



**The Governors of Sutton Church of England (VC) Primary School  
Minutes of Teaching & Learning Committee Meeting  
6<sup>th</sup> November 2019 at 6pm  
The School Hall, Sutton Primary School**

<b>Governors Present</b>	<b>Stuart Davis (Chair - SD), Emily Gore-Rowe (Head), Alison Harker (AH), Sue Read (SR), Hilary Sanderson (HS), Kate Travers (KT) and Ben Willan (BW).</b>
<b>In attendance</b>	<b>Stacey Miller (Camclerk - SM); Katie McCullough (KM) (for Items 1 – 6) – Pupil Premium Champion</b>
<b>Apologies</b>	<b>Mary Hancock (MH); Roly Gurner (RG).</b>
<b>Not Present</b>	<b>None</b>

**Action Log**

<b>Item</b>	<b>Action</b>	<b>Resp.</b>
4	SEND report and policy to be finalised and ratified at September's FGB – clerk to check if this happened.	Clerk
4	Clerk to send email to EGR to add to letter wording: 'If a place is accepted and intend to move child they need to let us know when their last date of school would be in advance.'	Clerk
4	To circulate training from Governor Services as soon as it is released	Clerk
4	Check historical data for music tuition to allow comparison with June 19 figures – clerk to email EGR for action.	Clerk/EGR
4	Appoint a Health and Safety Link Governor - was done but needs to be revisited - to add to next FGB agenda.	Clerk
4	Updated: Sports Premium report to be re-written by end of term. Head to meet with KT and AH to discuss.	EGR/KT/AH
4	Sports Premium Funding to be added to next T&L Committee agenda	Clerk
7	EGR to talk to Emma re governor secure area on website and Google Drive.	EGR
7	EGR to email clerk phonics data targets to circulate to governors.	EGR/Clerk
7	EGR to circulate Key stage 1 baseline data to governors.	EGR
12	EGR to look in to updated policies schedule this term.	EGR

<b>Agenda Items</b>	<b>Issues Raised</b>	<b>Decisions Taken</b>
<b>1. Apologies for absence</b>	Apologies from Mary Hancock; Roland Gurner.	
<b>2. Absenteeism without apologies</b>	None	
<b>3. Pecuniary Interests</b>	Website to be updated soon with new pecuniary interest information. No other declarations.	
<b>4. Minutes of the last meeting (26.06.19) and matters arising.</b>	5. Report on lunchtime activities to be produced and shared at July's FGB and with parents – done. 6. SEND report and policy to be finalised and ratified at September's FGB. <b>Action: Clerk to check.</b> 7a. To ask LA and local head's to notify EGR of the date of a pupil's last day at school. – Actioned, an automatic letter is generated. <b>Action: Clerk to send email to EGR to add to letter wording: 'If a place is accepted and intend to move child they need to let us know when their last date of school would be in advance.'</b> 7b. To draft a response letter to parents of leavers – done. 7c. To circulate training from Governor Services as soon as it is released. – <b>Action: Clerk to carry forward.</b>	<b>Previous minutes approved.</b>



