



Minutes of the Christ Church (Brondesbury) Church of England Primary School
Teaching and Learning Committee Meeting on Thursday 10 November 2022 at 5.30pm via Zoom

Attendees

Name	Initials	Attendance 18/11/21	Attendance 03/03/22	Attendance 23/06/22	Attendance 10/11/22
Governors					
James Kelly (head teacher)	HT	Present	Present	Present	Present
Alison Schulte	AS	Present	Present	Present	Present
Karen Moran	KM	Present	Apologies	Present	Present
Fiona Dwinger	FD	Apologies	Present	Present	Present
Naomi Moore	NM	Apologies	Apologies	Apologies	Resigned
Mother Christine	MC	Present	Present	Apologies	Present
Josephine Francois- Poncet	JF	Not in post	Present	Apologies	No
Elected staff					
Matthew Booker	MB	Present	Resigned	Resigned	Resigned
Observer/adviser(s)					
Parita Shah	PS	Present	Present	Present	Present
George Veater	GV	Present	Present	Present	Present
Lisa Francis	LF	N/A	Present	N/A	N/A
Clerk					
Lynda Rees	Clerk	Present	Present	Present	Present

Part one - public

Item	Who	When
<p>1a. Welcome, Opening Prayer and Apologies for Absence</p> <p>The Chair (FD) welcomed everyone to the meeting via the remote access (zoom) and the opening prayer was conducted by MC.</p>		
<p>1b. Declarations of Interest (relevant to items on this agenda)</p> <p>There were no declarations of interest for any items on this agenda.</p>		
<p>1c. Election of Chair and Vice Chair 2022/23</p> <p>The clerk asked for any nominations for the position of Chair for this committee.</p> <p>MC nominated Fiona Dwinger for the Chair of this committee which was seconded by AS. Fiona was happy to be nominated for the role of Chair for this Committee for the current academic year and governors unanimously approved this appointment.</p> <p>For the role of vice chair, Karen Moran agreed she was happy to continue in this role for the current academic year. This nomination was made by FD and seconded by AS – Governors unanimously approved this appointment.</p>		
<p>1d. Review Terms of Reference (TOR)</p>		



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	<p>The clerk stated that the T&L Terms of Reference were reviewed in detail at the T&L meeting held on November 2021 and are merged into the full TOR document for the GB and service committees that was presented to the GB meeting on 29 September 2022.</p> <p>The clerk added that the section highlighted in blue – for Staffing – has been transferred from the F&R Terms of Reference – as it was felt by the F&R governors that the Staffing responsibilities would sit better under the T&L committee.</p> <p>Governors had no further comments to make and were happy to include the Staffing section within the TOR for the T&L committee and were satisfied that the TOR reflected the functions and responsibilities for this committee and approved the TOR document for the current academic year.</p>		
<p>1e.</p>	<p>Minutes of the previous meeting held on 23rd June 2022</p> <p>The minutes were reviewed, and governors agreed they were an accurate reflection of the meeting’s discussions and decisions taken. These minutes will be signed by the Chair when governors are next in school.</p>		
<p>2.</p>	<p>Head teacher’s Briefing Report</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.</p> <p>a) Whole school contextual Information</p> <p>Pupil numbers - HT explained that the school roll continues to show that there are vacancies in many of the classes –with 47 vacancies across the school and the current pupil numbers of 181 are similar to those in October 2021 (182).</p> <p>Governor C asked whether the school had lost numbers from the Nursery – HT added that there are currently 18 pupils in the Nursery compared to 21 pupils last year.</p> <p>HT added that the Inclusion profile is as stated within the contextual information section of the report.</p> <p>HT added that the attendance figures are from 1st September 2022 to 2nd November 2022 and are an overall average of 95% which is quite good considering there have been bouts of illnesses that have taken place during this time.</p> <p>AS added that the illnesses seem to have affected the younger pupils as KS2 attendance figures seem better – HT added that the younger pupils have had bouts of tummy bugs, chicken pox and hand, foot and mouth.</p> <p>HT stated that there are 2 pupils in Year 6 that have broken bones – a foot injury and wrist injury and the school has Risk Assessment measures in place for these 2 pupils. The Year 6 pupils are due to attend educational visits – so the Risk Assessment will be revisited to check they can be kept safe during these visits.</p>		



Governor A asked whether these injuries were sustained on school premises – HT explained they were sporting injuries sustained outside of school.

