



The Governors of Sutton CE (VC) Primary School
Minutes of Teaching&Learning Committee meeting held on 25th April 2019 @ 6pm

Present were; Hilary Sanderson, Stuart Davis, Emily Gore-Rowe, Sue Read, Dan Smith and Vickie Watts

Action Log

Item	Action	Resp.
10	Sports Premium report to be re-written	DS/EGR
11	SEND Update to be discussed at next T&L committee meeting	Clerk
14	EGR to send list of possible governor visit dates to HS and all governors	EGR

Agenda Items	Issues Raised	Decisions Taken	Action
<u>Apologies for absence</u>	Mary Hancock, Alison Harker and Kate Travers. It was noted that Chris Sanderson has moved to the Finance and Personnel committee due to the membership of new governor KT. Following the resignation of the Clerk, the Chair of Governors had approached the CamClerks service but they had not yet been able to recruit a Clerk for the Sutton meetings. Therefore SD would act as Clerk for this meeting.		
<u>Absenteeism without apologies</u>	None.		
<u>Declaration of Interests</u>	EGR declared that she was selling an unwanted piece of furniture to a family member; the money would be added to the school's donations.		
<u>Minutes of last meeting (31.1018) and matters arising</u>	Contact with Sutton Bowling Club – HS passed to DS contact details for the Sutton Bowling Club, which had expressed an interest in working with the school. The minutes were agreed and there were no further matters arising.	Signed by HS	
<u>School Improvement Plan: (focus on Quality and Teaching and Maths)</u>	Action plan and Ofsted report - EGR provided copies of an overview of the school action plan in response to the Ofsted report and an annotated version of the Ofsted report. EGR advised that this would be sent to all parents the following day, along with a letter written by the Chair of Governors. EGR drew attention to points of Quality of Teaching weaknesses and strengths on the report's front page and		



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	<p>then later in the report. As the report had not previously been seen by some members of the committee time was given to read closely this section.</p> <p>Gov H pointed out a couple of typos and suggested rewordings for the overview to be provided to parents.</p> <p>EGR advised that with regard to Maths, good practices were now bedding down, observed through learning walks, although some non-negotiables were still not consistently applied.</p> <p>Gov H queried how this was enforced and EGR/DS advised that the learning environment policy would be clear on expectations and a member of the SLT would speak to the member of staff concerned.</p> <p>EGR advised that the use of resources for Maths was generally increasing and they were well used, although there were issues with children not always accessing them.</p> <p>EGR advised that the EYFS Advisor had undertaken observations yesterday and reported no inadequate teaching, so quality had improved since the last LA high level support meeting. In Maths lessons observed in R/1, staff were still not confident in teaching across both years; pace and behaviour management were a problem, not activity/content. EGR pointed out that strengths in Maths teaching had been observed in Y5/6 classes.</p> <p>Gov C asked about the teachers' reactions to this aspect of the Ofsted report. DS and EGR responded that some felt it was fair, and that Y5/6 had recognised the positives.</p> <p>Gov G asked if R/1 teachers had felt demoralised. EGR pointed out that the Ofsted judgement had been better than those of the LA Advisors, so progress had been made.</p> <p>It was agreed that the changes in fortunes of the various teaching teams at the school were representative of the vulnerability to staff changes. EGR went on to explain changes and challenges in R/1.</p> <p>Gov C asked about the mode of coaching and development for all staff. EGR advised that she would be working with Alison Anderson, Diocese support and Head of a teaching school. EGR would also utilise links with other schools where good practice could be observed and support the shift in</p>	
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	<p>culture at Sutton. For some teachers mentoring within the school would also be appropriate.</p>		
<p><u>Staff Workload and how are the SLT handling this</u></p>	<p>HS recalled that a meeting had been due to happen regarding this issue. EGR advised that many problems arose from habitual practices and that previously the habit had been for teachers to delegate upwards rather than seek solutions. It was noted that training on delegation was required. EGR advised that marking practices were particularly cumbersome. Gov H asked how a reduction in marking might be practically achieved; EGR and DS advised of a number of strategies that have been put in place to help teachers lessen the marking load, including generic feedback sheets, clearer focus on success criteria, the WASP writing moderation scheme. Gov H asked about teacher feedback on these, DS responded that some are working well with it and some pupils were also responding well. Gov H asked about how teachers' energy in the classroom can be monitored and evaluated? EGR advised that this was difficult, but that outcomes and progress were key measures.</p>		
<p><u>Presentation of the Behaviour Policy and are the changes instigated by EGR having a discernible impact yet?</u></p>	<p>Since the agenda had been drawn up, the Behaviour Policy had been seen by governors and some impact data already shared at the FGB in April. EGR referred to the Ofsted report front page and page 6 with reference to behaviour as a previous problem that is now largely under control. EGR explained that that section of the Ofsted report had been judged partially 'Good', but as some aspects – attendance – were Requiring Improvement, this had necessarily been the overall judgement. This is corroborated by SD as being the feedback from the Lead Inspector at the inspection feedback meeting. EGR went on to explain that attendance had been an issue</p>		



