

Exminster Community Primary School
Minutes
Teaching and Learning Committee Meeting 02/2014-15

Thursday 29 January at 19:00 at Exminster Community Primary School

Summary of Meeting

Decisions:
To adopt the following reviewed policies: Gifted and Talented Intimate Care Touch and Positive Handling Outdoor Education and Visits E-safety
Recommendations:
To Full Governing Body: To adopt Terms of Reference for the Teaching and Learning Committee. To adopt Lead Governor Roles for the Teaching and Learning Committee.
To Resources Committee: To consider all items in LA buyback report.

DRAFT

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Attendee	Initial	Position	Attendee	Initial	Position
Sarah Whalley	SW	Governor (Headteacher)	Becky Mason	BM	Governor (Par)
Libby Ash	LA	Governor (Par)	Simon Palmer	SP	Governor (LEA)
Alwyn Reeves	AM	Governor (LEA)	Helen Hibbins	HH	Clerk
Vanessa Petridge	VP	Governor (Com)	Sue Wilkinson	SWi	Governor (Par)
Karen Sharpe	KS	Governor (Par)	Dawn Fuller	DF	Governor (Staff)

Apology	Initial	Reason	Apology	Initial	Reason

Ref	Item	Action
Procedural Items		
1.	Welcome BM welcomed everyone to the meeting.	
1.1	Apologies for absence None offered.	
2.	Declaration of Interests BM – employed by the Dartmoor School Sports Partnership.	
3.	Minutes and Actions from previous meeting	
3.1	Approve Minutes of previous meeting Resolved and signed accordingly by BM.	
3.2	Progress on Actions	
3.2.1	27/01/11 10.0 - Governor Visits. More visit reports needed – update 29/01/2015: LA and SWi both had forms to file. It was agreed that the file should be arranged with a section for each Governor - ongoing reminder	HH
3.2.2	19/01/12 3.2.8 - Review policy list to condense and eliminate unnecessary repetition - ongoing	
3.2.3	26/09/13 8.5 - BM to enquire whether STEM was used at Dawlish School – update 29/01/2015: BM was aware that this was taking place at South Dartmoor School and offered to put the members of staff in contact with SW with a view to them running a session at Exminster – ongoing	BM/ SW
3.2.4	26/09/13 11.2 - Governors Child Protection training is due in Autumn Term. HH to Agenda, SG to get CG to a half hour session - Update 23/10/14 - to take place at FGB 27/11 - Update 29/01/2015: Child protection training had taken place at the FGB meeting but it was suggested that it should be added to the Governor Induction Policy for the Governor Mentor to carry out with any new Governors. The slides were available on Edmodo - ongoing	HH/VP
3.2.5	26/09/13 12.3 – Photographs of Governors to be taken for the website by AM/NG – Update 23/10/14 SW has photographs for the notice board, but they are not on the website, but could be - done	
3.2.6	06/02/14 9.2 – Ensure that Drugs Policy is signed - done	
3.2.7	23/10/14 7 – VP to upload notes from training and links regarding Governor Visits onto Edmodo - done	
3.2.8	23/10/14 7 – SLT to think of questions that Governors could ask children during their visits – Update 29/01/2015: IM had reformatted the Governor Visits Form, to be uploaded to Edmodo. LA had also altered the form taking information from other schools. To be discussed at the FGB meeting on 12 February - ongoing	IM/LA/ HH
3.2.9	23/10/14 7 – SLT to come up with strategy for Governors to be able to analyse the impact of interventions for pupil premium children - ongoing	SLT