HT added that he has had a few parents that have booked medical appointments abroad for their children – the EWO has stated that the parents must show evidence that they cannot get the medical appointment locally – otherwise these overseas appointments will be recorded as unauthorised absences.

HT stated that all staff have returned to school following the half term break – with 1 staff member having a week off with a chest infection and an admin staff member being absent with a longer-term medical condition.

The Staff Inset day on 31 October was very positive with the training consisting of team building exercises which were positively received by staff.

HT added that all staff have undertaken the safeguarding training and the Prevent training will be completed by all staff by the end of the week.

Governor A asked if the Prevent online training link could be sent through for Governors to complete. HT agreed to send the online training link to governors.

Action HT HT

HT stated that the school currently has 1 current CP case; 4 CIN; 1 CLA and 4 cases that are currently being monitored but have not been taken on by Social Services at this stage.

HT added that the Computing lead, regularly reminds pupils of online safety during their computing lessons.

b) SEF and SAP updates

HT shared his screen to show the school priorities from the SEF and how these priorities feed into the School Action Plan (SAP) which state the Ofsted priorities at the beginning of each section.

HT gave a few examples of the priorities in the SAP document;

- Quality of Education – summarised in the SAP- with a lot of green highlighted areas – includes getting the systems established which will include variations as and when is necessary
- For Early English – the PDM/coaching time will be an ongoing theme with coaching being undertaken by AHT on a regular basis

Governor A asked about the impact from the coaching and mentoring and whether this is being analysed for individual teachers – HT confirmed that he can track the progress from formalised observations in class, planning scrutiny and book scrutiny. These will show the impact and the AHT/middle leaders will then put in the coaching requirements for the next steps.

Governor A asked if staff have been asked during the performance management process how the coaching has had an impact on their performance – HT confirmed



that the coaching forms part of the PM discussions – which includes the completion of review sheets when attending the meeting with the AHT's.

Governor A asked how the senior leaders will know when teachers are making an impact – will they be able to see outcomes and what is happening within the classroom – HT confirmed that the outcomes will evidence that teaching is consistently at least good.

GV added that experienced teachers will know from the outcomes that they are making an impact and the ECT's will be tracked to see that they are making good progress.

Governor A asked whether a staff survey will be conducted as part of the monitoring process- HT confirmed that this can be undertaken.

- Behaviour and attitudes – this section shows a lot of highlighted green sections – for punctuality/absences – which is regularly reported back at GB/T&L/F&R meetings
- Personal development – no green highlighted areas as yet – but this section is in progress and sections will be completed by the end of the Autumn term
- Leadership and Management -a lot of green highlighted sections which are shared with governors at the T&L/ GB meetings
- Intervention timetables – a lot of work undertaken by GV, PS and LF – so that the best use of staff resources has been identified and included for the intervention sessions
- Other school priorities – raising the school profile – which has included having a stall at Queens Park Day; having a key staff member help establish the Friends of Christchurch; productive meetings with parents/SLT/teachers; poetry drop activities

Governor A asked whether all pupils will be involved in the poetry drop – PS confirmed that every class from Year 1 to Year 6 will be included which would be about 120 pupils.

Governor C asked whether there were any staff that were not on the middle leader level – HT explained that the new teachers appointed from September 2022 and ECT's are not taking on any extra responsibilities but will take on a leadership role once they have finished their ECT qualification.

Governor A asked whether any subjects are not covered – HT explained that – the only subject without a leader currently is PSHE. The HT is covering this until it can be delegated to one of the more experienced ECTs.

c) SIAMS update/Christian Ethos Group feedback

HT gave the following update from the recent meeting of the CE group;



- The meeting was attended by MC, GV and Mark Newton (LDBS) to look at the strand for dignity and respect which is one of the harder strands to evidence. The school has different examples but identifying how to evidence the good things in practice and the ways that the evidence can be collected needs to be identified in the most effective way.
- The school have bought in programmes like jigsaw, but needs to identify what is distinctive in the way the school is using the programme and how the values are based on the Christchurch community
- The group discussed the ways the school could collect the evidence – for example through Assemblies
- It was a very fruitful meeting, and the emphasis was on determining the next steps to identify the evidence within the school to support this strand

HT added that the questions on how the evidence for dignity and respect could be identified were shared with staff at the recent staff briefing and they will look at ways that the evidence can be collected. Staff will start to collect anecdotal evidence, which will include the feedback being included in the Tree of wonder and setting up a book/folder to collect the evidence. This could include having surveys after collective worship sessions and class feedback.

