

**MINUTES OF A MEETING OF THE
TEACHING AND LEARNING COMMITTEE OF
ALDERLEY EDGE COMMUNITY PRIMARY SCHOOL**

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| GOVERNORS IN ATTENDANCE: | Nick Hughes (NH) | Chair of Committee |
| | Lindsey Walsh (LW) | Headteacher |
| | Wendy Davies (WD) | Co-opted Governor |
| | Katie Bjerkan (KB) | Co-opted Governor (left the meeting at 6:18pm) |
| | Sheila Keegan (SK) | Local Authority Governor |
| | Alex Shaw (AS) | Co-opted Governor |
| | Helen Handley (HH) | Co-opted Governor |
| | Lesley Sym (LS) | Staff Governor |
| OTHERS IN ATTENDANCE: | Sarah Lomas (SL) | Clerk to governors |
| | Lyndsey Platt (LP) | Deputy Headteacher (joined the meeting at 6:09pm) |

MINUTES – PART ONE: NON-CONFIDENTIAL BUSINESS

| ITEM | | ACTION |
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| 1. | <p>APOLOGIES & ADDITIONAL AOB ITEMS</p> <p>There were no apologies to receive, all members of the committee were present.</p> <p>There were no other items of business raised for discussion at the meeting.</p> | |
| 2. | <p>CONFLICT OF INTEREST</p> <p>The following declarations were made by governors:</p> <ul style="list-style-type: none"> • NH is a governor at Rushton Spencer Primary School. • AS is employed by the Department for Education. <p>There were no anticipated conflicts of interest with the business of the meeting raised by governors.</p> | |
| 3. | <p>ELECTION OF CHAIR</p> <p>NH was nominated as Chair of the Teaching and Learning Committee. No other nominations were received, and NH was duly appointed as Chair for a one-year term of office.</p> | |
| 4. | <p>ELECTION OF VICE CHAIR</p> <p>HH was nominated for the role of Vice Chair of the Teaching and Learning Committee. No other nominations were received and HH was duly elected as Vice Chair for a one-year term of office.</p> | |
| 5. | <p>PART ONE MINUTES & MATTERS ARISING</p> <p>a) The part one minutes of the previous committee meeting held on 2nd May 2023 were confirmed as a true and accurate record of proceedings. Governors approved the minutes. ACTION: Upload an electronically signed copy of the minutes to GVO.</p> <p>b) The action log from the previous meeting was reviewed and all actions were marked as complete.</p> | Clerk |
| 6. | <p>GOVERNOR ROLES AND RESPONSIBILITIES</p> <p>The link role vacancies were discussed as follows:</p> <p>a) HH was assigned as Healthy Schools / PSHE and Mental Health link governor. ACTION: Update the Governing Body Profile document to reflect HH as Healthy Schools / PSHE and Mental Health link governor.</p> <p>b) The DT and MFL link role vacancies were deferred for consideration at the FGB</p> | NH |

