



Minutes of the **Christ Church (Brondesbury) Church of England Primary School**  
**Teaching and Learning Committee Meeting**  
 held at the School on Wednesday 26 February 2020, at 5.30pm.

**Attendees**

Name	Initials	Attendance 27/02/19	Attendance 12/06/19	Attendance 06/11/19	Attendance 26/02/20
<b>Governors</b>					
James Kelly (head teacher)	HT	Present	Present	Present	Present
Alison Schulte	AS	Present	Present	Present	Present
Janis Denselow	JD	Present	Apologies	Resigned	Resigned
Jason Kosky	JK	Present	Apologies	Not on cttee	Not on cttee
Karen Moran	KM	Not in post	Present	No	Present
Fiona Dwinger	FD	Not in post	Present	Present	Present
Naomi Moore	NM	Not in post	Not in post	Not in post	Present
<b>Elected staff</b>					
Della Freedman	DF	Present	Present	Resigned	Resigned
Matthew Booker (from Sept 2019)	MB	N/A	N/A	Apologies	Present
<b>Associate</b>					
Mother Christine	MC	Present	Present	Part of meeting	Apologies
Lotis Bautista	LB	Not on Cttee	Not on Cttee	Present	No
<b>Observer/adviser(s)</b>					
Preeya Patel, DHT	PP	Present	Present	Maternity Leave	Maternity Leave
Lauren Sutherland – interim DHT	LS	N/A	N/A	Part of meeting	Present
<b>Clerk</b>					
Lynda Rees	Clerk	Present	Present	Present	Present

**Part one - public**

Item	Who	When
<p><b>1. Welcome, Opening Prayer and Apologies for Absence</b></p> <p>The Committee Chair (FD) welcomed everyone to the meeting and the opening prayer was conducted by AS.</p> <p>Apologies were given by Mother Christine who was conducting the church services for Ash Wednesday and was unable to attend this meeting. Mother Christine's apology was accepted by the committee.</p> <p>AS mentioned that Lotis had given late apologies due to a clash with another meeting – Governors discussed whether to accept these apologies as her attendance has been quite low for this committee and the FGB meetings over the past year.</p> <p>Governors agreed to not accept LB's offer of apology for this committee meeting. AS will speak to LB to outline the expectations of governors -which includes attending the majority of the GB/committee meetings as part of the minimum commitment for undertaking a governor role. <b>Action AS</b></p> <p>FD welcomed Naomi to her first T&amp;L committee meeting as the new LA governor and asked governors to introduce themselves to Naomi.</p> <p>AS informed governors that Mother Christine has been appointed in the role of priest in charge of Christchurch for an interim period (likely to be 2 years) to</p>	AS	



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	replace Father Stephen. Mother Christine has taken over the Ex Officio role previously held by Father Stephen from 9 February 2020 and is now a full governor on the Governing Board.		
<b>2.</b>	<b>Declarations of Interest (relevant to items on this agenda)</b>  There were no declarations of interest for any items on this agenda.		
<b>3.</b>	<b>Appointment of Vice Chair for this academic year</b>  AS nominated Karen Moran for the role of Vice Chair for this committee. Karen agreed to take on this role and this nomination was seconded by Fiona Dwinger and all governors approved this appointment.		
<b>4.</b>	<b>Minutes of the previous meeting held on 6 November 2019</b>  The minutes were reviewed, and governors agreed they were an accurate reflection of the meeting's discussions and decisions taken and were formally signed by the chair (FD).		
<b>5.</b>	<p><b>Head teacher's Briefing Report</b></p> <p>FD thanked HT and LS for all the documents that have been prepared for this meeting and appreciates that there is a lot of information for governors to read. AS reminded governors that documents should be read in advance and that they should come with questions to ask rather than having a detailed review at the meeting.</p> <p>HT briefly outlined - the headline areas of his briefing report as the documents had been sent to all governors one week prior to the meeting and asked for any comments and questions on the documentation.</p> <p><b>a) Whole School Contextual Information</b></p> <p>The pupil numbers on roll has increased this term, there are currently 214 now on roll but although this is good news for the school funding allocation – the additional pupils recently admitted to the school predominantly have SEN, EAL or low attainer characteristics and will require increased resources to support.</p> <p>The attendance figures as at 9 February 2020 is just below the attendance target figure of 96.5% - the school has a few pupils who have been kept on roll but have left. Once these figures are adjusted at the end of the year – the attendance target school be achieved.</p> <p>The staff absence report includes the absence of the teacher who broke their ankle at October half term and hospital appointments for various staff during this term.</p> <p><b>A governor asked about the abbreviations in the HT report</b> – explanations for the most common abbreviations used in the HT briefing report were outlined.</p>		