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	<p>7d. Update pupil attendance figures at next FGB – done.          7e. Check historical data for music tuition to allow comparison with June 19 figures. <b>Action: Clerk to carry forward &amp; add to email to EGR.</b>          8. Outcomes for KS2 data - added to agenda.          9a. Taskforces to meet with SLT to review TOP and monitoring programmes – done.          9b. All to research area they are leading for ideas/strategies – optional – done.          10. Pupil Premium lead to be invited to present at next Committee meeting – on agenda.          12a. Ratify Medicines in School Policy after amendments – SD to send DS amendments for other policies – done.          12b. Appoint a Health and Safety Link Governor - was done but needs to be revisited. <b>Action: Clerk to add to next FGB agenda.</b>          Action Points from previous meeting of 25th April 2019:          10. Updated: Sports Premium report to be re-written by end of term. Head to meet with KT and AH to discuss. <b>Action: Clerk to carry forward.</b>  <b>Q – Governor asked if this was working well in school.</b>          The Head agreed there was still more to do, but some difference has been made so far. There is no lead currently.</p> <p><b>Q – Governor questioned that it has been said many times what is important from Ofsted and that improvements are needed, but every subject needs to be taken along on this e.g. history, geography and PE.</b></p> <p>Head explained that during the Summer term the wider curriculum development is to take place, but a current focus is on reading and writing. Other subjects that are doing ok are not a focus currently.</p> <p>Sport Premium funding is focussed on sustainability of delivery over coming terms.</p> <p>Head highlighted that Computing was considered as a focus but was advised there is a good level of skill with Sutton pupils so not a current priority, but will be in coming terms.</p> <p><b>Q – Governor concerned the report does not include the impact from funding and not a full report, it needs financial figures included. Action: Clerk to add to next agenda for further discussion.</b></p>	
<p><b>5. T&amp;L Terms of Reference</b></p>	<p>Chair highlighted two minor amendments suggested. The first deletes reference to previous H&amp;S section; secondly 'chairmanship' changed to Chairship.          Committee members to include:          Stuart Davis – Chair          Hilary Sanderson          Kate Travers          Alison Harker          Roland Gurner          Mary Hancock          Sue Read          Emily Gore-Rowe - Head</p> <p>Q – Governor asked how often this is reviewed.</p> <p>Reviewed annually. There is an ongoing review of policies so this section of the document will likely change.</p>	<p><b>Terms of Reference approved.</b></p>



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<b>6. Pupil Premium</b>	<p>Documents circulated to group prior to meeting. Chair introduced Katie McCullough the Pupil Premium (PP) champion, who works part time in the school.</p> <p>KM has been a PP champion at the school for just over a year, working in partnership with Ruth Garbett (PP Lead).</p> <p>Had an audit in January 2018 to look at where money has been spent on disadvantaged children. Could identify the work undertaken with children in different capacities, but beyond that couldn't identify what was being done with the money and the impact on the children. Also couldn't identify the benefit of that spending on the children.</p> <p>A push over the past year and half to broaden that and make better use of the money for wider advantages. KM talked through 'Guide for class teachers'.</p> <p>Free school meals for KS1 &amp; 2: Not all PP eligible parents are coming forward to apply for this in KS1. Now when we talk to preschools in July, we will target families coming into Reception. A parental letter has been produced for all parents and teachers that introduces the free school meals to encourage take up.</p> <p>Q - Governor questions whether it states school will lose money if parents don't apply? Yes it does include this.</p> <p>Forever six children carry this with them even if circumstances change. PP plus includes armed forces families.</p> <p>Q – Governor asked if we have any PP plus children. 4 – PP Plus 51 – PP</p> <p><b>Q - Governor questioned how has it changed in past year since audit?</b> Will revisit further in presentation.</p> <p>PP should improve academic outcome and close the attainment gap of PP pupils. What happens with disadvantaged children across the country is they don't meet expected attainment levels. PP aims to address this issue.</p> <p>The team are doing lots of things to reduce the impact, for example, address the class teacher's role in tackling disadvantaged children. All staff are told at start of term but, not it has been found that staff are not always able to tell who those are at end of term. Recent advice consisted of:</p> <ul style="list-style-type: none"> <li>- Get to know PP child and issues in families.</li> <li>- As it is identified that their education might suffer, it is the teacher's role to level the playing field and help them reach their potential. They need to be aware if issues may impact their learning. Therefore must know their PP list.</li> <li>- Have a way of logging for every child what is going on for them - KM presented the template given to teachers to record issues and to track and identify where support may be needed and note concerns. This provides a way of recording benefits, or identifying where could do more. Have been working in conjunction with class teachers so this has now</li> </ul>
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started. Appreciate it does create some extra work for teachers.  
The Head clarified that this is now being tracked term by term rather than yearly.  
KM to join PP meetings so issues are discussed every term.

In the Spring/Summer terms we will be trying the idea of feedback groups. This shouldn't take too much extra time for teachers to do. The teacher will bring together their PP group each week to provide direct positive feedback, showing that teachers have noticed them and create positivity. Also to give heads up for things happening next week to prepare children and provide if needed. A way for teachers to focus on PP pupils each week.

**Q - Governor asked about how the school supports PP children who have may have issues because they are unable to provide required items.**

Others can be pulled in to this if it is needed and just need to be aware.

