St. Luke's
PRIMARY SCHOOL

Teaching & Learning Committee
4th March 2026
4.02pm to 5.25pm.

Notes

Governor Members Present:	Simon Wattam (HT), Lucy Webb, Peter Sowrey, Emma Liles.
Associate Members Present:	None.
Officers Present:	Rose Roberts – DHT, Liz Clark (AHT) Su Owen (Clerk).
Quorum:	Membership shall consist of at least four governors plus the Headteacher. To be quorate the meeting requires - Three governors, and the Headteacher, of which at least 2 should be non-staff governors. **The meeting was quorate.**

Agenda item

1. Apologises for absence and Declaration of Interests.
2. Election of Chair.
3. Notes of the Leadership and Management Working Party – 29th September 2025
4. Terms of Reference, review and ratification
5. Teaching & Learning Update including information on assessment processes (AHT)
6. Review data on all pupil groups, inc SEND, PP, CiC and PiC.
7. Proposals for policy updates: Relationships, sex education and health education/PSHE.
8. AOB

Signature..... L Webb .....Date..05/05/26

1.
No apologises received, all Governors present.

2.
LW is nominated as Chair of this committee. **All Governors approve.**

3.
Notes from the working group on 29th September 2025.
Accuracy – no adjustments requested or required.
Matters arising –
Adaptive teaching, page 2. LC has been on training courses with other teachers from Brighton and Hove.
Q-Are the council involved?
A-The training was commissioned by the LA. There are places for 1 or 2 teachers from each partnership of schools group.
Tea and coffee mornings.
Q-Are these still happening?
A-There was one recently and it was well received but attendance was low. They need some re-shaping and cross over with the SenCo. It is a parent led session. LW commented that it could be raised by the class rep's. The HT added that CC also needs to be involved.

4.
PS has constructed the Terms of Reference (ToR) for this new committee. They are based on the Finance, Personnel and Premises Committee ToR. The ToR are similar to begin with but then reference the specific area of the committee.
Terms of Reference were approved.

5.
LC provided a summary/update. The data from autumn 2025 looks slightly low but new systems are being used which is having an initial impact and there is a drop off as the children move from Reception to Year 1.
Q-Is the assessment different?
A-The 2 curriculums are very different. Additional information, outside of this data, help teachers see where the children are , what areas they are secure in and where they need extra support. The statements are now broader but the schools planning still have a checklist to make sure nothing is missed. A meeting will be held next week where the statements are tracked backwards, there was not enough data to do this in the autumn. The new system will be better, clearer.
Q-Are there goals for greater depth (GD)?
A-Targets are set and these vary but approximately between 15-20%. Across the LA GD is lower. Changes across society, use of technology, etc, have had a massive impact.
ACTION – Would it be useful to look at some of the planning at the next committee

meeting.
A-Yes.
Brighton and Hove are working with English hubs; St Luke's is based in Southampton. They run a charter scheme and St Luke's is working towards the Bronze charter mark. LC and another member of staff are working together on a plan to work out a road map. The other teacher has less experience so LC is also building on their existing knowledge through walk rounds, slotted in additional dates for release cover and other strategies.
Formative assessment – through training the school is looking at marking and feedback. Looking at these markers helps LC form an understanding and provides a starting point for the journey. The process so far has been very positive.
Observation and feedback helps establish the training needs for teachers. Year 1 are also going to observe LC teach English which will encourage pockets of additional training. RR added that there is also the inclusion of pupil voice in this process.
Q-How is this done?
A-Table groups, surveys all run by someone who is not the class teacher.
ACTION – Governors are invited into school to observe/take part in the pupil voice survey. The school will provide the questionnaire.
Q-Does LC have cross over time with the other AHT, AV?
A-Yes, it's an opportunity to reflect. As this is a new role it would be helpful to have more time to do this.
The assessment document is a snap shot of what is happening in the classrooms at the moment. There is discussion through the pen-pals system. Handwriting skills in Reception are lower.
Q-Is there a higher level of skills from children joining the school from nurseries?
A-No, not really, although it depends on the nursery. Catchment area and demographics are not a factor, also sometimes children are opting not to engage. The Government funding for Early Years is also having an effect. They want 80% achievement but are lowering requirements for this to be achieved.
It is important to teach and practice handwriting and spelling in every year, not just in Early Years. Teachers need to raise the standards and the profile. Spelling is huge and can hold a child back from achieving ARE. There has been a recent visit from an LA inspector during which this was discussed. The school has just brought in personal writing targets; it's not just about memory but also skills.
Governors commented that it was important to also pass some responsibility back to the parents; the school can only do so much. It's important to engage in purposeful writing skills, for example, helping write shopping lists, etc. The role of AHT does allow for additional projects to be developed, etc, which is helpful.

6.
The HT has provided PP data for the committee presented in Venn diagrams, which Governors have found very useful.
Q-Every child who is not SEND, should the expectation be that they achieve ARE? These children are discussed first. It is sometimes hard become some non-SEND

children might still need support.
Q-Is writing about assessment or attainment?

Actions from the Meeting:
Teaching & Learning Committee 4th March 2026.

A-Attainment, but the spring data drop will provide more insight. Lower down the school there are more needs/SEND children.
Q-Non SEND children are showing lower in writing. What's going to make the difference between September and the end of the spring term?
A-The school is looking at speaking and language and targeting. It must also be noted that reading does inform writing.
Governors commented that writing is low throughout the school looking at the data, which should be communicated at the FGBM. It's important to identify any issue, look at it and review its impact.
PS leaves the meeting at 5.06pm.
It was also noted that across the school the data shows that the non PP/SEND children always achieve a higher score.
Q-Where would a dyslexic child fall within this data?
A-Under SEND.
The HT added that 25% of the children on roll in the school are on the SEND register.
Q-How does this compare to other schools?
A-It depends on the school and the catchment areas. St Luke's also has an increased uptake of EAL children. Early reading and phonics results are very good at this school. If SEN and PP children are taken out of the data the schools results are very good. RWM is the golden ticket. Attendance figures also affect the data.

7.
There were recommendations supposedly coming from the Government regarding the PSHE policy, but none have been forthcoming as yet. The school is going to use the updated template from the LA. This policy was previously looked at by the Behaviour working group but has been moved to this committee as it deals largely with teaching.
ACTION – Policy pending the LA template. Add to the next Teaching and learning agenda.

8.
AOB.
None.

Meeting ends at 5.25pm.

Item no.	Details of Action.	Lead Officer
5	LC to bring some planning to the next committee meeting.	LC
5	Governors are invited into school to observe/take part in the pupil voice survey.	RR/SW
7	Policy pending the LA template. Add to the next Teaching and learning agenda.	Clerk