

**BOW COMMUNITY PRIMARY SCHOOL  
TEACHING AND LEARNING COMMITTEE - NO.1  
Minutes 7 October 2021 - 9.30am - School**

**Present:** Erin Blake; Lesley Hodgson (Head); Tony Neal (FGB Chair); Kathryn Tayler (Chair); Bella Westlake; Megan Heath (Clerk)

**Apologies:** Anna Fay

1.1	Apologies
1.2	Minutes of 07.05.21
1.3	Matters Arising
1.4	Elect Chair
1.5	Terms of Reference
1.6	SDP
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1.8	Curriculum
1.9	Behaviour Principles
1.10	Staff Questionnaires
1.11	SEND
1.12	Looked After Children
1.13	Equality Objectives
1.14	Policies 1. Child Protection & Safeguarding Policy ( <i>to recommend to FGB</i> ) 2. Intimate Care Policy 3. Safe Touch/Safe Holding Policy
1.15	Parent/Pupil Questionnaire
1.16	Parents
1.17	For FGB
1.18	Communications
1.19	Training
1.20	Next meeting

**PROCEDURAL**

1.1 **Apologies** received from AF. Agreed and sanctioned.

1.2 **Minutes** 07.05.21 were agreed as an accurate record.

1.3 **Matters arising** from the minutes of 07.05.21

- See 'Summary of Governor Actions' document.
- Item 3.3.2 (2020) AF has been trying to contact Bow Garden Centre to discuss potentially having a moveable notice board in the café. All are agreed that the board within the toilet area is not an appropriate place. EB has a direct email address for the manager which she will pass on to AF. The idea of getting a noticeboard in the shop was discussed, however it was pointed out that there is no room and that the shop is currently extremely short staffed.
- *Governors asked for an update on the RSHE policy.*
  - LH explained how it is with MH and ready to be approved at FGB2.
- *Governors asked if the relevant consultations have happened for the RSHE policy.*
  - LH explained that they have all been carried out.

**ACTION: EB to send AF Bow Garden Centre manager email address.**

1.4 **Elect Chair**

- It is not good practice for EB to chair a committee as she is vice-chair of the FGB.
- KT was the only governor to volunteer to take on the role.
- KT to be chair of T&L Committee. Agreed by ALL.

### 1.5 Terms of Reference

- These were agreed at FGB1.
- Governors have all looked at their relevant areas and all are happy.

## CURRICULUM AND STANDARDS

### 1.6 SDP

- See documents: Literacy Data for Governors - June 2021; Maths Data for Governors - June 2021; and Progress Data - Summer 2021.
- LH walked governors through the figures in the above documents.
- The school are looking for pupils to have attained 3 points of progress. This does not mean that they are at age related expectation (ARE).
- The pupils that are 1 point behind will be focused on. Pupils that are more than 1 point behind are generally SEND pupils that will not be able to achieve ARE.
- The benefits of group comprehension work were highlighted. Not being able to discuss texts in groups over lockdown has had a detrimental effect upon progress in reading comprehension.
- *Governors asked how confident the school is that the targets in the SDP will be met.*
  - LH explained that it is too early to tell. Teachers are currently revisiting the basics and assessing where the pupils are.
  - The new routine in the school is causing disruption among pupils as they get settled in.
  - Staff shortages are also further causing disruption.
  - Reception pupils are presenting new difficulties with many not properly toilet trained. This is particularly difficult to manage with staff shortages.
  - The new reception class had a ratio of 2 boys to 1 girl. This creates a different dynamic in the classroom, which is in turn changing the way they are having to be taught.
- *Governors asked if the targets will get altered if they are not going to be met.*
  - LH explained that they will not be. It keeps the staff focused and it could highlight areas that need addressing.
- *Governors asked if there will be another assessment before Christmas.*
  - LH explained how there will be and it is hoped that the results will be available in time for FGB4.

### 1.7 Destinations and Transitions

- There were 19 year 6s last year. 17 went to Queen Elizabeth's School (QE); 1 went to Chulmleigh Community College; and 1 went to St Wilfred's School.
- Transitions were unable to take place due to COVID, however virtual transitions were offered.
- 3 SEND pupils were offered a physical visit.
- QE offered a summer school for new pupils.
- The school believe all pupils are settling in well.

- *Governors asked if the school receives a report from QE as to how pupils have settled in.*
  - LH explained that we do not. However it may be worth pushing the idea as things settle in terms of COVID.
  - It is assumed that if there was any problems with any of the pupils that the schools would be in touch.
- It was agreed that this would be a helpful report to receive as it could highlight areas in which our pupils were lacking.
- It was acknowledged that this would be difficult for QE to organise, however it could be presented as a tick list via SIMS. It would be good to hear about the core subjects.