KM continued with other measures taking place such as checking reading records throughout years to ensure PP children do still read at home. Also, monitoring parents evening take up as some PP children have not made parents evening appointments.

**Q – How is this dealt with?**

Have asked teachers to approach parents in these cases and show flexibility and encouragement e.g. over the phone discussions. This ended up in a huge increase in a parents evening conversation.

The Head highlight the impact over the last year has been transformational, the attitude and understanding has been transformational. Reading (first focus) in particular has shown big impacts. Next focus will be writing.

Other measures covered:

- Being proactive with working with the PP child if issues identified.
- Engaging with PP parents.
- Watching out for trip letters not returned form PP children. Sorting out if issues with expenses such as sleeping bags etc. – can possibly help with this, some charities can assist.
- Being alert to family circumstances that may make families eligible and keeping information leaflets available to pass if needed.
- Make aware music tuition is available.
- Consider PP children as a priority for sports, events etc.
- Championing the 'special' for PP children.
- Be aware of middle or higher level achieving PP children and how these can be further supported.
- Offering extracurricular activities to support these children – then offer wider to other children.

**Q - Governor asked if there is anything in the programme about PP children supporting each other.**

There is the opportunity for this and will be taking further ideas forward and carrying on implementing this next year.

SD mentioned he will be meeting with KM as the PP link so any further comments go to him and he can raise.

**Q - Governor asked whether by the end of this year we will be in place to identify**



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	<p><b>the impact it is having on pupils.</b></p> <p>This is available for last year, but much improved for this year.</p> <p>Head emphasised there has been an impact by lack of quality first teaching, but expectation for this to change for this year.</p> <p>The Chair thanked KM for coming and for the amazing work she has been doing.</p>	
<p><b>7. Data Update</b></p>	<p>Papers circulated previously.</p> <p>The Head raised an issue about how big bundles of files can be accessed. Two options were given to governors. Option 1 – continue using governor group; or Option 2 – use Google Drive.</p> <p>Preference from some governors over Google Drive, however will need a school gmail address.</p> <p>Q – A governor asked if there is a governor secure area on website. Head said there was. <b>Action: EGR to talk to Emma re governor secure area on website and Google Drive.</b></p> <p><b>Q – Governor asked why there was no year one data.</b> Head said this was not chased down and wasn't realised until September. There was no teacher in place to chase this. Key Stage 1 teachers have now done baseline to take to Year 2 – early signs of impact based on this. Phonics 48% already working beyond level of pass mark.</p> <p>Q - Governor asked what the timescale was for this. A proportion was expected to exceed by Christmas, but already nearly there. A smaller group by Easter/May, but 48% of total already through due to targeted intervention.</p> <p><b>Q - Governor asked how this was measured.</b> Head explained that they are comparable, the same assessment but different test.</p> <p><b>Q - Governor mentioned that Year 5 (current year 6) results are worrying and asked what is happening?</b> The Head explained the KIT document has targets set for this academic year, but Governors have not seen this yet. Have set target for year 6 at 74% for reading. Have addressed issue of teachers not knowing how to assess. But are confident about year 5 and 6 assessments as teachers been on training for this. It was more that teachers weren't using this training, so more of an issue of planning from the assessments. Year 3, 4 has some insecurity of data as not all teachers new how to accurately assess. KS1 – were externally moderated.</p> <p>Q - Governor asked could children have been doing better or worse. Head said for years 3 and 4 yes as not assessed properly.</p> <p>At end of autumn term year 6 teachers are getting together with moderator to moderate writing now instead of end of year.</p>	