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3.2.10	23/10/14 7 – LA to consider reformatting the Governor Visit’s form – see 3.2.8 - ongoing	
3.2.11	23/10/14 8 - record of children taking part in DLP events to be kept - done	
3.2.12	23/10/14 9 – SW to speak to TR about launching a competition to design a new school logo through the school council - ongoing	
3.2.13	23/10/14 9 - SW to advise Thomas Moores that we were considering changing the school logo and also wanted to provide a cardigan with a logo on – Update 29/01/2015: Quotes had been received from three uniform providers (Tesco, Thomas Moore and Tony Pryce) - ongoing	
3.2.14	23/10/14 9 - SW to advise parents in a newsletter about the uniform colours for implementation from September 15 - done	
3.2.15	23/10/14 9 – SWi to look into getting uniform with logos from Tesco - done	
3.2.16	23/10/14 10.1 – Pupil premium policy to go to FGB for approval - done	
Governing Body		
4.	<p><u>Terms of Reference for Teaching and Learning Committee</u></p> <p>It was noted that these Terms of Reference (T of R) were a model and could be altered if required. The T of R would need to be agreed at FGB on 12 February and would be reviewed in September 2015 and annually thereafter. It was agreed to recommend the T of R to the FGB subject to the amendments suggested in 5.</p>	HH
5.	<p><u>Lead roles within Teaching and Learning Committee</u></p> <p>The four lead roles were defined as Curriculum, Inclusion, School Improvement Plan and Community.</p> <p>It was noted that in the T of R for both the Resources Committee and Teaching and Learning there was no specified Safeguarding Governor. It was agreed to add a generic statement regarding safeguarding into the T of R for both Committees.</p> <p>It was suggested that the Inclusion Role was expanded to take in Safeguarding.</p> <p>The following allocations to roles were made:</p> <p>Curriculum – BM Inclusion and Safeguarding – AR School Improvement Plan – SWi Community - DF</p>	HH
Strategic Items		
6.	<p><u>Policies and Procedures</u></p> <p>With the exception of the Collective Worship Policy, all policies had been circulated via Edmodo to all Governors.</p>	
6.1	<p><u>Gifted and Talented</u></p> <p>PH had reviewed the policy alongside BM, who had read a number of other schools’ policies and suggested amendments.</p> <p>It was resolved to adopt the reviewed policy with a review period of 3 years.</p>	
6.2	<p><u>Collective Worship</u></p> <p>FJ had reviewed the policy alongside SP. The policy had not been circulated so adoption was deferred to the next Teaching and Learning Committee meeting.</p>	HH
6.3	<p><u>Intimate Care Policy</u></p> <p>CN had reviewed the policy alongside AR.</p> <p>It was resolved to adopt the reviewed policy with a review period of 3 years.</p>	
6.4	<p><u>Touch and Positive Handling Policy</u></p> <p>CN had reviewed the policy alongside AR.</p> <p><i>BM asked how often the staff were trained in positive handling. SW replied that, generally, every two or three years, but currently there were no children with a positive handling plan in school. As the policy had been reviewed, all staff would be asked to read it as a reminder of procedures.</i></p>	

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	It was resolved to adopt the policy with a review period of 3 years.	
6.5	Outdoor Education and Visits MG had reviewed the policy alongside BM. It was resolved to adopt the policy with a review period of 3 years.	
6.6	E-safety Strategies PH had reviewed the policy alongside SWi. It was resolved to adopt the policy with a review period of 3 years.	
6.7	Privacy Notice For noting - It was a new requirement to have the privacy notice on the school website.	
6.8	Agree Behaviour Principles IM had produced a set of behaviour principles which the Governing Body were required to approve. Documentation for this would be circulated with the paperwork for the FGB on 12 February.	
7.	LA Buyback A report had been circulated containing proposals for spending.	
7.1	SW outlined the services that had been bought into this year and the impact of that spending. Suggestions of services that could be bought into for next year were discussed. The total of all proposed services was £16,200. Comments from Governors on services were noted as follows:	
7.1.1	Library <i>If the school were to buy books, then it would be an ongoing commitment to keep them current. (AR)</i> <i>With child-led learning there would be no way of knowing what books would be required next and therefore the topic boxes were useful. (LA)</i> <i>Could the school buy into some library packages and not others, for example, just the topic boxes? (BM)</i> SW explained that although the library service was expensive, it included consultancy support and various benefits associated with Accelerated Reader. It was a worthwhile service that had been well used in the past. The total library package cost £7,000.	
7.1.2	Safeguarding Audit <i>Buying into this would confirm that the school was fulfilling its obligations (AR)</i>	
7.2	<i>AR believed that all the services suggested were justified.</i> <i>SP asked the SLT to produce a priority list to guide the Resources Committee with their budget setting.</i> <i>AR asked whether the Resources Committee would be looking into alternative funding for items such as IT. VP replied that the Resources Committee could assist, but the actual function of applying for grants was an operational one.</i> SW said that some of the services were available elsewhere, for example the Somerset Literacy Team and Headteacher Appraisal. These alternatives could be considered if competitive. AM had been asked to look into traded services. It was agreed to recommend the list as circulated to the Resources Committee to consider when budget setting.	SLT HH
Monitoring and Accountability		
8.	School Development Plan	
8.1	SEF Achievement Section SW had circulated the data (from various sources) prior to the meeting. The basic trends of the data were outlined. Discussion took place about the issues within each Key stage and how they were being addressed:	

