



## Ruskin Community High School

### Teaching, Learning & Assessment Committee 19<sup>th</sup> March 2025 at 4:15pm Venue - School

#### MINUTES – PART ONE

<b>Present:</b>	Chris Griffin (CG) Dean Postlethwaite (DP) William Ollier (WO) Emma Szymura (ES) Don Higgs (DH) Peter Storey (PS) Marion Mckenzie (MM)	<b>Co-opted Governor - Chair of Committee</b> <b>Headteacher</b> <b>Co-opted Governor</b> <b>Co-opted Governor– Deputy Head</b> <b>Co-opted Governor</b> <b>Co-opted Governor</b> <b>Staff Governor</b>
<b>Apologies:</b>	Margo Veitch (MV)	<b>Co-opted Governor</b>
<b>In attendance:</b>	Sarah Robson (SR) Natalie Cross (NC) Natalie Burke (NB) Jo Rankin (JRa) Cheryl Jackson (Clerk)	<b>Assistant Head</b> <b>SENDCO</b> <b>Assistant Head</b> <b>Associate Assistant Head</b> <b>Clerk</b>

#### RE PRESENTATION

Verity Grey (VG) – Curriculum Leader for RE gave a short presentation to Governors on the RE curriculum.

VG informed Governors that It is a legal requirement for all pupils to be taught RE and for the School to use the syllabus specified by the LA SACRE (School Advisory Council for RE).

VG talked through the areas of the curriculum and explained that at Ruskin, students who do not choose RE as a full GCSE have to take short course RE. Feedback on the short course RE from staff and students has not been favourable. Students feel that they do not have a choice, and that the curriculum is too religion based. Therefore, VG is proposing change the offer for September and provide a more tailored offering for those who do not opt for full course or short course GCSE. VG noted that by giving students a choice that it would lead to better engagement in lessons and improve outcomes.

**Q – Will all students get a qualification?**

**R –** No, only those opting for full course GCSE and short course GCSE.



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**Q – Can the school deliver this for September**

R – Yes, the School will be able to adjust the timetable accordingly.

**Q – What is the Governors role?**

R – To check that the School are meeting all regulatory requirements for teaching RE.

VG circulated a one-page summary to Governors that detailed the Ruskin curriculum and how it aligns with the SACRE guidance.

The Chair thanked VG for a lively and informative presentation.

AGENDA ITEM 1	WELCOME & APOLOGIES
<b>Discussion:</b>	The Chair welcomed everyone to the meeting. The Governors received and accepted apologies from MV. DB did not attend the meeting.

AGENDA ITEM 2	CONFLICTS OF INTEREST, (PECUNIARY OR OTHERWISE)
<b>Discussion:</b>	There were no declarations of interest declared with the business of the meeting.

AGENDA ITEM 3	AOB
<b>Discussion:</b>	There were no items of any other business to discuss.

AGENDA ITEM 4	APPROVAL OF THE PART 1 MINUTES FROM THE PREVIOUS MEETING
<b>Discussion:</b>	Governors approved the minutes from the meeting on 13.11.24 as a correct record and the Clerk was asked to send the minutes to be signed virtually by the Chair.
<b>Decision:</b>	Governors resolved to approve the minutes of the above meeting.
<b>Action:</b>	The Chair to sign a copy of the minutes and provide for school for retention.

AGENDA ITEM 5	MATTERS ARISING
<b>Discussion:</b>	Governors reviewed the Action Log from the previous meeting. There were no matters outstanding.



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AGENDA ITEM 6	TEACHING & LEARNING UPDATE
<p><b>Discussion:</b></p>	<p><u>Literacy Update / Reading (JR)</u></p> <p>JR informed Governors that the recent staff CPD session on Reading had been uploaded to Governor Hub prior to the meeting.</p> <p>JR circulated the 'Addressing Reading Gaps at Ruskin' Report at the meeting. The report detailed the % of students with reading age 20% below chronological age and JR noted this is the group that is being targeted for intervention. The intervention groups focus on phonic, comprehension, EAL and a primary approach for Year 7.</p> <p>HT commented that Year 10 have a high % of EAL students and this is reflected in the figures.</p> <p>JR noted that the students are tested twice a year, and the recent results have been very positive showing that % of students with reading age above chronological age has improved in Year 8,9 and 11.</p> <p>There are many available reading opportunities in School which were listed in the report, including book based prizes, book buzz and library lessons.</p> <p>The new location of the Library and the different opening times for different year groups has also been instrumental in encouraging more students to access books and read.</p> <p>Governors suggested that it would be useful to have a data comparison with other schools in the future.</p> <p><u>Library Report (JR)</u></p> <p>JR commented that the Library is now a very welcoming space and following feedback from Student Voice, the Tesco funding was used to increase the IT capacity and buy some new comfy seating. The opening hours have also been adjusted.</p> <p>The data shows that last year 340 books were borrowed by boys compared to 317 (Sep-Feb) and overall 750 books were borrowed last year compared to 970 (Sep-Feb).</p> <p>The reading opportunities and changes to the library are clearly having a positive impact.</p> <p>Governors suggested that it would be useful to have reading age data by gender.</p> <p><u>The Hive (NC)</u></p>



