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| <p>1</p> | <p>APOLOGIES & ADDITIONAL AOB ITEMS Apologies were received and accepted from Ryan Thompson, Linda Magrath and Elise Drake.</p> <p>Additional items of AOB were raised.</p> <ul style="list-style-type: none"> • Communication (SM) • CS advised that Jeremy Gardiner-Shepherd (JGS) had resigned wef 11.04.17. Governors expressed their thanks for Jeremy's contribution and wished him well for the future. | <p>Clerk – update TTG, distribution list and governor database</p> |
| <p>2</p> | <p>CONFLICT OF INTEREST There were no conflicts of interest declared for the business to be discussed at the meeting.</p> | |
| <p>3</p> | <p>MINUTES OF PREVIOUS MEETING The minutes of the previous meeting dated 07.02.17 were confirmed as a correct record. An electronic version is to be signed and retained on The Trust Governor.</p> <p>The action log from the last meeting</p> <ul style="list-style-type: none"> • JGS action to be re-assigned by CS • CW confirmed that he had read and understood Part One of the KCSiES guidance • The parent council minutes have been reviewed • Budgetary approach – is dealt with under Item 7 • The list of questions that OFSTED might ask is to be loaded onto TTG. TM to circulate notes provided from another OFSTED inspection which has the questions asked at that inspection | <p>CS- reassign JGS action</p> <p>Clerk – TTG documents</p> <p>TM – OFSTED Qs</p> |
| <p>4</p> | <p>MAT/LAURUS TRUST AGENDA ITEMS Written summaries from The Laurus Trust Board meetings of 27.01.17 and 19.04.17 were provided prior to the meeting.</p> <p>Governors requested that The Laurus Trust Board minutes be available via TTG for governors to access.</p> <p>Q) Is there an overview of The Laurus Trust priorities? A) There is a Trust development plan. The Cheadle Hulme Primary School and High School is the most developed for a Sep 2018 opening. Didsbury High School Sep 2019. Tameside High School in Sep 2018 but possibly in temporary accommodation.</p> <p>Q) Policies that have been recommended and approved – are they applicable to us now? A) The Compliance Protocol document was discussed. LW advised</p> | <p>LW/EG – Trust mins</p> |

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| | <p>that the intention is to expedite the statutory policies. A sub group of trustees are reviewing them. Trust policies will be available on the Trust website with the school having links to the Trust website. Policies will not be loaded on TTG to prevent duplication.</p> <p>It was noted that policies are being reviewed for content rather than impact at the moment. The local policies will be available on the School's website. A schedule of policies for review in 2017/18 is yet to be agreed.</p> <p>It was noted that policies, whether they are at Trust level or local, are time consuming and the review of the implementation of the link governor roles is a higher priority than Trust level policies, for LGB members, as the link governor roles evidence the policies in action. As an example, Safeguarding needs to be a local policy and is impacted by the location of the School by virtue of the Local Children Safeguarding Board.</p> <p>EG & LW to review the Gorsey Bank policy schedule to ensure coverage.</p> <p>Q) Are there any policies agreed at Trustee level where the accountability is at the LGB level?</p> <p>A) There is scope for amendments and changes to policies at Trust level. It was noted that there are not many policies at this level and they tend to be employment related and provided from the HR provider, to The Laurus Trust, following consultation with the regional unions</p> <p>Q) How many staff does the Trust have?</p> <p>A) c350</p> <p>Q) What is the timescale for loading the policies once they have been agreed?</p> <p>A) No timescale as yet as the new website being structured to enable clarity of where policies will be held.</p> | <p>LW/EG – policy schedule</p> |
| <p>5</p> | <p>SCHOOL CHARACTERISTICS</p> <p>A document entitled 'School Characteristics Update April 2017' was issued prior to the meeting.</p> <p>There are no significant changes to report and LW advised:</p> <ul style="list-style-type: none"> • Pupil numbers have been updated with in year starters and leavers • Attendance has been benchmarked against national figures and holidays in term time is higher than national averages. The School will continue to monitor the situation. <p>Q) Any changes in fines?</p> <p>A) The standard response is being issued and referrals continue to be made as appropriate.</p> | |