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| | <p>following the parent governor election.</p> <p>It was suggested that the link roles could be assigned based on the staff link for ease when governors are arranging meetings.</p> <p>ACTION: Add assignment of vacant link roles to the autumn term FGB agenda.</p> | Clerk |
| 7. | <p>ASSESSMENT & DATA</p> <p>a) The 2022-23 assessment data was reviewed and discussed as follows: Progress Data – Governors noted that a score of 0 equates to national average and any positive number is additional progress and any negative number reflects below average progress. The school achieved a progress score of 1.8.</p> <p>Q: The progress score is below the median in the range, is that because the school has a positive progress score? A: It depends on what the KS1 data results are. There are always a number of children who do not have any KS1 data and therefore they are removed from the reporting. Attainment data includes all pupils, but progress data only includes those pupils who the school have KS1 data for.</p> <p>The school commented that reading is a target area for improvement. The SATs paper this year had a significant amount of reading and this has impacted national results. There were some pupils who were unable to complete the paper, and this will have a knock-on impact on the progress at greater depth as these pupils achieved expected progress rather than greater depth as predicted. It is also a challenge for a one form entry school because each child contributes more statistically so any individual pupil impacts are larger.</p> <p>Q: Did the 2022-23 cohort have a high number of greater depth pupils? A: It was fairly high, but not as high as the current cohort for 2023-24.</p> <p>Q: In the media, it was reported that a lot of children were upset and struggled to cope with the tests nationally. How did the pupils in school cope? A: They dealt with the tests very well and the preparation work proved invaluable for them.</p> <p>Q: Is there a progress score combined for all subjects? A: No, there is not a combined progress score.</p> <p>Governors noted that 2022-23 was the last year for SATs data for KS1. Pupils will now be targeted based on their baseline data from Reception going forward. The new baseline assessments in Reception began two years ago and there are issues in the accuracy of predicting outcomes 7 years in advance. The school stated that it will be worthwhile to continue assessing with KS1 past papers in Year 2 to inform data internally.</p> <p>Q: Has the Year 4 Multiplication Check (MTC) made a difference to the Year 6 maths understanding? A: This is difficult to quantify, it has encouraged more pupils to learn them and the use of online platforms such as TTRockstars has been enjoyed by pupils but there are still a number of pupils not motivated to learn their tables.</p> <p>The school commented that it was felt that pupils' knowledge of their times tables was better in previous years but there is no time to teach times tables by rote in the classroom anymore due to the pressures of the curriculum.</p> | |

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| | <p>Q: In terms of the phonics screening check, does the data include those pupils who did not pass in Year 1 and had to retake the test in Year 2? A: No, there was only one pupil who did not pass in Year 1 and they have since left the school.</p> <p>b) The school confirmed that they are not required to set targets anymore but continue to do so in order to identify any trends. The data is based on the NFER tests, CAT scores and teacher assessments. The current Year 6 cohort is very strong with one EHCP. The school confirmed that all pupils are on track to meet or exceed expectations. The only exception is the pupil on an EHCP.</p> <p>c) The current Year 5 cohort are weaker compared to other year groups with a significant number of pupils with additional needs and also a lower number of pupils overall with 24 pupils in the class. Therefore each child carries more weight in terms of data. This cohort's learning behaviours are substantially different from the current Year 6 cohort and there are a lot of emotional needs. This cohort have been most affected by Covid as they were in Year 1 during lockdown when they were effectively learning to learn and the impacts of this are now being felt. There are also a small number of school refusers in this cohort.</p> <p>Q: In terms of the prediction of greater depth in writing at 20%, this seems extremely low – is this an accurate prediction? A: This remains a difficult area to predict. On average there are generally 3 pupils per class who would achieve greater depth in writing. However, Cheshire East moderators greater depth awards are lot lower than national data. The school are predicting 5-6 pupils will achieve greater depth this year which is strong. The expectations for greater depth are extremely high.</p> <p>Q: When was the school last moderated? A: In 2022. Moderation occurs every four years on average or results, or new staff can trigger moderation similar to inspection. It is unknown at present how moderation in Year 2 will now take place following the cancellation of KS1 SATs.</p> | |
| 8. | <p>GOVERNOR LINK REPORTS The following link visits had taken place:</p> <ul style="list-style-type: none"> • EYFS – SK • English – SK • History – SK • RE – SK • Safeguarding - HH <p>The RE visit was very productive and the enthusiasm of the subject lead is excellent. The curriculum is diverse and also includes world views. Pupils were asking challenging questions about the world and religion and really considering the different viewpoints.</p> <p>In history pupils have been developing their skills with enquiry questions which was evident in lesson observations.</p> <p>In EYFS there is a key focus on the outside play area which has been adapted to cater for open-ended and child-led play rather than focussed activities. The staff have adapted very well to this change and provide an excellent curriculum for pupils.</p> <p>It was also noted that when asked about staff wellbeing during visits, all staff were positive and no issues were reported.</p> <p>A SEND meeting is scheduled for next week and a Pupil Premium and Maths meeting is to be organised with NH and LS for the autumn term.</p> | |