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	<p>A report on the Hive was circulated on Governor Hub prior to the meeting.</p> <p>NC informed Governors that upwards of 88 students both SEN and non-SEN through the door, since it opened.</p> <p>NC explained that the Hive is different from the HUB which supports the most vulnerable students who struggle with mainstream lessons over a long period of time, as well as those who have planned escape sessions.</p> <p>The HIVE is a very busy place. It has provides capacity to run as many interventions as possible that the team can facilitate. It is also used for morning check-in and is a space for the TAs to meet their keyworker students.</p> <p>Students who need breaks away from lessons for emotional and mental health support can use the Sensory Corner can access the Hive and there is provision for those who struggle with 5 mainstream lessons, due to their neurodiversity..</p> <p>The HIVE had a positive impact on attendance of some students and supports behaviour management by providing a break from mainstream lessons which some of the students seek.</p> <p><u>SEND</u></p> <p>NC informed Governors that the School are expecting 8/10 new EHCP students in Year 7 in September (2 are visually impaired).</p> <p>Since the last meeting 4 students have been moved to specialist provision and a further 2 transfers are pending.</p> <p>Staff have been invited to 'meet the SENDCO' to discuss on students or concerns they may have, and the School are hosting a coffee morning for SEND parents.</p> <p><b>Q – Can the School meet the need of the visually impaired students?</b></p> <p>R – There will be an environmental audit and a visit from the Visually Impaired Team after which some adjustments are likely to be required.</p> <p>The HT noted that the School set up the Hive in preparation for receiving increasing numbers of EHCP students due to the financial issues at Cheshire East. He commented that there had been some communication issues with the Local Authority about parent preferences.</p>
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AGENDA ITEM 7	SIP REPORT
<b>Discussion:</b>	Governors noted that the SIP Report had been circulated on Governor Hub prior to the meeting.

AGENDA ITEM 8	PUPIL PREMIUM UPDATE
<b>Discussion:</b>	NC informed Governors that the Pupil Premium (PP) Strategy 3 Year Plan was circulated on Governor Hub prior to the meeting. The priorities are being refined there will be little change to the overall plan. There will be a strong focus on attendance.

AGENDA ITEM 9	CPD UPDATE
<b>Discussion:</b>	<p>SR circulated a staff CPD presentation (27.03/25) on Governor Hub prior to the meeting.</p> <p>SR noted that CPD session is a response to the feedback from the SIP about teacher talk. "The amount of teacher talk is at times too high. Staff need the confidence to consider opportunities for more pupil led activities/explanation and less direct input from them. Staff are encouraging learners to engage in discussions via Q&amp;A but there are times when the learners themselves could more lead this."</p> <p>Think, Pair, Share is the theme of the session.</p> <p><b>Q – What are the barriers to staff adopting this approach?</b>  R – The behaviour in lessons is good, staff are concerned about losing control and also about ensuring that there is time to cover the curriculum.</p> <p>SR informed Governors that the SIP will be delivering a CPD session linked to 'oracy.'</p>

AGENDA ITEM 10	LINK GOVERNOR REPORTS (TLA)
<b>Discussion:</b>	<p>The following Curriculum Link Governor visits have taken place since the last meeting:</p> <p>Book Trawl and Student Panel (All reports are available on Governor Hub).</p> <ul style="list-style-type: none"> <li>• DT and Food</li> <li>• Geography</li> <li>• Maths</li> <li>• Languages</li> <li>• RE</li> </ul>



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	<ul style="list-style-type: none"> <li>Science</li> </ul> <p>Next term all Link Governors will meet with the Curriculum Leaders to go through the Development Plans.</p> <p>The Chair noted how receptive the staff are to Governors attending lessons.</p>
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<b>AGENDA ITEM 11</b>	<b>DIRECTORS REPORT</b>
<b>Discussion:</b>	<p>The Clerk highlighted the following item to Governors:</p> <p>1.1 – DfE guidance on the use, safety and intellectual properties associated with AI in educational settings.</p> <p>Governors and staff recognised the value of AI in educational settings but fully appreciate that there is further work required to fully understand the implications.</p>

<b>AGENDA ITEM 12</b>	<b>DATE AND TIME OF NEXT MEETING</b>
<b>Discussion:</b>	<p>The date and time of the next Teaching, Learning &amp; Assessment Committee meeting was confirmed as:</p> <p>Spring – 19.03.25 at 4:15pm.</p>

<b>AGENDA ITEM 13</b>	<b>AOB</b>
<b>Discussion:</b>	There were no items of AOB for discussion.

<b>AGENDA ITEM 14</b>	<b>STATEMENT OF IMPACT</b>
<b>Discussion:</b>	<p>Governors helped to move the school forward in this meeting by:</p> <ul style="list-style-type: none"> <li>Being fully briefed on the RE curriculum and the planned changes to the offer, checking that all regulatory requirements are being met.</li> <li>Understanding the impact of the literacy interventions and being assured that the School are seeing the benefits of the expenditure to move the library.</li> <li>Being assured that the School are listening to the SIP and implementing recommendations.</li> </ul>



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	<ul style="list-style-type: none"><li>• Being informed about the Hive and the impact on inclusion.</li><li>• Visiting the School and complete a book trawl and student panel.</li></ul>
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**The meeting ended at 5.30 pm.**

**There was no part 2.**

**Chair.....**

**Date.....**