

**BOW COMMUNITY PRIMARY SCHOOL  
TEACHING AND LEARNING COMMITTEE – NO.1  
Minutes 27 September 2019 – 6.00pm**

**Present:** Erin Blake (Chair); Anna Fay; Lesley Hodgson (Head); Anita Jellings; Megan Heath (Clerk)

1.1	Apologies
1.2	Minutes of T&L 11.06.19
1.3	Matters Arising
1.4	Election of Chair
1.5	SAT Results and Pupil Progress
1.6	SDP
1.7	Curriculum
1.8	Pupil Questionnaire
1.9	Destinations
1.10	Policies
1.11	SEND and Staffing
1.12	Children in Care
1.13	Policies
1.14	Parent Working Party
1.15	T&L TOR
1.16	For FGB
1.17	Communications
1.18	Training
	Next meeting 07.02.20

**PROCEDURAL**

The meeting was opened with MH chairing, until the new chair is elected.

1.1 **Apologies** received from Tamsin Kilner and Kathryn Tayler.

1.2 **Minutes** 11 June 2019 were agreed as an accurate record.

1.3 **Matters arising** from the minutes of 11 June 2019

Noted that:

- Item 5.3.1 EB sent a letter to the Village Hall Committee regarding the possibility of a School Notice Board in the Village Hall. No response has been received yet.
- Item 5.3.2 TB confirmed at FGB (09.07.19) that TN did handle the complaint regarding the quality of the Exclusion Training.
- Item 5.3.3 Carried forward.
- Item 5.3.4 AJ wrote a letter to parents, seeking new parent governors, at the end of the last school year and has received no responses.
- Item 5.3.5 AJ and LH advertised the vacancies at the new parents meeting and have put repeated notices in the Bow Times newsletter. There has been interest from one parent who we are awaiting a response from.
- Item 5.4 Clerks note, carried forward.
- Item 5.6.1 On this agenda, item 1.8.
- Item 5.7.1 Clerks note, carried forward.
- Item 5.9.1 LH displayed information regarding new attendance rules at parents evening and repeated this at open mornings. There has also been regular mentions in the Bow Times newsletter. Despite this, 3 attendance incidents have been reported to County so far this term.
- Item 5.9.2 The Attendance Policy has been moved to FGB.
- Item 5.10.1 LH instructed Ali Gillard (SENDCo) to suspend parent SEND questionnaires for last year.
- Item 5.10.2 LH did communicate with SEND pupils parents regarding the current pressures

on the SENDCo. A majority of them accepted the current situation, some came back with concerns.

- Item 5.12.2 AF did complete the amendments to the 'Most Able Statement' and has passed it onto Mel Butler to be uploaded to website.
- Item 5.13.1 EB has written a piece about the schools community involvement for both the Bow and Arrow and Monachorum Matters. LH is to check these then they are to be sent for publication.
- Item 5.13.2 Carried forward.
- Item 5.15.1 Carried forward.
- Item 5.15.2 EB contacted the Garden Centre regarding the possibility of displaying a school notice board. They were very happy with the idea (they are currently putting up a community notice board) and very enthusiastic about working further with the school. They also invited the Singing Club to perform there at Christmas.
- Item 5.16.1 MH booked KT onto 'Responsibilities of the Safeguarding Lead'.

**ACTION: 1. TK to update on the progress of booking a well-being practitioner to talk to parents.**

**2. MH to put pupil progress onto FGB agenda.**

**3. MH to put review of SRE and RE to be added to Summer T&L agenda**

**4. MH to add attendance concerns onto the next FGB agenda.**

**5. AF to confirm that the 'Most Able Statement' is on the website.**

**6. LH to send EBs School Community Involvement report to Bow and Arrow and Monachorum Matters.**

**7. MH to appeal for volunteer readers from Bow WI.**

**8. EB to create poster appealing for volunteer readers.**

#### 1.4 Election of Chair

Noted that:

- AJ proposed that EB, TK and KT each chair one meeting each this year.

Proposed by AJ. Seconded by EB. Agreed by ALL.

