



**A MEETING OF THE TEACHING AND LEARNING COMMITTEE  
OF ALDERLEY EDGE COMMUNITY PRIMARY SCHOOL  
ON WEDNESDAY 12<sup>TH</sup> OCTOBER 2022**

GOVERNORS PRESENT:	Lindsey Walsh (LW)	Headteacher
	Nick Hughes (NH)	Chair of Committee
	Wendy Davies (WD)	
	Andrea Hogan (AH)	
	Esther Clark (EC)	
	Katie Bjerkan (KB)	
	Lesley Sym (LS)	
	Sheila Keegan (SK)	(joined the meeting at 5:05pm)
OTHERS IN ATTENDANCE:	Lyndsey Platt (LP)	Deputy Headteacher (left the meeting at 6:55pm)
	Sarah Lomas	Clerk to Governors

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**PART ONE - MINUTES**

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The meeting commenced at 5:03pm.

ITEM		ACTION
1.	<b>APOLOGIES &amp; ADDITIONAL AOB ITEMS</b> Apologies were received and accepted from the following: <ul style="list-style-type: none"><li>Claire Finch</li></ul> Governors agreed to discuss the following item of other business at the end of the meeting: <ul style="list-style-type: none"><li>RE syllabus</li></ul>	
2.	<b>CONFLICT OF INTEREST</b> Governors declared the following interests: <ul style="list-style-type: none"><li>NH is a teacher at Wilmslow High School.</li><li>EC is a Director of TCET MAT.</li><li>LP is a Trustee of Alderley Edge Preschool.</li></ul>	
3.	<b>ELECTION OF CHAIR</b> <b><i>SK joined the meeting at 5:05pm.</i></b>  NH was nominated as Chair of the Teaching and Learning Committee. No other nominations were received. Following a vote, NH was duly elected as Chair for a one-year term of office.	
4.	<b>ELECTION OF VICE CHAIR</b> WD was nominated as Vice Chair of the Teaching and Learning Committee. No other nominations were received. Following a vote, WD was duly elected as Vice Chair of the Committee for a one-year term of office.	
5.	<b>PART ONE MINUTES</b> The part one minutes of the previous meeting on 28.06.22 were discussed. A typo was highlighted on page one of the minutes relating governor link monitoring reports. It was confirmed that reference to KB should be amended to EC. The part one minutes were approved subject to the amendment noted.	

	<p><b>ACTION:</b> Amend page one of the minutes.</p> <p><b>ACTION:</b> Upload a signed copy of the minutes to GVO.</p>	<p><b>Clerk</b> <b>Clerk</b></p>
6.	<p><b>MATTERS ARISING</b></p> <p>The action log from the previous meeting on 28.06.22 was reviewed with the following items noted:</p> <ul style="list-style-type: none"> <li>Item 7 – This action was carried forward with NH to arrange PP and maths link visits following the meeting.</li> </ul> <p><b>ACTION:</b> NH to arrange PP and maths link visits.</p> <p>All other actions were marked as completed or would be addressed during the meeting.</p>	<p><b>NH</b></p>
7.	<p><b>GOVERNOR ROLES AND RESPONSIBILITIES</b></p> <p>It was confirmed that the Governing Body Profile document was not yet available for review, and that this action would be carried forward to the FGB meeting on 24.11.22.</p> <p><b>ACTION:</b> Add discussion of the Governing Body Profile document and governors' roles and responsibilities to the FGB agenda on 24.11.22.</p> <p>The Strategic School Development Plan was also under review with regard to link governor visits. SK confirmed that she had undertaken and EYFS link visit this term and the report had been forwarded to the clerk to upload onto GVO.</p> <p><b>ACTION:</b> Clerk to upload SK's governor link visit reports.</p> <p>The HT encouraged all governors to undertake visits for their link areas this term. Governors were informed that the Governor Development Plan sits within the SDP and needs to be reviewed by governors.</p> <p><b>ACTION:</b> Governors to review the Governor Action Plan within the SDP.</p> <p><b>ACTION:</b> Add approval of the SDP to the FGB agenda on 24.11.22.</p>	<p><b>Clerk</b></p> <p><b>Clerk</b></p> <p><b>All govs</b> <b>Clerk</b></p>
8.	<p><b>DATA</b></p> <p>The HT presented governors with an update on progress and attainment data along with information on targets as follows:</p> <p><u>Targets for 2023</u></p> <ul style="list-style-type: none"> <li>Some cohort changes have affected the percentages of those pupils working at expected levels as the majority of in year admissions are working below expectations.</li> <li>The Quality of Education Self Evaluation Form sets out all the measures in place to facilitate progress and attainment which Governors have viewed.</li> <li>Attainment is lower than the school would expect however, progress is high which is positive, and progress is the best measure for the current cohort. Any new children would need to be taken out of data as they do not have any progress data from previous years.</li> <li>LS is leading on the quality of education implementation measures and is aware of the areas that require focus and which children require targeted support.</li> <li>72% of pupils met expectations which was just below the national average, however 50% of these children were greater depth which is significant.</li> </ul> <p><b>Q: Have any pupils from Year 5 left?</b></p> <p><b>A:</b> A small number but less than last year.</p> <p>The school is mindful of the changes about how new children integrate into the school and what their backgrounds are. New pupils have joined across year 4 and 5 and these pupils have no baseline data from year 2 because of Covid. This means that the school has to obtain data from reception baseline assessments for these pupils, but these does not provide accurate or detailed profiles.</p>	