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	<p>Key stage one will also moderate together with moderator now.</p> <p>Head explained it has just been a deficit of skill and understanding in this issue, and now all have had the opportunity to learn.</p> <p>Q - Governor highlighted that there also needs to be good teachers.</p> <p>Head agreed it is about quality of assessment and quality of teaching. Not quite there yet but will be.</p> <p>Q - Governor asked when data taken from across year? Year-end data from class teacher to us.</p> <p>Q - Governor asked when will see next snapshot? Head said end of autumn term.</p> <p>Targets for Year 6: Reading 74%; 29% Greater depth Writing 71%; 17% Greater depth Maths 86%; 26% Greater depth All three – 74%; 26% Greater depth</p> <p>Q - Governor asked whether the children are told what level they are working at. Not previously, however this is under development so can discuss more in next FGB. Would be good to make children more aware of how can progress, and more teacher understanding of this. Used to asses low attainment rather than low ability, so good for using to accelerate pupil progress.</p> <p><b>Q – Governor asked if can make lower ability pupils feel happy and proud about their ability?</b> Head said this will be discussed more in FGB but this has been considered.</p> <p>Year 5 data last year was poor but accurate. Targeting high. Action: EGR identified an error in targets that will look in to.</p> <p>Head explained that we are working with a legacy of underachievement so need to target these learners.</p> <p><b>Q - Governor expressed worry about how writing has fallen so far down and concern about year two assessment</b> The Head is confident on accuracy of year two data. Staff were moderated and strong in the teacher's ability. However some concern about current year 3 teacher's reaching greater depth. There is a moderation focus for everybody to look at greater depth.</p> <p>Q – Governor queried the current SLT line-up following recent changes. The Head provided an update on staffing. There is an acting deputy Head working two days a week (Nikki). Her sole purpose for half a term is to build capacity amongst the SLT and help them drive through necessary changes to the assessment system.</p> <p><b>Q - Governor asked when she leaves will this be maintained?</b> Head reassured that the Deputy Head has worked with them leading pupil progress meetings, so has taught them how to do this. EGR to join some of</p>	
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these meetings next term to monitor.  
There is some lack of awareness of leadership in SLT due to lack of skill and inexperience in this area – so there is a focus on this next term.  
There is a focus to get them to go out to other schools to visit, inspire them to see other good schools with good leaders. Teachers will then get to go out and visit other schools afterwards.  
EGR to join them to other schools next term.

Dan has returned, but has a teaching focus until he returns to leadership responsibilities.

Ruth – on a TLR and upper pay cycle – teaching and learning lead. Works with other leads with a focus on moderation to ensure assessment is used right and the difference it makes. Started this month.

Vikki – on a TLR, however part time and teaches. Touching base with other leads. Ruth working alongside her as she has a lot on.

Pippa – upper pay scale. Leading on improving quality first teaching across school. Implementation of Read Write Ink.

**Q – Governor asked if can come in to look in to this and support?**  
The Head welcomed governor to come in to monitor what is in place, support and challenge.  
Some governors want to come in to understand it and see it in use.

**Q – Governor asked when teachers go out to other schools how are their classes covered?**  
Head examined that they have two HLTAs and looking for a third so can provide more even cover across staff as now reduced use of supply staff. Trying to cover as much in house as possible.

**Q – Governor asked if school visits are a short term measure.**  
The Head has an expectation that every teacher will get out at least once a year (half day) going forward. Can use local schools which are ‘good’ to make local links and can do in a shorter amount of time. Urgent in the short term, but something to continue.

**Q – Governor asked whether the half day out is worth it.**  
If done right, they do get a lot from the experience. The Head explained that one staff member went to a school to see first hand the quality of work, expectations and how things worked which was helpful for her quality of teaching to champion at Sutton, and the opportunity to talk to subject leader. The school visited went to needing improvement to outstanding in for years.

Early years target is 80%.

**Action: EGR to email clerk phonics data target to circulate to governors.**

**Q – Governor asked how phonics are in early years.**  
Head explained it is too early currently, been undertaking baseline for first 4 weeks.  
**Action: EGR to circulate Key stage 1 baseline data.**