- EB is to chair the current meeting as TK and KT are absent.

EB takes over as chair of the meeting.

## CURRICULUM AND STANDARDS

### 1.5 SAT Results and Pupil Progress

LH distributed 'School on a Page' document.

Noted that:

- Overall, both EYFS and disadvantaged EYFS results are both in quintile 1 (top 25%) for Devon.
- The disadvantaged KS1 phonics result is in quintile 5 (the lowest), this is because one pupil did not sit the test.
- The KS1 reading and writing is not good (quintile 4 and 5 respectively). KS1 is a key part of this year's focus.
- The KS1 maths is in quintile 1, which is very encouraging. There was a school wide focus on maths last year, and this result shows it has had a positive effect.
- Nationally, at KS2 we are in the top quintiles for reading and writing; quintile 2 for maths; and quintile 3 for reading/writing/maths combined.
- Nationally, the disadvantaged KS2 results were top quintile in all areas. This was particularly encouraging as many of these pupils struggled at KS1 level.
- *Governors asked if the school was intending on changing its approach to maths teaching, when it is clearly working.*
  - LH explained that it has to change due to the school adopting the mastery curriculum. The mastery curriculum is very different to how we currently teach and it needs to be introduced across the whole school if it is to be successful.

- *Governors asked what the impacts of adopting the mastery approach to teaching would be on the school (staff, budget, etc.).*
  - LH explained that it is a change in the way things are taught, and other than training, there will be no impact to staff or budget. We are enrolled on a maths project for two years and are now part of the 'Jurassic Maths Hub'. This is a research project and in the first year will be monitored and shared with the partner/project schools. The method will be fully rolled out next year.
- *Governors asked how writing (particularly at KS1) is being fed into the SDP.*
  - LH explained that the new NQT, is being closely monitored and supported. He is having regular meetings with his mentor, along with meetings with staff in school.

## 1.6 SDP

Noted that:

- Proposed learning walks (paper distributed before meeting) were discussed.
- Autumn term learning walks are to focus on the curriculum due to change in OFSTED framework. Therefore each governor has been given different core subjects. Each core subject will have a link member of staff for the governor to liaise with.
- The Spring and Summer walks are only proposals and can be amended accordingly.
- *Governors asked if writing should be prioritised over reading.*
  - LH believes that reading should be focused on first, followed by writing in the summer. This will give the pupils time to settle into their new classroom environments and any changes the school has implemented a chance to work.
- *Governors asked what is required of them from the core subject learning walks.*
  - AJ explained that they need to understand the curriculum requirements in their subject area; liaise with link staff and monitor progress; and report any concerns appropriately.

## 1.7 Curriculum

Noted that:

- It was hoped all core subject areas could be agreed today, but due to 2 absent governors this is not possible.
- The need for all governors to understand the curriculum was emphasised. OFSTED are looking for 'Intent, Implementation and Impact'. They will want to know what the governors know.
- The school has created curriculum teams; all teachers are specific subject leads.
- A statement of curriculum for each subject is not necessary as long as the lead can articulate their intentions.

**ACTION: LH to provide AJ with a list of subject link staff, enabling the list of learning walks to be completed.**

## 1.8 Pupil Questionnaire

Noted that:

- The questionnaire was based on 'marking and feedback', in the hope of reducing the teachers workload around this area.
- The responses have come back showing that the children value the current levels of feedback, which is not the result staff hoped for.
- The Marking and Feedback Policy can be rewritten (now that the new staff have started) taking these results into account.
- *Governors asked how the children who cannot read receive feedback.*
  - LH and AF explained that they are given verbal feedback alongside written feedback.
- *Governors asked how the results of the questionnaire are going to help with teacher workload.*
  - LH explained that this will be discussed with all teachers once the rewriting process commences.
- *Governors asked if a 'marking and feedback' learning walk is necessary.*
  - LH and AF both agreed that it is. Governors can monitor and witness the process in

action. Pupils can be approached to ask how they are improving and using the feedback.

- *Governors asked if high levels of feedback is detrimental when the pupils move on to secondary school, where feedback levels are lower.*
  - LH explained that the feedback is more about getting the pupils to be able to self-reflect which will help them throughout secondary school and beyond.

