason why working towards children should not achieve secure at. And also push secure at children into greater depth. Need to ensure the curriculum gives the power to do that.</p> <p><b>Q – A governor asked why there is difference between year 5 and 6.</b></p> <p>A – There has been a legacy of provision for the Y6 class. There weren't any monitoring procedures in the past, so is hard to attain where the issue lies.</p> <p>Salamanders class has a higher proportion of greater depth and there is no reason why they shouldn't be achieving this.</p> <p>Regarding progress, there are more in expected and just above and not much discrepancy between the two classes.</p> <p>There is more discrepancy for pupil premium and not PP and similar for SEN. Funding is being put towards this.</p> <p>Progress since KS1 – progress is in excess of previous years.</p> <p>A governor raised that it is good to see the positive shift and value added.</p> <p>The HT agreed and it shows the emphasis of the impact, what is different now than before. But impact needs to equate into the numbers. There has already been a significant improvement.</p> <p><u>Year 4:</u></p>



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	<p>The HT explained this cohort had some dissatisfaction of provision during the younger year groups. Also an influx of children with a high level of need has brought the numbers down slightly so a bit short of where need to be. There is also no KS1 data to measure against.</p> <p>In year progress:          Some children working just below but numbers stilted by redefining the categories of those working considerable below.</p> <p><b>Q – A governor asked why the total is only 97%.</b>          A – 3% of children are ungraded e.g. new starters etc</p> <p>Lemurs – great progress especially regarding reading. Mrs Bodnar has been working particularly hard on reading and is showing in the data.          Pangolins – can argue this is the most challenging year group. Not as many in the well below expected section, but more in the just below group. There is a number of SEN children but progress has been pleasing.          Rhinos – is a mixed class. Pleasing to see a proportion making expected, but smaller proportion that are accelerated.</p> <p>There are no visible discrepancies between the vulnerable groups. But still issues with reading.</p> <p>The HT added that he will share further data at the next FGB.</p> <p>A governor noted that the HT’s presentation of the data was a fair analysis and supported the deep dives that the governor did last week, and picks up the right areas.</p> <p>A governor added that some children due to developmental delays won’t have the same amount of progress, so long as this is justified.</p>
5. Impact of interventions	<p>Sam Wallace joined and presented this update.</p> <p><u>Reading interventions:</u>          The main intervention is ERT - Expanded Rehearsal Technique – this is a precision teaching method and is research based. It has been trialled and TAs now trained. The aim is for it to be a Y2 intervention. They have nearly worked through children in KS2, will then just focus on KS2 children that are struggling. It is a quick flash intervention to increase fluency. The TA’s delivering it have been really positive and seeing the impact. Expecting good data from it when finished.</p>



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	<p>Targeted reading – children will make 5-6 months progress in a 3 month period to close the gap, especially with SEN children. This is carried out across the school but is quite expensive as it is a 121 for 20 minutes, a TA working with 1 child. So trialled moving away from this towards a TA having guided reading each day. Will be looking at the impact of this. Teachers are planning for it so is part of a lesson and not away from the classroom.</p> <p>Comprehension – teaching children the mechanics of reading. The comprehension is what becomes the problem.</p> <p><b>Q – A governor asked how the impact will be measure.</b> A - A baseline is put in. However, the progress they make doesn't link to the Star reader test as it its focussed on comprehension. TAs are being trained in Vipers, so asking the right questions and finding the right information needed. Vikki will be delivering training to TA's and also recording when individual readers are heard.</p> <p>RG added that there has been a change in culture across the school with teachers asking the questions. The training in focussed on teachers but needs to move towards TAs now to probe for more information. This will take time.</p> <p>SW explained that she has been looking into why SEN children struggle with comprehension in Y6 and it does come down to language skills. Changing the longer term way deal things and all children will get screened for language skills in reception to get in their early and identify those children. This will avoid having to catch up when in year 6.</p> <p><b>Q – A governor asked if the school is getting good support from speech and language now.</b> A – It is still difficult as it is still mostly virtual but have had some visits. They have a good therapist in contact all the time and has good relationships with TAs.</p> <p>SW added she is also learning to use the early support pathway which will be an additional way of getting support.</p> <p><b>Q – A governor asked if the school will be starting the BRP program again.</b> SW explained that they are hoping to get some volunteers in, and this would support the other children who can be heard to read. The HT has given the go ahead for this. It would be good to have a volunteer to hear to read on a regular basis for those who do not read at home.</p>



