



**MINUTES OF A MEETING OF THE LOCAL GOVERNING BOARD OF EGERTON
PRIMARY SCHOOL HELD AT THE SCHOOL ON 30TH APRIL 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 Chris Johnson (CJ) Mrs Alison Hooper (AH) Mrs Caroline Wood (CW) Mr Jeffrey Dobson (JD) Mr Will Tasho (WT) Mr Neil McKinlay (NM) Mr Robin McCluney (RMC) Mr Thomas Hardman (TH)	Chair Head Teacher Vice Chair
Also in attendance:	Mrs Sue Pomeroy Mr Adam Cornes	Clerk Deputy Head-left at 6:55 pm

PART ONE – NON- CONFIDENTIAL BUSINESS

- 1. APOLOGIES AND ADDITIONAL AOB ITEMS**
Governors agreed that the apologies received from Robin Maxwell and Elizabeth Elliott be accepted.

The following AOB items were tabled for consideration under agenda item 21:
 - Review of the school website
 - Governor email addresses and communication
- 2. PECUNIARY/CONFLICT OF INTEREST**
Robin McCluney is a Director on the KMAT Board.
- 3. MEMBERSHIP**
 - a) It was noted that Adam Cornes' term of office as a staff governor expired on 27.04.19.
 - b) The school will hold an election for a staff governor in the autumn term 2019.

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- c) Caroline Wood was appointed as a co-opted governor for a further four years, with effect from 30.04.19. Governors noted that the following terms of office are due to expire in the autumn term 2019:
- | | |
|----------------|----------|
| Chris Johnson | 21.10.19 |
| Robin McCluney | 05.11.19 |

d) Governor details need updating on the school website.

ACTION: AH to update the details.

ACTION: Clerk to check whether governor details are correct on GIAS.

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

The part one minutes of the local governing board meeting held on 29th January 2019 were confirmed as a correct record, and signed by the Chair. The Action Log was reviewed and the following matters arising were discussed:

- RMC and RMX need to complete the declaration of interest form.

ACTION: Clerk to re-send the form to RMC and RMX.

ACTION: RMC and RMX to complete the form and return it to school ASAP.

- The terms of reference for the committees have not yet been finalised as the committee structure is under revision.

All other actions were confirmed as being complete and closed as appropriate.

5. **CHAIR'S ACTION**

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

6. **SDP**

The updated SDP, including the spring review, was circulated to governors prior to the meeting. AH invited questions from governors on the SDP:

Q. Outcomes for pupils in Year 4 are still a concern. How are these concerns being addressed?

R. Every teacher is provided with a bespoke data report for their class. Actions and interventions are planned from this report. A condensed version is provided to governors. Year 4 remains a focus for the school.

AC informed governors that good progress is being made to reduce the gender gap in English; for example, Year 5 Writing closed from 63% to 73%.

Q. Are there other aspects of governance which need to be included in the SDP?

R. There is an opportunity to look at the skill set of governors and to see how they can work more strategically and support the headteacher. The work carried out by TH and NM on the Wrap Around Care proposal was invaluable. This will be added to the spring review.

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TH asked about training opportunities for governors. The clerk shared the draft new training schedule and governors were asked to let the SBM know which courses they would like to attend.

ACTION: Governors to inform the SBM of courses they would like to attend.

ACTION: Clerk to circulate the final training schedule for 2019-20 as soon as it is available.

7. STRATEGIC GOVERNANCE

Committee structure

CJ asked governors for feedback on the NGA article, "Governing without Committees" which the clerk had circulated prior to the meeting.

Q. Has the committee structure always been as it is now?

R. No, the committee structure was reviewed and the number of committees reduced prior to the school converting to an academy in September 2018.

Governors discussed a proposal to revise the current committee structure as follows:

Current structure:

Each term:

1 x LGB meeting

1x Finance and Premises Committee meeting,

1x Teaching, Learning and Community Committee meeting.

Revised Structure:

Each term:

2 x LGB meetings

2 x Finance and Premises Committee meetings.

The Teaching, Learning and Community committee will be incorporated into the LGB.