	<p><b>Q: With any language barriers, are pupils provided with additional support?</b>  <b>A:</b> There is no additional language support provided but small group work is facilitated within classes.</p> <p>The school confirmed that children can be withdrawn from SAT's assessments only if they are from a non-English speaking country so any pupils from USA or Australia for example, which the school has, cannot be disapplied from the tests. However, the standards that these children have entered the school at are at a lower level than would be expected.</p> <p><b>Q: The writing percentages were lower, what is the reason for this?</b>  <b>A:</b> Writing is a challenging area. Children have to show a high level of accuracy in all areas. If a child is a weak speller for example but performs highly in all other areas, they will not meet expectations, unless there is a proven additional need such as dyslexia. There is no room for error in the writing assessments. Children often become focussed on one area, such as creativity, but then other technical elements will slip. Governors noted that the writing element of SAT's is teacher assessed.</p> <p><b>Governor Comment:</b> It is interesting to see that reading and spelling percentages are high, you would assume that this should follow through into writing tasks.</p> <p>There is a need to focus on reading the questions for SPAG tests to ensure that children are reading the questions properly and understand the terminology. Children are not always able to identify some of the technical elements, they may use them in their writing but may not be able to identify what they are. SPAG is the most challenging of all the SAT's tests.</p> <p>Governors noted that there is no statutory requirement to set targets, but it is a useful exercise. Progress is more valid data stream. Attainment can be lower than national but the scaled score can be higher which indicates the greater depth learning.</p>	
<p>9.</p>	<p><b>GOVERNOR LINK REPORTS</b>  Governors were briefed on the following recent link visits:</p> <ul style="list-style-type: none"> <li>• SK completed an EYFS visit on 27.09.22. It was reported that there was evidence of the successful implementation of the curriculum through observations during the visit. Governors were informed that 54% of the pupils in the current Reception class are summer-born children and 6 of the 7 pupils that did not achieve the learning development goals were summer born. This factor was important to note as it can have an impact on pupils' performance in the first year of school. However, this usually rectifies itself as children develop. The EYFS team are providing a substantial focus on social and emotional development work at this point in the year.</li> <li>• SK was briefed on the My Happy Mind wellbeing scheme in place throughout the school and the positive work ongoing to benefit the pupils. It was noted that the resources provided with the scheme are of a high quality.</li> </ul> <p>There were no further link visit reports to receive at this meeting.</p>	
<p>10.</p>	<p><b>PUPIL PREMIUM &amp; CATCH-UP PREMIUM</b>  LS presented an overview of the funding streams and use of funds to governors as follows:</p> <p>School led tutoring funding of £202.50 for 76% of PP children. In 2021-22 the DfE paid 75% of these funds. The funds are restricted as to what they can be spent on i.e. solely for tutoring pupils. The school led tutoring was provided as a result of Covid.</p>	

The school took the decision to provide the tutoring through school staff. The DfE pay 76% of an M1 salary and schools have to make up the shortfall. The school had already implemented tutoring due to the diverse needs of the PP children within school ranging from high ability to lower ability. The use of the school staff was positive for the children because of the existing relationships. Governors noted that the school tutors are on M6 salaries which is the top of the main pay scale. In 2022-23 the DfE are paying 60% of the funds and this will be gradually reduced until the programme is phased out. The DfE funds only allow a salary of £18 per hour and a tutor on M6 costs £36 per hour, therefore there is a significant financial impact.

Recovery premium - £145 per eligible pupil is received with a minimum payment of £2,000. The school receives funding of just over £2,000. The school is working to diminish the difference between PP and non-PP children and use a proactive approach to assist families with paperwork. The school also works to alert parents to understand their eligibility and the need to reassess.