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	<p><u>Maths interventions:</u>            Success@Arithmetic – changed to 1stClass@number, run by an HTLA. The first time they ran the intervention, the children made 17 months of progress in 3-4 months. However, due to covid the last round had been disrupted so has not been so successful. This will hopefully start again.</p> <p>SW added that hopefully these interventions won't be needed long term if the quality of teaching improves. The aim is that they should only happen in Reception or Year 1 in the future.</p> <p><b>Q – A governor asked how many children access multiple interventions and how has it impacted their classroom experience.</b></p> <p>A – The ERT intervention is for a very short period 3 times a day so shouldn't impact on their in-class learning. Targeted reading is 20 minutes, but tried to be fitted around class, so not out of class. Success@arithmetic is out of class but for a short amount of time. Where some group interventions are out of class, hoping to include these back into class.</p> <p>EHCP children do receive multiple interventions as they are written into their plan. There are a couple who do both, but will only be for a short amount of time.</p> <p><u>Language</u> – more part of English.            ELSA is an out of class intervention, but only for a short amount of time. This makes a big difference to those children and has a big impact on their behaviour.            Life Skills group – This will be running as it is written in to some EHCP's. It will run for 6 weeks and is a legal requirement written in to plans and will focus on personal hygiene. Then they will self assess the programme.</p> <p>SW added that they do a strengths and difficulties questionnaire for the children to assess social, emotion and mental health issues, so will monitor those children to see the impact.</p> <p><i>[Sam Wallace left the meeting]</i></p>
6. Safeguarding with in the curriculum	<p>RG explained that safeguarding within the curriculum is developing through subject leaders as it is part of STRIVE, safety being a key element of STRIVE. It is part of everyone's performance management too, linked to the</p>



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	<p>SDP, how they are evident in the classroom and across the curriculum.</p> <p>PSHE is a key area of the curriculum including safeguarding and have units this year that promote this, such as personal safety – safe and unsafe touches and SRE, as well as anti-bullying. It is a 2-year overview, so next year will include drug education and digital lifestyles. The latter is covered in computing, and some is covered in PSHE.</p> <p>Instead of a block of learning they are now trying to link e-safety into every computing lesson which should be more powerful. In e-safety week the children shared scenarios, and children enjoyed this and are more familiar with these examples as they are more relevant to what they are experiencing.</p> <p>A governor raised that in a Pupil Voice, children were very chatty about what they had been learning and put it into their own experiences.</p> <p>RG added that this improves the connection made between what is being said inside school and what is happening outside of school.</p>
7. Policies	<p><u>Policy/protocol for mixing classes when vertically grouped</u></p> <p>The HT explained this is a new policy that sets out the breakdown of cohorts as they had to be arranged differently than in the past. This was because there was a significant difference in size of classes which has an impact on provision and teacher workload. Also to honour the schools commitment to have the 45 pan in the school.</p> <p>The HT explained the changes didn't go as smooth as they had hoped and there were 6 Y2 children being placed in Gorilla class that raised some issues with parents. They wanted reassurance that this wouldn't come about again, so this policy was created.</p> <p>The HT explained the parents of the 6 children have seen the policy as keen to get their input. The HT explained the</p>



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	<p>figure of 8 included in the policy and that the parents were happy with this.</p> <p>The HT explained the way in which the children were sorted and the reason why it was six girls that moved, and this was only due to the existing gender split in the classes at the time.</p> <p>All factors in the policy are of consideration but not hierarchical. There will be opportunities for input on it, including professional judgement.</p> <p>The HT highlighted that is needed to be really clear that the decisions are final, and other justification to make changes would need to be looked at alongside governors.</p> <p>A governor added that this has been a problem for Sutton for years due to the size of the school.</p> <p>The HT added that this policy will ensure consistency from point of entry throughout the school.</p> <p>A governor added that if you are very clear and upfront like this it helps everyone understand from the beginning.</p> <p>A governor raised that the HT handled the issues raised by the parents very well.</p> <p><b>Q – A governor highlighted the sentence in the policy ‘likely to experience it “up to 3 times”’. Should this be included this?</b></p> <p>Required change: The HT and governor agreed the reference ‘likely to experience it up to 3 times’ should be removed.</p> <p><b>DECISION:</b> The Policy/protocol for mixing classes when vertically grouped was approved pending above change.</p> <p><b>Q – A governor asked if the parents involved are happy with the policy.</b></p> <p>A – Yes, nothing much come back when consulted.</p>