The advantages of this structure were outlined:

- All governors will have the opportunity to question and challenge the school's pupil performance data and so develop a deeper understanding.
- Shorter, more focussed meetings will be planned.
- There will be less preparation required of governors for each meeting.
- Monitoring visits will be aligned to the meetings.
- There should be no requirement for ELGB meetings to be held.
- Regular monitoring and challenge of the budget situation will take place.

Governors **agreed** that the school should retain a separate Finance and Premises committee and that the governors serving on this committee should not take on additional governor responsibilities.

Governors **agreed** to adopt the proposed committee structure for the academic year 2019-20. It was noted that the F&P meetings should be scheduled to take place prior to the LGB meetings.

ACTION: Clerk to prepare template agendas for the F&P meetings.

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Governors' strategic Plan

The Strategic Plan will be updated for 2019-20 at the July Planning day. It was noted that the wording on the plan relating to the Wrap Around Care provision needs to be changed.

ACTION: CJ to change the wording to read "financially solvent."

Clerking arrangements 2019-2020

Governors asked the clerk to leave the meeting whilst the clerking arrangements for 2019-2020 were discussed. Upon returning to the meeting the clerk was informed that governors require costings from Cheshire East for the clerking service, based on the new committee structure. Governors also requested the deadline by which they would need to buy back the service from Cheshire East. Quotes for clerking from other providers will be sought.

ACTION: Clerk to obtain costings for Cheshire East's clerking service for 2019-20 and forward to governors.

Governor Hub

The clerk outlined the benefits and cost of using Governor Hub to share documents and information. Governors also discussed using One Drive for this purpose and **agreed** to trial One Drive to share information for the next meeting in July 2019. Governors also requested that AH send a message in the governors' "what's app" group to inform them when papers have been uploaded to One Drive.

Strategic Vision of Egerton and KMAT

AH informed governors that she is meeting with Peter Kingdom (Head of School, Years 7-9), James Whittaker (Head of the Studio School) and Mike Cladingbowl (Executive Principal KMAT) to discuss how the vision of the individual schools aligns with that of KMAT. A review of Egerton's vision will take place at the July Planning Day 2019.

July Governance Planning Day

Governors discussed the following items to form part of the agenda at the Planning Day:

- Review of data
- Identification of school improvement priorities for 2019-20
- Governor self review
- Review of school vision
- Meeting dates and agenda items
- Governor monitoring visits
- Governor strategic plan
- Stakeholder surveys
- Ways in which governors can evidence school progress
- Annual governance statement

8. REVIEW OF SCHOOL DATA

The spring data report was circulated to governors prior to the meeting. AC highlighted sections of the report to governors:

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Q. Is there still a gender gap in attainment in some Year Groups and if so, is it of concern?

R. There is a national trend. In Years 5 and 6 in school there is a considerable gap and it is being addressed.

Q. How are the children responding to the actions which have been put into place?

R. Plans are regularly monitored. The gender gap is most evident in Years 5 and 6 and is less marked in other year groups. There is not such a marked gap in terms of progress between boys and girls.

Q. Why is there a larger gender gap in Upper Key Stage 2?

R. Boys in Key Stage 1 tend to be more enthusiastic learners.

Q. Is it the responsibility of teachers to ensure that children are engaged in their learning throughout school?

R. Yes. The English subject lead has developed strategies to address boys' engagement and performance such as writing at length, developing vocabulary and has led INSET days.

Q. How long have actions been in place to address the gender gap?

R. The writing curriculum was re-designed following the OFSTED inspection in 2015 and has recently been reviewed again. The school is also involved in a research project linked to the digital resources on "Lyfta." Lyfta contains stimulating visual storytelling content which particularly appeals to boys.

AC informed governors that for four boys to make expected progress they need to achieve GD and this is very challenging. Teaching staff are involved in writing moderation with local schools this evening and governors were asked if they would find it useful to see anonymised examples of writing at GD.

ACTION: To share samples of writing at GD at a future LGB meeting.

AH explained that quality writing emerges from the school's thematic approach to the curriculum as the children are highly motivated by the topics.

Q. If the school targets some children to achieve a particular level, does it have a negative impact on the other children?