HT added that the pupils have their RE wonder and jigsaw wonder books – which can include the big question and asking pupils to record their thoughts.

Governor A asked whether the pupils could write about their experiences for the Remembrance Day visit to the cemetery – they can write down any interactions or comments that are made from members of the community that also attend the event.

The Chair thanked MC for the comprehensive notes and feedback given from the recent CE group meeting.

Governor F asked whether the Year 6 pupils could be asked how they are being prepared for the world through their learning and what does impact mean to them.

MC stated that part of a curates training involves having feedback on what has been gained from an experience and perhaps Year 6 pupils who have moved onto Year 7 could be asked to share their experiences on how Christchurch prepared them for their transfer to Secondary school.

HT added that as part of the jigsaw programme – at the end of each unit, there is a prescriptive teaching sequence – which involves having a reflection time – and the comments by pupils are included in the class folder.

d) Pupil Premium and Catch-Up programme updates

HT stated that the school is in process of arranging to have a tutor in place to provide the catch-up programme. This will be a member of staff that works part time – and who will do the tutoring on the days they do not work at the school.



HT added that he will speak to the Tutoring Company (Ranstead) to move forward with this programme in the next few weeks

e) Pupil Progress update

HT asked governors if they had any questions on the data overview reports that have been produced to show the attainment and progress overview for each year group; for each subject; and for PPG pupils and SEN pupils.

Governor C asked whether the HT feels that the maths data shows where the pupils need to be at this time of the year – PS explained that in 5 week's time will be a better time to judge whether pupils are on track to achieve the expected outcomes – as factors such as the Year 2 to Year 3 transition can be examined in more detail. It is also important to note that Year 1 pupils cannot be compared to Reception pupils as there are many differences in their curriculum provision.

PS added that for the Reception pupils, less than 50% of pupils are currently at the expected standard and Year 2 pupils have 63% of pupils below the expected standard for reading and maths but the other year groups are generally where they should be at this time of the year.

GV added that for Year 6 pupils – the booster sessions have started for 3 mornings per week for reading, maths and grammar and the majority of pupils are higher attainers than the last Year 6 cohort.

GV added that a recent SATS reading mock test, 60% of pupils passed and he feels confident that the school should have a good set of results for the next 4 years.

Governor C asked about the pupils that are working well below/below in Year 5 – GV stated there are 6 SEND pupils who are significantly behind but from the 27 in the class, 21 should achieve the expected standard. The pupils working below are attending extra lessons after school.

Governor A asked about the 94% of pupils in Year 4 working at the expected standard and whether this was also due to being a smaller class with 16 pupils – GV explained that in general, the Year 4 pupils are a higher attaining cohort. There is no data for Year 4 reading as yet as the class is taught by an ECT but 94% are on track to reach the end of Year 4 targets.

Governor F asked whether the Year 2 cohort includes pupils with a wide range of abilities – with 12 pupils working below and 7 pupils working above and how is the school balancing the variety in needs and the working above are being challenged– PS explained that those working just below have sessions with the HLTA whilst the teacher takes the rest of the class.

PS added that Year 2 has 3 pupils who are working significantly below which includes 2 pupils who have just joined the school and are on the ASD spectrum and have specific tailored programmes for English, maths and phonics.



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Governor A asked whether the percentages were correct for the 7 Year 2 pupils who were working above for reading when the whole class is working below for writing – PS explained that there have been moderation issues and these figures will be revisited.

Governor C asked how the school ensures that the pupils achieve the right outcomes when there are significant differences in their learning and how is the school helping them to progress – GV explained that those pupils working towards Greater Depth/working above the challenge is for the entire school to achieve the higher standard which can be monitored through the coaching programme. For SEND pupils – although their attainment levels are likely to be lower – the evidence will be through their progress outcomes and will also be supported through their pastoral development by the external agencies like SALT/Education Psychologist/ BOAT.