It has been in the news recently that the low threshold for PP needs to be reviewed and families are appealing in an attempt for more children to be able to access the funding. There are many families who are just over the threshold, but these children are of the most concern because their families are struggling significantly but they are not eligible for support.

**Q: Is there any food provision for children who are not getting enough to eat?**

**A:** The school have researched the breakfast club model, which would enable the school to purchase food at a discounted rate and concluded that this is not cost effective to implement at the school. There are a very small number of children in need and the school ensures that food is provided to those pupils. The school had also considered the holiday club for disadvantaged pupils but again, this was discounted due to the very small numbers of pupils eligible. A holiday club is provided and should disadvantaged pupils wish to access this offer the school will facilitate this.

Within the classroom, teaching staff identify the need or learning barrier and the school work with the PP Lead regarding how best to facilitate their education. Support is provided in a range of areas such as music lessons, swimming lessons and uniform. The school work closely with families to ascertain their needs. A homework club was something that parents requested, and this has been implemented as a new initiative.

All teaching staff are kept up to date on any changes or new support initiatives at regular briefings. Within the School Strategic Plan, PP forms part of the teacher appraisal process.

There are a range of plans and policies in place to support the work undertaken in school relating to PP pupils. This includes, PP policy, PP action plan, Strategy Statement, costing of expenditure and individual tracking sheets.

Governors were shown the PP Strategy Statement for 2021-22 where last year's outcomes were reviewed. The average attainment of PP pupils was ahead of or in line with non-PP children. Governors noted that pupils receive purposeful feedback that they value following a survey.

In terms of SAT's results 100% of PP pupils met national expectations with 50% at greater depth.

Attendance is monitored and PP pupil attendance is better than non-PP pupils. There are two families that have lower attendance than the other PP pupils. Whilst this is a

	<p>low number, due to the small overall number of PP pupils, this disproportionately affects the figures. The deadline for publishing the PP Strategy Statement is 31.12.22, however the school confirmed that statement has already been published on the school website.</p> <p>The finance meeting after October half term will confirm the exact amount of funding to be received for PP pupils for 2022-23.</p> <p><b>Q: Does the Local Authority ever refuse funding?</b>  <b>A:</b> No, these funds are ring-fenced, but the receipt of funding is sometimes delayed which can affect financial planning.</p>	
11.	<p><b>STAFF WELLBEING</b>  Governors received an update on staff wellbeing as follows:</p> <ul style="list-style-type: none"> <li>• Staff have given positive feedback on the Make a Difference (MAD) days. Staff have until March 2023 to take their MAD days. It was confirmed that MAD days were an initiative introduced by the governing board following Covid where staff can take a day of paid leave during term time.</li> </ul> <p><b>Q: When would the Board consider the potential to roll the initiative out again next year?</b>  <b>A:</b> This decision would be made at the end of the academic year when the budget is being finalised.</p> <ul style="list-style-type: none"> <li>• Governors confirmed that they would like to be able to implement the initiative again as it has been so beneficial for staff but would need to consider the impact on the budget given the current financial situation. The school confirmed that there was no expectation from staff and that they would understand it was not viable to continue.</li> <li>• There is a wellbeing suggestion box that has been well received and the school have been able to action most staff suggestions such as fish and chips on INSET day. It was commented that the HT continues to nurture the team in many ways including small gestures which are greatly appreciated by staff. EC confirmed that following visits and consultations with staff that these small gestures are having a positive impact on staff.</li> <li>• There is a winter wellbeing basket in the staffroom for all staff to use which contains a range of thoughtful items to help staff stay healthy through the winter months.</li> <li>• Staff also requested an INSET day for planning at the start of the autumn term which was actioned and was very well received.</li> </ul>	
12.	<p><b>ATTENDANCE</b>  Governors received an update on attendance as follows:</p> <ul style="list-style-type: none"> <li>• It has been a positive start to the academic year with a current attendance rate of approximately 94%. It was noted however that one day of absence can have a disproportionate impact on attendance due to the size of the school.</li> <li>• The school liaises with Helen Pearson Adams (Vulnerable Person Locality Lead) and confirmed that compared to national data the school attendance rate was very strong. However, any attendance concerns are reported to Helen and monitored. The interventions implemented with families of some PP children last year have been very effective.</li> <li>• The school confirmed their aim to strive for 96% attendance (95% is the national target). Governors agreed the 96% attendance target.</li> </ul> <p><b>Q: Is there a 'pinch point' in terms of attendance during the autumn term?</b>  <b>A:</b> Attendance will inevitably be impacted by seasonal illnesses and also by holidays taken in term time at the end of the summer term.</p> <p><b>Q: Is there anything that can be done to pre-empt any of these factors?</b>  <b>A:</b> The school finishes early for Christmas on 16.12.22 and is back early on</p>	