R. No, the support is targeted at specific times and does not impact on the teaching of the whole class.

Q. Are the children aware of different levels of attainment within their class?

R. Not particularly in terms of gender. Some teachers provide the children with detailed information on the level at which they are working in a specific subject and children aspire to meet their targets. Teachers know their pupils well and do not impact upon their well-being.

Q. Are parents aware of the level at which their children are working?

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R. Yes, parents are very positive about how the school provides information about pupil progress.

Q. The approach in school seems to be well thought out, so why is there still a gender gap?

R. There are many reasons and circumstances which affect a child's learning. Every school experiences a gender gap. This school is proactive, inclusive and treats each child as an individual. Some of the children in Year 6 did not start their school career at this school, some are vulnerable (and the majority of the vulnerable children in Year 6 are boys). The school has also experienced a higher level of emotional need in the children over the last two or three years.

Q. Does the school have lower expectations for children who are less able learners?

R. No, the school believes that every child has the right to achieve the Expected standard. Work is pitched at the Expected level, with opportunities to work at GD. Children working at below the Expected level are given support on the same task. The exception is where children have a specific, identified SEN.

Q. What is the impact on teacher stress levels of working to achieve pupil performance targets?

R. The school is delighted that governors recognise the stress levels of teachers. This issue could form part of a future governor survey. The school works hard to support its staff; bespoke CPD is provided and the coaching model has been introduced this academic year. AH regularly monitors the cohesion within the staff team. The workload for teachers is a constant feature and the school aims to support staff to deal with it effectively and promotes ways of reducing it.

Q. How much paperwork do teachers generate?

R. The teachers are proficient users of technology and are supported in this by AC.

Q. With regards to the gender gap, is there anything else which the school can do?

R. The school considers researched based examples of good practice which it could adopt and listens to personal feedback. There are published programmes which the school could use such as Accelerate Reading but it is important to evaluate the impact of a particular programme before implementing it. Any programme is only as good as the teacher who is delivering it.

Q. As a percentage of time, how long do the children spend with their main class teacher?

R. Teachers are entitled to 10% PPA time; they are in class for the rest of the time unless they are on a course or observing another teacher. The amount of supply cover required in school has reduced significantly over recent years. AC provides the majority of supply cover and this allows for continuity.

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Governors thanked AC for the detailed information presented in the data report.

AC left the meeting at 6:55 pm.

9. PART ONE REPORTS FROM COMMITTEES AND REPORTS FROM GOVERNORS WITH SPECIAL RESPONSIBILITIES

Teaching, Learning and Community Committee 25.02.19

Governors **noted** receipt of the minutes from the Teaching, Learning and Community Committee.

SEND report

The report was circulated prior to the meeting. Governors **noted** the report.

Global Learning-TH

TH gave a verbal report on his monitoring of Global Learning in school. The monitoring visit enabled him to gain a deeper understanding of Global Learning and proved to be very interesting. AH informed governors that income is being generated for the school through her delivery of training on Global Learning to other schools and Local Authorities; £700 from delivering two INSET sessions at another school and £350 from Cumbria for training delivered to a teachers and headteachers.

10. FINANCIAL MATTERS

The Wrap Around Care provision was discussed in detail at the ELGB meeting on 03.04.19.

Further financial matters will be discussed at the Finance and Premises Committee on 14.05.19.

11. SAFEGUARDING

AH provided governors with an overview of the CPOMS electronic system which is used to manage and record safeguarding, child protection and other pastoral issues. All staff has been trained to use the system. They log in to record details of any concerns and AH then receives notification of the issue and decides on the next steps. The school is proactive in ensuring that pupils are happy and safe; 10 children are currently recorded as Cause for Concern. AH informed governors that the system also tracks attendance which currently stands at 97.3%. This is well above the national average. The lowest attendance rate of an individual child is 85.6% and this relates to a child with medical issues.

Q. What is unauthorised absence?

R. It is when there is no acceptable reason for a child to be absent from school.

Q. How does the school deal with children who are late for school?

R. This is a difficult issue due to the nature of traffic in the local area; if the M6 is blocked it can create gridlock and children are unavoidably late. However,

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the school does monitor children who are persistently late. There are six families currently being monitored and formal letters are issued.

