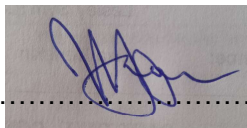


ITEM		ACTION
4.	<p>GOVERNOR LINK REPORTS</p> <p>The following reports had been uploaded to GVO in advance of the meeting:</p> <ul style="list-style-type: none"> • Pupil Premium (16.01.24) (KB) • Safeguarding (01.02.24) (HH) • Art (16.04.24) (KB) <p>Governors noted that Pupil Premium funding had been supported by community groups including the Lindow Trust and the Church of England Elizabeth Fund. Such funding had been used to support residential visits for PP pupils reducing pressure on PP grant funding which could be focused on supporting academic work. The Headteacher advised governors that these additional sources of funding would hopefully be used to pay in-part for the Oracy Voice 21 subscription (£2,700) which would be to the benefit of all pupils, as part of a three-year programme.</p> <p>Governor Comment: Might local businesses be prepared to support disadvantaged pupils?</p> <p>Governors were briefed on the following link governor visits:</p> <ul style="list-style-type: none"> • English – SK visited LP at school and had noted the significant amount of work being undertaken including changing the spelling scheme, introducing Oracy, Reading for Mastery, preparation for Year 6 SATs and Year 2 non-statutory tests, including some phonics testing, and three-word book reviews. <p>LW explained to governors that Oracy preparations included seeing the scheme in action at a South Manchester primary, getting staff buy-in, recognising that the value of the scheme lay in running it for three years, and determining at what point AECPS pupils should enter the scheme. Governors noted that oracy concepts, respect and reciprocity in listening and challenging, went beyond literacy and good articulation of vocabulary – oracy was dependent upon pupils’ understanding of how they speak and listen to different groups.</p> <p>Q: Is oracy intrinsic or an add-on? A: It’s an approach and not a scheme – it isn’t burdensome of the timetable. It has to be woven into the DNA of the school.</p> <p>LS advised governors that staff had taken well to Reading for Mastery. Staff from St Benedict’s, Warrington, had undertaken twilight sessions with AECPS staff. Governors noted that Reading for Mastery covered the whole school, from Reception to Year 6, and provided pupils with a broad and rich diet of fiction, non-fiction and poetry texts targeting different skills such as vocabulary retrieval and inference. It had also been used to reinforce subject knowledge by using non-fiction texts in, for example, history and science.</p> <p>ACTION: To upload English visit report to GVO, via CLERK.</p> <ul style="list-style-type: none"> • Computing – NH advised governors that Mike Lamb (Assets Committee) had undertaken an audit of the computing curriculum to identify where the Kitemark standards were being met and where investment in staff CPD would be required. LW explained that once the subscription to Purple Mash had expired (next year), AECPS would change its computing curriculum. Mike Lamb would also be looking at the computing infrastructure. • Maths and Design and Technology – NH would arrange to undertake these visits later this term – ACTION 	<p>SK</p> <p>NH</p>

ITEM		ACTION
5.	<p>PUPIL PREMIUM & CATCH-UP PREMIUM</p> <p>LS provided a verbal update to governors:</p> <ul style="list-style-type: none"> • Year 6 PP pupils were expected to do well in the forthcoming SATs. • Year 2 PP pupils were also expected to secure good levels of attainment and progress in the non-statutory tests. • AECPS was fortunate to have a group of specialist and dedicated volunteers who spent time with PP pupils, for example, supporting reading. • Oracy was key to supporting PP pupils. <p>Assistance with residential visits had been discussed in item 4.</p>	
6.	<p>ATTENDANCE</p> <p>LW provided a verbal update to governors:</p> <ul style="list-style-type: none"> • Current attendance rate is 95.8%, slightly below the target of 96% but above the national rate of 94.6%. • A review of attendance data for the Spring Term had been conducted. Illness remained the biggest single reason for absence, followed by lateness then unauthorised holidays. • Year 4 data was skewed owing to the number of SEND and EHCP pupils as well as smaller total number of children in the cohort. • No day or week patterns or trends had been discerned. • Pupils with long term health conditions were adversely affecting the attendance rate of SEND support pupils as a group; there were no issues with EHCP pupils as a group. • Overall, school attendance remained strong. <p>LW reminded governors as to the strategies that were being employed to secure improvements in attendance, including reminder letters to parents when attendance dropped below 90%, adding the 'Attendance Counts' logo to the newsletter and including regular reminders about the importance of good attendance, arranging to meet families with attendance below 80%, use of CE Attendance and Children Out of Education support team to challenge persistent lateness.</p>	
7.	<p>ASSESSMENT</p> <p>The school confirmed that all processes are in place ready for the Year 6 SATs to commence on 13.05.24. Pupils will be provided with a mini breakfast which, it is hoped, will be motivating. Governors noted that there would be more scribes this year as part of supporting individual needs.</p> <p>Year 2 would be undertaking non-statutory tests and Years 3-5 NFER tests. In addition the Multiplication Tables Check and Phonics Screening Check would be administered.</p> <p>Governors who can come into school to conduct spot checks during the Year 6 SATs (13.05.24-16.05.24) are asked to advise LW. Helen Handley offered to do this.</p>	
8.	<p>STAFF WELLBEING</p> <p>The school confirmed that no wellbeing issues had been flagged and that staff were encouraged to share any matters regarding their wellbeing. The SLT continued to encourage the staff wellbeing committee and governors noted that the Tuesday Chat, an opportunity to chat freely about any matter, had been instigated and the wellbeing box for suggestions continued to be used.</p> <p>Governors enquired as to the wellbeing of the SLT and noted LS and LP's progress in completing their NPQs whilst maintaining an appropriate work-life balance.</p>	