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| 9. | <p>PUPIL PREMIUM & CATCH-UP PREMIUM</p> <p>Governors received an update on the spending of pupil premium and catch-up funding. Anonymous data relating to PP pupil progress and attainment was shown on screen. Areas were RAG rated and the school explained that it can be seen that the RAG ratings improve as the spending is applied throughout the year. Various strategies are used to support pupils including small group teaching. One pupil was highlighted as not achieving expected outcomes despite predictions. The school explained the circumstances and the support the pupil was receiving.</p> <p>Q: Has the school got a plan in place for Pupil G who is shown as RAG rated red in all areas.</p> <p>A: The school explained that this pupil is on an EHCP.</p> <p>Q: Why is there no data available for grammar and punctuation for the KS1 pupils?</p> <p>A: There are no formal grammar and punctuation tests for KS1.</p> <p>Governors noted that there are 16 pupils on the PP register.</p> <p>A report on funding was presented to governors by LS. It was noted that funding streams are changing year on year. 2023-24 is the last year that schools will receive recovery funding. The school have not previously claimed this funding due to the minimal amount received and the in-school tutoring that was already in place however the school may claim some funding this year due to changes in how the funding can be spent.</p> <p>The school have signed up to new Pupil Premium training sessions for schools with Cheshire East. However, the difficulties with subscribing to additional training, whilst valuable, the budget to spend on implementing new strategies is reduced due to the cost of training. In larger schools with higher numbers of PP pupils, there is increased ability to spend and implement initiatives and employ additional staff than in a smaller school like AECPS with small numbers of PP pupils.</p> <p>The senior leadership team SLT continue to work closely with teaching staff to ascertain the learning barriers for PP pupils and how these can be supported in the classroom. The school holds meetings with parents twice yearly and offer support to families throughout the year. Increased contact was made during the pandemic and this increased level of contact has been maintained as it has been beneficial to all.</p> <p>PP funding is also used to assist in other areas, through the provision of uniform, assistance with trips and clubs, music lessons and residential trips. The school ensure that all funding is attributed on an individual basis in order to ensure individual pupils are benefiting directly. It was noted that there are some pupils who are greater depth and do not require the interventions and some pupils who are 'Forever 6' who no longer require the funding but continue to receive it for 6 years as part of the conditions of eligibility when they originally applied.</p> <p>The costing spend on PP pupils is updated fortnightly with the school bursar so that spending is consistently tracked.</p> <p>Governors were shown some examples of individual pupil tracking sheets which follow each child through their school journey. It was explained that each tracker assists in building up a thorough history of each child and is particularly beneficial for handovers with staff each academic year. Individual pupil tracking sheets are completed by teaching staff each term.</p> | |

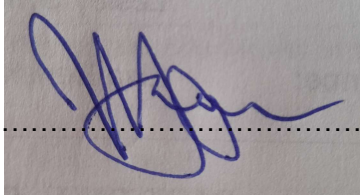
| ITEM | | ACTION |
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| | <p>The school confirmed that the Pupil Premium Strategy Statement for 2022-23 has been completed and uploaded to the school website. The statement will be updated to include additional work from the Cheshire East Hub participation.</p> | |
| 10. | <p>STAFF WELLBEING Staff have not reported any specific issues. Workload remains an ongoing issue which the school support where possible. The Wellbeing survey remains part of the action plan and will be reissued in January 2024.</p> <p>Q: Is the suggestion box still utilised in the staff room? A: Yes, this is regularly used. One of the Inset days in September was taken at home which staff appreciated. The wellbeing box also continues to be utilised by staff.</p> <p>Q: Were the additional pupils with SEND admitted to Year 4 as discussed in the summer term? A: No, the two pupils who had applied for a place in Year 4 were not admitted. One had an EHCP and one pupil required specialist provision. The school had to justify the case that the pupil's needs in both cases could not be met and this was supported for one of the pupils by the Local Authority. The school understand that the other pupil remains at their current school but may reapply next year.</p> | |
| 11. | <p>ATTENDANCE Governors noted the emphasised importance of attendance following the updates to KCSIE and that attendance 'is everyone's business' with governor's needing to be aware of how attendance is tracked and whether there are any patterns or trends. The school has formal procedures in place to track attendance and meet with families concerned as required. The school has also undertaken an analysis of attendance data according to groups and identified that the group of most concern is pupils with EHCP's. There has been one pupil with an EHCP who has left the school which will reduce the absence rate significantly.</p> <p>Q: How many school days are in a year from an attendance perspective? A: Attendance is linked to the number of sessions. There are 195 teaching days in a year and two sessions per day so a total of 390 sessions.</p> <p>It was noted that the school have made significant progress with one pupil who had an attendance rate of 50% which has now been increased to 75%. This work has been carried out through the implementation of the existing procedures.</p> <p>Q: In terms of attendance, where these are lower than expected, are there legitimate reasons for illness? A: Yes, there are genuine illness reasons but there are also unauthorised holidays absences. The school is hoping that the change in term dates will reduce the unauthorised holidays absences.</p> <p>Q: Could the school target pupils who are late to school? A: Yes, the school do this on a case-by-case basis. Lateness this year has significantly improved for one particular child. Whilst the pupil is still late, the time missed has reduced so they are missing less education. The school will continue to work with this pupil and their family to improve attendance.</p> <p>Q: Does this pupil have an EHCP? A: No, but there are specific family circumstances that have contributed to the issue. The school has made previous referrals to social care, but the family have not engaged with Early Help which means social services intervention cannot commence.</p> <p>The school continue to review patterns and trends and as previously mentioned, EHCP</p> | |