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8.1.1	<p>Early Years Foundation Stage</p> <p>Governors asked SW the following questions:</p> <p>Q. <i>Why are the children starting school with lower than national average levels and what are the school doing about it? (AR)</i></p> <p>A. MG is working with pre-school who need to identify children with additional needs early on. CN also has links with pre-school.</p> <p>Q. <i>Will the new DAF framework help to address this? (LA)</i></p> <p>A. Yes, eventually, but this will not be evident for a few years.</p> <p>Q. <i>How were the Pupil Premium children in reception catered for? (VP)</i></p> <p>A. Currently, the gap was widening as some children are just not ready for learning. Interventions are in place where the teaching assistants take learning to the children at play, rather than removing children from play to learn.</p> <p>Q. <i>With universal FSM in place, was the update of Pupil Premium in reception as expected?</i></p> <p>A. It is in line with the remainder of the school and there are incentives in place to advise school, such as half price trip costs.</p>	
8.1.2	<p>KS1</p> <p>The downward trend in attainment in Maths was noted. SW suggested that this could be because there had been a big push on writing and therefore not as much training time invested in Maths.</p>	
8.1.3	<p>KS2</p> <p>Governors asked SW the following questions:</p> <p>Q. <i>Would Ofsted take into account mobile children in the case of poor value added data? (SWi)</i></p> <p>A. Children are base-lined on arrival at school, so progress from their arrival can be justified. AR noted that at the Ofsted inspection in 2007 mobile children were not taken into account.</p> <p>Q. <i>Are Governors involved in a year on year understanding of data? (VP)</i></p> <p>A. The Data team met before Christmas and looked at RAISEonline, but year on year data has not been looked at to date. This needed to be considered.</p> <p>Q. <i>How will Ofsted gauge value added without levels? (SP)</i></p> <p>A. Ofsted will have to take more notice of books.</p> <p>AR noted that, regarding the value added data, it was crucial that staff were accurate with the levelling of children at the end of KS1.</p>	
8.2	<p>Quality of Teaching and Learning</p> <p>SW referred to the Governor Report on Teaching and Learning and explained the methodology for producing an average "Teaching Overview" score taking into account lesson observation, book trawls, pupil interview, and data/progress. By entering the results into a table, it was easy to identify discrepancies, such as a poor data/progress compared to outstanding lesson observations and book trawls within the same term. Explanations could be sought for the reasons behind this. Governors asked SW the following questions:</p> <p>Q. <i>How is data assessed with the national curriculum levels changing/being removed and what support is in place for the transition? (VP)</i></p> <p>A. Evidence is being collected on the new curriculum over a year. It is difficult to manage as, generally, different schools are taking different approaches. The DLP are taking a consistent approach to levelling across their schools and there are some training courses coming forward.</p> <p>Q. <i>Will the scores form part of the appraisal process? (LA)</i></p> <p>A. Not as yet, due to the crude nature of the scoring system. There are queries around the weighting of some of the elements, but the feedback for the lesson observations and book</p>	

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	<p>trawls was very clear. VP suggested that if the data consistently showed a pattern then it could be used to form targets for the next year.</p> <p>Q. <i>If a matrix was drawn up from Reception through to Y6, would there be clusters of teaching requiring improvement? (AR)</i></p> <p>A. No, it would be dotted around and not within any particular phase.</p> <p>Q. <i>Could this overview be used as a tool for forward planning and interventions? (BM)</i></p> <p>A. Yes.</p> <p>SW explained that the teaching identified as requiring improvement was being successfully addressed through team teaching in some cases, but that care had to be taken that the other class was not adversely affected.</p>	
8.3	<p>Website update</p> <p>The SLT had been looking at other school's websites to look to incorporate elements of the best sites into Exminster's. All staff were aware of how to do basic edits and would be allocated a section to be responsible for. Parents were to be asked to fill in feedback sheets suggesting changes that needed to be made. The website was very important as it was looked at by parents choosing a school and Ofsted when preparing to inspect. There was no intention to completely re-design the site, but to ensure that it was up to date.</p> <p><i>KS noted that the site was not mobile friendly which was a key matter to address.</i></p> <p>Governors asked SW the following questions:</p> <p>Q. <i>What are British Values? (AR)</i></p> <p>A. Respect, valuing opinions, consideration of different faiths etc. Classes throughout the school are currently studying diversity and will present assemblies with their learning.</p> <p>Q. <i>Was Edmodo and Mangaheigh still used within school? (SWi)</i></p> <p>A. Edmodo was not used by the pupils, but the staff still used it. The pupils would be moving to Google Classroom, as would the staff and Governors, as this had less constraints, but still had the same security settings.</p> <p><i>LA noted that some staff who had left the school were still current on Edmodo. SW agreed to ask PH and IM to look into this.</i></p>	
8.4	<p>Pupil premium breakdown</p> <p>SW presented a breakdown on the allocation of Pupil Premium funds.</p> <p><i>AR asked whether the amount per pupil was the same across the country, and how the funding would change when Y6 left.</i> SW confirmed that the funding was the same countrywide and explained that the funding was based on the census date last October, so the amount for the budget was known.</p> <p><i>LA asked how it was possible to demonstrate/measure improved self confidence.</i> SW replied that this was done by teacher observation, and acknowledged that it was difficult to quantify.</p> <p>It was agreed to add into the Resources Terms of Reference "to review pupil premium spending annually", and to add into the School Improvement Plan lead Governor Role "to analyse pupil premium interventions and monitor and evaluate progress and attainment data, thereby ensuring that learning of disadvantaged pupils is of, at least, a good standard".</p>	HH
9.	<p><u>Governor Visits</u></p> <p>Deferred due to time constraints.</p>	
The meeting closed at 21:15		

Signed:..... Date:.....