Tranmere Park Primary School

Teaching and Learning Sub-Committee End of Year Report

Academic Year: 2025–2026

Introduction

This report summarises the work of the Teaching and Learning Sub-Committee for the academic year 2025–2026. Throughout the year, the committee has met regularly to monitor and support the development of the curriculum, teaching quality, pupil outcomes and the overall learning experience across the school. The committee has continued to provide strategic oversight and challenge, ensuring that all pupils receive a high-quality, inclusive education whilst preparing the school for future curriculum and inspection developments.

Meetings and Membership

- **Number of Meetings Held:** 3
- **Membership:** Hannah Gomersall (Chair of Committee/Staff Governor), Jacky Cooper (Chair of Governors/Co-opted Governor), Kirsten Finley (Headteacher), Sophie Bell (Staff Governor), Louisa Saunders (Community Governor), Lucy Roundhill (Parent Governor) and Diane Sanderson (Clerk).
- **Chair of Committee:** Hannah Gomersall

Meetings were well attended throughout the year, with actions reviewed and completed in a timely manner. The committee continued to work closely with the Full Governing Body to ensure that key priorities remained aligned with the School Development Plan.

Key Areas Discussed

Curriculum Development and Implementation

- Reviewed the school's curriculum to ensure continued alignment with the National Curriculum and discussed the anticipated national curriculum review. The committee agreed that once changes are confirmed, subject leaders will adapt and refine the curriculum accordingly.
- Monitored the continued implementation of high-quality texts across the wider curriculum through the Mary Myatt approach. This work has now been embedded across all foundation subjects, further strengthening reading opportunities beyond English lessons. Mrs Finley has also showcased these texts through Key Stage Two reading assemblies.
- Reviewed the introduction of the 1decision programme for PSHE, ensuring pupils receive a progressive and comprehensive personal development curriculum.
- Monitored the continued development of the wider curriculum, which is now fully mapped and available on the school website, providing clarity for both staff and parents.

- Discussed the increased national emphasis on foundational learning, particularly within EYFS and Key Stage 1, and the school's proactive response through developments in handwriting, spelling, early reading and early mathematics. Changes to the school timetable have enabled a dedicated daily handwriting session within EYFS and KS1 to strengthen these essential skills.

Teaching Quality and Staff Development

- Reviewed the structured monitoring cycle completed by subject leaders throughout the academic year. Monitoring focused on curriculum intent and foundations, teaching and learning, pupil voice and outcomes and progress. This approach provides a comprehensive overview of each subject whilst supporting staff wellbeing through a clear and manageable monitoring schedule.
- Feedback from monitoring activities was shared with individual teams, enabling strengths to be celebrated and areas for development to be addressed promptly.
- Continued to promote high-quality professional development through Local Authority networks, subject leader meetings and external training opportunities, ensuring staff remain up to date with current educational developments.
- Discussed the positive outcome of the governor self-evaluation, recognising the governing body's strong strategic oversight, effective challenge and support, transparent communication and continued focus on staff wellbeing.

Pupil Progress and Outcomes

- Reviewed school performance data using Juniper and FFT reports, comparing outcomes with both local and national averages. Overall, attainment remains above national figures across all core subjects.
- Governors discussed year groups where outcomes are closer to national averages than in previous years. Targeted support has been implemented, including additional teaching capacity through Mr Joynson, who has worked within Years 5 and 6 for three mornings each week to further raise standards.
- Data analysis continues to form a key part of Full Governing Body meetings, ensuring governors maintain a clear understanding of pupil outcomes and progress across the school.
- Monitored the use of PIRA and PUMA assessments, which provide nationally standardised benchmarks throughout the year. Teachers use this information alongside their professional judgement to identify learning gaps and plan appropriate interventions.
- Reviewed the positive outcomes from external writing moderation, which confirmed the accuracy and consistency of teacher assessment across the school.
- Discussed the relatively small number of pupils eligible for Pupil Premium funding, recognising that trends can be difficult to identify. To strengthen monitoring further, Pupil Premium Passports will be introduced to provide a personalised overview of each child's individual barriers, support and achievements.

Inclusion, Pupil Voice and Learning Experience

- Inclusion has remained a significant focus throughout the year, reflecting national priorities and anticipated changes within the Ofsted framework.
- Reviewed the implementation of the Bell Foundation assessment and tracking system to support the increasing number of pupils with English as an Additional Language. Governors recognised this as a valuable tool for monitoring progress and identifying appropriate provision.
- Monitored SEND provision through regular meetings between teaching staff and Mrs Byrne, ensuring that pupils on the SEND register receive appropriate support and interventions tailored to their needs.
- Reviewed improvements to SEND assessment and reporting through the introduction of B Squared and Ages and Stages assessment systems for pupils working below age-related expectations.
- Discussed the introduction of the WellComm language screening programme. All pupils from Ducklings through to Year 5 have now been screened, allowing targeted speech and language interventions to be implemented where appropriate.
- Reviewed transition arrangements across the school. Although procedures were adapted slightly following the opening of Ducklings Pre-School, nursery visits and home visits remained in place for new starters. Two transition mornings were held for all other year groups, while Year 6 pupils received comprehensive transition support with their secondary schools.
- Discussed reporting arrangements for parents, including revised end-of-year reports which have been streamlined to support staff workload whilst continuing to provide meaningful information. Governors recognised that the school's three annual pupil mentoring reports already provide parents with detailed opportunities to discuss progress.

Monitoring and Governor Engagement

- Governors continued to receive subject leader monitoring reports throughout the year, providing assurance that curriculum implementation remains strong across all subjects.
- Discussed the school's commitment to community engagement, including the Parent Forum, Senior Leadership Team presence on the school gates and the strong partnerships developed within the local community.
- Agreed that governance will continue to develop in preparation for the new Ofsted framework, with the ambition of achieving a strong judgement for governance through effective strategic leadership, robust challenge and continued support.

Key Strengths and Impact

- School outcomes continue to compare favourably with national averages, supported by robust assessment systems and targeted intervention.
- The curriculum remains broad, ambitious and well sequenced, with high-quality texts now embedded across all foundation subjects.
- Strong systems are in place to support inclusion, including enhanced provision for pupils with SEND and English as an Additional Language.

- Monitoring systems provide leaders and governors with an accurate picture of teaching, curriculum implementation and pupil outcomes whilst maintaining a positive focus on staff wellbeing.
- Governors continue to demonstrate effective strategic oversight, ensuring that the school is well prepared for forthcoming curriculum reforms and the revised Ofsted framework.
- Strong partnerships with parents and the wider community continue to enhance pupils' educational experiences and strengthen communication between home and school.

The committee would like to thank the senior leadership team, subject leaders and all members of staff for their continued commitment to providing the highest quality education for every child. Their dedication, professionalism and willingness to embrace continual improvement have ensured that the school remains well placed to meet future developments whilst maintaining high standards of teaching and learning.

Signed: H. Gomersall

Chair of Teaching and Learning Committee

Date: 9th July 2026