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| | <ul style="list-style-type: none"> Considering issuing recurrent lateness letters. | |
| 6 | <p>OFSTED The 'SLT Action Plan 2016-17 Summer 1 Review' was issued prior to the meeting.</p> <p>The OFSTED framework has been cross referenced with the GB self-evaluation document and will continue to be worked on.</p> <p>The SLT Action Plan will be updated in June and cascaded throughout the School.</p> <p>Q) How do you know that 'yellow' is as on track as it needs to be? A) It is time bound for the year and it is reviewed termly for the LGB to ensure that progress continues to be made.</p> <p>Q) The curriculum items are predominantly yellow – will they all be done by the end of term? A) Most will be continued into the next academic year with a different focus as many are too large to achieve in one year. Evidence is captured in other documentation. It was also noted that some of the tasks are ongoing e.g. pupil voice</p> <p>Q) Who is this document primarily for? A) The 4 members of the SLT. Questions tabled in advance, by governors, was considered a useful approach and use of time.</p> <p>Governor discussed if this was the correct level of information for them to receive, how they could have a more in-depth understanding of the Curriculum SLT Action Plan and how much work is required for the actions to be completed. Reference to the governors' three core strategic priorities was made and suggestions such as reviewing the highest priorities, highest impacting actions, review by exception, review of actions attributed to one of the six core aims and if RAG rating would be helpful. Governors were reminded of the external sources of information that enable a triangulated approach to be made. The importance of link governor visits was reiterated.</p> <p>It was agreed that a summary and a detailed plan will be available for the next meeting for governors to decide which version they wish to continue with.</p> | Govs – agree version |
| 7 | <p>FINANCIAL PERFORMANCE</p> <p>a. <u>To note the annual budget (01.10.16 to 31.08.17) and the financial performance to date</u></p> <p>The Financial Performance document was issued prior to the meeting. CS advised that he was concerned about the lack of financial information received from The Laurus Trust.</p> | |

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| | <p>The summary provided for governors did not include grant information and staff costs and the school office is unable to access it. It was noted that responsibility for the finances rests with the Trust however there is a correlation between staff costs and pupil outcomes which needs to be considered by the LGB. It was noted that this is the first year in the Trust and all parties are seeking to establish good ways of working.</p> <p>LW advised that a letter had been received from the Chief Finance Officer (CFO) of the Trust, after the meeting papers had been issued, and copies were circulated at the meeting and governors were given time to read it. LW has arranged a meeting with the CFO, the Trust Finance Manager and School SBM and Finance admin to progress. Governors were invited to join the meeting on 22.05.17 at 2pm.</p> <p>A draft budget for 2017/18 has been submitted to the Trust for consideration.</p> <p><u>National Fairer Funding</u> CS recapped that this had been discussed at the last meeting and parents and governors had been encouraged to respond to the consultation. CS had written to the, then local, MP and received a response. The consultation period has now closed. The outcomes continue to be unclear.</p> <p>LWs objectives include a proposal for actions that could be taken if the budget was cut to the levels proposed by the NFF. It was noted that the school has been spending more each year than it has been receiving.</p> <p>Q) Not allowed to have a deficit at school level or at trust level? A) You can have in year deficit not a year-end deficit.</p> <p>It was agreed to delve into the finances at the next meeting to understand the forecasts. SM offered to assist with a review of outsourcing/ insourcing options.</p> <p>CW requested sight of the 5-year IT support plan. It was noted that the IT support being received is good.</p> <p>b. <u>To review debts</u> It was noted that this is a slight increase and is being worked on.</p> | <p>Clerk – agenda item</p> <p>LW – IT plan to CW</p> |
| <p>8</p> | <p>STRATEGY</p> <p>a. <u>To note the School Development Plan – 6 core aims</u> The SDP 6 Core Aims for 2016/17 document was noted. LW advised that the core aims for next year are being considered by the SLT and the session on Monday 5th June (INSET strategy</p> | |

morning) will cover the Gorsey Evaluation Document (GED) and give governors an overview of school effectiveness. There will be spotlight on SEND and curriculum. Governors were encouraged to attend.