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Common abbreviations and acronyms can also be found on the Governors for Schools site under the resources tab (<https://governorsforschools.org.uk/resources/>).

HT explained the content within the IDSR summary report – the statements shown in bold are where a comment has been made – for example -Key Stage 2 progress in reading was significantly below national and in the lowest 20% of all schools in 2019. A positive comment is also highlighted in bold – for example – KS 2 writing progress has improved between 2017 and 2018.

AS spoke about the reading attainment being below national target – HT explained that the progress in reading has been affected by high levels of mobility and by the change in curriculum/assessment. This cohort has been measured under the old assessment level at KS1 and new at KS2. Some children who had achieved Level 2a at KS1 were classified as more able and expected to achieve at Greater Depth in KS2, however, as the levels did not match, this did not happen ( Greater Depth at KS1 is a higher standard than old level 2a).

LS added that the change in the national curriculum framework from 2014 has led to higher expectations – with the old Greater Depth targets not in line with the new Greater depth targets ( - which are now much higher).

**A governor asked what the statement means about a response not being triggered** – HT explained that the report does not have anything to comment on. The report only comments on whether the school has done really well or not.

HT explained that the detailed reports that underpins the IDSR report is contained within the ASP report sent to governors at the last meeting. The IDSR report is a summary of the ASP report – which shows the end of year data for the last academic year.

HT spoke about the monitoring summary reports circulated – for writing observations and topic -which outlines the strengths, areas of development and next steps/priorities.

HT explained that for the writing observations – the school are progressing with the next steps/ priorities – LS has discussed the working walls and lesson purpose with staff.

LS has also been working with individual teachers on revisiting Test Base questions for deeper learning and how this can be brought into planning.

HT explained that for Topics – it is reminding teachers about the uniform approach to teaching these subjects – which is reflected within the books and knowledge planners.

**A governor asked what Topic covered** – LS explained this covers History and Geography – which are linked into the curriculum from KS1 with each subject having strength on their own.

**A governor asked whether the subject could be renamed History and Geography rather than topic** – HT that this would be the case with the new curriculum in September, where History and Geography are very much separate.



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**b) Data Overview – Spring 1**

LS tabled the data overview report from the Target Tracker system which gave an overview of the whole school progress and attainment and the strengths, priorities and actions for all year groups.

LS outlined the strengths and priorities as follows;

- Attainment in Year 1 and Year 6 had the best results from all the year groups in reading and maths
- Attainment for EAL pupils across the school is good when compared to non EAL pupils
- Progress for PPG and Non PPG are in line
- Progress data is very strong for RRM
- Progress for EAL pupils is looking good compared to Non EAL pupils
- SEN support pupils are showing strong results for progress
- Education, Health Care plan – relates to 1 pupil – who is currently not making the expected progress – this pupil is leaving the school at Easter
- BCAR progress looks good for these pupils
- Vulnerable minority group – progress data is very strong
- EYFS progress data is very strong

**Priorities**

- RWM across the school for attainment – the pupil progress meetings – SLT are identifying key groups requiring extra support
- For whole school attainment – the focus on Greater Depth- not just in recording of the data but identifying the pupils who are working above expected – to ensure they are secure and exceeding. These figures will be reflected in the next data drop.
- For reading – the data drop shows lower figures due to the new EAL pupils – who have had an impact on the data. These new pupils are using the destination reader system every day and the new SENCO is very good and is supporting these pupils.
- Progress in Reading for Year 1 is slightly below – which is a priority this term

**Questions asked by Governors**

A governor asked if the higher number of boys in Year 1 have any developmental issues – LS explained that staff are encouraging pupils to read and to enjoy their reading.

