



**Egerton
Primary School**

**MINUTES OF A MEETING OF THE TEACHING, LEARNING AND COMMUNITY
COMMITTEE OF EGERTON PRIMARY SCHOOL HELD AT THE SCHOOL
ON 25TH FEBRUARY 2019**

Through dynamic teaching, a highly creative curriculum and supportive environment, every Egerton child gains a passion for learning. When combined with the knowledge, skills and values they develop, we enable our children to fulfil their potential as global citizens in an ever-changing world."

Governors Present:	Mr J Dobson, Chair	JD
	Mrs A Hooper, Headteacher	AH
	Mrs C Wood	CW
	Mr C Johnson	CJ
	Mrs E Elliott	EE
	Mr A Cornes	AC
	Mr W Tasho	WT
Also in attendance:	Mrs S Pomeroy	Clerk

PART ONE – NON-CONFIDENTIAL BUSINESS

1. APOLOGIES AND ANY OTHER BUSINESS (AOB) ITEMS

There were no apologies to receive.

The following items of any other business were tabled for discussion under agenda item 22:

- Calendar of meetings
- Purpose of committees

2. CONFLICT OF INTERESTS

There were no conflicts of interest declared with the business to be discussed at the meeting.

3. MINUTES OF THE PREVIOUS MEETING AND MATTERS ARISING

The minutes from the Teaching and Learning committee meeting held on 27th September, 2018 were confirmed as a correct record and signed by the chair.

JD requested that the spelling of his name be amended.

4. TERMS OF REFERENCE

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Governors discussed the purpose of this committee and whether, since joining KMAT, the work of this committee could be incorporated into the LGB. The timings of the LGB and its committees in 2018-19 have been arranged to coincide with KMAT's board meetings. This has meant that the LGB has been held before the T, L & C committee, making some of its work redundant as issues have already been discussed in detail at the LGB. AH informed governors that many schools which are part of a multi-academy trust do not operate committees at LGB level.

Q. What kind of committee structure would be useful?

R. The committees have been streamlined over recent years and this could be continued by retaining the Finance and Premises committee and incorporating this committee into the LGB.

Q. Would it be possible to establish small groups of governors to work on specific issues which are linked to priorities on the strategic plan? These groups could then collate information and feedback to the LGB.

R. This is a good idea; it reinforces the strategic plan and direction of the school.

Governors discussed the need for their work to be strategic rather than operational.

Q. What is the difference between strategic and operational work?

R. Strategic working involves providing challenge to ensure that the school is maintaining its direction and meeting targets for improvement. Governors set the strategy and then monitor; they need to be aware of the operational side but not to get involved.

Q. Can you give an example of the difference?

R. It would not be appropriate for a governor to observe a lesson and comment on the quality of teaching and learning or to be involved in allocating teachers to specific classes. It is appropriate for governors to ask questions about the impact of curriculum initiatives or how the teacher appraisal process is managed.

Q. Are there any aspects of this committee's work which are not covered at the LGB meeting?

R. No. Traditionally, the items covered at this committee would be discussed in depth and then reported in brief to the LGB. However, this model is most effective when the committee is held before the LGB.

Q. Is there enough time at the LGB to discuss teaching and learning in depth?

R. Yes, at the recent LGB meeting on 29.01.19 there was a valuable, detailed analysis of pupil performance data. It is desirable for all governors to be involved in this level of detail.

Q. Are there any additional, specific monitoring visits which governors could carry out?

R. Yes, they should be linked to the strategic plan and to the SIP. It would be extremely valuable for governors to spend half a day in school with AC on data analysis. They would then have a secure understanding of the data and would be confident to talk to OFSTED, if required, and to other stakeholders.

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Governors **agreed** not to update the terms of reference for this committee until the LGB has had the opportunity to review the committee structure.

ACTION: Clerk to add review of the committee structure to the agenda for the next LGB meeting on 30.04.19.

5. UPDATED DATA REPORT FOLLOWING ASP/IDSR PUBLICATION

This item was covered in detail at the LGB meeting on 29.01.19.

AC reminded governors that the focus in the academic year is on ensuring that more middle prior attainers reach expected levels, specifically children who achieved 2C at the end of Key Stage 1.

