



**MINUTES OF A MEETING OF THE LOCAL GOVERNING BOARD OF EGERTON  
PRIMARY SCHOOL HELD AT THE SCHOOL ON 29<sup>TH</sup> JANUARY 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.’***

<b>Governors Present:</b>	Mr Chris Johnson (CJ)	Chair
	Mrs Alison Hooper (AH)	Head Teacher
	Mrs Caroline Wood (CW)	Vice Chair
	Mr Robin Maxwell (RMX)	<i>Arrived at 5:40 pm</i>
	Mr Jeffrey Dobson (JD)	
	Mrs Elizabeth Elliott (EE)	
	Mr Adam Cornes (AC)	
	Mr Will Tasho (WT)	
	Mr Neil McKinlay (NM)	
	Mr Robin McCluney (RMC)	<i>Arrived at 6:07 pm</i>
<b>Also in attendance:</b>	Mrs Sue Pomeroy	Clerk

**PART ONE – NON- CONFIDENTIAL BUSINESS**

**1. APOLOGIES AND ADDITIONAL AOB ITEMS**

Governors agreed that the apologies received from Thomas Hardman be accepted. Notification was received from Robin Maxwell that he would be arriving late to the meeting.

The following AOB items were tabled for consideration under agenda item 19:

- Director’s Report spring 2019
- Update on the Global Learning Programme

**2. PECUNIARY/CONFLICT OF INTEREST**

Robin McCluney is a Director on the KMAT Board.

EE completed the pecuniary interest form to be retained by the school.

RMC and RMX to confirm that they have returned their pecuniary interest forms to the school.

**OFFICIAL**

Chair.....Dated.....

**ACTION:** RMX and RMC to complete and return the annual declaration of interest form to the school ASAP.

**3. MEMBERSHIP**

Nicola Phillips (Chief Finance Officer at KMAT) confirmed to the clerk via email that the terms of office for the LGB governors remain as they were prior to conversion to academy status.

**4. PART ONE MINUTES AND MATTERS ARISING**

The part one minutes of the local governing board meeting held on 13th September 2018 were confirmed as a correct record, and signed by the Chair. The Action Log was reviewed and the following matters arising were discussed:

- It was confirmed that KMAT have changed the wording in the Scheme of Delegation requested by the LGB.
- NM and CJ met to revise the Governors’ Strategic Plan.
- AH and NM met with Mark Bayley from Cheshire East to discuss plans for the school to relocate to new premises and to increase the PAN to 60. Cheshire East pupil forecasts do not support the growth of the school to two form entry and there are currently no plans to relocate the school. An increase in the PAN to 45 is predicted by 2021. AH requested that Cheshire East keep the school informed of any further developments.
- AH requested that governors provide a contact number to establish a “what’s app” group which would be used to contact governors in an emergency situation.  
**ACTION:** AH to establish a governors “what’s app” group.
- School website: it was confirmed that the school website meets statutory requirements. The website provider (Spyder) has offered a free update of the website after February half term 2019.

**5. TERMS OF REFERENCE**

KMAT terms of reference for the LGB

Governors confirmed receipt of the terms of reference. AH drew governors’ attention to the following items:

1.4 The Trust may vary the terms of reference for each Academy should it be necessary.

9.7 A committee member may not vote by proxy.

9.9 Any member of the Local Governing Body shall be able to participate in meetings by telephone or video conference provided that s/he has given reasonable notice to the Clerk and that s/he has access to the appropriate equipment.

Annex 1: draft terms of reference for headteacher group

AH informed governors that she would like to meet Mike Cladingbowl (Executive principal of KMAT) to discuss the working of the headteacher group. There has been one meeting to date and some work has been completed on drafting and renewing shared policies.

CJ stated that it would be beneficial to attend a meeting of the Trust Board.

OFFICIAL

Chair.....Dated.....

LGB committee terms of reference

RMC requested further time to review the terms of reference for the Finance and Premises committee.

The Teaching and Learning committee will review their terms of reference at the meeting to be held on 25.02.19.

**6. CHAIR’S ACTION**

CJ confirmed that no action has been taken on behalf of the local governing board since the last meeting.

