St. Luke's
PRIMARY SCHOOL

Working Group:
Teaching and Learning.
29th September 2025
Head Teacher's Office.
4.08pm to 5.32pm.
Notes

Governor Members Present:	Catherine Fisher, Simon Wattam (HT), Davina Christmas, Peter Sowrey.
Associate Members Present:	N/A.
Officers Present:	Rose Roberts, Liz Clark, and Su Owen (Clerk)
Quorum:	N/A

Agenda item

1 **Apologies for Absence**

2 **Notes from the last meeting on the 24th February 2025 (the meeting on the 6th May 2025 did not run).**

3 **Update from the Assistant head Teacher – Teaching and Learning.**

4 **Teaching and Learning Extract from the School Improvement Plan (SIP). To agree the date and the focus of Governor visits during Autumn 2025.**

5 **Reportable Assessments – Summer 2025.**

6. **Policies for ratification – Teaching and Learning Policy**

7. **AOB.**

1. Apologises.
Apologises were received and accepted from LA, and CT.

2.
The HT noted that the last meeting was some time ago. Since then the PSHE policy has been ratified at the FGBM.

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3.

Liz Clark (LC), the Assistant Head Teacher – Teaching and Learning – provided an update.

An action plan has been developed and since the beginning of term it has been adjusted and tweaked. It's been used to visualise and break down targets for staff. The process has provided staff with a sense of ownership. Individual action plans are linked to the School Improvement Plan (SIP), for each subject. Subject leader action plans will be discussed at the next staff meeting with a view to putting in place more support where needed. We will also be looking at Insight.

Q-What is Insight?

A-The schools data system. The previous system was a progressive points system, SIMS. The school is now looking at how to improve clarity of progress. Insight has been used for a while now. Previously the teachers did not use the SIMS system so it was decided to move over to Insight, which has the capacity to capture all forms of data and therefore provide greater detail.

Q-If the school is not using a points system, what is now being used?

A-The school is looking at 'working towards', 'greater depth', etc, which helps fine tune and capture exactly where the children are. RR added that this finer detail is also necessary for the EHCP's.

Q-Is St Luke's approach different to other schools?

A-All schools process data differently with many using the points system. The points system is rather crude and somewhat lacking in clarity, especially for the high achievers.

Q-When is this data system normally used?

A-Mostly at the end of Year 6 (SATs) and for moderating. The National Curriculum (published in 2014) does not specify that all schools should access data in the same way. Brighton and Hove do, however, encourage schools to use the same descriptors for writing.

Q-With this data do you look for trends, ethnic split, etc.

A-Yes. LC added that a points system can be a crude tool when looking at ARE, it can also cause trouble when children are moving up the school from year to year.

The HT added LC has been in post for 29 days and has made an excellent start. It was also noted that the action point at the end of LC's report has already been agreed.

There are lots of training sessions and adaptive teaching. Brighton and Hove council are offering to train 8 people who can then go on to train other staff the adaptive teaching techniques. LC is hoping to be chosen as one of the 8. It would be a very well timed course.

Q-What are the workload implications?

A-Hard to know at this moment. Adaptive teaching is on the SIP and as part of the process there will be visits to other schools, for example.

Q-What content will the inset days for the rest of the term cover?

A-Racist incidents training, the assessment process, but mainly around the adaptive

teaching strategies.

4.

The HT suggested that Governors might look at the adaptive training; how it is providing scaffolding to support and access this year's curriculum. Nearly 20% of St Luke's children have been diagnosed autistic; therefore there is a diverse scaffold in place to support them. Governors could come into school to see this is in place, and that it is working.

Q-Governor visits usually involve class observations and pupil conferencing but would it also be possible to talk to staff to find out how they feel the system is working?

A-Yes, absolutely. The HT and RR can set some questions for the Governors, although they are also welcome to prepare some of their own.

Q-When would be convenient to come into school?

A-Now is too early, the technology is still vey new so perhaps after Christmas. January 2026 would be a good time as there will be some data to look at as well. There are 3 teachers working on the power reading project as well, so everyone is on a journey.

ACTION: The first Governor visits will look at adaptive teaching. It will be good to audit the journey and the progress. RR will communicate dates by the end of this week.

Q-From the SIP's key areas, when does the school assess.

A-At the end of term, which are then presented at the FGB.

Q-Do you use a RAG system?

