



	<p><b>Challenge: bullet 7 references the policy for collective worship and RE – does this need reviewing?</b> Response: It was reviewed in June 2022 so reflects the Cheshire East RE Agreed Syllabus 2022-2027.</p> <p><b>Action: to add RE to next Teaching and Learning Committee agenda, and to invite Ms Holmes to attend and update governors.</b></p> <p><b>Challenge: bullet 20 references the Pupil Council – do we have one?</b> Response: Yes, the Council is very active. The terms of reference ask the Committee to provide a link between the Council and the School so it would be a good idea to facilitate more opportunities for the Committee to see the work of the Council.</p> <p><b>Action: to invite representatives of the Pupil Council to the next Teaching and Learning Committee to meet with governors; add to the next agenda</b></p>	<p><b>CLERK /SW</b></p> <p><b>SW/ CLERK</b></p>
5	<p><b>PART ONE MINUTES OF THE PREVIOUS MEETING, 4<sup>TH</sup> JULY 2023, AND MATTERS ARISING</b></p> <p>a) A copy of the Part One minutes from the meeting held on the 4<sup>th</sup> July 2023 had been shared with Governors in advance. Governors <b>approved</b> the minutes as a correct record of the discussion held. The Chair signed the minutes and a copy was retained by the School.</p> <p>b) There was one matters arising: item 10 deferred the approval of the Behaviour Policy to this meeting. SW was in the process of updating the policy as part of her NPQ course and informed governors that the current policy would remain in place and until she had completed this.</p> <p>c) The action log was reviewed, and all actions noted as complete or in progress. Governors noted that:</p> <ul style="list-style-type: none"> <li>• whilst the Chair of Governors was the Safeguarding link governor, the resignation of Kate Jones left a vacancy for SEND link governor;</li> <li>• the Maths and Music policies would be uploaded to Governor Hub so that approval could be given at FGB.</li> </ul> <p><b>Action: to add SEND Link Governor and approval of Maths and Music policies to next FGB agenda</b></p>	<p><b>CLERK</b></p>
6	<p><b>2023-2024 SCHOOL DEVELOPMENT PLAN</b></p> <p>a) A copy of the 2023-2024 School Development Plan was shared with governors in advance of the meeting. The Headteacher outlined the development process: last year's achievement and progress data was evaluated, in consultation with Helen Scott, School Improvement Partner (SIP), priorities for 2023-2024 were identified which would support both national and school agendas. Priorities were shared with teaching staff as part of their appraisal conversations and informed target setting at all levels.</p>	

Governors reviewed the priorities of the 2023-2024 SDP and noted:

- that Priority 1 was focused on improving the impact of the curriculum through embedding assessment of end points to support knowledge retention and learning gap identification; teachers would be utilising coaching models which paired teachers together to support professional development and the embedding of maths and writing schemes
- that Priority 2 was sizeable and focused on further improving outcomes in writing, reading and maths; the School had experienced the national dip in writing outcomes, there was a need to smooth out the key stage 2 outcomes in reading which would be addressed by progressing 'reading for pleasure' to 'reading for fluency and comprehension', and Power Maths would be entering the second year of a three year programme which would result in shared vocabulary, pedagogy and resources so that the teaching and learning of maths had great consistency between year groups and would make it easier to identify learners that were struggling
- that Priority 3 had a personal and social development focus which was linked to the Headteacher's NPQ work on behaviour and attitudes, as well as a focus on attendance matters supported by the Cheshire East toolkit

**Challenge: regarding Power Maths, were teachers already seeing improved results in assessments?**

Response: Yes, even in formative assessment; pupil confidence is increasing. It is also great to see purposeful practice in action – teachers sharing best practice and, whilst retaining the core of the scheme in terms of starting points and end points, adapting their teaching according to the children in the class. Governors will find that the writing scheme operates in a similar way.

The Chair noted that whilst the new writing scheme had a lot to fit in, teachers were feeding back that they were able to clearly see where it was going (its intent) and the pupil journey. Governors undertaking link visits would be able to see visual evidence in the classrooms of how pupils were using and responding to the scheme.