**7. SDP**

Impact reports were circulated to governors prior to the meeting.

AC confirmed that the School Development Plan has been combined with the school self evaluation document. The school improvement priorities are highlighted and cross referenced with actions. It is a working document; reviews take place termly and the SDP is updated.

**Governors Comment: The impact reports are written in direct language and make it easy for governors to see which areas still need to be improved. Governors appreciate this transparency. There is evidence of robust tracking and monitoring taking place in school.**

JD asked for clarification of the “improvement section” referred to in the Impact report on Writing. AC explained that it refers to the writing sequence whereby children plan, draft, improve and publish their writing.

**8. GOVERNORS’ STRATEGIC PLAN**

The Governors’ Strategic Plan has been revised by CJ and NM. A revised version was circulated to governors which included the proposal to establish Wrap Around Care at the school.

Governors discussed the Wrap Around Care proposal. AH informed governors that she has re-written the introduction to the business plan as the provision cannot be set up to generate income. The DfE recommendation is that the provision should be broadly cost neutral and any profits that the school makes from providing the service must be reinvested in the service or the school. However, governors are aware that the school cannot afford for the provision to run at a loss so careful financial planning is taking place to calculate all the costs and to decide on appropriate pricing. A further survey of parents is required to ascertain firm demand for places. AH invited governors to submit appropriate questions for the survey.

**ACTION:** Governors to submit questions for the parental survey to AH.

**Q. What is the maximum capacity for the Wrap Around Care provision?**

R. 40 children. We would need to consider staffing ratios if the number went over 40 and may use casual staff if numbers spike.

**Q. What is the minimum number of children required for the provision to be viable?**

OFFICIAL

Chair.....Dated.....

R. Nicola Phillips has calculated that 18 is the minimum number. It is envisaged that the provision could start with smaller numbers and build up to 40.

**Q. Are there restrictions on the number of Reception age children who will be able to access the provision?**

R. No, it is anticipated that every child who needs the provision will be able to access a place. A staffing ratio of 1:8 will be implemented for reception children.

*RMC arrived at 6:07 pm.*

**Q. Why does the provision have to be accessible to all parents? There are other providers in the local area which parents could choose.**

R. The school and governing board have a duty to provide Wrap Around Care if it is requested by the parents.

Governors discussed the pricing structure for the Wrap Around Care provision and agreed that a balance needs to be struck between charging commercial rates, making the care affordable for all parents and meeting the DfE requirement to be broadly cost neutral.

**Governor Comment:** Many parents will want to access Wrap Around Care at the school as they believe it will offer a higher quality service.

**Q. Has a draft prospectus been produced?**

R. No, the proposed parental survey could generate information for a prospectus. Also, the school needs to decide on a name for the provision.

Governors concluded that there is a considerable amount of work to be completed before the Wrap Around Care can open in September 2019.

**ACTION:** Members of the Finance and Premises committee to meet to develop the Wrap Around Care proposal.

Governors returned to the Governors' Strategic Plan. It was noted that many of the items have already been achieved. The red section contains the most work for governors, the purple section is easy to measure and the blue section needs revising for the academic year 2019-20 to include a section on the quality of the curriculum.

**9. REVIEW OF SCHOOL DATA**

Impact reports were circulated to governors prior to the meeting. AC presented a comprehensive review of data and explained that the school has three main priorities; to address the gender gap, to improve the attainment of disadvantaged pupils and the attainment of middle prior attainers.

Governors discussed the balance of priorities and whether the focus should be on the outcomes for children or on the quality of teaching.

**Governor comment:** It is difficult to prove that teaching is outstanding if the outcomes are not. Standards and progress are what the school is judged on.

**OFFICIAL**

Chair.....Dated.....

**Q. Are the changes made to the Maths curriculum having an impact on results?**

R. There is always a data lag when new initiatives are introduced. Also, it is important to distinguish between qualitative and quantitative data. For example, class reading has been introduced and a pupil voice survey has indicated that disadvantaged pupils enjoy this approach. This now needs to be evidenced in improved results.

**Q. Is it possible to put a timescale on when improvements in data can be expected?**

R. This is a difficult question. Pupils are measured on the progress they make from Key Stage 1 to Key Stage 2. If you make changes to the curriculum when pupils are in Year 4, they have two years working in the new way before they are assessed. It can take around three years to see an impact on results if you make radical changes.