A governor asked if volunteers are used in Year 1 – LS explained that the pupils are reading every day and intervention sessions are in place where pupils require these, but volunteers are not currently used as there tends to be a mis match of expectation from volunteer readers.

A governor asked if parents are actively involved in helping their children with the reading homework – LS stated that parents are expected to put comments in the



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reading journals, but some parents are not fully engaged. This includes parents not actively engaging with the parent workshops that are organised for them.

A governor asked if initiatives could be looked at to encourage more parent engagement.

MB spoke about the supervision of reading and parents could be encouraged to enter more comments in the reading journal.

A governor asked for clarification on the role of the reading journal for parents – it may not be clear to parents that they would be expected to put a comment in the reading journal. HT will look into this and will provide further clarification in the next newsletter that is produced. **Action HT**

HT

A governor asked if the new SENCO could produce a report on outcomes/impact – HT agreed that this would be produced at the end of the academic year. **Action HT**

HT

A governor asked whether there are any statistics that support the statement that summer born pupils develop their literacy skills at a slower rate.

LS explained that this information is not within the data sheets but could look at the detailed data to find this out. The school does not focus on this factor, but teachers will always give the support where pupils are underperforming.

KM added that for summer born pupils – they could be a whole 11 months younger – which makes a difference when they are in the lower years of the school.

LS explained that teachers will always look at the needs of all pupils with extra support being put in place and SLT will overview the key year groups.

HT explained that the pupil progress meetings have not yet finished for this period – LS agreed to send governors the outcomes of the pupil progress meetings, priorities and actions for Spring 2 ( - by the end of the week). **Action LS**

LS

A governor asked about the raising achievement of black Caribbean boys project – HT explained that from the pupil progress meetings and data overview – these pupils' progress is good. This project was put in place by the LA – with schools submitting a return to the LA each term to show the data for Black Caribbean Pupils against the whole cohort

HT added that for the pupil premium pupils – there are specified interventions in place.

LS added that the pupil progress meetings will identify any pupils that maybe at risk of not achieving the expected targets – with the focus on interventions to accelerate progress.

Governors thanked LS for the very thorough and comprehensive data reports.

HT continued with his briefing report and outlined the key points to note under the following sections;

**c) SIAMS/Curriculum update**



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- HT has pre booked days with Mark Newton (LDDBS adviser) – to produce a timeline for preparing for SIAMS framework changes
- LS and MB have visited St Cuthbert’s Primary school to see the action plan they have put in place and to prepare a checklist for Christchurch
- MB stated that the term assembly has been replaced with collective worship – which will include collective celebrations in class and having spiritually reflective time. This will include links to bible passages which will link back to the schools vision. The worship celebrations – will include pupils articulating what they have learnt and how this links to the schools vision
- LS explained that the vision on the school website has been updated – currently the vision has the Going for Gold – statement at the top followed by the scripture and values – but this will be reformatted to show the vision having the scripture and values with the Going for Gold statement being at the bottom of the vision statement.
- HT suggested that governors could speak to pupils at the governor training session to obtain their feedback on the collective worship and vision of the school.
- The plan will outline where we are and where we are going – which will link to the current SIAMS SEF
- The timeline for strand 3 character development/courageous advocacy – the school will need to identify a project to undertake for courageous advocacy – which will outline what the school stands up for and how the project links to the wider world and links back to the schools vision.
- HT suggested that a possible project could look at a project that has a link to some families in the school community – for example – families that come from an area of the Emirates but who do not have human rights or are not eligible to access id cards in their country.

A governor asked how the link will be made for Strand 4 – Community and Living Well together. HT stated that the links will still involve giving to charities like Christian Aid but will also include making links with local charities – like a local nursing home.

- HT explained that the teaching and learning of RE will be taught in a certain format and the children’s reflections will consist of the evidence shown in their books and photos etc which will be of a high calibre and treated as a core subject.

A governor asked if governors could be given the password and log in details for The Key website. HT agreed to speak to the SBM to arrange this resource to be available to all governors.

**Action HT**

HT explained that he has circulated the draft version of the Spirituality Policy – which he asked governors to review but he will keep developing and will bring the final version back in the summer term for approval.

