

**MINUTES OF A MEETING OF THE TEACHING AND LEARNING COMMITTEE HELD ON 5TH JULY 2023 AT THE SCHOOL**

**Governors Present:** Peter Grogan (PG) Chair

Jonathan Norris (JN) Headteacher

Dean Grice (DG)

Helen Pugh (HP)

Paula Riordan (PR)

**Also in attendance:** Su Garbutt Clerk to the Governors

Helen Eddie *until 19.25*

Rosie Cole Observer

Marc Booker Observer

**PART ONE – NON-CONFIDENTIAL BUSINESS**

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|  | *The meeting commenced at 18.00.*  *The Chair welcomed Rosie Cole, a potential governor and Marc Booker, new clerk to governors to the meeting.* | **Actions** |
|  | **MENTAL HEALTH, WELLBEING AND MATHS PRESENTATIONS**  Mrs Eddie was the school’s Senior Mental Health lead and shared a presentation with the Board which outlined the work being done on mental health and wellbeing within the school. Discussions had taken place with staff on the impact of mental health on the school.  HE had reviewed the school’s vision, ethos and aims as a starting point for creating the strategy.  ***Governor question: The audit you mention, what did that entail?***  *Response: I reviewed and re-organised the PSHE curriculum in the school so that we covered all aspects we should be. This is now sequential and builds on previous learning. We are using Twinkl so there is less intensive planning for staff as they can use the plans provided as a starting point for their lesson plans. This was launched in September 2022. I looked at childrens books and staff knowledge during this phase. I think how the children spoke to the Ofsted inspector in the recent inspection shows the curriculum is working and children have a good understanding of PSHE.*  The Headteacher stated the inspector had met with Mrs Eddie to discuss PSHE within the school. They had an in-depth conversation around planning and the conception of the scheme, and during pupil interviews he was asking about PSHE lessons.  Governors noted the success of the 5 designated wellbeing days. These had shown a very positive change, and the first day back of each term was always a wellbeing day.  A governor commented that they had seen a pupil coming into school at the beginning of term, who had said they were concerned about coming back in. They reminded the pupil that it was a wellbeing day, and this reassured them.  ***Governor question: Do the children use the 5 ways to wellbeing during the wellbeing days?***  *Response: Yes, we use video clips which explain what each one is, and this sets the tone for the day. We are teaching them strategies to help them and to know why they are using these.*  Governors noted that during September a wellbeing screen is completed by pupils and Mrs Eddie tracked the data received.  ***Governor question: Do staff also complete the wellbeing screen?***  *Response: I asked about this during a recent staff session and staff indicated they would like this. It will be offered from September 2023 but will be on a voluntary basis. We must be clear about why we want the data and how we are going to use it, not just collect it.*  Governors noted referrals were given to Mrs Eddie and she would then discuss with the teacher or parent the most appropriate actions or intervention. It was about pinpointing the best thing for the child. If the school could not offer the appropriate programmes to help, she would recommend outside agencies. However, Just Drop In and Visyon do not take primary pupils, the young person must be over 12 to access these programmes.  ***Governor question: Do we have any evidence as to how over subscribed we are for mental health services?***  *Response: Yes, we have tried to use some outside agencies but there is very little available for primary pupils.*  ***Governor question: What more do you need?***  *Response: We could definitely have another afternoon of Forest school a week. This is mainly used by KS2 pupils, but there is an increasing need in KS1.*  ***Governor question: Is the cost for Forest school staffing time?***  *Response: Yes. Also, if we could put some funding towards time in terms of SALT in KS1 we would potentially be better placed in KS2.*  Governors were informed that Mrs Eddie was currently starting to plan for the 2023/24 academic year. Targets were being set for each child; they all had something to be working on. Mrs Eddie was also ensuring the programmes and curriculum were embedded in all areas of the school.  ***Governor comment: This is very impressive. It is a fantastic leap forward in a very short space of time.***  ***Governor question: It is very useful for governors to understand this work. What would you need to help with outcomes for our pupils?***  *Response: HE would submit a “wish list” to the FGB for discussion.*  **MATHS PRESENTATION**  A teaching and learning review had been undertaken by Mrs Eddie last year looking at maths. She reviewed a selection of books, ensuring a good mix of ability from all classes. From this, a list of basic expectations and teaching and learning priorities was produced and this was shared with staff quickly. Prior to this, Mrs Eddie noticed that some staff were very reliant on worksheets which did not allow a mastery and in-depth experience for children.  