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	This is being reflected in school Improvement Plan.	
<b>8. Phonics</b>	Covered above, no further discussion.	
<b><u>9. School Development and Improvement Plan</u></b>	<p><b>Q – Governor asked ‘Finding the Sutton Way’ - how are we on that journey?</b></p> <p>The Head gave an example of an NQT teaching year 4/5 who was being overwhelmed by information, but that information wasn’t being helpful. Worked with SLT to reduce this and support her.</p> <p>By end of this term and hopefully by next FGB in Jan a ‘Teaching to Learn Guide’ for staff will be produced to underpin this and outline the ingredients for quality first teaching. Awareness of not overwhelming under skilled teachers. More information to be discussed in January – Ruth and Dan are leading on this.</p> <p>Q – Governor asked what the LAIG’s opinion is of the Development Plan. Pleased it had been completed and improved and provides a longer term overview.</p> <p><b>Q – Governor asked how this is working.</b></p> <p>SLT are aware of the whole Plan and are focussed on keeping on plan.</p> <p><b>Q – Governor asked whether the Plan is this achievable with so much on.</b></p> <p>Dependent on who you ask. Some SLT members doubt it is achievable and maintaining a work life balance.</p> <p><b>Q – Governor questioned the expectations of the governing body.</b></p> <p>Governors to support activities through visits. The LAIG will be looking closely at this.</p> <p>The Head emphasised that governors are not there to make judgements but to just record what is seen.</p> <p>BW warns all governors it will be proposed to hold an earlier FGB before Christmas and have been told we need to hold half termly FGB meetings going forward.</p>	
<b>10. Curriculum Development</b>	<p>Q – Governor says that reading progress being asked to look at. Thinking about reading lead talking through. Good prompts for questions.</p> <p>EGR – the reading lead has been doing it for a year.</p> <p><b>Q – Governor asked how the impact is measured.</b></p> <p>Sustainability of initiative implemented. Some inconsistency of how teachers are implementing and working with teachers who aren’t quite there yet and how difference seen in results.</p> <p>Head can provide some guidance on asking some good questions on visits that can provide some focus for improvement.</p> <p>Q – Governor asked if any visits where can focus in on reading?</p> <p>Head explained Read Write Ink could provide this. Learning walks on this may be a good opportunity.</p> <p>Need to make sure monitoring governor visits are demonstrated and has maximum impact. Help them to identify opportunity to see progress made. Need to go back to Charis to see what doing with reading now. It may be better to look at writing as this is the priority currently for a deep dive to make sure focus on key priorities.</p> <p>PSHE is not a focus for us right now, our focus is on core priorities. No current</p>	





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	<p>worries on PSHE at the moment. Will be a focus during summer term ready for September.</p> <p><b>Q – Governor was not impressed that some subjects have been omitted e.g. climate change and citizenship.</b></p> <p>The Head explained these issues are covered in other ways throughout the school but not necessarily on curriculum map currently. Explained she felt that some issues such as citizenship shouldn't be a block, but fed throughout the year.</p> <p>There is essential, desirable, or perfection. Currently meeting essential, and some aspects of desirable, but summer term should reach full desirable, then next year perfection. These issues still being driven through even though not in curriculum.</p> <p><b>Q – Governor said this should be in curriculum.</b></p> <p>Head explained we are more reactive to relevant to issues at the moment, but this will change.</p> <p>Inset day - subject leader training to all teachers. Expectations of Ofsted re curriculum, went through key stages and model for action plan. Action plans were received from nearly all of SLT and two other leaders, including RQT, despite current high workloads. Early signs of impacts.</p> <p>Head explained another subject leader with passion about her subject will champion and raise knowledge to other teachers.</p> <p>The Sutton Way is starting to materialise.</p> <p>BW left 8pm.</p>	
<b>11. Governor Visits</b>	<p>Covered above.</p> <p>The chair encouraged all governors to sign up for visits.</p>	
<b>12. Policies</b>	<p>None to review as policies are undergoing a wider review.</p> <p>Head explained that if it is not a statutory policy to pare it down as much as possible. In some instances will have a protocol rather than a policy.</p> <p>By Jan FGB there will be a communications protocol.</p> <p>Staff meeting to address communications across the school.</p> <p>What is the legal process for disbanding policies? Need a wider look at all policies. <b>Action: EGR to look in to this this term.</b></p> <p>Q – Governor asked if there still needs to be a sex education policy. Yes, up skirting is in updated 2019 Safeguarding policy currently being drafted.</p> <p>Q – Governor raised the issue with smart watches with photo capability. The head confirmed this is covered in IT policy.</p>	
<b>13. Meeting Close</b>	<p>The meeting closed at 8.23pm.</p>	

Signed as a true record  (Chair)

Date \_\_\_\_\_