One governor remarked that having an understanding of both curriculum intent and how adaptive teaching was key to the success of the writing and maths schemes, would be essential in being able to talk about the Havannah curriculum to Ofsted.

b) To review current assessment data and approve academic targets for 2023-2024

Copies of the 2023 Attainment and Progress Summary, the SIP's report dated 10<sup>th</sup> October 2023, EYFS Baseline Analysis for 2023-24, and Combined Analysis of Havannah's results compared to LA and National outcomes were made available to governors in advance of the meeting.

The Headteacher advised governors that the SIP:

- was heavily data led and had evaluated with the Headteacher the outcomes for EYFS, Key Stage 1 and Key Stage 2 pupils for 2023 to identify strengths and areas for improvement;
- noted that Key Stage 2 outcomes were strong in reading, maths and SPAG, at both expected and at greater depth. Writing remains the weaker of the three, especially at greater depth;
- noted that at Key Stage 1 phonics outcomes were a strength which led to questions about some of the reading outcomes (at the expected level) during and at the end of Key Stage 1;
- had closely used the data to support the setting of academic targets for 2023-24.

**Challenge: based on the EYFS baseline data, boys don't appear to be as on track as girls in Literacy and Maths. What strategies have been put in place to improve progress for boys?**

Response: Some of the difference can be accounted for by distinguishing between pupils attending our pre-school and non-pre-school pupils (4). The strategies used last year, which had a similar starting point, will be repeated. These are listed on the Baseline Data document.

Governors commented that they liked the Combined Analysis 2023 data which had been produced by Cheshire East Business Intelligence, in particular the progress charts which were clear and easy to interpret and showed positive scores in Reading and Maths but a negative score for Writing, albeit an improvement compared to 2022's level. Governors also considered the changes to the school's rankings in each attainment area.

**Challenge: does anyone question the movement in rankings e.g. the drop in Key Stage 2 Writing or the improvement in Key Stage 1 Maths?**

Response: the School is focused on qualitative improvement rather than statistical rankings which depend on the relative performance of other schools.

Governors were advised by the Headteacher that the Ofsted Inspection Data Summary Report (IDSR) would be updated in the next few weeks.

The Headteacher encouraged governors to review development plan progress in terms of outcomes at the next Teaching and Learning Committee (mid-way through the academic year) and that governors should ask questions about:

- data trends
- what the School is doing to address identified trends
- whether measures are having the anticipated impact.

**Action: to add mid-year review of SDP outcomes to the next Teaching and Learning Committee agenda.**

**Challenge: will governors be able to consider data at a more granular level?**

**CLERK**

	Response: results by pupil characteristics e.g., 'disadvantaged pupils' as a group is published by the DfE for summative assessment; formally RAISE on-line also did this.	
7	<p><b>PUPIL PREMIUM AND CATCH-UP PREMIUM</b></p> <p>One governor had attended the Cheshire East Governors' Conference on the 20<sup>th</sup> October 2023 and reminded the Committee that there was a swing away from labelling pupils as Pupil Premium (PP) and Special Educational Needs and Disabilities (SEND) to designating the pupils as 'disadvantaged'.</p> <p>Governors noted that the keynote speaker, Jean Gross, an expert on disadvantaged pupils, made several useful key points, in particular:</p> <ul style="list-style-type: none"> <li>• that the disadvantaged cohort went well beyond PP and SEND pupils, many of whom would not be easily identifiable</li> <li>• that it was therefore important to deliver a curriculum that impacted upon all pupils, thereby impacting upon all disadvantaged pupils.</li> </ul> <p>The Headteacher advised governors that Claire Birdsall (CB) had delivered a presentation to staff on the subject of disadvantaged pupils which could be shared with governors.</p> <p><b>Action: To add CB's Presentation on Disadvantaged Pupils to the next Teaching and Learning Committee Agenda.</b></p> <p>MW volunteered to become the Link Governor for Disadvantaged Pupils.</p> <p><b>Action: MW and SW to meet with CB to identify 'quick wins' which can be implemented to support disadvantaged pupils.</b></p> <p>An update on the Pupil Premium strategy for 2023-24 would be shared at the forthcoming FGB meeting on 7<sup>th</sup> December 2023.</p> <p><b>Action: To add item on Pupil Premium Strategy to agenda for FGB meeting on 7<sup>th</sup> December 2023.</b></p>	<p>CLERK</p> <p>MW, SW</p> <p>CLERK</p>
8	<p><b>PUPIL VOICE SURVEY</b></p> <p>The Headteacher reported that this had not yet taken place.</p> <p><b>Challenge: is the survey School Council based or separate?</b></p> <p>Response: separate but it is driven through the School Council and by pupil-led assemblies e.g., on anti-bullying.</p> <p>EF advised governors that there were a number of opportunities to hear the pupil voice and gather feedback, including from:</p> <ul style="list-style-type: none"> <li>• School Council</li> <li>• Reading Ambassadors</li> <li>• Happiness Ambassadors</li> </ul>	