Governor A asked whether the 7 pupils in Year 2 that are working above in reading are able to access more challenging reading material – PS explained that the Little Wandle programme enables pupils to progress through the books and have the opportunity to go to the benchmark books once they have completed those within the Little Wandle programme.

Governor A asked whether some Year 2 parents may ask the school if their children are being pushed at the right level for reading and the types of books they should be reading at home – PS explained that they will invite the parents into school to show the reading programme the school is using and examples of the formal assessments that are undertaken for reading and explain whether the pupils can comprehend.

GV explained that the reading programme is not limited, once the pupils have gone through the Little Wandle programme, the pupils are benchmarked and given the reading books at the relevant reading level.

Governor F asked if governors had any further questions to ask the senior leaders at this point.

Governor F asked about the current cost of living crisis and whether this was having an impact on pupils' education attainment and wellbeing and if there was anything the school could do to support these pupils and their families.

HT explained that the school does have resources that it is able to share with families to help them save energy and the links to Charities and Trusts that can help families and that these will be uploaded to a special part of the website asap.

GV added that the school is supporting the vulnerable families in practical ways – through second hand uniform, books and toys but in general, there has not been any significant changes identified by the school for the vulnerable pupils.

Governor C asked whether there have been any noticeable differences in the food items in the packed lunches or pupils not having a school lunch – PS stated that SLT regularly monitor the content within pupils packed lunches and there currently



	<p>does not appear to be any concerns with the packed lunches being brought in by pupils.</p> <p>PV added that staff have asked to be vigilant and to let senior leaders know of any concerns they have for pupils not eating their lunches or if individual packed lunches are not adequate.</p> <p>FD added that the cost-of-living crisis affects everyone across the board – which includes staff, families and the school community as it is challenging for everyone’s wellbeing.</p> <p>MC stated that often it is a question of pride when families do not have money – but will often prioritise food for their children and will go without in other ways and it would be beneficial to all families that are struggling to have free school lunches for everyone.</p> <p>KM added that it is a question of the pride that families have and even though families may be struggling, they will always ensure that their children have an adequate selection of food in their lunch boxes.</p> <p>GV added that parents do value their child’s education and will often try and find a balance with their finances to pay for activities that are organised by the school like school trips.</p>		
<p>3.</p>	<p>Chair’s Briefing</p> <p>a) Link Governor roles/training/ Learning walks</p> <p>The Chair asked reminded everyone to look at the courses currently being offered for governors and in particular the safeguarding training that is being offered by The Key.</p> <p>The Chair spoke about the Governor Hub system that has recently been set up for the Governing Board and to ensure governors can access this resource.</p> <p>AS added that most of the link governor roles have been filled and any still to be taken up can be filled at the GB meeting on 1st December.</p> <p>AS added that for the learning walks – she will set some dates that are convenient to HT/GV/PS and the subject leaders and will circulate to governors.</p> <p>GV stated that it would be helpful if governors could talk to middle leaders about their subjects – which will give staff the opportunity to articulate, evidence the implementation and impact of their curriculum area.</p> <p>AS added that she will speak to KM to set up some dates for a learning walk that can be confirmed at the FGB on 1st December.</p>	<p>Action AS</p>	<p>AS</p>



