

**MINUTES OF A MEETING OF THE TEACHING AND LEARNING COMMITTEE HELD ON 7TH NOVEMBER 2023 AT THE SCHOOL**

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

Jonathan Norris (JN) Headteacher

Nicola Daley (ND)

Dean Grice (DG)

Helen Pugh (HP)

Paula Riordan (PR)  *on-line*

Blair Whitehurst (BW)

**Also in attendance:** Marc Booker Clerk to Governors

Rosie Cole Observer

Stephen Hall Observer

**PART ONE – NON-CONFIDENTIAL BUSINESS**

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|  | *The meeting commenced at 18.00.*  *Rosie Cole and Stephen Hall were welcomed as prospective governors.* | **Actions** |
|  | **APOLOGIES & ADDITIONAL AOB ITEMS**   1. Apologies were received and accepted from Richard Stockwell (RS). 2. There were no items of AOB. |  |
|  | **CONFLICT OF INTEREST**  There were no conflicts of interest to declare. |  |
|  | **ELECTION OF COMMITTEE CHAIR**  PG agreed to be Chair of the Teaching and Learning Committee (TLC) until the Autumn 2024 TLC meeting. |  |
|  | **PART ONE MINUTES & MATTERS ARISING**  a) The Part One Minutes of the meeting on 5th July 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 actions had been met and closed as appropriate apart from those pertaining to Items 1 and 6.  **Action:** Clerk to add ‘Wellbeing wish-list’ to next FGB agenda (Item 1).  **Action:** PG (Computing) and PR (EYFS) to complete outstanding Governor  Visits (Item 6). | CLERK  PG, PR |
|  | **TERMS OF REFERENCE**  The Committee reviewed the Terms of Reference. It was agreed to remove the section on Membership which named individual members.  **Action:** Clerk to update Terms of Reference document. | CLERK |
|  | **GOVERNOR LINK REPORTS**  The Board received the governor link reports for the following subjects:  Music – presented by DG  A copy of the governor link report was available to governors via Governor Hub.  DG had met with Lesley Hill (LH) (subject leader) and was impressed by the breadth of curricular and extra-curricular opportunities available to pupils and by the implementation of the Love Music Trust Curriculum, including the incorporation of ukulele lessons in Year 5. DG had discussed development areas with LH, including further development of the choir by extending to Year 3, inclusion of a KS2 music afternoon showcase, and ensuring that medium-term curriculum plans were available on SharePoint. DG was confident about subject leadership but asked the question about parental awareness of the opportunities available to pupils.  ***Governor question: Are disadvantaged pupils accessing these opportunities? What is the take-up?***  *Response: Yes, SLT, teachers, and Teaching Assistants (TAs) have approached parents directly and opportunities have been raised at termly meetings for Looked After Children (LAC). Overall, there has been more take up of extra-curricular sports activities than music activities by disadvantaged pupils.*  ***Governor question: How much music is compulsory?***  *Response: All teachers follow the Love Music Trust Curriculum which amounts to approximately an hour per week of curriculum time, for each year group. The inclusion of group-based ukulele lessons in Year 5 has been a huge improvement compared to the use of woodwind instruments.*  Arrangements for link governor visits this term would be made after new governors were elected at the forthcoming FGB.  **Action:** Clerk to add arrangements for link governor visits to FGB agenda. | CLERK |
|  | **PUPIL PREMIUM & RECOVERY PREMIUM**  The Headteacher had circulated in advance, via Governor Hub, a copy of the draft 2023-24 Pupil Premium Strategy Statement.  Governors noted:   * that small number of pupils attracting the pupil premium meant it was much easier to track pupils, activities and the impact of the premium * based on September 2023’s roll, 5.9% of pupils were eligible for pupil premium funding * that eligibility for funding broadly applied to ‘disadvantaged’ and/or ‘vulnerable’ pupils but that parents had to apply directly, although supported by the school * this was made up of pupils attracting the pupil premium grant and funding for looked after or post-looked after children (LAC/p-LAC) for which the school bid for funding from the local authority * the expected pupil premium funding for 2023-24 is £21,320 taking into account bids for LAC/p-LAC and the minimum recovery premium * that funding for LAC/p-LAC didn’t extend to school trips and extra-curricular activities e.g., sports * a considerable amount of work was undertaken by staff in order to secure funding, sometimes a disproportionate amount relative to the funding secured   The Headteacher explained to governors how the strategy was devised:   * the strategy was based on 7 challenges identified amongst disadvantaged pupils e.g., reading attainment * each challenge has an intended outcome, typically success criteria are better than national thresholds * costed activities relating to either teaching (e.g., CPD, recruitment or retention), targeted academic support (e.g., tutoring, one to one support) or wider strategies (e.g. related to wellbeing or attendance) are mapped against each of the challenges   Governors were also shown the tracking spreadsheet which identified spending per pupil by activity and how impact was tracked and measured e.g., comparing baseline to subsequent scores.  ***Governor question: Did we meet last year’s targets?***  *Response: Mostly yes. This data was reviewed at the last FGB and is appended to the Strategy Statement. Where targets related to national thresholds were missed, it is important to remember that we are comparing statistically small numbers compared to national percentages.*  ***Governor question: Regarding the recovery premium, how good is the national tutoring programme?***  *Response: Rainow has worked within the framework to draw upon school-led tutoring.