	<p>Governors considered on what area a future pupil voice survey should focus. Given the previous discussions about Reading and Writing it was felt that this would be a good area to gain feedback from pupils.</p> <p><b>Action: EF to gather feedback from pupils on Reading and Writing, and share at the next Teaching and Learning Committee.</b></p> <p><b>Action: To add Pupil Feedback on Reading and Writing to the next Teaching and Learning Committee Agenda.</b></p>	<p><b>EF</b></p> <p><b>CLERK</b></p>
<p><b>9</b></p>	<p><b>PUPIL WELL-BEING/MYHAPPYMIND</b></p> <p>EF provided a verbal update to Governors on the progress being made with the <i>myhappyminds</i> programme:</p> <ul style="list-style-type: none"> <li>• the programme is in its second year</li> <li>• every year group, including Year 6, was receiving the programme</li> <li>• each half-term there is a <i>myhappyminds</i> assembly where pupils have already demonstrated a good understanding of the brain and how its parts are linked to emotions, anxiety and happiness</li> <li>• the School is appointing 8 pupil ambassadors – this is all about getting pupils to invest in the scheme and take more ownership</li> <li>• the School would apply for the <i>myhappyminds</i> Bronze accreditation</li> <li>• further ahead, securing parental engagement is a key area for development.</li> </ul> <p><b>Challenge: how many ambassador applications have you received?</b> Response: 20</p> <p>Governors agreed that this was brilliant and thanked EF for her stewardship of the programme.</p>	
<p><b>10</b></p>	<p><b>ATTENDANCE</b></p> <p>Governors were informed that this matter would be further discussed at the forthcoming FGB meeting on 7<sup>th</sup> December 2023.</p> <p>The Headteacher advised governors that as of 13<sup>th</sup> November 2023, attendance was at 95.2% against the <b>target of 96%</b>. The Headteacher's Report would break this figure down into different groups, for example the rate for disadvantaged pupils.</p> <p>The School was making full use of the Cheshire East toolkit and had bought back attendance support via CHESS. Governors were aware that the School was working hard to understand which pupils were of concern (e.g. persistent absence below 90%), what were their barriers to attendance and what the School could do about it.</p> <p>The Headteacher noted HMI Rachel Goodwin's comments on attendance, and that schools should be looking at holiday data (i.e. the week before and after a school holiday) and at Monday and Friday data in assessing absenteeism and determining trends. This was as much about changing parental attitudes, more challenging since COVID closures.</p>	