**Q. When appraising staff, can you correlate staff performance with pupil performance data?**

R. All teachers have a performance management target which is related to pupil progress. However, this is difficult as the teachers, especially in Year 6, are very reliant on the quality of teaching which the children have previously received.

AC informed governors that in-house tracking is showing a positive picture.

**Governor comment:** The data in 2017-18 looked positive but some children did not perform in the KS2 SAT's as well as had been predicted.

AC explained that the school is now assessing the children in a more formal way which mirrors the tests and should give a more accurate picture of the children's attainment. The Maths No Problem curriculum is an explorative approach and this is balanced with more formal assessment methods.

**Q. Was Maths No Problem introduced as a response to the 2018 SAT's results?**

R. No, the school had been looking to change the teaching of Maths for a number of years as the existing approach did not fit the new national Maths curriculum. The school wanted an approach which led to greater depth in learning and the government backed world class Maths curriculum was adopted.

**Q. How is monitoring of the improvement priorities carried out?**

R. AC does not have a teaching commitment and carries out daily monitoring in the form of data analysis, book scrutiny, learning walks and pupil voice activities. The biggest impact on pupil's learning is in the feedback they receive on how they are doing and what they need to do to improve further.

OFFICIAL

Chair.....Dated.....

AH informed governors that a weekly morning Maths club has been established which is open to all the children. Some excellent mathematicians have chosen to attend.

**Q. Is any further support required from governors? Would more teaching assistants help?**

R. No, existing teaching assistants are well utilised and it is the quality of teaching and the knowledge of the children which has the most impact.

**Governor comment:** It is obvious how much thought has gone into all this for the benefit of the children.

**Q. How are we communicating the message to parents regarding the initiatives taking place in school?**

R. The newsletter goes out weekly to parents and information is posted regularly on the website and this could be developed further. An information evening was held at the beginning of the school year where the chair of governors and headteacher addressed parents.

Governors discussed other ways of communicating with parents. It was noted that some parents may see it as a personal criticism of their children if “disappointing” results are discussed from a particular year group. It was suggested that teachers could deliver a short presentation to individual parents at parents evening on the changes made to the curriculum and how they are being implemented in their child’s class.

**Q. Is there a formal system in place in school for seeking feedback from children?**

R. Regular feedback is sought from children as part of the monitoring process in school. Also, governors talk to pupils when they visit school and once a year governors meet the School Council.

**Q. How is professional development carried out in school?**

R. The following methods are used:

- Dissemination model
- Cascade model
- Teachers visit other schools to identify best practice and then share it with colleagues
- Coaching model led by the staff
- Research lead internal training

**Q. Is the impact of training monitored? Is it valuable for teachers to receive “second hand” training?**

R. The impact of training is evident in the children’s books and in the quality of teaching observed.

Governors thanked AC for the detailed information presented.

OFFICIAL

Chair.....Dated.....

**10. PART ONE REPORTS FROM COMMITTEES AND REPORTS FROM GOVERNORS WITH SPECIAL RESPONSIBILITIES**

Finance and Premises (F&P) Committee 16.01.19

RMC gave a verbal report to governors from the Finance and Premises committee:

- Governors acknowledged the hard work carried out by the School Business Manager and the Chief Finance Officer from KMAT to align the finance systems of both institutions.
- The three year budget plan has been revised.
- No deficit is forecast from the 2018-19 academic year.
- The new budget will be approved in September 2019.

Governor Safeguarding Audit

CJ and CW carried out a Safeguarding audit on 23.01.19. The visit was extremely positive. It was noted that the necessary criminal records checks have been carried out on governors and that the school is using the CPOMs system to record safeguarding concerns.

SEN/D link governor report

EE presented a written report on the SEN/D governor monitoring visit. A meeting was held with the SENCO who presented the data and a termly analysis. EE was impressed with the knowledge of the SENCO and the way in which targets are set for children with SEN/D and the impact of interventions is assessed.

Maths governor monitoring visit

JD and EE gave verbal feedback to governors on the Maths monitoring visit which took place on 21.01.19.