The school had invested heavily in maths, and resource boxes were in each room. White Rose maths continued to be used and as a response to Covid and online learning, they had produced a large number of videos and worksheets. Mrs Eddie felt these were being overly relied on.  ***Governor question: Is White Rose a mastery approach?***  *Response: Yes. We now have a Cheshire hub for White Rose which we tap into. We are still using their learning steps, but I am also suggesting other resources which teachers could use.*  Governors viewed the “What mathematicians are like” document which Mrs Eddie shared. This was key stage appropriate and was referred to in each lesson. Mrs Eddie was currently working on the maths vision.  Maths would be an area for improvement on the 23/24 SSDP and Mrs Eddie would be looking at oracy in maths. The action plan for next year would be sent to all governors.  ***Governor question: This seems very demanding for teacher knowledge. What can we offer for those teachers who aren’t as confident as some?***  *Response: We have lots of resources which they can use, and I am aware who isn’t a maths specialist. People do come to me (HE) for my expertise, and I can make suggestions to them. We have staff training and meetings with a maths focus. There are lots of books and schemes available for non-maths specialist and lots of hyperlinks are built into the maths planning tool. However, it does need to have a proper spotlight next year. It is important to get reception and Year 1 right as children will then have a good maths grounding.*  ***Governor question: How do you manage mixed ability?***  *Response: This is through the mastery approach. Pupils are no longer working on different tasks or a different curriculum. This can be difficult for some parents to understand, but children are now looking at a more in-depth approach rather than going speedily through the curriculum.*  ***Governor question: How do you think this approach is developing a love of maths for the pupils?***  *Response: We are seeing engagement within lessons and the children are very proud of what they are doing and want to share it with teachers. We did pupil surveys in Years 4, 5 and 6 which showed positive results. We are looking to move the children beyond their comfort zones and to be more inquisitive.*  ***Governor question: The KS2 data we have received is predicting 70% which is lower than last year. Why is this?***  *Response: This directly relates to the cohort. Of 24 children there are 4 EHCPs, of which 1 pupil was disapplied and 1 did not sit on the day. The 2 other EHCPs did sit the test which for them was a massive achievement but will receive a very low score. If we took these four children’s results from the cohort then it is much closer to last year’s result. However, Covid has affected lots of the cohorts which will be coming through in the next few years and we are doing what we can to fill identified gaps in learning. It has been very difficult to get the whole curriculum in for the May exams and given the gaps this has been particularly challenging.*  ***Governor question: What are this year’s rising 6s like?***  *Response: It is a much more balanced cohort and we have been doing preparation tutoring with them.* | HE/JN  HE/JN |
|  | **PUPIL TRANSITION**  ***Governor question: Can you tell us how you prepare pupils for transition?***  *Response: Our pupils mostly move onto Tytherington, but we also have pupils going to Fallibroome and All Hallows. We work closely with the staff in these schools and have taken onboard previous learning. For example, we give our year 6 pupils a timetable for 2 weeks, so they are used to using one, and they have their own stationery kit which they are responsible for.*  ***Governor question: Are there days in the high schools?***  *Response: Yes, there are different days for different schools. All Hallows have 4 full days of transition and Fallibroome have 3 days for feeder schools. Every school has a different spreadsheet which we fill in with pupil information, and then we talk to the staff about every child.*  ***Governor question: Can we standardise the data, so you aren’t having to produce different spreadsheets?***  *Response: We haven’t had that conversation with the high schools but could look at this for next year. Having different transition days does cause an issue at times, it would be useful for high schools to be more in line with the primary timetable. For example, written statements were required by one school with the deadline being the week before SATS.*  ***Governor question: How are Year 6 coping with the transition? Are most looking forward to it?***  *Response: We have seen an upsurge in anxiety recently as there are only 3 weeks left until the end of term. It is a very emotional time of year. Most are excited, but Rainow has such a nurturing, family culture that for some they feel the change quite keenly. Post Covid a number of children are less emotionally ready for high school.*  ***Governor question: What do we do internally for transition?***  *Response: This is a scaled down version of all the work we do with high schools. All pupils have the opportunity to meet their new teacher and spend time in their new classroom. As we are a small school it is less daunting as most children know all teachers. Assemblies and residentials are opportunities to get to know other members of staff who aren’t the pupil’s year teacher.*  Governors thanked Mrs Eddie for her extremely informative presentations.  ***Mrs Eddie left the meeting at 19.25.*** |  |