The Year 6 children sat a previous Maths SAT's paper prior to the February 2019 half term holiday and 84% of the cohort achieved expected levels. This is a strong forecast of improved Maths results in 2019.

Q. What does IDSR stand for?

R. Inspection Data Summary Report.

6. OFSTED CURRICULUM PROPOSALS RELATING TO CURRICULUM

AH provided governors with the background to the new OFSTED framework which is out for consultation at the moment. Amanda Spielman, Ofsted's Chief Inspector, carried out research into school performance and found that some high performing schools had a narrow, poorly designed curriculum whilst some schools had a good curriculum but were not preparing pupils effectively for the tests. The proposed framework is recognition that education is not just about attainment; how the results are achieved is also important. When considering the curriculum, governors need to focus on intent, implementation and impact.

Q. How is the impact measured?

R. It is bound up with the definition of progress; how children make progress from their starting points. Results are still important but so is the way they are achieved. In this school the children exhibit a high level of positivity about learning. Currently, the impact of our curriculum in Maths is not as good as it should be and this is why Maths is a focus for school improvement.

AC commented that the well-being of staff and their workload is a major consideration and ideas are being investigated to reduce teacher workload in relation to the curriculum. There is a shortage of teachers nationally and the government is working to address this.

AH informed governors that the school is expecting an inspection in the academic year 2019-20.

7. SIP/SED REVIEW

AH invited governor to comment on the revised SIP/SED document which has been streamlined on the advice of Mike Cladingbowl. The document will need to be reviewed if the new OFSTED inspection framework is agreed and could take on the theme of the 3 "i"s"-intent, implementation and impact. The school is confident that its curriculum design is good and is in-line with the new proposals. A paper was

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published on the school's curriculum design by the Chartered College of Teaching and the global learning undertaken at the school is excellent.

Q. Does the school deliver on its vision statement?

R. The school produces a vision in practice document which has been reviewed with staff and governors. The aim is to build resilience, confidence and self-esteem in the children and to develop life long skills as learners. Governors commented that they observed the children's confidence in relation to Maths on a recent monitoring visit.

AH informed governors that there is a greater emphasis during the current academic year on preparing the children for the SAT's tests so that they can perform at their best on the test day. This is done in conjunction with still providing an enriched curriculum.

Q. How are parents informed of the priority areas for improvement in the school and the strategies which are in place?

R. There is a role for governors in communicating the strategic direction of the school.

Q. Could a version of the governor monitoring reports be provided to parents?

R. Yes, this is a very good idea. Also, surveys can be carried out at Parents Evenings, asking how they feel about their child's progress and if they know how to support their child at home. See saw is used in creative ways to engage parents in their children's learning.

AC will generate some questions for a parental survey to be carried out at Parents' Evening. CW offered to come into school on 2nd April for one of the Parents' evening events and to collect responses to the parental survey.

ACTION: AC to generate survey questions for parents evening.

8. TO REVIEW MONITORING PROCEDURES IN SCHOOL

AC spends a considerable amount of his time on monitoring activities. These take the form of book scrutiny, lesson observations, learning walks, data analysis and pupil voice activities. He has also taken on the responsibility for carrying out teacher appraisal. Monitoring outcomes are fed back to staff and next steps identified. Teachers are rated against the teaching standards throughout the year and this ties in with the appraisal process.

CW and RMX are due to carry out a staff survey and will report back on their findings.

Q. How is the CPOMS system being used in school?

R. Everyone is using it and it is going well. Over a year the school will be able to analyse the issues which have arisen and how they have been dealt with.

9. PARENT SURVEY REVIEW

The school is considering the best ways to seek the views of parents; what do we want to know? When do we ask? What format should be used?

Q. Has the questionnaire for the Wrap Around Provision been finalised?

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R. Yes, it was completed today so that it can be used to finalise the finance proposals for the Wrap Around care.

10. WHOLE SCHOOL COACHING MODEL

AC explained the coaching model to governors. It commenced in September 2018 and was revised in December 2018 when WT provided some input into thinking partners.

AC is writing a dissertation on the impact of coaching on teaching standards. He carried out a baseline assessment against the teaching standards at the beginning of the programme and will repeat this at the end.