Spring Term SIP Report 2017 - JM and LW advised:

- Page 6 – Summary of Action Points from this SIP visit

Summary of Action Points from this SIP Visit

1. Consider how the good practice from Year 2 can be shared so that teachers in other year groups interleave mathematics topics as well as in Year 2. This should increase the percentages of pupils secure in several of the 'big ideas' as the year progresses.
2. Consider the way the data is presented. Is the system effective enough to show pupils' progress and attainment, especially in odd numbered year groups?
3. Examine the data for the two Year 6 classes to ascertain why some of the percentages in the 'big ideas' are quite different, particularly in writing.
4. Review the most appropriate assessment tool at capture point 2 for Year 2 and Year 6 pupils – DSF versus the interim framework? Which will give the clearest picture and is the best use of teachers' time?
5. Work out the percentage of Year 6 pupils on-track from each prior attainment group for the expected standard or above and for the high standard/greater depth in reading, writing, mathematics and grammar, punctuation and spelling. Compare this with last year's school and national figures.
6. In the SEN flowcharts, identify and record where parental liaison has taken place. This could be shown by just a symbol or by colour-coding.
7. a) Consider how the progress is recorded of pupils with special educational needs within the DSF trackers. b) Check that this has a positive impact on the pupils not achieving there are-related expectation.
8. Examine the impact of the work undertaken by the SENDco to improve and streamline the processes to support pupils with special educational needs and/or disabilities.

1. This action is to be implemented
2. The recommendation was to adopt a different tracking report which can show if pupils are on track and how this correlates with their KS1 results. It is colour coded and has been trialled successfully.
3. External advice was sought and the assessments were confirmed as appropriate
4. It was noted that Year 2 and Year 6 staff use the national assessment framework rather than the internal assessment framework and the school will cross reference the frameworks and move to using both in a manageable way.

Q) Which will you use in communications in parents?

A) Both. Focus will be on what helps move the child/ren forward
A governor raised a concern that parents may want to refer to the national levels and language e.g. scaled scores and request that these are applied to other year groups.

5. This has been actioned
6. This has also been actioned

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| | <p>7. Consistent approach to high expectations and ensure that previous steps are secure to get them back to where they should be.</p> <p>8. To review the last academic year</p> <p>A governor who attended the session with the SIP advised that the report did not reflect all the questions being asked by the SIP. It was noted that the SIP visits will be reduced to 2 per year (Autumn and Summer).</p> <p>JM issued a document at the meeting in relation to Maths and results at KS2 and those reaching the higher standard compared to National figures. Governors were given time at the meeting to review the document which was split into the following sections</p> <ul style="list-style-type: none"> • Staff professional learning • Leadership activity • T&L practice <p>Q) White Rose hub – what is this?</p> <p>A) They are resources used for the mastery sessions. Tara Loughran was a maths lead in the northwest and was seen at a conference previously.</p> <p>JM advised:</p> <ul style="list-style-type: none"> • Question-level analysis has been very useful • Style of marking and feedback has changed and is having more of an impact • Book moderation of prior higher attainment. Useful to do book moderation through a particular lens e.g. SEND <p>Q) Given the current projections – are there any of these initiatives that we would like to replicate this year?</p> <p>A) Question level analysis will be used again.</p> <ul style="list-style-type: none"> • Next year will be a consolidation year as the School have introduced and embedded multiple approaches <p>It was noted that the communications with parents e.g. training evenings could also be included in this summary document.</p> <p>b. <u>To monitor progress against the Key Performance Indicators (KPI)</u> The KPIs for Jan 2017 were circulated prior to the meeting. This was taken as read.</p> | |
| <p>9</p> | <p>EDUCATIONAL PROVISION</p> <p>The following documents were issued prior to the meeting</p> <ul style="list-style-type: none"> • SLT Action Plan 2016-17 • Assessment Leader Action Plan 2016-17 Summer Review 1 • Curriculum Leader Action Plan 2016-17 Summer Review 1 • Planning TLR Action Plan 2016-17 RAG Summer 1 | |