|  | **APOLOGIES & ADDITIONAL AOB ITEMS**   1. Apologies were received and accepted from Nicola Daley (ND), Richard Stockwell (RS), and Blair Whitehurst (BW). 2. Governors agreed to discuss Governor CDP package in AOB. |  |
|  | **CONFLICT OF INTEREST**  There were no conflicts of interest to declare. |  |
|  | **PART ONE MINUTES & MATTERS ARISING**  a) The Part One Minutes of the meeting on 28th February 2023 were confirmed as a true and accurate record and signed by the Chair. The school retained the signed copy.  b) The action log was reviewed, and it was confirmed that all had been met.  Governors agreed the outstanding Governor visits would be undertaken (see item 6 of this agenda). |  |
|  | **GOVERNOR LINK REPORTS**  The Board received the governor link reports for the following subjects:  SEN – presented by PG  PG had visited the school and met with Nicola Daly to discuss SEN and understand the scope. ND quantified the difference between school concern, SEN support, EHCP and they discussed what each of these meant, and what support and interventions were associated with each category.  Example plans were viewed during the meeting and each pupil had firm targets to achieve. Continuous improvement was being made.  Governors reviewed the SEND in a nutshell document.  ND would like to monitor and support TA’s more but had limited time to be able to do this.  PE – PG would review the report and bring to the next meeting.  Pupil Premium – presented by PR  PR had been through the pupil premium funding during the meeting. The school had a small number of pupil premium children and there was detailed documentation for each. PR felt the school knew these children and their needs extremely well.  PR discussed pupil premium/SEN children and the challenges and opportunities these categories presented.  PR informed the committee that she had attended the Disadvantaged Children’s Conference held by the LA earlier in the week and had noted that a number of summer born children were misdiagnosed as having SEN. PR would meet with JN to discuss her learning from the conference.  Design and Technology – presented by PR  PR stated the teacher remained very enthusiastic about his subjected and this showed throughout the visit. There was a broad and balanced curriculum within the subject and a focus on knowledge and understanding.  The teacher would like to spend more time on DT but understood that time and finance meant that this was not possible at present. His focus for the next academic year would be to ensure the KS1 and KS2 curriculum was more cohesive.  Modern Foreign Languages – presented by PR  The language taught at the school was French. This was not compulsory at KS1, but teachers did try to do some work with the children in an age-appropriate way. KS2 was a progressive scheme of work through listening, reading and writing. There was a willingness to engage with parents or other appropriate adults who spoke other languages to give pupils a variety of experiences.  Concerns were raised during the meeting that there were no strong linguists within the school. There were challenges in trying to teach something when there was no expertise withing the staff.  ***Governor question: What is the impact of this?***  *Response: The impact is on teacher confidence and the children will pick up on this.*  Timetabling for MFL was 1 hour a week, and this was now being split into smaller chunks during the week. The KS2 staff shared their planning and supported each other where they could.  PR stated she felt this could be perceived as a weak point within the curriculum and governors should ensure staff had appropriate support with this subject.  The Headteacher stated it was difficult nationally to recruit for languages. Mr Grattan did have language knowledge and taught 3 French classes.  It was suggested the school look at employing PPA specialists or language assistants to help in this area.  Humanities – presented by HP  The curriculum was clear and well designed. It was bespoke and linked to the locality. The topics were taught sequentially and in depth. HP had discussed assessments and how these did not always need to be via a test paper.  Next steps would be to build on retrieval across all year groups.  English – presented by HP  Positive feedback had been received from Ofsted on the English curriculum within the school and the results for the phonics screening had been very positive.  