11	<p><b>SAFEGUARDING</b></p> <p>The Headteacher reminded governors that she was the Safeguarding Lead (SL) and EF was the Deputy Safeguarding Lead (DSL).</p> <p>The Headteacher provided a verbal update to governors on:</p> <ul style="list-style-type: none"> <li>• the number of pupils at different stages of the Safeguarding register</li> <li>• the annual staff training that had been completed</li> <li>• the refresher training that the SL had undertaken</li> <li>• the next level training undertaken by the DSL.</li> </ul> <p>Both Staff and Governors were familiar with the updated September 2023 version of <i>Keeping Children Safe in Education</i>.</p> <p>Annual training for governors was discussed and the Committee resolved that the most appropriate safeguarding training for governors was through the National College.</p> <p><b>Action: All Governors to complete National College Safeguarding Training for Governors.</b></p>	ALL GOVS
12	<p><b>POLICIES</b></p> <p>(i) The Committee <b>approved</b> the Safeguarding and Child Protection Policy.</p> <p>(ii) The Committee reviewed the Staff Code of Conduct Policy.</p> <p><b>Challenge: The Policy states that it does not apply to peripatetic staff or external contractors because they are governed by their own employment contracts which include terms concerning their conduct. How do we know that they have signed their contract or how their terms governing their conduct compare or align to this policy? Should they sign the Havannah Code of Conduct?</b></p> <p>Response: In practice we go through the Havannah code at an induction briefing but we don't ask them to sign that they have read and agree to abide by the policy. This does need to be updated.</p> <p><b>Action: SW to update the Staff Code of Conduct Policy and governors to review and approve.</b></p> <p>(iii) The Maths and Music subject policies were not ready for review at this time.</p> <p><b>Action: To add to FGB agenda to approve Maths and Music policies.</b></p> <p><b>Action: MB and SW to meet to create policy schedule.</b></p>	SW  CLERK  SW/ CLERK
13	<p><b>DIRECTOR'S REPORT</b></p> <p>The Autumn Term 2023 Director's Report had been shared with Governors in advance of the meeting.</p>	

	The Clerk drew Governor's attention to section 2.1 which contained a link to the new Ofsted School Inspection Handbook. Governors would find paragraphs 344-347 of interest as it set out Ofsted's expectations of governors.	
14	<p><b>GOVERNOR MONITORING, TRAINING AND DEVELOPMENT</b></p> <p>a) The Headteacher had already circulated details of two courses provided by Cheshire East: complaints training and understanding data. If anyone wanted to attend they should contact SW in the first instance, as with any other Cheshire East courses. Governors have access to the National College training as well.</p> <p>b)</p> <p>AH provided a verbal report on her school visit to discuss the implementation of the Writing Policy with EF and CB. She commented on:</p> <ul style="list-style-type: none"> <li>• the quality of the wall displays in classrooms</li> <li>• the impressive pupil vocabulary on display</li> <li>• the demonstrable impact of modelling on the writing of pupils</li> <li>• the quality of scheme texts</li> <li>• the consistency approach between teachers</li> <li>• that the scheme seemed to be reducing teacher workload</li> </ul> <p>AH had made two further visits to school to discuss the reading dip. Her verbal report to governors noted:</p> <ul style="list-style-type: none"> <li>• that a culture of reading for pleasure existed in school, well evidenced by pupils making book recommendations and in conversations about texts</li> <li>• this had now progressed to a focus on fluency and comprehension</li> <li>• teachers were modelling the reading process as a result of the use of a common scheme in school</li> <li>• Ready Steady Writing, a whole school scheme from EYFS to Year 6, was supporting the reading and writing processes</li> <li>• that CB would be undertaking further staff training on reading to develop a coaching approach amongst staff.</li> </ul> <p><b>Challenge: when might governors be able to consider the impact of the strategies to support writing?</b></p> <p>Response: moderation will take place at the end of November, so there should be some early evidence available.</p> <p>MW would undertake a school visit focused on disadvantaged pupils.</p>	
15	<p><b>ANY OTHER BUSINESS</b></p> <p>There were no items of any other business.</p>	
16	<p><b>DATE OF NEXT MEETING</b></p> <p>Monday 26<sup>th</sup> February, 2pm</p>	
17	<p><b>WHAT SHOULD WE HIGHLIGHT/COMMUNICATE TO THE FGB?</b></p>	



	<ul style="list-style-type: none"> <li>• The continued success of the <i>myhappyminds</i> programme and enthusiastic response from the children</li> <li>• The importance of common schemes in Maths, Reading and Writing which can be adapted and personalised according to the needs of the learner</li> <li>• The need to address inconsistencies in Reading and Writing attainment</li> <li>• The use of the <i>Ready Steady Write</i> scheme alongside Power Maths</li> <li>• That 'disadvantaged' is a big area for development.</li> </ul>	
--	---	--

There was no Part Two business

The meeting ended at 3.57pm.

..... Chair

..... Date