*  ***Governor question: How confident are we that those who are eligible for pupil premium funding, are accessing it? Economic disadvantage can sometimes be hidden.***  *Response: This is high on our agenda and staff take time to get to know families and their circumstances. We can’t be totally confident that we have identified all eligible pupils or that parents of all eligible pupils have applied but we do keep revisiting this every half-term.*  ***Governor question: How do we make families aware of eligibility? What more can we do?***  *Response: We’re aware that it isn’t enough to check-in with parents of Reception pupils and that family economic circumstances can change during a pupil’s school career. We recognize that we need to keep raising awareness of the eligibility criteria which could be increased through half-termly communication with parents.*  **Action:** JN to review half-termly communications with parents (newsletter/ email) in order to raise eligibility awareness and how to apply. | JN |
|  | **ATTENDANCE**  The Headteacher had circulated in advance, via Governor Hub, a copy of the November 2023 updated School Evaluation Form (SEF).  Governors were directed to page 3 of the SEF which showed attendance data.  Governors noted:   * that whole school attendance of pupils in the first half term was 96.8% compared to a national rate of 95.4% * persistent absenteeism of 8.9% was the result of higher-than-normal levels of illness and unauthorised holidays in the first half term * that unauthorised absence was 0.99% compared to 1.5% nationally * that 2 fines had been issued in the first half-term for 10 unauthorised sessions (5 days).   Governors agreed that the system of fines was unlikely to have a significant impact on holiday-related unauthorised absences, relative to the cost of some holidays.  The HT reminded governors that the Lead Inspector at our OFSTED in June, thought attendance was good and that school systems were robust and effective.  Governors were content that the office-led system to follow-up lateness and absence was effective. |  |
|  | **ASSESSMENT & DATA**  The Headteacher had circulated in advance, via Governor Hub, a copy of the November 2023 updated School Evaluation Form (SEF).  Governors were directed to pages 19 to 21 of the SEF which showed attainment and progress data.  Governors noted the following achievements:  EYFS  2023 Good Level of Development 77%  2023 national average likely to be 60-65%  *Phonics*  2023 pass 93%  2023 national 79%  2023 CE 81%  *ND: despite this performance level in phonics, we recognise the difference between ‘de-coders’ and ‘readers’.*  Key Stage 1  *Reading:*  Expected standard  2023 school result 74%  2022 national standard 67%  Greater depth  2023 school result 22%  2022 national standard 18%  *Writing:*  2023 school result 63%  2022 national standard 57%  There were no greater depth children. The 2022 national standard for GD was 8%.  ***Governor question: Why were there no GDs in writing?***  *Response: This was due to the number of SEND pupils, particularly with dyslexia.*  *Maths:*  2023 school result 74%  2022 national standard 68%  Greater depth:  2023 school result 19%  2022 national standard 15%  Key Stage 2  *Year 4 multiplication check:*  2023 mean mark 20.8 out of 25. The national mean mark in 2022 was 19.8.    *Writing:*  2023 school result 61%  2023 national standard 71%  Greater Depth:  2023 school result 13%  2023 national standard 13%  *Reading:*  2023 school result 70%  2023 national standard 73%  Greater Depth:  2023 school result 43%  2023 national standard 29%  *Maths:*  2023 school result 70%  2023 national standard 73%  Greater Depth:  2023 school result 22%  2023 national standard 24%  ***Governor question: When you remove the effect of EHCP pupils on the End of Key Stage 2 outcomes (at Rainow EHCP pupils accounted for approx. 16% of the Year 6 cohort versus 2.5% nationally), did we hit our targets?***  *Response: Yes.*  Governors reviewed the End of Year 6 Average Scaled scores for 2023 and progress measures in Reading, Writing and Maths between the end of Year 2 and the end of Year 6.  The Headteacher was confident that the reason for negative progress measures in Writing (-2.1) and Maths (-1.3) could be explained in terms of higher performance levels at the end of Year 2 and the challenge of adding value in this context, particularly with the high number of children with SEND in this cohort.  Governors were reassured that the current Year 6 were on track to improve on 2023 performance levels in Reading, Writing and Maths |  |
|  | **SSDP**  The Headteacher had circulated in advance, via Governor Hub, the following document:   * SSDP 2022-23 Summary Review, July 2023 * Key Improvement Priorities (KIPs) 2023-24   Governors had already discussed the 2022-23 outcomes under Item 9.  Governors noted that:   * the KIP document was structured according to the five Ofsted areas and the three KIPs related to the Quality of Education area * KIP 1 was based on feedback from Ofsted in the June 2023 inspection   Governors were keen to understand why ‘ensuring that endpoints and assessments of non-core subjects are an accurate reflection of the curriculum taught’ formed part of KIP1. The Headteacher explained that the visiting inspector had identified some examples of assessments in non-core subjects which didn’t provide comprehensive evidence of pupil learning (understanding) despite there being evidence of what had been taught. It was accepted that it was important for teachers to have confidence (based on evidence) as to when pupils were ready to progress to the next topic or skill.  ***Governor question: Do individual class teachers have authority in designing their own assessments?***  *Response: yes, but mostly in non-core subjects or where there isn’t a bought-in programme which has assessments built-in to their schemes of work.