	<p>03.01.22 which will hopefully minimise any impact from winter holidays. The school have issued an attendance letter to parents in conjunction with the Wilmslow Education Partnership. There have been very few holiday requests so far this year apart from in Reception, but these are non-statutory. There is still some residual Covid impacts from cancelled flights for summer holidays.</p> <p><b>Q: Was there any negative feedback from parents on the decision to change the May half term to one week?</b></p> <p><b>A:</b> There was only one email received asking why parents were not consulted as they had been previously.</p> <p><b>Q: Are staff happy with the changes to the holiday dates?</b></p> <p><b>A:</b> There have been no comments from staff regarding the change to the holiday dates for 2023-24.</p>	
13.	<p><b>ASSESSMENT</b></p> <p>Governors received the following update on assessment:</p> <ul style="list-style-type: none"> <li>• Last year the school bought the Insight Tracking system to track assessment data for all pupils. The system gives an overview at a given point in time which the school produce termly. This termly overview enables the school to compare the end-to-end attainment of pupils and provides a useful record of interventions.</li> <li>• In terms of the data, figures show the number of pupils below expectations, meeting expectations or at greater depth. It has been a learning curve for staff to become proficient in the system but now, in the second year, the inputting of data should be less time consuming.</li> <li>• Details of students are provided to track individual progress and this data is compared against the GL assessment standardised scores which is an interesting exercise for staff to undertake.</li> </ul> <p><b>Q: Are the GL assessments completed at the end of the summer term?</b></p> <p><b>A:</b> Yes, however as the SAT's were completed slightly later last year, the Year 2 tests were not completed therefore the current Year 3 completed the Year 2 tests at the start of this term.</p> <ul style="list-style-type: none"> <li>• Regarding the Reception baseline assessments, the DfE contacted the school to request that the school carry out a trial with ten pupils using a new system. This process was very time consuming as the system was not user friendly. The school confirmed that the statutory tests need to be completed by 14.10.22 and the trial assessments need to be completed by 21.10.22.</li> <li>• The Reception baseline assessments are intended to be used a measure for Year 6 outcomes but there are no numerical scores provided. The original plan was to phase out KS1 SAT's but this has not happened. The Reception data does not give detailed information but the tests take a lot of time and require staff input to administer the tests at the start of the year when staff's main focus should be on teaching and establishing routines.</li> <li>• Governors noted that all schools use their own selected assessment systems, but Ofsted will not view any internal data.</li> </ul> <p><b>Q: Is there a chance for staff to feed back on the issues with the Reception baseline assessments?</b></p> <p><b>A:</b> Initially, yes, but no changes were implemented following feedback.</p> <p><b>Q: Is it acceptable that schools have in house data to drive performance?</b></p> <p><b>A:</b> Yes, but this must be balanced with staff workload. Staff have to input the data into the Insight system which then provides useful analysis of data for staff on how pupils are progressing through the curriculum.</p> <p><b>Governor Comment:</b> It is understandable that Ofsted would not view internal data as schools use different systems the data would not be comparable.</p> <ul style="list-style-type: none"> <li>• The school confirmed that Ofsted will gain their insight on curriculum progression and performance through reviewing pupil books, observing lessons and from discussions with pupils.</li> </ul>	