<p>Governor C asked about the meeting dates calendar and whether the latest schedule can be circulated to Governors. The clerk agreed to upload the latest version onto Governor Hub. Action clerk</p> <p>AS reminded governors to submit their training records to Josephine so that she can include in the new governance training map that she has set up.</p> <p>AS suggested that governors place any training materials from courses they have attended in the training folder on Governor Hub.</p> <p>AS added that she will share the update from a recent LDBS conference at the FGB meeting on 1st December 2022. Action AS</p> <p>b) Governing for disadvantaged pupils – Best Practice (MC training feedback)</p> <p>MC outlined the key points to note from the LDBS training session she attended in June 2022 on disadvantaged pupils;</p> <ul style="list-style-type: none">• How to ensure that the school life flourishes for disadvantaged pupils• How to reduce any barriers for learning that may be present for disadvantaged pupils• The responsibilities for governors to make sure that the best outcomes are available for disadvantaged pupils and how governors can prove they have supported these pupils (which is also a key feature in the new Ofsted framework)• Best practice examples were shared by the LDBS at the training session• A priority link governor role is to establish a link governor for Inclusion• Some incidental barriers to learning can include pupils being hungry – and how everyone in school should be looking for any signs of this• To ensure that pupils have access to the internet/laptops at home• Pupils are encouraged to read at home and how shared reading at home can be valued• How other non-curriculum activities are being valued in school and how disadvantaged pupils can access the extra-curricular activities and are being encouraged to sign up for these. <p>The Chair spoke about a question that was raised in the strategic training session – how to enhance the cultural capital and if this is still a key focus for schools – HT explained that cultural capital is when schools have a broad, balanced curriculum which enables pupils to have wide ranging educational experiences.</p> <p>HT added that for pupils living in inner cities – they may have limited experiences outside school such as attending outside spaces like farms and cultural places like museums. The pandemic also affected pupils being able to experience activities outside of school during that time.</p> <p>c) Governors Strategic Plan</p> <p>AS stated that at the strategic training session held today the school priorities were discussed and how best these could be monitored through governance. This</p>	<p>clerk</p> <p>AS</p>
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	<p>will also include ensuring that governors ask the right questions at FGB meetings and through link governor visits to the school.</p> <p>AS added that governors also discussed how they can continue to support the school and raise the profile of the school through community engagement as a Governing Board.</p> <p>AS added that the updated strategic plan will include what is going well, external pressures and long-term goals.</p> <p>Governors attending the training session agreed that there were a lot of positives to note – for example, pupil behaviour; pupil attendance is more stable; pupils seem settled in school and are calm/polite; senior leadership is developing well and coaching/mentoring is showing an impact – which is a testament to the hard work undertaken by leaders and staff.</p> <p>AS added that the Strategic training session held today from 3pm to 5pm was attended by herself/LD/MC/KM/FD and JK (part of session).</p> <p>AS agreed to update the Strategic plan following today’s training session which will be circulated for the GB meeting on 1st December 2022. Action AS</p>	AS	
4.	<p>Policy Review/Approval</p> <ul style="list-style-type: none"> a) E-safety Policy b) Positive Handling Policy c) Preventing Radicalisation d) RSE e) RE and Collective Worship Policy f) Spirituality Policy <p>HT explained that the above 6 policies (a-f) have been shared on Governor Zone and that all policies have required just minor amendments from when they were approved by governors last year with the main changes being noted within the policy update tracker.</p> <p>Governor C asked about the eucharist updates not being included in the latest version of the RE and Collective Worship Policy – HT confirmed that the updates were approved at last years T&L committee meeting in November 2021 – he will attach an appendix to this policy. Action HT</p> <p>AS stated that when she conducted the safeguarding audit, some staff responded in the survey that they felt they would benefit from training for positive handling – HT confirmed that staff had approached the Inclusion Leader and the training is being organised.</p> <p>Governors had no further questions and unanimously approved the above policies.</p>	HT	
5.	<p>Date and time of next meeting</p>		



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	The date of the next T&L committee meeting has been arranged for Thursday 2 nd March 2023 at 5.30pm via Zoom.		
6.	AOB No matters were raised under this agenda item.		
7.	<p>Matters Arising from Minutes of 23rd June 2022 (non- confidential)</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>a) AS stated that the curriculum intent statements were mentioned at the FGB in July 2022 and will be the focus when governors have their link visits during the year.</p> <p>b) HT confirmed that he will prepare an intent statement for those pupils working at greater depth. Action HT</p> <p>c) FD confirmed that the equalities audit has been postponed and she will inform governors once a revised date has been set. Action FD</p> <p>d) HT explained that the Kilburn cluster of schools will prepare a report to show how the funding has been spent and the impact on the lowest 20% of pupils with Special educational needs/vulnerable pupils. This project is ongoing and he will share the report with governors once completed. Action HT</p>	HT FD HT	
	<p>The public meeting closed at 7.15pm</p> <p>GV and PS were thanked for attending the meeting and for their valuable contributions to the questions raised by governors during the meeting.</p>		
8.	<p>Part Two – Confidential</p> <p>See confidential minutes for matters discussed under this agenda item.</p>		

APPROVAL OF MINUTES BY THE CHAIR OF THE TEACHING AND LEARNING COMMITTEE

These minutes are an accurate representation of the Teaching and Learning Committee meeting which took place on Thursday 10th November 2022 at 5.30pm by remote access.

Signed.....

Date.....

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