*  ***Governor question: Does that mean you can’t teach anything that you can’t assess?***  *Response: the School doesn’t want to stifle creativity in the curriculum and not all learning is linear, but in order to meet Ofsted requirements we do need to show evidence of how teachers know that individual pupils have met the required/minimal level of understanding at the end of each year or stage in order to progress. Not all non-core topics are fully embedded yet and we still need to construct some assessments.*  Governors understood the reasons for the inclusion of KIPs 2 and 3 but recognized the burden on the subject lead for Maths who was also the Year 6 class teacher and responsible for End of KS2 assessment, which consumed a significant amount of time post-April. This wasn’t the same for the subject leadership of English which was shared between two members of staff.  Governors noted that the remaining 4 Ofsted areas focused on ‘embedding’ except for EYFS; ND explained that the current cohort are ‘covid babies’ and have low vocabulary, expressive language and receptive language. This is likely to lead to poor outcomes later in the school and therefore focus has been placed on accelerating progress in speech and language. There are approximately double the average number of pupils with poor communication and language, including pupils with SEND (autism and complex needs). The Headteacher noted that this was a challenging area, particularly in securing progression from nursery provision which was itself affected by staffing issues in that sector. School would therefore focus on improving its capability in communication and language in the EYFS.  Governors **approved** the 2023-24 SSDP. |  |
|  | **QUALITY OF TEACHING**  PG explained that this agenda item was taken from the T&L Committee tracker: point 10 of the Terms of Reference required the Committee to monitor and evaluate the impact of continuing professional development (CPD) on the quality of teaching. Governors were aware that the Headteacher’s Report contained links to CPD which was undertaken by teaching staff and was directly related and costed against the SSDP.  **Action:** PG to raise at FGB whether and how the benefits of CPD can be measured through the SSDP.  Governors noted that two staff were undertaking leadership NPQs this year, which amounted to approximately 3 days per year of supply requirements, per staff member. NPQs were currently fully funded by the DfE.  ***Governor question: Are all teachers fully aware of these development opportunities?***  *Response: Yes, opportunities are discussed at appraisal.* | PG |
|  | **SAFEGUARDING**  Governors were made aware of one child protection case, which was on-going.  Governors noted that Cheshire East was in the process of developing a network of family hubs designed to support children and young people from birth up until 19 years of age (or 25 for young people with SEND). Hubs are designed to bring council, health and community services together so that families can access the right support at the right time, in particular intensive support to reduce family problems that result on family breakdown and family help and support for children with disabilities and additional needs. The Children’s Centre at Ash Grove in Macclesfield has been upgraded to a Family Hub. It is anticipated that School will be able to access support from the Family Hub network, as required. |  |
|  | **GOVERNOR TRAINING**  DG had recently undertaken ‘Safer Recruitment Training’.  **Action:** DG to upload slides from training onto Governor Hub.  DG will also be attending ‘Digital Monitoring Training’ but this was being rescheduled.  PG will be attending ‘SEND Governor Training’ on 8.11.23.  PR attended the recent Governors Conference – slides had been shared with governors.  PG explained to prospective governors SH and RC how they might access training via Governor Hub. | DG |
|  | **SCHOOL POLICIES**  A number of polices were due for review and/or re-approval, including:   * Attendance * Anti-Bullying Policy and Procedure * Behaviour and Discipline * Behaviour Written Statement * Cared For Children Policy * Child Protection and Safeguarding * Children with Health Needs Who Cannot Attend School * RSE   Children with Health Needs Who Cannot Attend School policy was **approved**. Governors noted that this policy had not yet been used.  In order to give governors more time to undertake their review of other policies, it was agreed that individuals would review the polices on behalf of the committee and the Headteacher would make any necessary amendments. It was accepted that as most of these policies had been recently written, in line with any statutory changes or LA model policies, it was unlikely that there would be many amendments.  **Action:** PG to review Attendance; DG to review Anti-Bullying and RSE; HP to review Behaviour; BW to review Cared For Children.  **Action:** Reviewers to send comments to the Clerk for collation before passing to Headteacher for final amendment.  **Action:** JN to update Safeguarding policy (turn off green mark-ups as discussed).  **Action:** FGB to note approval of amended policies at next opportunity (Clerk).  **Action:** Clerk to add to FGB agenda: review of SEN policy. | PG, DG, HP, BW  CLERK  JN  CLERK  CLERK |
|  | **DIRECTOR’S REPORT**  The clerk informed the meeting that the Director’s 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 following Teaching and Learning Committee meeting dates and times were **confirmed**:  **Tuesday 27th February 2024, 6pm**  **Thursday 13th June 2024, 6pm** |  |
|  | **ANY OTHER BUSINESS**  There was no other Part One business.  SH and RC left the meeting at 19.50. |  |

The meeting moved to the Part 2 agenda at 19.50.

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