During the visit, HP discussed pupils who were not reaching the expected levels, watched a lesson, and undertook an informal pupil voice. Reading for pleasure was discussed and a more focused approach to modelling writing.  Twinkl plans were being used but there was still a need to ensure knowledge before moving on.  Science – presented by DG  DG had attended a science day during STEM week. The workshop had been looking at space through a virtual reality headset and all pupils had really enjoyed it. They took great pride in their knowledge of the subject and DG noted their confidence in talking to adults.  DG sat in on part of a Year 5 science class, also looked at books and noted the progression shown throughout the year.  ***Governor question: Do we need to re-assign those link visits which haven’t been able to be completed due to illness?***  *Response: Yes, it shouldn’t be a high-pressure meeting so although it is almost the end of term, we should endeavor to ensure all subjects are visited.*  Governors **agreed** that PSHE and wellbeing did not need a Link visit as the presentation by Mrs Eddie at the beginning of the meeting covered these areas.  Governors **agreed** the following visits would be undertaken before the end of term:  Art Paula Riordan  EYFS Paula Riordan  Computing Peter Grogan  Music Dean Grice | PG  PR/JN  PR  PR  PG  DG |
|  | **PUPIL PERFORMANCE UPDATE**  EYFS: 22 children  2023 Good Level of Development 77%  2023 national average 68% approx. (yet to be released)  Phonics  2023 pass 93%  2 children did not achieve the phonics pass and both had EHCPs.  Key Stage 1: 27 children  The Headteacher informed the meeting that the school had been moderated this year in KS1 by the LA. Results were shared with governors.  Reading:  2023 school result 74%  2022 national average 67%  Greater depth:  2023 school result 22%  2022 national average 18%  Writing:  2023 school result 63%  2022 national average 57%  There were no greater depth children. The 2022 national average for GD was 8%.  ***Governor question: Is it an issue that a significant proportion of the children didn’t achieve expected in writing?***  *Response: It is likely to be around 63% due to the cohort. It is a lower result than last year, but I don’t think this is an issue.*  The Headteacher stated that the LA moderation in writing was deemed by schools and school improvement partners to be harsh in comparison to moderation in other Local Authorities.  Maths:  2023 school result 74%  2022 national average 68%  Greater depth:  2023 school result 19%  2022 national average 15%  Key Stage 2: XX children  Writing: (teacher assessed)  2023 school result 61% (confirmed)  2023 greater depth 13% (confirmed)  It is likely the school will be below national average for writing this year.  Reading:  2023 school result 70% (predicted)  2023 greater depth 26% (predicted)  Maths:  2023 school result 70% (predicted)  2023 greater depth 22% (predicted)  SPAG:  2023 school result 74% (predicted)  2023 greater depth 48% (predicted) |  |
|  | **SSDP**  The updated plan had been shared on Governor Hub prior to the meeting for all committee members to view. The Headteacher had also shared a 1 page document which rag rated each of the objectives.  Moving forward, the school would be using the Ofsted inspection next steps as their priorities. Governors **approved** this approach.  JN would prepare the new SSDP and present it to the Autumn term meeting.  SEF: The Headteacher would be reviewing the SEF in line with the recent Ofsted inspection and proposed to upgrade some areas. Governors **approved** this action. | JN |
|  | **ECM – SIP UPDATE**    Governor **agreed** that the proposed “mocksted” visit which had been due to take place during the Autumn 2023 term was no longer required.  Mr Marsh would be asked to visit for the Headteachers Performance Panel only.  ***Governor question: Do the foundation subject leads need any support?***  *Response: No, when asked they have said they will support each other.* |  |
|  | **SAFEGUARDING**  PR had undertaken a safeguarding visit earlier in the term, and governors felt confident that following the Ofsted visit, safeguarding within the school was effective.  The FGB would discuss the annual safeguarding report, the DSL plan, and staff safeguarding training. |  |
|  | **SCHOOL POLICIES**  Governors **agreed** that policies for the following areas were not required. A statement of intent for each would be produced instead.   * Mental Health and Wellbeing * Sustainability Strategy |  |
|  | **DIRECTORS REPORT**  The clerk informed the meeting that the Directors report and precis had been uploaded to Governor Hub at the beginning of term. Items pertinent to the committee were under section 2 of the report. |  |
|  | **MEETINGS**  The clerk would circulate proposed dates at the FGB on 10th July 2023. | CLERK |
|  | **ANY OTHER BUSINESS**  Governor CPD  Governors **agreed** to buy back the LA Governor Training offer at a cost of £1200. |  |

The meeting moved to the Part 2 agenda at 20.55

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