



**MINUTES OF A MEETING OF THE TEACHING AND LEARNING
COMMITTEE OF ALDERLEY EDGE PRIMARY SCHOOL
HELD AT THE SCHOOL ON 1ST FEBRUARY 2022**

Governors Present:

Nick Hughes (NH)	Chair
Lindsey Walsh (LW)	Head Teacher
Katie Bjerkan (KB)	(via MS Teams)
Wendy Davies (WD)	
Claire Finch (CF)	
Andrea Hogan (AH)	
Sheila Keegan (SK)	
Lesley Sym (LS)	

Also in attendance:

Diane Murdoch (Clerk)	Clerk to the Governors
Lyndsey Platt (LP)	Observer

PART ONE – NON-CONFIDENTIAL BUSINESS

The meeting opened at 5:11pm

		Actions
1	<p><u>APOLOGIES & ADDITIONAL AOB ITEMS</u> Apologies were received from Esther Clark (EC) and accepted by the committee.</p> <p>AOB: Queen's Jubilee</p>	
2	<p><u>CONFLICT OF INTEREST</u> Governors were asked to declare any potential pecuniary interest or conflict of interests with the business to be discussed during the meeting: NH is a governor at Rushton Primary School and a teacher at Wilmslow High School. No conflict was expected with the business of the meeting.</p>	
3	<p><u>PART ONE MINUTES AND MATTERS ARISING</u> The Part One Minutes of the meeting held on 19th October 2021 were confirmed as a correct record and signed by the Chair for retention on GVO.</p> <p>The action log was reviewed:</p> <p>Link Governor Visits to School: It was confirmed that link governors had completed or were arranging visits to school.</p> <p>KB – Link Role: This was in progress.</p> <p>All other actions had been completed or were carried forward.</p>	
4	<p><u>GOVERNOR LINK REPORTS</u> SK had attended school today to undertake an Early Years visit and had observed lessons and reviewed English and Phonics.</p> <p>WD had today completed a Computing link visit, during which she spoke with pupils to receive Pupil Voice and found that pupils were enjoying the new Computing curriculum, particularly learning about coding. Whilst in school, WD met with the Science Lead and provided challenge regarding catch-up</p>	

	<p>interventions and monitoring of gaps in pupils' knowledge. WD advised governors that pupils had continued to engage well with the Science curriculum even during periods of remote learning.</p> <p>Governors noted that a minority of pupils were finding it challenging to engage with homework. There had been a drop off of engagement with reading and spelling at home. This may be a result of long periods of remote learning during the pandemic. A couple of pupils had high anxiety levels and there was a small group who were teary when arriving at school in the morning. Mental health and wellbeing support has been put in place for these children. Whilst in school, pupils were happy to be in class and the majority were fully engaged with learning. SK advised that during her link visit she had observed all pupils happily getting on with their work and no behaviour issues. Staff were trying to strike the balance of developing pupil resilience with a compassionate approach towards anxiety. The school had a Mental Health First Aider, and their referral system was working well. Currently this role was fulfilled by a Teaching Assistant (TA), however governors should consider whether the school had a genuine need for a role in school to be funded on a more formal basis from September.</p> <p>Q: Could a Mental Health First Aider be shared across the TCET schools? A: In the longer term this may be an option. Within TCET there may be central resources and expertise the schools can access.</p> <p>Q: Is this something which can be broached with parents through the newsletter? A: Yes, this is already being done. This month's newsletter included links to support via Place2Be for parents.</p> <p>Q: Have there been any changes in behaviour generally? A: Some minor changes including low-level behaviour issues such as pupils one child texting home at break and others wearing jewellery. Staff were monitoring and addressing issues as they arose.</p> <p>Governors were reminded of the need to review the School Development Plan (SDP) prior to link visits to ensure visits were tied into and monitored progress on SDP targets.</p>	
5	<p><u>PUPIL PREMIUM AND CATCH-UP PREMIUM</u> The policy had been updated and documents on the school website would be updated by the end of March 2022. The school continued to deliver interventions to plug gaps in knowledge using the School-Led Tutoring route.</p>	
6	<p><u>ATTENDANCE</u> There had been an increase in pupils taking term-time holidays. Analysis of attendance was completed weekly including a breakdown of reasons for absences. Covid-19 was now coded as an 'illness' not 'X' and therefore was now included in absence figures. Since the return to schools in January 2022, there had been very few cases of Covid-19 amongst pupils and two members of staff had been off school. Some pupils had been required to self-isolate, however these absences were coded as 'X' and did not count towards absence figures. All isolating pupils were issued with home learning packs for remote learning.</p> <p>Q: Do isolating pupils access the remote learning provision?</p>	