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	<p><u>Collective Worship</u> Q – A governor asked if the school still has the same sort of pattern for collective worship or does it need altering. A – The HT clarified it is still going ahead as usual but some changes have happened since Revd. Mary has retired.</p> <p><b><u>DECISION:</u></b> The Collective Worship policy was approved.</p> <p><u>RE</u> Q – A governor raised that a star had been used as a bullet point, was it significant. A - No just an error and will be changed.</p> <p><b><u>DECISION:</u></b> The RE policy was approved.</p> <p><u>Reading:</u> A governor highlighted a typo on page 3 - “text and be” - remove be. A governor highlighted an error on page 5 – remove ‘have’ from second bullet point.</p> <p>Q – A governor asked regarding reading journals, should there be some clarification on this, on why etc. HT - The explained that the reading books don’t sufficiently support the phonics, and this is an absolute must. The existing books aren’t great.</p> <p>Q – A governor raised that it says that ‘parents can choose books’, what is meant by that. HT – That reference should be removed.</p> <p>Required changes: - Page 3 - “text and be” - remove be. - Page 5 – remove ‘have’ from second bullet point. - Remove reference ‘parents can choose books.’ - Ink should be inc.</p> <p><b><u>DECISION:</u></b> The Reading policy was approved pending above changes.</p> <p><u>Educational Visits</u> Q – A governor highlighted the sentence ‘Visits <i>should</i> be approved by HT’ and asked if this should be changed to ‘must’ and include DHT.</p>



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	<p>The HT added that there are some elements of the policy that need tidying up and embedding into the school. There is an issue that all visits need to be logged on Evolve. HT hoping to get this up and running, then the policy will be refined.</p> <p>A governor raised that this needs to be changed and reflected in the policy.</p> <p>The HT explained this isn't included at the moment as it would be possible to implement the policy fully if it was included as not all staff are able to log in to Evolve.</p> <p><b>Q – A governor asked if the HT was the EVC.</b> A – Yes and DHT to sign off in HT absence.</p> <p><b>Q – A governor queried that Sutton wouldn't use 'Zone 3 – to be agreed by LA and school'. Is this the case?</b> A – Residentials will take place. This has been revised in the policy.</p> <p><b>Q – A governor questioned the 'Opt in or Opt out' reference and how this is done, and parents notified.</b> A – This will be dependent on the theme and focus of the trip e.g. church visit. The HT clarified that anything in band 2 or involves transport would require consent from parents.</p> <p><b>Q – A governor asked if there is a requirement for a first aider for all trips.</b> A – Yes, there would be an expectation that there would be a paediatric first aider in attendance. A governor raised that this needs to be included in the policy, and asked if all staff have been trained. HT – not all staff are paediatric first aid trained, there are 3 currently, and one would need to be in attendance.</p> <p><b>Q – A governor asked if this would be included in a risk assessment.</b> HT – yes.</p> <p>RG added that for Zone 1 they wouldn't need to attend.</p> <p>A governor challenged this arguing that something couldn't happen even if in zone 1.</p> <p><b>Q – A governor raised that on a recent walk a TA had the first aid kit and medical equipment for children.</b> HT – there will always be a first aider and all staff are first aid trained, but not paediatric first aid trained. If children are within the village they would be accessible from school so attendance wouldn't be necessary.</p>



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	<p>It was discussed if this should be included in the policy, that someone with paediatric first aid training should attend zone 1 visits.            RG raised that if this was included there would be a need to get more staff trained.</p> <p><b>Q – A governor asked if they have a school mobile that is taken out, and who is the point of contact.</b>            A - Yes they have this and should be referenced in the policy.</p> <p><b>DECISION:</b> It was agreed to circulate an amended Educational Visits policy for agreement.</p> <p>A governor highlighted that it is nice that all the policies are in the same format. It makes them more cohesive.</p>
<p>8. Impact of the meeting</p>	<p>Governors discussed the ways in which the meeting has had an impact.</p> <ul style="list-style-type: none"> <li>- Data: The HT provided an honest assessment and was good to have the measures to show what needs to be done. It provides a clear way to go forward, and the HT has taken notice of what needs to be addressed.</li> <li>- Governors can see the shift in value added – it is pleasing to secure in house teachers for tutoring.</li> <li>- Governors clear on Sam Wallace’s plan on moving forward and getting interventions in earlier. The long-term aim of only having interventions for reception only is ambitious but good.</li> <li>- Good to know TAs have a good relationship with the speech and language therapist.</li> <li>- Comprehensive policy to qualify class mixing.</li> <li>- Discussed the educational visits policy and will be more focussed following comments.</li> <li>- Reading policy – interlinking with the monitoring and deep dive. The policies are reflecting school practice – creating a Sutton way</li> <li>- Formatting of policies is more cohesive.</li> </ul> <p>Thank you for Ruth and Sam and wider leadership team.</p>
<p>9. Next meeting:</p>	<p>It was announced that this meeting will be the last meeting for SRu as she is no longer able to make the next FGB meeting. It was agreed that SRu will visit the school after Easter.</p> <p>The Chair, HT and all present thanked SRu for all her hard work at the school.</p>



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<b>Item</b>	<b>Issue Raised</b>
10. AOB	No other business was raised.
11. Meeting Close	14.49

Signed as a true record \_\_\_\_\_ (Chair)

Name. \_\_\_\_\_

Date :