


**Heathwood Lower School**  
**Minutes of the Teaching and Learning Committee Meeting**  
**Held on Weds 18 May 2022 at 6:30pm**

In attendance:	Susanne Dove (SD)	Headteacher
	Jackie Wright (JW)	Acting Head Teacher
	Paula Bangs (PB)	Co-opted Governor (Chair)
	Rose Gunter (RG)	Co-opted Governor
	Bryony Leary (BL)	Staff Governor
	Sarah Sandiford	Clerk

No	Item	Action
1.0	<b>Welcome and Apologies for Absence</b> PB welcomed everyone to the meeting. There were no apologies for absence.	
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 2 February 2022 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>Agreed: to approve the minutes of the Teaching &amp; Learning Committee meeting held on 2 February 2022, to be signed as a correct record.</b>	PB
4.0	<b>School Development Plan</b> The document had been marked red/amber/green and circulated in advance of the meeting. Governors asked if there was any progress with the NELI and ELKLAN programmes as these were still red and whether any other red areas would change by the end of term. A verbal update was given and it was noted that next year's priorities would be writing, Early Years (due to staffing changes) and securing/embedding this year's new curriculum. In terms of Early Years areas marked red it was noted that some aspects were in fact happening, but not consistently – this had been better in the Autumn but dipped subsequently due to ongoing staffing issues. A wellbeing survey had been sent out to identify issues and what needed addressing. The committee was advised that the school needed to have a mental health/wellbeing lead in place from the Autumn and that there was a £1200 bursary for training. Wellbeing would stay on the SDP as an ongoing item. It was agreed that the pandemic restrictions over two years had had an impact on relationships between the school and parents. It was	

*Signed as a true and accurate record*

Chair: 

Date: 12/05/2023

Prepared by Sarah Sandiford, Clerk to the Governing Body

	<p>suggested that parent coffee mornings be re-introduced. Other effects from the pandemic included some children not wanting to come to school, not wanting to do certain activities and struggling with attitudes to learning and teamwork. This was more evident in the older children than in the Reception/year 1 classes. However, the recent return to more normal school activities had made a positive change and PB reported that children on a recent school trip had been very engaged and well behaved.</p>	
5.0	<p><b>Safeguarding</b>  It continued to be the case that lots of children were showing anxiety post-Covid.  LC2 lower schools bought into a shared support worker and could request her presence in school. She had worked with 3 children in the year and another 2 in the summer term. The school also had access to a counsellor on a “pay per usage” basis.  This first stage of intervention involved helping children put strategies in place to manage their emotions and had had a positive impact in the past, but current cases were a bit more complex.  The escalation process would be an Early Help Assessment which would involve outside agencies such as Home-Start, the Children’s centre or a school nurse. The school had to monitor pupils and have a review meeting every 10 weeks. Regular conversations were had with teachers and support staff about what to look out for.  In addition to Covid there were lots of concerns about computer gaming and the sheer quantity of pastoral concerns were adding significantly to Headteacher workload.  No further safeguarding training was needed, just updates, although there would be training for new staff and safeguarding would be a focus on the September INSET day.  The Police had attended two assemblies to speak about general safety and online safety. Internet safety was also covered in PSHEE and would be a focus in the autumn term.</p>	
6.0	<p><b>Data/progress review by class</b>  Data and progress information was distributed at the meeting.  Class R was doing well with 75% across the board.  Class 1 – the data was lower than desirable at 59% of pupils at age related expectations or above. The committee looked at which PP pupils also had SEND needs and it was suggested to look separately at pupils which were neither PP or SEND to gauge their progress.  Class 2 – results were good other than in writing, which showed the impact of Covid (parents had been more confident in doing reading and maths with their children during lockdown than writing, as they themselves were not necessarily confident with spelling and grammar).</p>	

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Chair;

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	<p>It was noted there was lots for children to remember in writing and also that the lack of practice over two years had resulted in poor presentation. Children were being given feedback 1-1 or in small groups.</p> <p>Reading was improving with the new software as children were very enthused about the “remarkable reader”.</p> <p>Four children in class 2 were not taking their SATs due to not being at the required level and information would be emailed to PB.</p> <p>Class 3 – data was moving in the right direction and the training given on recording progress had made a difference.</p> <p>A discussion took place about how to record progress of SEND children – although they might not be reaching required levels that did not mean there had been no progress. PD provided a report on interventions but it was difficult to measure the impact of those interventions. It was suggested that it would be fairer for SEND children to have different targets so progress towards those could be measured (e.g. concentrating for longer, retaining more information). As the proportion of children with SEND needs was so high at Heathwood this was even more important and senior leaders were asked to look at options for recording and measuring impact of interventions and progress. It was possible this might differ for every child with an EHCP so was a significant amount of work.</p>	SD/JW/PD
7.0	<p><b>Staffing</b></p> <p>Three new members of staff had started in preschool, year 2 and year 3, as well as a new midday supervisor starting tomorrow. There were vacancies in the office and pre school and it was possible more support staff would be needed for class R due to at least two children in the September intake having an EHCP.</p> <p>Two members of staff were looking to reduce hours.</p> <p>Recruitment was both time consuming and expensive.</p> <p>It was suggested that the governor role should also be added as a vacancy on the school website and the committee agreed recruitment of additional governors was a priority.</p> <p>Recent/planned training included food hygiene, first aid, safeguarding, fire warden training in the Autumn, moderation and more White Rose maths training was being looked at. Michele Geddes of CBC would be in next half term to talk to subject leaders (8 &amp; 9 June).</p>	
8.0	<p><b>Governors reports</b></p> <p>It was asked whether Governors could join on INSET days.</p> <p>PB advised learning walk report was on the shared drive and it had been helpful to see the topics “in action”, observe teaching and use of the “mighty writer”. Some questions on the template had been adjusted as not all were appropriate.</p> <p>It was asked whether next time governors could speak to some PP and</p>	

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	<p>some non PP children to look at the “broad and balanced curriculum” and in the Autumn the focus would be on reading.</p> <p>RG advised she would be at Eco Council next Tuesday and suggested dates for council meetings be scheduled with as much notice as possible.</p>	
9.0	<p><b>AOB</b></p> <p>Various trips were coming up and trips for next year would be planned much further ahead. There was a new online system for trip payments and consents.</p> <p>Some website updates were needed including replacing JY in the governor section with DB and updating the governors register of interests.</p> <p>It was agreed to add a governors update in the next newsletter and PB would email some words.</p> <p>It was noted that all the books in the school needed to be labelled – PB/RG agreed to come in on 25 May to make a start and it was suggested that parents could help.</p> <p>An annual handwriting competition from the governors was suggested which might be a poem to copy – some information would go in the June newsletter with a closing date of 14 July.</p> <p>Governors were advised of one fixed term exclusion which had happened that day; it had been a distressing incident for children and staff so parents had been informed.</p>	
10.0	<p><b>Close of meeting</b></p> <p>The meeting closed at 21:01 hours.</p>	

*Signed as a true and accurate record*

*P. Burns*

Chair;

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