Q. Does the school reward children who achieve 100% attendance?

R. No, there are some children in school who have medical conditions who will not be able to achieve 100% attendance.

12. CURRICULUM UPDATE

AH tabled a paper on “The Egerton Curriculum” which outlined the school’s aims, structure and thematic approach to the curriculum. AH described how the curriculum is dynamic and ever evolving in school. AH and AC studied the new OFSTED framework and looked at the requirements and evidence needed. Staff meetings and INSET days are planned for the summer term 2019 to refine the existing curriculum.

AH also informed governors that a review of the school’s website is needed to better showcase the children’s work.

Q. How can governors evidence that we have seen progress in children’s learning and school improvement?

R. This can be corroborated with Mike Cladingbowl when he carries out monitoring visits in school. It should also form part of discussion on the July Governance Planning Day.

Q. When will the PSHE curriculum be ready?

R. From September the staff will work in four curriculum teams and PSHE will form one of those, along with RE. The aim is to deliver a curriculum which better reflects modern British society, takes account of well-being and delivers the requirements of the Equality Act.

13. PARENTAL SURVEY

AH shared the results of the parental survey which was carried out at parents evening in March 2019. Four questions were asked and the results were extremely positive; 130 responses were received and 100% of those indicated that they understand the progress their children are making. The results have been shared with staff.

Q. Should this survey be repeated?

R. Yes, it will be carried out at parents evening in March 2020. AH explained that teachers produce a script of what they will report to parents at parents evening and anonymised examples could be shared with governors.

Governors commented that there is clarity of communication between teachers and parents.

AH stated that the profile of governors with parents needs to be raised. JD wrote an article for the newsletter outlining his Maths monitoring visit and it was suggested that CJ could also write an article on the work of governors to be included in the newsletter.

14. SAT’S PREPARATIONS

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AH reported to governors that preparations for SAT's are going well. The school is proud of the children and their attitude to learning. Breakfasts will be provided for two weeks and a treat day is planned for the end of the test period. AH explained that the school strives to administer the SAT's in a sympathetic way, utilising different areas of the school so that the children do not have to sit all together in exam conditions in the school hall. Parents of Year 6 children have been provided with information about the SAT's.

Q. What is the mood of the Year 6 children?

R. It is good; they are highly motivated to do well.

Q. Do you think it is a good idea to abolish SAT's tests?

R. Schools still need to be accountable in some way but there are obviously issues with judging schools and children on tests which provide a snapshot of their achievement.

15. PUPIL ATTENDANCE

This was addressed under agenda item 11.

16. DIRECTOR'S REPORT

The Director's summer 2019 report was available earlier on the day of the meeting.

ACTION: Clerk to distribute the report to governors ASAP.

17. SCHOOL POLICIES

Governors **approved** the following policies:

- Child Protection Policy
- Children with Medical Conditions
- SEND Policy
- Behaviour Policy

AH informed governors that there is one child in school with a very specific and significant medical condition. The "Children with Medical Conditions Policy" could be monitored by CW as part of the safeguarding role.

The Child Protection Policy now makes reference to the CPOMS electronic system.

18. NOMINATIONS FOR CHAIR

Chris Johnson was nominated for the position of chair in the election to be held at the autumn term 2019 LGB meeting. He accepted the nomination and asked that other governors consider taking on the role in future.

19. NOMINATIONS FOR VICE CHAIR

Caroline Wood was nominated for the position of vice chair in the election to be held at the autumn term 2019 LGB meeting.

20. MEETINGS

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The dates of the LGB meetings for the academic year 2019-20 will be set at the governor planning day on 16th July, 2019. It was noted that the meetings will need to synchronise with the schedule of meetings at KMAT.

21. ANY OTHER BUSINESS

School website

AH informed governors that the school website requires updating in order for it to be compliant with regulations. TH and NM offered to come into school and assist AH with this task.

ACTION: AH to update the school website.

ACTION: Governors to send a pen portrait to AH to be included on the website. Photographs of governors for the website will be taken at the planning day in July 2019.

ACTION: Clerk to send details of governors' terms of office to AH.

Governor email addresses and communication

This was discussed under agenda item 7.

The meeting moved to the Part Two agenda.

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