

**Heathwood Lower School**  
**Minutes of the Teaching and Learning Committee Meeting**  
**Held on Tuesday 20 April 2021 at 6:00pm**

In attendance:	Susanne Dove (SD)	Head Teacher
	Paula Bangs (PB)	Co-opted Governor (Chair)
	Rose Gunter (RG)	C-opted Governor
	Elaine DiCocco (ED)	Assistant Headteacher & Co-opted Governor
	Paul Dicker (PD)	Assistant Headteacher & Staff Governor
	Hayley Fitch (HF)	Co-opted Governor
	Sarah Sandiford	Clerk

No	Item	Action
1.0	<b>Welcome and Apologies for Absence</b> PB welcomed everyone to the meeting. No apologies for absence had been received.	
2.0	<b>Declaration of personal or pecuniary interest on any agenda item</b> None received for the meeting.	
3.0	<b>Minutes of the meeting held on 26 January 2021 and Matters Arising</b> The governors had received a copy of the minutes prior to the meeting. It was agreed that they were a true and accurate record of the meeting and could be signed by the Chair.  <b><i>Agreed: to approve the minutes of the Teaching &amp; Learning Committee meeting held on 26 January 2021, to be signed as a correct record.</i></b>	
4.0	<b>School Development Plan</b> The previous year's plan had been extended – continuing to embed the curriculum and raise standards in writing. This was a working document and remained relevant. SD would look at updating it in September but the focus would likely still be working towards pupils reaching Age Related Expectations as well as enriching the curriculum, health and wellbeing. Inset time had been spent in class bubbles. RG asked SD to check the dates on the plan and suggested both 2019-20 and 2020-21 be referred to.	SD
5.0	<b>Safeguarding</b> No news – training was up to date and the safeguarding audit was up to date.	
6.0	<b>Data/progress review</b> A document "Questions for school leaders and March catch up data" was on the Governors shared drive for viewing. SD advised that "hibernation documents" sat behind the data; these had not been shared as they included individual data. Three weeks of assessments had taken place before the Easter break in reading, writing and maths. Overall around 50% of children were at age related expectation and 50% were not. This was no great surprise and no significant change	

*Signed as a true and accurate record*

*Chair:*

*Date:*

*Prepared by Sarah Sandiford, Clerk to the Governing Body*

	<p>from the data obtained in September 2020 after the first lockdown, demonstrating that children were keeping up, not slipping behind. The school was giving particular attention to children on the cusp of ARE with “quality first teaching” – short, sharp interventions in reading, writing, maths and phnics that saw children being removed from class to the hall, then returning to class.</p> <p>Lots of ideas had been discussed at a recent staff meeting including asking open ended questions and marking first.</p> <p>The data would be reviewed again towards the end of the summer term. In September 2020 the school had set a 75% target for ARE which had been ambitious and was unlikely to be met across the board, although there were good results in certain areas such as class 3 in reading and maths.</p> <p>PB asked about year 4, due to transition to middle school and whether any information had been received from the middle schools. SD advised it was not necessarily about where the children were now but their potential to get there. It was also felt that parents placed greater emphasis on the childrens’ emotional state and being ready to move up to middle school than their academic performance.</p> <p>HF asked if the criteria for ARE was likely to change for this cohort as standards would have dropped for all school years affected by Covid, from A-levels down. SD advised the ARE would be based on what children had actually studied rather than the whole curriculum and it was likely to be some time before there was a clearer picture – once some national data was available.</p>	
7.0	<p><b>Staffing</b></p> <p>There were 2 new midday supervisors and 1 SEND LSA, all for class R. One of the midday supervisors was for 1-1 care and was fully funded. An LSA was also working with the same child.</p> <p>A pre school practitioner had left and there had been no applications so ED was covering in the mornings with Julie covering in the afternoons. A member of staff had returned from maternity leave on 2 days per week which it was hoped would shortly return to 3 days per week. Resources were stretched as the school tried to keep bubbles as separate as possible.</p> <p>Another member of staff on maternity leave had made contact to discuss her intentions going forward.</p> <p>A member of kitchen staff remained on sick leave and the cleaner had resigned. The possibility of outsourcing cleaning was discussed as an option.</p>	
8.0	<p><b>Governor responsibility reports</b></p> <p>RG would be invited to council meetings once dates were set. RG had looked at the staff survey but not spoken with JW yet. It was agreed it would be more appropriate to discuss the staff survey in M&amp;R Committee.</p> <p>PB thanked SD and PD fo the SEND provision map which was really helpful to understand. With 36 children with SEND requirements and a possible additional 4, this was a very high percentage of the number on roll. The funding shortfall was significant. A 2 hour meeting with CBC had taken place and the school had sought to clarify the difference in</p>	

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	<p>language provision compared with “normal” SEND provision. Having looked at all the individual EHCPs and reviewed them, an increase in funding band had been agreed for more than half of the children.</p> <p>RG asked about SEND in preschool – ED advised plans were being developed for 2 children and 3 application forms referenced SEND although no detail was known as yet.</p> <p>Preschool numbers would see the usual dip in September as 22 children were due to move up to school, but there were also new starters so it was in a better position than in previous years.</p>	
9.0	<p><b>AOB</b></p> <p>Governors reviewed the Pupil Wellbeing Policy.  <b>Agreed: to approve the Pupil Wellbeing Policy.</b></p> <p>PD advised he had been successful in applying for grant funding to create a sensory room in the old reading area in class R. This would include equipment such as a bubble tube, flexi lighting, a projector and an aroma machine. There were increasing numbers of children in school with sensory needs, some specified this in their EHCP.</p> <p>Intake in September 2021: there would be a class of 30 and 26 of these were first choices. This was a great achievement which everyone should be proud of.</p>	
10.	<p><b>End of meeting</b></p> <p>The meeting closed at 18:58 hours.</p>	

*Signed as a true and accurate record*

*Chair:*

*Date:*

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