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| | <ul style="list-style-type: none"> SEND Action Plan 2016-17 Summer Review 1 Forest School Flyer – this was shared at the meeting. This is going to be opened up to local nurseries as part of the School’s transition plans. <p>Q) Has there been someone there overnight?</p> <p>A) Yes, it was reported to the Police and we have sought quotes for more fencing. A safety sweep is done before each session.</p> | |
| <p>10</p> | <p>GOVERNOR REPORTING</p> <p>The Compliance Protocol document was issued prior to the meeting. An update on Link Governor visits was provided:</p> <ul style="list-style-type: none"> Pupil Premium/Disadvantaged Children (CSt) – carry forward Educational Visits/Risk Analysis (CSt) – carry forward Safeguarding (SS) – completed and on TTG Audit & Evaluation of Governor Training (CBB) – carry forward Equality (CBB) – based on what has been agreed by the Trust – carry forward RE including collective worship (CBB) - completed Phonics (EG) – visit done, RoV to follow Maths (TM) – visit booked for 24.05.17 School Website (CW) – audit completed and recommendations made. CW and JM to follow up Health and Safety (CST) – visit done, RoV to follow English (EG)* - completed Science (TM)* - completed Computing/Esafety (CW) Computing guidance RoV to be completed and an Esafety for Parents RoV <p>The NGA article re parents using social media was raised and governors were advised that the school has an acceptable use policy</p> <p>Q) Any issues on social media?</p> <p>A) No</p> <ul style="list-style-type: none"> Design & Technology (Inc. Cooking (CW) – carry forward PE & Sports Premium (JGS). SM agreed to do this in JGS’s absence. <p>It was noted that the previous year’s reports should also be considered when executing the link governor role..</p> <p>CS reminded governors of the autumn term schedule of visits:</p> <ul style="list-style-type: none"> Special Educational Needs & Disability (CSt) | <p>CW/JM – follow up actions</p> <p>Clerk – add as</p> |

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| | <ul style="list-style-type: none"> • Safeguarding (SS) • Single Central Record of Recruitment & Vetting (SS) – completed for 2016 and on TTG • Art & Design (EG) • History (CS) <p>Q) Music – used to be able to borrow an instrument – where are instruments obtained from for those that they cannot afford the lessons? It was noted that PP funding can be used for lessons.</p> <p>A) The Peripatetic teachers are sometimes able to lend students an instrument.</p> | actions on TTG |
| 11 | <p>HEALTH, SAFETY AND BEHAVIOUR</p> <p>The following papers were issued prior to the meeting:</p> <ul style="list-style-type: none"> • H&S Update for governors • Safeguarding & Behaviour update <p>Q) A child has had a fall in the playground from equipment, is that correct?</p> <p>A) Yes, it has been investigated and LW is confident that it was an accident</p> <ul style="list-style-type: none"> • Equality Impact statement examples. It was noted that this is an established practice at Cheadle Hulme High School. The Clerk sought permission to use the template at other schools and this was agreed. <p>The reports were taken as read.</p> <p>The Risk register from the Laurus Trust is being sought.</p> <p>A successful bid to the ESFA’s Critical Improvement Fund (CIF) was confirmed and the work will be completed by the start of the next academic year.</p> <p>The safeguarding referrals table has been included and updates on Operation Encompass calls have been included in the report.</p> <p><u>Residential trips for approval</u></p> <p>Approval for residential visits was not required at this meeting.</p> | |
| 12 | <p>STAKEHOLDERS AND COMMUNITY</p> <ol style="list-style-type: none"> a. To monitor complaints b. To review Equality issues c. To review website and governor pages and review the implementation of Trust Governor. This was completed earlier in the meeting. It was noted that the governor pages need to be updated and minutes included. The statutory policy section is | LW – website update |