The visit comprised of a meeting with the Maths curriculum leader, classroom visits to see the children learning and ended with a pupil voice activity. Questions were submitted to the Maths curriculum leader in advance of the visit and governors were impressed with the knowledge and passion of the teacher who presented information on data, CPD and an impact report. From visiting the classrooms the governors observed that the Maths No Problem approach is being mirrored in EYFS. Children were seen exploring a Maths problem in the context of a reading book and using different methods to find a solution. In Key Stage 1 and 2, governors noted that the children were very engaged in the subject and could select the best approach to solve a problem. Pupils reported that they are challenged in Maths lessons and enjoy their learning.

AH informed governors that a member of staff is completing a Maths dissertation looking closely at the teaching of Maths in EYFS.

**11. PART ONE HEADTEACHER'S REPORT AND MATTERS ARISING**

The headteacher's report was circulated prior to the meeting. Governors noted the report

OFFICIAL

Chair.....Dated.....

**12. FINANCIAL MATTERS**

This item was covered under agenda item 10.

**13. SAFEGUARDING**

This item was covered under agenda item 10.

**14. ADMISSIONS**

There was no information to report at the meeting.

**15. AGREEMENT OF ANY RESIDENTIAL SCHOOL VISITS**

Governors **approved** the following residential visits:

Pensarn Harbour Year 5 18.03.19 to 22.03.19

Beeston Year 2 08.05.19 to 10.05.19

AC confirmed that the necessary risk assessments are being carried out.

**16. SCHOOL POLICIES**

Policies will be reviewed and approved at the summer term 2019 LGB meeting.

**17. MEETINGS**

The next meeting of the LGB was confirmed as:

Tuesday 30<sup>th</sup> April 2019 at 5:30 pm.

**18. TERM DATES**

Term dates have been set for 2019-20 in line with Cheshire East and KMAT.

**19. ANY OTHER BUSINESS**

The following items of any other business were tabled for discussion at the meeting.

Director's Spring Term 2019 Report

The report contained the following items:

- Item 1 School Governance and Liaison Update
- Item 2 Special Educational Needs and Disability Update
- Item 3 Education contributions to Child Protection Conferences
- Item 4 Corporate Parenting-Pledges
- Item 5 Attendance and Children out of School Update
- Item 6 Admission Arrangements (including Sixth Form) for 2020-21
- Item 7 School Organisation and Capital-Review of Planning Areas
- Item 8 School to School Support Programmes
- Item 9 The New Ofsted Inspection Framework 2019
- Item 10 Mental Health and wellbeing in School-latest DfE Guidance
- Item 11 School's Funding Formula 2019-20
- Item 12 Local Children's Safeguarding Board

The report was circulated prior to the meeting. The clerk highlighted to governors a number of issues, and governors noted the report. The following points were discussed:

**OFFICIAL**

Chair.....Dated.....

Item 5

CJ asked about the availability of the NGA Chair’s Handbook.

**ACTION:** The clerk will check and report back to CJ.

Item 9

CW requested further information on the new Ofsted Framework. This will be discussed at the Teaching and Learning Committee on 25.02.19.

Item 11

AH informed governors that she had attended a meeting of e-CAPH where headteachers were unhappy about the proposed funding formula and the way in which the consultation has been reported from the Schools Forum. The Director’s report states that the recommendation “of retaining a local formula and ensuring the minimum per pupil funding level of £4,800 for secondary schools” is being taken to the Cheshire East cabinet on 5<sup>th</sup> February 2019. Primary schools will receive a per pupil funding level of £3,500 under the proposal. This was felt to be unfair to the primary sector. There will be a considerable financial impact on primary schools in 2020-21.

**Q. What can we do as governors?**

R. It would be appropriate for the chair of governors to contact the local councillor over this matter.

**ACTION:** CJ to contact the local councillor regarding the funding formula.

Global Learning Programme

AH presented an update to governors on the Global Learning Programme. She is leading a group of thirty five schools, six of whom are participating in the visit to Kenya on 06.02.19. An article will be published in the local newspaper regarding the visit.

The meeting moved to the Part Two agenda.

OFFICIAL

Chair.....Dated.....