HT would like any feedback from governors on this policy before 10 June T&L committee meeting.

**Action HT/T&L governors**

HT

HT/  
Govs

**d) SRE Curriculum & Policy Consultation Outline**



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	<p>HT explained that he is preparing the SRE Curriculum Policy based on the guidance and documents from the LA/LDBS together with the jigsaw tools which outline the RSE policy and guidance which has been recommended by the LDBS.</p> <p>HT explained that the policy is in its draft format and is not ready for ratification just yet. SLT will look at the jigsaw curriculum outline next week to determine what will be taught for SRE in each year group.</p> <p>HT explained that the SRE framework requires schools to teach pupils about relationships through PHSE for which the school currently uses the jigsaw programme teaching tools.</p> <p>HT added that the statutory element of the new SRE requirement covers relationships with sex education covering body changes (puberty) , how babies are made through the life cycle of animals – which will be covered within the science curriculum as a statutory requirement.</p> <p>HT explained that the policy will be available in April, the school will then hold parents meetings to obtain their views as part of the consultation process.</p> <p>HT added that as part of the SRE framework – there will be no opt out clause as the statutory requirements for the SRE curriculum will be taught under science or PHSE.</p> <p>LS explained that as part of the consultation process – the school will show parents the materials that will be used to teach the SRE curriculum, which will be very child friendly and respectful.</p> <p>A governor stated that it is important that the school gets as many parents engaged in the consultation process and for the school to listen to their expectations.</p> <p><b>A governor asked whether there are tips on how best to conduct the consultation process</b> – LS explained that there is statutory guidance from the DfE, LDBS and LA.</p> <p>LS added that the jigsaw programme is a very good programme that underpins the RSE requirements.</p> <p>HT explained that the school will finalise the SRE policy and will then do the parent consultation process and will bring the final version of the policy to the FGB in July 2020 for ratification. <b>Action HT</b></p>	HT	
6.	<p><b>Chairs Briefing</b></p> <p><b>a) Skills audit</b>  Clerk has confirmed that the majority of governors have completed the skills audit forms – the clerk will chase up the remaining few governors. <b>Action clerk</b></p> <p><b>b) Future planning and training and link governor visits</b></p>	Clerk	



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	<p>AS reminded governors about the governor training day arranged for 18 March 2020, which will focus on the preparations for the SIAMS, which will look at the delivery, vision and values across the school. Governors will look at the school displays and visit a few classes to speak to pupils during this training session.</p> <p>AS added that a governor training session will be arranged for the summer term. KM informed governors of the training she had recently undertaken;</p> <ul style="list-style-type: none"> <li>The exclusions training provided by the LA – which outlined the expectations of governors and the HT for fixed and permanent exclusions- which includes a checklist for the HT and what factors should be taken into consideration during the exclusion process ( - for example – SEN/safeguarding factors) with the exclusion process being undertaken as a last resort ( - as per the Timpson report). She will be attending a follow-up workshop as part of this training session. KM will share the slides from this training session with governors. <b>Action KM</b></li> </ul> <p>KM added that following her recent SEND training session- she will book a meeting with the new SENCO in the next few weeks.</p> <p>AS thanked KM for all the recent training sessions she had attended on behalf of the Governing Board.</p> <p>AS added that she has regular meetings with the HT which involves discussions on various staff and pupil issues.</p> <p>AS added that she attended Monday’s collective worship session which was also attended by Jason. The pupils were very well behaved and clear messages were spoken about spirituality.</p> <p><b>A governor asked about the protocol for link governor visits</b> – AS explained that there is a policy/protocol in place – which also has a visit form that governors can complete when they the visit the school. AS will forward the policy to FD.<b>Action AS</b></p> <p>AS left the meeting at 7.15pm</p>	<p><b>KM</b></p> <p><b>AS</b></p>	
<p><b>7.</b></p>	<p><b>Policy Review/Approval</b></p> <p><b>a) SEND Policy</b> HT informed governors that he will bring the updated SEND policy to the FGB meeting in March 2020. <b>Action HT</b></p> <p><b>b) Lockdown Policy &amp; Procedures</b> HT stated that this policy was updated last year and there have been no further changes required. HT added that the caretaker will be visiting other local schools to see how their policy works – with particular reference to the different alarm system that is used to identify when the lockdown procedure is to be put into operation. Governors had no comments on this policy and approved the policy.</p>	<p><b>HT</b></p>	