WT commented that it can take time to see an impact with the coaching model.

11. VISIT TO KENYA 06.02.19

AH reported to governors that the visit to Kenya was very successful. Teachers from five other schools participated and the focus was on gender equality and quality education. Each class in school carried out some work on these areas before the visit. There is an evidence book on display in the school entrance hall. AH led a training session during the visit which was observed by the British Council. Two teachers are making a reciprocal visit to Egerton from Kenya in November 2019.

Q. Was the topic of gender equality a challenging one to address?

R. Yes, Kenya is a male dominated society. Aspirations for girls in school tend to be high in the early years but lessen in secondary school. Good relationships have been developed to enable sensitive issues to be discussed. It is important not to push our own beliefs. AH looked at Kenyan perceptions of the partnership.

Q. Was see saw useful during the visit?

R. Yes, it was used to maintain the momentum of the visit for the children, especially as live streaming did not work due to technical issues.

12. ATTENDANCE REPORT

AH reported to governors that attendance currently stands at 97.6% which is above the national average.

13. PARENTAL/PUPIL FEEDBACK

This has been covered in discussions under other agenda items.

14. GOVERNOR TRAINING

The school still holds a training credit with ECM.

EE has booked a course on monitoring school performance in April 2019.

15. SAFEGUARDING UPDATE

AH informed governors that all staff have been trained to use the CPOMS system and it is working well in school.

16. POLICIES FOR APPROVAL

There were no policies for review/approval at this meeting. AH is meeting with Mike Cladingbowl to look at shared policies across the Trust and to produce a policy review schedule for the LGB.

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AC informed governors that the Relationship and Sex Education Policy is due for review at the next LGB meeting.

ACTION: Clerk to add review of this policy to the LGB agenda.

17. DIRECTORS REPORT

This was covered at the LGB meeting.

18. GOVERNORS' STRATEGIC PLAN

Governors reviewed the strategic plan. This is the first year of working through the plan and it will be further refined for the academic year 2019-20. It was agreed that governors should include conversations with middle leaders in school as part of their monitoring schedule. This could form part of the staff survey which will be carried out by RMX and CW. AC had already identified a UPS teacher, a recently qualified teacher and a teaching assistant to take part in this survey.

ACTION: AC and CW to set a date for the governor monitoring visit on staff voice.

19. IMPACT OF ACADEMY CONVERSION

Governors identified the following positive benefits of joining KMAT:

- Collaboration on the Kenya visit
- Joint purchase and use of the CPOMS system.
- Mike Cladingbowl's advice and input into school improvement.
- Joint work on strategic direction.
- Central services will be considered going forward.

Q. When will Mike Cladingbowl next visit school and provide a written report?

R. He will make a formal visit to school when the SAT results are released in the summer term.

ACTION: AH to contact Mike Cladingbowl to arrange a date for his next visit.

Governors agreed that the financial aspect of joining with KMAT has proved difficult as the LA were not helpful in providing the final determination figures and it has taken a while to become accustomed to monthly funding. The situation has improved recently.

Q. Should the governors have a section in the school newsletter?

R. Yes, this is a good idea.

ACTION: JD to produce an article for the newsletter on the governor Maths monitoring visit.

20. IMPACT STATEMENT

- Governors discussed reviewing the committee structure to enable more strategic working.
- Governors challenged how the vision is put into practice.
- Governors carried out monitoring visits to assess the impact of curriculum initiatives.

21. FUTURE T, L & C AGENDA ITEMS

Governors identified the following items for inclusion on the next T, L & C agenda:

- Parents' knowledge and understanding of the school's performance data.

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- The attainment/progress of boys, prior middle attainers and disadvantaged children.
- Intent, implementation and impact of the curriculum.

ACTION: Clerk to add these items to the agenda.

22. AOB

- Calendar of meetings
- Purpose of committees

Governors agreed that these two items need to be discussed at the next meeting of the LGB.

23. DATE OF THE NEXT MEETING

The date of the next meeting was confirmed as Tuesday 7th May, 2019 at 5:30 pm

The meeting moved to the Part Two agenda.

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