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| | <p>pupils have a higher absence rate, however with only 8 pupils on EHCP's in the school, this is manageable to track, and the school are confident that they have a thorough knowledge of all data relating to attendance.</p> <p>Q: The figure of 224 attributed to absence for family holidays seems high, is this higher than last year? A: It was higher last year as the impact of Covid cancellations was still an issue. The code G relates to unauthorised holidays.</p> <p><i>LP joined the meeting at 6:09pm.</i></p> | |
| 12. | <p>SAFEGUARDING A link governor safeguarding meeting with HH has taken place and HH is learning the practices and procedures in place within school and the impact of the updated KCSIE document. HH will also be attending the forthcoming Cheshire East governor training on safeguarding as part of her role.</p> <p>All school safeguarding training has been updated and specific training for Squirrel Club is being undertaken for the first time this year.</p> <p>All Level 2 Designated Safeguarding Lead refresher training course has been booked for those staff required to undertake the training.</p> <p>Full staff safeguarding training has been booked for November 2024 and all governors are welcome to attend this.</p> <p>The Safeguarding Action Plan is in place and governors noted that the majority of the action plan requires the school to maintain the standards already in place.</p> | |
| 13. | <p>GOVERNOR TRAINING WD provided an update on current training needs.</p> <ul style="list-style-type: none"> • Regular updates are emailed to governors on courses of interest and statutory requirements. • HH and MS will be attending Complaints training on 16.11.23. • AS will be attending Exclusions training on 17.10.23. • The completion of the SFVS was discussed and it was agreed that MS and AS would work to review and complete this document over the course of the year for submission by 31.03.24. • Governors were reminded to continue to review the governor section in the School Development Plan relating to governor development. • AS attended the Cheshire East Ofsted governor training course on 05.10.23. <p><i>KB left the meeting at 6:18pm.</i></p> <p>Governors were reminded to complete their 360 review documents prior to the FGB meeting. ACTION: Complete 360 reviews.</p> <p>Thanks were given to governors for their attendance at the recent school aims meeting. The draft aims have been issued for comment.</p> <p>Mentors were assigned to new governors. NH will mentor HH and WD will mentor AS.</p> | <p>All govs as req.</p> |
| 14. | <p>POLICIES The following policies had been circulated to governors prior to the meeting via GVO:</p> <ol style="list-style-type: none"> a) 03. Gifted and Talented Policy b) 13. Policy for Children with Additional Needs Policy | |