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	<p>due to significant levels of illness over winter. EGR advised that behaviour would be a close focus of the next few weeks, with good practice modelled across the staff. EGR distributed two documents: data on the use of 'My Concern' and a document entitled 'Behaviour Impact of Policy', explaining where changes and improvements had been made.</p> <p>Gov H queried if the new Dojo rewards were having an impact? EGR advised that some classes were more engaged with others and not all classes had yet rolled out the parent engagement app. The app is very useful in engaging parents, especially with challenging pupils.</p> <p>Gov H asked if parents can send messages to teachers or only one way? EGR advised that this is possible.</p>		
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<p><u>Pupil attainment and progress</u></p>	<p>DS advised that the change to a new records system had not been as smooth as hoped, so he could only present Y2 and Y6 data on test results, although pupil progress meetings had recently been held.</p> <p>Governors were presented with tables of data and a Venn diagram of Y6 attainment to date. DS talked through the data and advised that there was a focus on bringing those just below expectations to that level. It was noted that during the Ofsted inspection, close scrutiny had been made to targets and pupil progress.</p> <p>Gov C noted that Y2 Maths was a concern. Ds advised that this had been recognised and interventions put in place.</p> <p>It was noted that in Y6, VW's phased return had enabled HC to offer support with booster teaching.</p> <p>Gov H asked about the care for children's mental health. DS noted that some parents were rigorously supporting their children and that teachers were monitoring this, especially the quieter children. EGR advised that she is planning to work with FOSS to support breakfast club during SATS to help ready the children for the tests.</p> <p>Gov H asked how that would be managed, and would it be a burden for staff. EGR advised that it would be set up in the hall, using FOSS and not adding to staff workload. VW confirmed that tests meant teachers had less setting up to do, so would be free to help.</p>		
<p><u>Loss of Reading Recover and its Impact</u></p>	<p>EGR advised that a parent volunteer who had been trained to support this programme was now working for the school as a TA. She advised that the BRP scheme was now renamed Reading Owls. Targeted reading is going on, but advisors picked up on TAs not being used enough to read with pupils.</p> <p>Gov H commented on the need to read aloud to an adult. EGR and DS commented that in KS2 Guided Reading was now a more regular part of the school day but that elsewhere in the school TAs could be utilised more for this.</p>		
<p><u>Developments in other curriculum areas</u></p>	<p>EGR advised that the music room moved, providing for a better acoustic space, more space for pupils and the opportunity to regularly use a smartboard.</p> <p>EGR advised that from next week, a range of lunchtime</p>		



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	<p>activities would engage all children in broader curricular activities such as sport, music, drama, journalism.</p> <p>EGR noted that foundation subjects were picked up by Ofsted as not a priority and leaders are not all managing their subjects well.</p> <p>Gov H, on behalf of Gov E who was absent, queried the Sports Premium report and the financial figures. EGR reported that the WASP payment had not been reported correctly and that the budgeting system did not make clear the pot of money to be spent. It was agreed that the report should be re-written.</p> <p>Gov H queried the need for legacy as a criterion for this spending. EGR reported that from September some PE lessons would be covered by a sports coach who would train the teachers as well as work with pupils.</p> <p>EGR reported that also changes to teaching during PPA release would give sustained blocks of learning from relevant teachers, rather than the current less satisfactory model. VW advised that a music teacher friend had found this a useful model.</p>	Sports Premium report to be re-written	DS/EGR
<u>SEND update</u>	The SENDCo was not available to speak to the committee about a report shared at the previous FGB so it was agreed to postpone this item to the next T&L meeting.	SEND Update to be postponed to next T&L agenda	Clerk
<u>Advisor reports and Governor Visit Report for EYFS</u>	It was agreed that the content and advice from these reports had informed discussion of Quality of Teaching earlier in the meeting and/or had been superseded by the Ofsted report.		
Agenda Items	Issues Raised	Decisions Taken	Action
<u>Agree Dates for Governor Monitoring Visits</u>	<p>EGR provided a verbal run through of the SLT's monitoring activities taking place this half term, to which governors are invited to attend.</p> <p>Gov C pointed out that these were valuable, particularly for the Quality of Teaching working group, but that also a dedicated Governor Visit with a larger group of governors is useful. EGR advised that a cross-curricular writing task for STEAM week (w/c 20th May) would offer an excellent opportunity for governor monitoring and support.</p>	EGR to send list of possible visits to all governors	EGR



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<p><u>Policies</u></p>	<p>The following policies were approved:</p> <ul style="list-style-type: none"> a. Acceptable Use of ICT b. Calculation c. Disability Equality Scheme d. E-Safety e. Key Stage 1 Acceptable Use f. Key Stage 2 Acceptable Use g. Monitoring and Evaluation h. Staff Acceptable Use <p>EGR advised that the Assessment Recording and Reporting policy is still under discussion and would need to be approved by governors later.</p> <p>EGR advised that the content of the Physical Intervention With Named Pupils With SEN policy had now been re-written and incorporated into the Behaviour4Learning Policy, so was no longer required.</p>		
<p><u>Meeting Close</u></p>	<p>Meeting closed at 8.15pm.</p>		