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| | <p>available and the non-statutory policy is not linked as it was previously.</p> <p>Q) The Stakeholder and Community section does not seem to include the wider activities, e.g. working with other schools.</p> <p>A) The PHSE and SMSC subjects will be included in the July report</p> | LW – July report |
| 13 | <p>STAFF</p> <p>A training update for all staff was issued to all governors prior to the meeting.</p> <p>a. To review the Continuous Professional Development (CPD) of staff as per the report.</p> <p>b. To review the work/life balance of staff.</p> <p>Governor support was requested in the move to encourage parents to contact (including email) the class teacher via the School admin team. This is to prevent undue repercussions if emails are not picked up immediately and reduce the impact that some emails may have on teachers upon receipt. It was noted that teachers should not be responding immediately and responses should be done within in business hours.</p> <p>The Trust will have standardised email accounts and class teacher emails account will not be made widely available. Monitoring the volume of contact could also be considered as a benefit.</p> <p>This approach was supported and the new email accounts will be implemented when possible</p> <p>It was noted that it may be raised at parent council.</p> <p>Q) Is Admin set up for the influx?</p> <p>A) The School will manage the demand.</p> | |
| 14 | <p>GOVERNOR TRAINING AND DEVELOPMENT</p> <p>The Cheshire East Governor training summer programme had been issued prior to the meeting.</p> <p>Governors were reminded include their training information on TTG.</p> <p>The skills matrix on TTG has been completed and this will be analysed with the NGA skills audit 2017 which CBB will issue shortly. Responses were requested by 30th June 2017.</p> <p>It was noted that the self-assessment element on TTG does not need to be done.</p> | CBB – issue NGA skills audit |

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| <p>15</p> | <p>DIRECTOR OF CHILDRENS SERVICES REPORT The Director's Report was issued prior to the meeting.</p> <p>LW to include an item for parents re Child Sexual Exploitation (CSE) as per the recommendation from the Director's Report..</p> <p>Governors were advised the Clerking Competency Framework has been published and is structured to support the Competency Framework for Governance.</p> <p>The competencies for a Clerk are:</p> <ul style="list-style-type: none"> • Understanding governance • Administration • Advice and guidance • People and relationships | <p>LW – Friday Issue</p> |
| <p>16</p> | <p>ANY OTHER BUSINESS <u>Communication</u> SM asked if governors had a clear view on communications, if it is landing and does it need refreshing? It was noted that there is the Chairman's annual report to parents, governors are present at parents' evenings and other events and elements of what the governors have decided can be included in the Friday issue when required, the minutes are available on the website. Governors discussed if the communications should it be done more regularly, if it contributes to improving pupil outcomes? It was note that the previous committee of Community & Environment looked at community and communications.</p> <p>Governors were encouraged to attend school council meetings and meet the children.</p> <p>It was agreed that SM draft a communications plan for discussion in the Autumn term.</p> | <p>Clerk – Autumn agenda item</p> <p>SM – comms plan</p> |
| <p>17</p> | <p>IMPACT OF THIS MEETING</p> <ul style="list-style-type: none"> • T&L information and the key messages • Staff work/life balance • Knowing the school - RoV • Communication with parents • Clarity on what is Trust level and local level responsibilities (policies and finance) • SIP report and recommendations | |
| <p>18</p> | <p>DATE OF NEXT MEETING</p> | |

Learning for Life

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| | <p>The date of the next LGB was confirmed as 11th July 2017 at 18.30 with governor training starting at 18:15. SM proffered his apologies for this meeting.</p> <p>The dates for 2017/18 were agreed as:</p> <ul style="list-style-type: none"> • 26 September 2017 • 5 December 2017 • 13 March 2018 • 22 May 2018 • 10 July 2018 <p>All meetings start at 6.30pm (Governor Training from 6.15pm) and are on Tuesdays.</p> | |
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Close of meeting at 21.25 Hours.

----- Chair

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