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8.	<p><b>Matters Arising from Minutes of 6 November 2019 (non- confidential)</b></p> <p>The majority of the action points have been addressed within this committee meeting and any outstanding action points were discussed and noted as follows;</p> <p><b>Item 4a</b> – HT did contact the LDBS regarding the vacant school places – but they do not have any specific strategies. Since the school put in the complaint to John Galligan- the responses from the LA admissions team for the process of filling the vacant places has improved.</p> <p><b>Item 4b-</b> LS has spoken to the EYFS teachers about the barriers to learning – the new pupils to EYFS also have EAL characteristics which has an impact on communication and language for these pupils – which can continue when they then move into the Reception class.        LS added that the focus is on making relationships- and they are being supported by the new SENCO.        LS added that 5 new Rising 3’s pupils have SEN issues – and are attending school for staggered days and hours – for example – one pupil can only attend for 2 hours per day; another pupil for 1 hour a day and one pupil is attending for 30 minutes per day. There are transition timetables and interventions in place to support these pupils.</p> <p><b>Item 4b</b> – HT will prepare a report to show the impact of the funding received from The Church Trust for a support project at the end of the academic year.  <p style="text-align: right;"><b>Action HT</b></p> <p><b>Item 4b</b> – the project for submission to the PCC meeting on 27 November 2019 was not achievable due to other priorities and work that was being undertaken at this time. A bid can be submitted at a later date.</p> <p><b>Item 4g</b> – HT stated that the SIP action plan is an ongoing document that will be presented when updates are next added.</p> <p><b>Item 4h</b> – HT stated that the SIAMS headteacher working group did not set a meeting date for last term – the school have continued to prepare their own action plan and timeline. HT will report back to the committee once this working group has met.</p> <p><b>Item 4j</b> – HT will bring a report to a future T&amp;L committee meeting which outlines the progress made by SEN pupils and the impact of the interventions put in place to support these pupils.  <p style="text-align: right;"><b>Action HT</b></p> <p><b>Item 4j</b> – HT stated that anonymised case studies that governors can review can be brought to a future T&amp;L committee meeting.  <p style="text-align: right;"><b>Action HT</b></p> <p><b>Item 8</b> – HT will highlight in red any policies that have been updated and being presented to governors to approve.</p> </p></p></p>		
		HT	
		HT	
		HT	



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9.	<p><b>AOB</b></p> <p><b>a) Term dates 2020-21</b>          HT explained that the term dates are 190 days plus inset days – with one day provisionally set aside for polling day during the year.</p> <p>Governors approved the term dates outlined for 2020-21.</p> <p><b>b) Admissions 2021-22 &amp;SIF to be approved</b>          HT explained that governors had reviewed the admissions document previously and it has been out for consultation for the required period of time.          HT stated that he has received no feedback now the consultation period has ended and would like to put forward that governors approve this admissions criteria and SIF documents for 2021-22.</p> <p>HT added that the main change has been adding the parish of Holy Trinity and St Anne’s within the schools boundary – which has been agreed by the LDBS.</p> <p>Governors unanimously approved the 2021-22 Admissions criteria and SIF.</p>		
10.	<p><b>Date and time of next meeting</b></p> <p>Wednesday 10 June 2020 at 5.30pm</p> <p>Staff were thanked for their contribution to the meeting and left the meeting at 7.35pm</p>		
<b>The public meeting closed at 7.35pm</b>			
11.	<p><b>Part Two – Confidential</b>          See separate minutes for this agenda item.</p>		

**APPROVAL OF MINUTES BY THE CHAIR OF THE PERFORMANCE COMMITTEE**

These minutes are an accurate representation of the Teaching and Learning Committee meeting which took place on Wednesday 26 February 2020, at Christchurch (Brondesbury) Church of England Primary school at 5.30pm.

Signed..... Date.....

Chair of the Teaching and Learning Committee  
 Christ Church (Brondesbury) Church of England Primary School