<p>14.</p>	<p><b>SAFEGUARDING</b></p> <p>The HT provided an update on safeguarding matters to governors as follows;</p> <ul style="list-style-type: none"> <li>• SCiES visited school last week to undertake a deep dive in safeguarding matters. The team comprised two safeguarding experts who completed a full day of investigations and spoke with parents, pupils and staff, assessed the school site and reviewed policies and procedures.</li> <li>• A detailed report will be issued with the findings which is expected after October half term.</li> <li>• There were many positive findings which were highlighted. There were some minor issues raised including a fence panel that required repairing which has since been actioned and to ensure that the office door remains locked when not in use.</li> <li>• The school have identified that the fire door that is the former front entrance to the school which opens onto the road is an issue as this opens directly onto the road it poses a safeguarding issue. The door has a bolt on it for when school is closed but the school would be in breach of health and safety if the door is bolted during school hours. Whilst this has never posed an issue before, the school currently has a pupil who could potentially attempt to leave the school grounds and therefore this is a concern.</li> </ul> <p><b>Q: Could the quick release element of the door be installed in a position out of reach for children?</b></p> <p><b>A:</b> This would need to be looked into, but fire doors may need to be accessible to all. SCiES did not identify this as an issue but it is something that the school are concerned about. Currently the door is not bolted during the day, but the school need to review the options.</p> <p><b>ACTION:</b> Investigate solutions to the fire door safeguarding issue.</p> <ul style="list-style-type: none"> <li>• Governors noted that the school safeguarding and behaviour policies were commended and were evidenced as being live and actioned through consultation with staff. The SCiES team commented that they would like to use the schools policies as model exemplars at SCiES meetings.</li> </ul> <p><b>Q: Could we communicate this positive feedback to parents to celebrate the school?</b></p> <p><b>A:</b> The report cannot be shared but highlights will be communicated to parents.</p> <ul style="list-style-type: none"> <li>• Parent concerns raised related to the main road and it was suggested that carboard child cut outs be used to alert motorists during school drop off and pick up. The Local Authority have reviewed the road layout but no changes are due to be made.</li> <li>• <b>ACTION:</b> Investigate the availability of child cut outs from road safety providers.</li> </ul>	<p>LW</p> <p>LW</p>
<p>15.</p>	<p><b>GOVERNOR TRAINING</b></p> <p>Governor training was reviewed and an update was provided by WD.</p> <ul style="list-style-type: none"> <li>• Governors were reminded to ensure that they have read KCSiE and signed to confirm and that all governors have completed the awareness course for Prevent and obtained their certificate of completion.</li> <li>• The Cheshire East and Modern Governor training was also highlighted to governors as a key resource for training.</li> <li>• SK commented that she will be undertaking the CE Early Years training and was booked onto the exclusions training but is unable to attend.</li> <li>• EC confirmed that she has attended the exclusions training and commended the course.</li> <li>• It was confirmed that the Governor Profile document is currently being updated and membership of ad hoc panels will be confirmed at the FGB on 24.11.22 which will influence specific training needs.</li> <li>• It was highlighted that ideally two governors need to complete safer recruitment training.</li> </ul>	





	<p>The Chair gave an overview of pertinent items from the Director's report and the following items were noted:</p> <ul style="list-style-type: none"> <li>• Governors should continue to receive data and monitor attendance issues. It was confirmed that the Board comply with this requirement as data is provided by the school at each meeting which is scrutinised by the Board.</li> <li>• The information relating to admission deadlines is not currently relevant to the school as it is still maintained and therefore the Local Authority is the admissions authority. However, when the school joins the TCET MAT, the admissions authority will be the MAT and governors will need to be aware of the impact of this change upon joining the MAT.</li> </ul>	
19.	<p><b>MEETING PRECIS</b>  <b>ACTION:</b> NH to complete the meeting precis.</p>	NH
20.	<p><b>MEETINGS</b>  The date of the next meeting was confirmed as:</p> <ul style="list-style-type: none"> <li>• Tuesday 10<sup>th</sup> January 2023 at 5:00pm.</li> </ul>	
21.	<p><b>ANY OTHER BUSINESS</b>  The following item was tabled for discussion:  <u>RE Syllabus</u>  The new RE syllabus is now live. Emma Gallimore has completed the training and is assisting with the implementation and supporting staff. There has been a significant amount of work undertaken on the syllabus and the resources but they have to be personalised to the school. The themes of the syllabus have moved away from learning about religions in isolation to comparing and contrasting faiths.</p> <p><b>Q: Does the change in syllabus affect the school RE policy?</b>  <b>A:</b> It is too early to make any changes at the current time as the syllabus is in its infancy. The school confirmed that it is ahead of other schools in its readiness for implementation and school wide roll out.</p>	
22.	<p><b>IMPACT STATEMENT</b>  To consider the impact of this meeting.</p> <ul style="list-style-type: none"> <li>• Governors scrutinised the school attainment data and challenged the writing results.</li> <li>• The use of pupil premium and other funding streams were discussed with governors clarifying support for pupils with EAL and additional support for disadvantaged pupils.</li> <li>• The assessment methods were outlined, and governors discussed the challenges faced by staff with the implementation of the Reception baseline assessments.</li> <li>• Attendance data was considered with a target for 2022-23 agreed and the Board sought to understand factors that may impact attendance over the coming months and how these impacts could be reduced. Governors also sought assurances as to how the school manage attendance issues.</li> <li>• The Board reviewed relevant policies and discussed the most efficient ways to manage this process via GVO going forward.</li> </ul>	

The meeting moved to part two.



.....Chair

.....01.02.23.....Date