	<p>A: Most did. Uptake did depend upon the age of the child as younger pupils required parental support to access remote learning.</p> <p>Attendance was gradually increasing from 90% just before Christmas 2021 to 93% at the beginning of January and was currently 94%. The attendance target remained at 95%. Generally, attendance was lower during the winter months.</p>	
7	<p><u>ASSESSMENT</u></p> <p>Governors noted the suggested questions for Senior Leaders regarding KS2 SATs in the spring 2022 Director's Report and were advised that:</p> <ul style="list-style-type: none"> • Staff had completed training to ensure compliance with the assessment and reporting arrangements. • DfE practice materials were being incorporated into lessons to ensure pupils were familiar with the types and formats of tests. As SATs approached, staff would use past papers in class. • In Year 2, 30 pupils would be sitting the tests and in Year 6 this would be 27 pupils. • One Year 6 pupils had been disapplied due to their EHCP. • The school used the Maths Hub for moderations and undertook inter-school moderation with the schools in the TCET group for writing. The school did not know if it would be moderated by Cheshire East. <p>Q: Would there be any allowances made for the impact of Covid-19? A: No allowances would be made.</p> <p>Governors noted that over 30% of the current Year 6 had joined the school in the last two years.</p> <p>Q: Were there many new pupils with English as an Additional Language? A: There were two pupils in Reception and two in Year 6.</p>	
8	<p><u>STAFF WELLBEING</u></p> <p>Staff had been invited to complete a RAG-rated wellbeing questionnaire in January 2022, however only one was completed and all responses were green. The school had joined the DfE Wellbeing Charter. Staff had formed a Staff Wellbeing Group (Senior Leaders were not leading the group but would act in an advisory capacity. The group had placed a box in the staffroom where staff could leave their thoughts on improving wellbeing. The group would meet to review these and present their ideas to Senior Leaders.</p> <p>Q: Was there anything in the mental health kitbag for staff? A: Staff had asked for a 'Marking Party' and as a result, a recent Monday staff meeting had been focussed on this which had been well-received.</p> <p>Q: Were there any issues with staff attendance? A: Attendance was lower than in 2018-19. There was increased absence due to anxiety and stress, however staff reported that stress was home-related not work-related.</p>	
9	<p><u>SAFEGUARDING</u></p> <p>A Safeguarding link governor visit was scheduled for next week.</p>	
10	<p><u>CYBER SECURITY</u></p>	