ITEM		ACTION
9.	<p>SAFEGUARDING</p> <p>The school confirmed that currently there are no safeguarding concerns but that pupils continue to be monitored closely and that training is up to date.</p> <p>The Link Governor for Safeguarding (HH) advised governors that following her visit report on 01.02.24 (uploaded to GVO) she would be undertaking further visits to focus on harmful behaviours (Summer 1) and whistleblowing (Summer 2). Further reports will be uploaded to GVO – ACTION.</p> <p>HH had also completed Level 3 training, the same level required to be a Designated Safeguarding Lead. HH confirmed that she had also checked the Single Central Record last term.</p> <p>It had been noted in HH's last Safeguarding Link Governor report that the perimeter fencing was too low. LW confirmed that the school had received a grant of £24k to replace external perimeter fencing to a height of 1.8m. This was being undertaken in sections based on risk. The higher risk area near the front entrance would be completed first, along with the replacement of the car park gate.</p> <p>Q: Was a lock-down drill undertaken? A: This will be undertaken sometime this term.</p>	HH
10.	<p>ADMISSIONS 2024/25</p> <p>The school confirmed that the admissions process for 2024/25 will be managed by Cheshire East.</p> <p>For September 2024 Reception entry, 28 places have been accepted and 2 have been declined. There are 8 pupils on a waiting list so it is highly likely that the remaining places will be filled. The PAN is 30 pupils.</p>	
11.	<p>GOVERNOR TRAINING</p> <p>Governors noted that HH had completed her L3 Safeguarding training as discussed in item 9.</p> <p>The item, to review training relevant to the committee, was deferred to the next meeting.</p> <p>ACTION: CLERK to add item to the next agenda.</p>	CLERK
12.	<p>POLICIES</p> <p>The following policy had been circulated for review prior to the meeting via GVO:</p> <ul style="list-style-type: none"> a) 52. Religious Education b) 11. Collective Worship c) 22. Home Working Policy d) 61. Disabilities e) 47. Policy for Mathematics f) 71. Target Setting Policy g) 41. Science <p>Governors were thanked by the Chair for reviewing and commenting on the policies in advance of the meeting.</p> <p>Q: Re Religious Education policy, it states that trips to other places of worship (e.g. Synagogue, mosque, temple) are done bi-annually. Does this mean that in every cycle of 7 years, one cohort of children does not visit one of these places? A: No, in Year 1 we visit a synagogue, Year 3 a temple and in Year 5 a mosque. We</p>	

ITEM		ACTION
	<p>go every year but not every year group goes.</p> <p>The Committee discussed whether the Mathematics policy should include more detail on its intent, consistent with the content of the Science policy, or if both policies should only refer to intent statements published on the website.</p> <p>ACTION: LS and LW to review decision to include content on intent in subject policies.</p> <p>Subject to any amendments to Maths and Science re intent, Governors approved the policies.</p>	LS LW
13.	<p>MAINTAINED SCHOOL IMPROVEMENT PARTNERSHIP (MSIP)</p> <p>LW confirmed that engagement with the MSIP is ongoing, the school is currently involved in a Pupil Premium group but there hasn't been a recent meeting.</p> <p>As a member of East Cheshire Association Primary Headteachers (eCAPH), LW attended a meeting last week which focused on behaviour support. Governors noted that AECPS had fewer behavioural incidents and was good at managing behaviour. NPQ work undertaken in school was being used to craft support strategies.</p>	
14.	<p>MEETING PRECIS</p> <p>ACTION: NH to complete the meeting precis.</p>	NH
15.	<p>MEETINGS</p> <p>Draft meeting dates for 2024/25 have been circulated to NH and the clerk in advance of the next FGB meeting. They follow the same pattern of dates and times.</p>	
16.	<p>ANY OTHER BUSINESS</p> <p>There were no items of other business tabled for discussion.</p>	
17.	<p>IMPACT STATEMENT</p> <p>Governors helped to move the school forward in the following ways:</p> <ul style="list-style-type: none"> • Governors were briefed on recent and forthcoming link visits which strengthen relationships with staff and help to maintain oversight of the curriculum. • Governors understood the intent of whole school oracy and reading for mastery so that they can better assess their future impact. • Governors received appropriate assurances regarding how the school was securing improvements in attendance, promoting the highest possible standards for safeguarding and in its organisation and management of statutory tests. • Governors reviewed and approved a number of policies ensuring that they are accurate, up to date and fit for purpose. 	


.....Chair
.....08.10.24.....Date