### 1.8 Curriculum

- Governors confirmed that the RSHE policy will be put on the school website.
- There is a new 'Reading Frame' available. This will have time and cost implications for teachers. The literacy lead is meant to run this, and they will coach the other teachers.
- Phonics results are good throughout the school. Sending staff on training development programmes is difficult for them due to time commitments.
- The reception Early Years Framework has changed. There is a new push on reading. This is currently non-statutory but it is expected that this will become statutory soon. AF has attended LA meetings and is aware and implementing the new changes.
- The Education Endowment Fund has some money available to schools. This is a research based foundation that is more tailored to bigger schools. The Pupil Premium report covers this. The books have been sorted out, the money received will go towards new books to plug the gaps (eg. any books covering certain phonic areas that are missing).
- DTSA has ceased and has been replaced by SWIFT. The school hopes to send all subject leaders on relevant training through SWIFT.
- AH is continuing her coaching of maths mastery to staff during staff meetings.
- The catch-up teacher is currently off sick with COVID. She is not willing to continue her role into the Spring term.

### 1.9 Behaviour Principles

- Our behaviour principles are the behaviour policy. The policy reflects the ethos of the school.
- Pupils all have to sign class contracts. Within these contracts is a handful of rules they are expected to follow.
- Challenging behaviours are not treated as isolated incidents.
- All staff will respond to a distressed child.
- Behaviour was very positive during a recent year 6 trip to Okehampton Castle.
- *Governors asked how often behaviour is taught.*
  - LH explained how modelling is happening all the time and all children are expected to use good manners (and will be prompted if not).
  - LH delivers regular 'bucket filling' (a behaviour analogy), assemblies.
  - Beano awards are given out weekly to pupils who behave in a nice or kind way or 'fill people's buckets'.

- *Governors asked if behaviour is still logged on CPOMS, due to governors being aware that in previous terms some incidents had been entered under a number of headings and this had caused some confusion.*
  - LH explained how it is still logged but some staff need further coaching regarding putting the correct amount of detail in these logs.

#### 1.10 Staff Questionnaires

- There has not yet been a staff questionnaire this year.
- It was noted how staff are currently struggling with the intensity of their workload, particularly in the face of staff absences due to ill health and a shortage of TAs.
- The staff shortage at the moment is not only due to COVID but severe colds and other viruses. Agencies have been contacted to provide supply staff but they have no availability as all the schools in the area seem to be facing similar problems.
- Staff stress is not only due to wellbeing, there is also a lot of pressure from parents.
- Staff generally feel undervalued and overwhelmed. Some staff have threatened to leave if the situation gets worse.
- Government advice and guidelines are constantly changing.
- Governors discussed whether a questionnaire would be appropriate or whether it would add to an already stretched workload.
- Last year's questionnaire focused on wellbeing. As a result, after school wellbeing sessions were offered, however staff preferred the idea of going home rather than staying in school anymore.
- It was agreed that this year's staff questionnaire would be one question, "what would ease your workload?"
- Governors discussed the idea of running a 'parents forum' where parents would be able to air concerns to LH and governors. It was felt that this might 'lighten the load' facing individual members of staff.

**ACTION: 1.LH to circulate the staff 'questionnaire'.**

**2. LH and EB to set up a Parents Forum on 09.11.21 at 9.30am.**

## INCLUSION

#### 1.11 SEND

- All governors have read the published SEND impact statement.
- SEND pupils have made good progress, particularly when considering the COVID situation.
- Although the level of SEND in the school is only 16%, the high level of need among these pupils remains a cause for concern, particularly the number of pupils who are severely autistic, or who have an EHCP.
- SEND interventions have now resumed.
- *Governors asked how the school is managing the TA situation.*
  - LH explained how they are struggling. There is a number of TAs off sick with COVID. General TAs are being moved to cover 1:1 TAs. Some pupils cannot be left unattended. Staff numbers are rapidly decreasing due to COVID and other respiratory viruses. If the numbers reduce much more the school will have to consider closing classes as it is impossible to combine classes given the numbers involved.

- The school is struggling to fill TA vacancies. One vacancy has been filled by 2 current part-time TAs, now making them full time and taking away their flexibility.
- An apprentice is being interviewed, who will become a general KS1 TA.
- *Governors asked if there are consequences for the school not meeting EHCPs.*
  - LH explained how the EHCPs will be met, just not as well as they should be.
  - Some EHCPs do not match the child (ie. the child is either needier or not as needy as the EHCP describes).
  - There is a pupil whose needs outweigh what we can offer, however there are no places at any of the special schools. LH contacted the LA and they offered more money, however staff cannot be recruited in the current climate.
- *Governors asked if they have considered excluding this pupil.*
  - LH explained how they cannot due to it being classed as an unofficial exclusion.
  - A meeting is to be held next week to consider future provision for this pupil as the authorities have recognised that his present situation cannot continue.
- *Governors asked if they are able to agree certain exclusions.*
  - LH explained how when consulting EHCPs there is a check box about whether the school can provide adequately for the pupil. They will go back to this EHCP and respond that we do not have the capacity nor the resources to meet the needs of the child.
  - Severe learning difficulty cannot be accommodated. Severe needs and constant supervision cannot be accommodated in the current climate due to the capacity and resources requirement.
- *Governors asked about the link to admissions.*
  - LH explained how there may be certain cases where we can reject a pupil before entry.
  - Nearly £100,000 of the schools budget goes towards EHCP pupils.
  - LH made the point that provision is about what we can provide, and we currently cannot get staff to support more extremely vulnerable children in class.
- Governors discussed whether there is a policy available to protect us in terms of EHCP exclusions. TN will look further into this.