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| | <p>c) 17. Cared for Children Policy e) 24. Drama Policy f) 30. Music Policy g) 50. Subject Leaders Policy h) 64. English as an Additional Language (EAL) Policy i) 90. Philosophy for Children Policy j) 113. Remote Learning Policy</p> <p>Governors approved the above listed policies.</p> <p>d) 21. Positive Behaviour Management Policy – There had been no comments made by governors as part of the review process however, following recent training on behaviour management, there have been some changes to terminology in the policy. There is now an increased focus on restorative conversations but the changes to the policy are minimal as a lot of work was completed last year which realigned the policy with the exclusions policy. ACTION: Add Positive Behaviour Management Policy to the autumn term FGB agenda for approval.</p> <p>The following policies had been reviewed and were recommended for approval at the FGB on 23.01.23: k) 16. Attendance of Pupils l) 36. Child Protection and Safeguarding m) 82. Data Protection Policy n) 107. Child on Child Abuse</p> | Clerk |
| 15. | <p>MAINTAINED SCHOOL IMPROVEMENT PARTNERSHIP (MSIP)</p> <p>a) The MSIP is the Local Authority training programme for School improvement. The school are involved in the Pupil Premium, RE and Science training and the geography and history cluster work. The school are also a member of the Design Technology network.</p> <p>Governors noted that whilst the training is free, the cover for staff absence to attend training comes at a cost to the school and this has an impact on the school budget which limits what the school can access. The 6 Pupil Premium training sessions across the year require a significant amount of time out of class and sometimes the school cannot grant training requests where the budget cannot support the cover.</p> | |
| 16. | <p>DIRECTOR'S REPORT</p> <p>Relevant items from the Director's report were highlighted as follows:</p> <ul style="list-style-type: none"> • The transition period for Early Career Teacher induction ended in September 2023 and schools must ensure that they follow the statutory guidance. • The minimum staff to child ratio for EYFS has changed to 1:5. In Reception class this is 1:30 however as a class teacher is in post. • The Ofsted Inspection Framework has changed the type of inspections to either graded or ungraded. Governors noted that the school will be subject to a graded inspection before September 2025. <p>Q: When was the last school inspection? A: 2014.</p> <ul style="list-style-type: none"> • A Prevent training refresher course is available for completion. • High Needs funding has changed to a banding system from allocation of hours. This came into force for new EHCP's from September 2023 and for existing EHCP's from January 2024. The school believes that some parents may struggle with the concept of the changes to the funding and how it is allocated. • Sports Premium funding must be spent in the academic year it is awarded, there is no longer any allowance to carry funding over. | |

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| | <ul style="list-style-type: none"> WD and HH will be attending the Governors' Conference on 20.10.23. <p>There school funding error was also highlighted to governors with governors noting that funding will be honoured as agreed despite ethe DfE error.</p> | |
| 17. | <p>MEETING PRECIS ACTION: NH to complete the meeting precis.</p> | NH |
| 18. | <p>ANY OTHER BUSINESS</p> <p>The school made governors aware of the recent behaviour training undertaken by staff which required as substantial financial investment. The school were pleased to report that positive impacts were already being seen. There will be challenges in ensuring that all non-teaching members of staff are trained who were unable to attend the training at the start of term including midday assistants and a small number of TA's.</p> | |
| 19. | <p>MEETINGS</p> <p>The date of the next meeting was confirmed as:</p> <ul style="list-style-type: none"> Tuesday 30th January 2024 at 5pm | |
| 20. | <p>IMPACT STATEMENT</p> <p>Governors helped to move the school forward in the following ways:</p> <ul style="list-style-type: none"> The committee elected a Chair and Vice Chair for the 2023-24 academic year to secure the leadership and function of the committee. A discussion of the vacant link roles took place with appointments made and two vacancies deferred to the FGB for new governors to be assigned which will ensure the Board has full oversight over the monitoring of the curriculum implementation. Assessment data was challenged with governors receiving clarification and assurances on areas including greater depth writing and progress scores. Governors fed back to the committee on recent link visits. Governors reviewed and challenged the spending and impact of Pupil Premium funding seeking explanations on data queries and assurance on the completion of the PP Strategy Statement. Attendance was challenged with lateness and unauthorised holidays being highlighted and assurance sought on how absence is monitored and managed. | |

The meeting moved to Part Two.


Chair
30.01.24.....Date