	<p>Governors were advised that cyber security was reviewed during the computing link visit. An item in the spring 2022 Director's Report highlighted the importance of data safety. Governors noted that the school used Virtue which included licences for Sophos to protect and lock down the school's network as much as possible. A 3-year subscription to this service had been taken out last year. There was a limit to how much internet access could be locked down as staff need to access resources for lessons. All data was backed up to the Cloud and this was managed by Virtue.</p> <p>Q: Do staff store documents on the Cloud or on personal drives on the school server? A: Everything is stored on the Cloud. Staff do have personal drives and are able to log into the school system remotely, but do not have school laptops and did not take data home.</p> <p>The PHSE and Computing curriculums both covered internet safety, positive online relationships and what pupils should do if they had a problem or concern. Pupils had developed a school charter regarding internet safety. E-safety was a standing feature on the school newsletter.</p>	
11	<p><u>ADMISSIONS</u> The school used the Cheshire East (CE) Admissions Policy which was approved by governors.</p>	
12	<p><u>GOVERNOR TRAINING</u> SK had completed the Monitoring Teaching and Learning course from CE governor training. This was an excellent course which provided resources to facilitate governor challenge of school leaders. Governors were advised that SK had challenged the school and was reassured that robust systems were in place.</p> <p>It was suggested that governors develop a set of key priorities which would be placed at the top of all agendas. Action: To consider developing a Key Priority list for inclusion on agendas at the next Strategic Review committee meeting (Clerk to place on agenda).</p> <p>A further suggestion from the training was that subject leads make presentations to governors. Governors agreed that this was already in place as part of the governor link visits.</p> <p>Governors were advised that Ofsted had been reviewing the knowledge retention of pupils during subject deep-dives. Action: To share the training worksheets/PowerPoint via GVO.</p> <p>Two governors would be attending the CE Governor Forum on 3rd February 2022. Governors were reminded to record all external training completed on GVO. All training booked and completed with CE would be automatically logged on Governor Hub. Action: To provide guidance on how to record training on GVO.</p>	<p>Clerk</p> <p>SK</p> <p>Clerk</p>
13	<p><u>POLICIES</u> The following policies had been reviewed and approved by governors via GVO:</p> <ul style="list-style-type: none"> • 23 – English and Grammar • 38 – Computing 	

	<ul style="list-style-type: none"> • 55 – Intimate Care • 72 – Pupil Premium • 101 – Social Media <p>Policy 51 – Foundation Stage: This policy had now been updated to incorporate the comments provided by governors on GVO and was approved by governors.</p> <p>Policy 58 – Drug Education: Q: Has the school delivered training for staff? A: Training had not been delivered in the same way as it would at a high school. The issues at primary level were centred more upon peer pressure. The policy was approved by governors.</p> <p>Policy 62 – Marking: In response to a comment on GVO, governors were advised that pupils learned the marking symbols used by staff through modelling. The policy was approved.</p> <p>Policy 65 – PHSE: Q: Is RSE taught outside of PHSE and is there a separate RSE policy? A: RSE is taught as part of the PHSE curriculum and details of this are included in an RSE attachment to the PHSE policy. Action: To upload the RSE attachment to the PHSE policy to GVO for approval by governors.</p>	LW
14	<p><u>MAINTAINED SCHOOL IMPROVEMENT PARTNERSHIP (MSIP)</u> As part of MSIP, the school had been approached to be involved in Maths and SEND, however cover staff would not be funded.</p>	
15	<p><u>DIRECTOR'S REPORT</u> The spring term 2022 Director's Report had been circulated to and reviewed by governors via GVO prior to the meeting. The relevant items had been addressed during the meeting.</p>	
16	<p><u>MEETING PRECIS</u> It was agreed that NH will prepare the draft precis of this meeting and forward to LW for approval and upload to school website. Action: To produce meeting precis.</p>	NH
17	<p><u>MEETINGS</u> The date and time of the next committee meeting was confirmed as Tuesday 10th May 2022 at 5.00pm.</p>	
18	<p><u>ANY OTHER BUSINESS</u> Queen's Jubilee The school would celebrate this on Friday 20th May 2022 and were consulting with the PTA regarding the nature of the celebration.</p>	
19	<p><u>IMPACT STATEMENT</u> Governors:</p> <ul style="list-style-type: none"> • Challenged the school's approach to pupil and staff wellbeing and considered how best to provide mental health support for the school community. • Reviewed cyber security procedures at the school. 	

	<ul style="list-style-type: none">• Received feedback on governor training and considered how to implement recommendations from the course to improve governance.• Considered the school's arrangements for KS2 SATs and sought reassurance that staff were familiarising pupils with the format of tests.• Reviewed school policies in accordance with the policy review schedule.	
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The meeting moved to the Part 2 agenda at 6.35pm.

Chair

Date