A-Yes, the SLT meet to discuss the SIP and at the next Teaching and Learning working group it will be presented with actions and success criteria added; it is a live working document.

Q-On page 2, it discusses communication with the parents. How is this done?

A-SEND newsletters and coffee mornings have more of an impact then surveys. That said the parents' survey is coming up soon and always provides invaluable feedback.

Q-How important is it that parents understand what is happening in school.

A-It's very important that the parents understand what support is available in the classroom.

Q-Is it important that the wider parent community also understand?

A-Yes, we currently have 85 EHCP's at the moment so SEN is more common, and as such the school needs to manage expectations. The parents of the younger children may not be at the coffee morning stage of interaction.

5.

The HT pointed out some highlights. The phonics screening check, there are of course no Year 2 SAT's any more.

Q-Were the results as expected, were there any changes?

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A-The fluctuations around PP children have been an issue for some time. However, there is an overall good level of development. Governors commented that there seems to be a large drop in the % of PP children, but how many children is this representative of. RR agreed, adding that a few children with persistent absence, for example, can massively impact the data. From this document you can see that 4 achieved a GLD whilst 8 did not. The gap between the disadvantaged and the mainstream children has been on the SIP for a while. Liz added that if the SEND children were taken out of the data it shows a big difference for the PP children.
Q-Is it worth tracking this cohort?
A-We do a lot of tracking. The HT added in response to an article on demographics and FSM, mentioned by a Governor, that it was worth digging into the demographics for these children.
Q-When does the school update the PP strategy?
A-It has to be published on the school website at the end of December 2025.
ACTION: The Governors have reviewed the document and approved it, prior to publication.
The PP meetings closely track these children, but not just in Reception but also new children that may join further up the school.
Q-Has the birth rate decline affected the catchment areas?
A-The school is getting a reputation for SEND provision, outside of the catchment area as well as closer to home.
The HT tables a further data document for Year 6 (that left at the end of the summer term 2025) for Governors to review. The document looks at progress over the last 4 years.
Outcomes have been lower this year – 2025 – than in previous years. The HT has looked at the end of year assessment for each year; Year 4, 5 and 6. The document shows there has been lots of progress as they have moved up through the school.
RR leaves the meeting at 5.05pm.
This cohort had raised concerns at the time in Reception. The children (an unusually high number of summer born boys) made teachers review and change the way they taught them in Year 1 and moving forward. The first lockdown also had a significant impact. There were 6 or 7 EHCP's in Year 6 at the start of term but more were added, however, this number was lower at the end of the year; so finally 10 children with EHCP's. This data analysis reveals several historical factors that impacted the data.
Q-The impact of SEND and PP children, and the support put in place for them, does this impact the rest of the school/children?
A-Yes, there is less money and other resources available. We are highly focused on the adaptive teaching. The school has to work out how to make education accessible for all the children, with less money, resources and staff. The one thing the school can do is track tightly, especially so that the Governors can see the cohort data and see the journey and the context.
Q-Will the PP report be presented at the FGBM on October 22nd?
A-Yes.

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6.
The Teaching and Learning Policy has been reviewed by the Governors of this working group and now needs to go to the FGB to be ratified.
Q-What parts have been edited.etc.
A-The previous version was very long and wordy so the HT has edited it, also an English policy was tacked onto the back, which was taken off.
Q-Page 9 of the policy mentions link Governors?
A-The process has moved more towards the Governor visits strategy.
Data analysis feedback to this working group would be useful as a standing item on the agenda; it would provide accountability.
It was briefly discussed if this working group would be more effective as a committee. In order to change to a committee the Terms of Reference would need to be updated.

7.
AOB.
Q-Is it too soon, in the school year, to provide an insight/update on teaching and learning?
A-Children are more in the classroom. The staff have not brought any concerns to the HT as yet. When systems change there is a period of finding the best way forward. The staff are just working through these early problems at the moment. LC is based more in KS2, in years 1 and 2 there are different changes/issues to address.
Governors commented that it would be very useful to have the results of the staff survey to review,
The school is stable and calm so far with the benefit of an imbedded school staff. In previous years there have been a lot of new people which has in turn had a significant impact on approach and ways of working.
The advert for a new SenCo has gone out for a second time. The HT is hoping to have someone in situ by Christmas.
Governors suggested that the documents be numbered for easier viewing and the next and subsequent meetings.

Meeting ends at 5.32pm.

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