### 1.9 Destinations

Noted that:

- This item was on the Babcock planning cycle and it is interesting to know where our pupils move on to.
- 17 went to Queen Elizabeth's School; 1 went to Chulmleigh Community College; 1 went to St Wilfreds School; 1 went to Exeter School.

### 1.10 Policies

Noted that:

- AJ and MH have been working on refreshing the policy cycle.
- Many policies are non-statutory. Although many of these tie in well with other policies, particularly safeguarding. They also help protect staff.
- MH is to notify specific governors when a policy they review is due for renewal.
- Non-statutory policies' necessity will be reviewed as they come around in the cycle, leading to their potential removal.

## EQUALITY

### 1.11 SEND and staffing

Noted that:

- Referring to document distributed before meeting, detailing weekly staffing for each classroom.
- Governors agreed the information presented in this way was useful.
- Hares class has at least 7 pupils with SEND, which is particularly difficult for the staff. The current SEND funding arrangements, where school has to put in the first £6000 per EHCP child, makes this very expensive for the school. The school is looking into getting more support for this class, and other classes where there are children with significant additional needs.
- *Governors asked how this is impacting the staff and pupils.*
  - LH explained how other pupils in the class are being disrupted. The school is doing the best they can with what they currently have, but the budget is stretched.
- SEND TAs are paid more than general TAs. The 'hidden costs' (tax, pension contributions, etc.), make them even more expensive than the projected figures.
- Hares class will be reviewed after Christmas. Due to nature of the transition from KS1 to KS2, it always takes this class a while to settle.
- The recently announced DfE SEND review is encouraging. The SENDCos workload is very stretched.

### 1.12 Children in Care

Noted that:

- There are currently 2 children in care in the school.
- AG is our 'Children in Care Coordinator', alongside her SENDCo role. We had no children in care for over 8 years but have had a few over the past year. This week, she had to use half of her hours for 'Children in Care Review' meetings, meaning she is having to work overtime in order to complete her SENDCo tasks.
- Social workers are also stretched and are known to pass on tasks they have no time to do. This also does not help us.
- Another member of staff may have to be approached to take on this role to enable AG to perform her SENDCo role more efficiently, later in the year.

### 1.13 Policies

Noted that:

- The policy cycle was covered under item 1.10.
- LH is to take the Child Protection Policy to FGB. It needs to be edited to fit our school.

**ACTION: MH to add Child Protection Policy to FGB 2, and to circulate an electronic copy around all governors prior.**

## COMMUNITY AND PARENT LINKS

### 1.14 Parent Working Party

Noted that:

- 2 years ago AJ and TN completed an asset plan walk and created a list of things that needed doing. A list was passed onto FOBS 18 months ago, following their offer of help. No reply has been received.
- EB will convene a parent and community working group, in liaison with LH, to complete various manual tasks around the school.

## GOVERNANCE

### 1.15 T&L TOR

Handout of draft TOR distributed

Noted that:

- Many items are to be potentially reallocated (from the model).
- This needs to be completed for distribution before FGB.
- Parent voice is something we need to work on. The school has hosted parent forums in the past, which have had no attendees. Ideas are welcome.
- The 'Home School Agreement' is to be recommended for removal at FGB.

### 1.16 For FGB

- Child Protection Policy.
- Home School Agreement removal.

### 1.17 Communications

- Parent Working Party to be formed.
- EB to pass on our thanks to Bow Garden Centre for their offer of a notice board and desire to work with us in the future.
- The Singing Club are to perform in Bow Village Hall on Saturday 30<sup>th</sup> November, at the Christmas market.

### 1.18 Training

Noted that:

- MH is currently undertaking 'The Professional Clerk' programme.
- EB has completed the 'Early Years OFSTED Inspection Framework'

**ACTION: Any outstanding certificates and 'impact and evaluation' forms from completed training to be sent to MH as soon as possible. ALL**

**Date of the next meeting:** Friday 7 February 2020, 1.30-3.30pm