**ACTION: TN to research LA exclusion policies.**

### 1.12 Looked After Children

- There is currently 1 look after child. They continue to make good progress.

### 1.13 Equality Objectives

- We are currently meeting the requirements, however we are failing in terms of SEND, for 1 child, through no fault of our own.
- EHCP referral time is improving. Interventions are carried out when possible.
- The RSHE policy is in place.
- Governors agreed to write a statement for FGB2 detailing the fact that all Equality Objectives have been examined and considered to be implemented as far as we, as a school and a Governing Body, are able to do.

**ACTION: 1. KT to write statement regarding the equality objectives for FGB2.**

## **2. TN to arrange an external review of equality with Amanda Burrows.**

### **1.14 Policies**

#### **1.14.1 Child Protection & Safeguarding Policy**

- Carried forward to FGB2.

#### **1.14.2 Intimate Care Policy**

- This policy is an LA model.

#### **1.14.3 Safe Touch/Safe Hold Policy**

- This is a policy written by the school.
- PIPS training was carried out for staff at the beginning of term. There was nothing new to add to the policy from this.

#### **1.14.2 Intimate Care Policy; 1.14.3 Safe Touch/Safe Hold Policy**

- Policies proposed by KT; Seconded by EB; Agreed by ALL.

## **COMMUNITY AND PARENTS LINKS**

### **1.15 Parent/Pupil Questionnaires**

#### Parent Questionnaire

- Last year's questionnaire focused on COVID and safety, the year before was around healthy eating.
- Governors suggested a theme around the curriculum due to this being Ofsted's focus during inspections.
- Potential questions could ask about how parents feel about the curriculum, how they feel reading at home, and how and where to access relevant information.

#### Pupil Questionnaire

- The School Health Education has provided questions that cover a range of topics, including: healthy eating; worries/mental health; general health; internet usage; lifestyle; and bullying. Each question answers either 'yes', 'no', or 'don't know'.
- A letter will be sent to parents prior to the roll out of this.
- The results should be available to scrutinise at T&L2.
- The results are published on the school website.
- *Governors asked if pupils do the questionnaire in school.*
  - LH explained that they do.
- *Governors asked if the school gets to see the results immediately due to some potentially safeguarding triggering questions.*
  - LH explained that they do not. They will not see individual results, they will remain anonymous.
  - *Governors asked if it will immediately flag safeguarding concerns, particularly the question around violence in the home?*
    - LH explained that it will not, however whoever is moderating the group carrying out the questionnaire does keep a subtle eye on the results as they go in case of safeguarding flags.
- *Governors asked if there was any questionnaire available for KS1.*

- LH explained how there is not, however something could be drafted.
- Governors discussed how a KS1 questionnaire may be formatted. It was agreed that a questionnaire consisting of 3 questions about settling in would be drafted.

**ACTION: 1. LH and EB to meet to write to Parent Questionnaire.**

**2. MH to add Pupil Questionnaire results to T&L2 agenda.**

**3. LH to write and circulate a 3 question questionnaire for KS1.**

#### **1.16 Parents**

- There has been unrest within FOBS. The previous Chair has stood down and the Treasurer has left. There are new members now joining and they have a new chair and treasurer. Their AGM is next week. There is a disco organised for the end of term. Daniel Bashford is the staff member who will be attending FOBS committee meetings.
- Governors reaffirmed the action around having a parents' forum.

### **GOVERNANCE**

#### **1.17 For FGB**

- Child Protection and Safeguarding Policy
- Sharing the questionnaire ideas.
- Current staff situation.
- Looked after children update.
- Parents forum.

#### **1.18 Communications**

- Questionnaires
- Parents forum

#### **1.19 Training**

- The 'Governance Briefing' was attended by KT, BW, and EB.
- MH's Development for Clerks programme is drawing to a close.
- KT is attending Safeguarding Level 3 in December.
- BW is attending 'Introduction to the Primary Curriculum' in November.

**1.20 Date of the next meeting** is 03.02.22 at 9.30am.