



Excalibur Primary School

@ the trust Governor



Yvonne Hilditch Excalibur Primary School [78] 05 December 2017

Standards and Curriculum Committee Minutes 29/11/2017

▶ Excalibur Primary School ▶ Wednesday, November 29, 2017 ▶ 17:00 ▶ Chair: Mike Cross ▶ Clerk: Yvonne Hilditch

FINAL: The minutes are confirmed and locked.

Governors Attending: > Petra Wayman-Zwart, Lise Houldsworth, Jonathon Riley, Vicky Alsop, Sarah Sproston, Rachel Hackney, Juliet Tomkinson,

Governors Apologies: >

Non Governors Attending: > Yvonne Hilditch,

Non Governors Apologies: >

AGENDA ITEM ▶ Apologies for Absence

MINUTE Apologies were received and accepted from Mike Cross (work commitments).

AGENDA ITEM ▶ Declaration of Pecuniary Interests

MINUTE 1. No pecuniary interests were declared for this meeting.
2. Other business proposed, to be discussed at the end of the meeting:
- The assessment terms that are used for parent information and those used in year 2 and year 6 parent information.

AGENDA ITEM ▶ Review the Minutes from the previous meeting

MINUTE The minutes of the meeting of the Learning, Teaching, Curriculum and Standards committee on 28th June 2017 were confirmed as a correct record, and had been approved and signed at the Summer term full governor board meeting on 5th July 2017.

AGENDA ITEM ▶ Matters arising from the previous minutes

Matters arising from the Learning, Teaching, Curriculum and Standards committee meeting on 28th June 2017 were discussed:

MINUTE 1. Governors to ensure that they receive an annual report on cared for children and the use of additional pupil premium monies on pupil progress and attainment (All) This is included in the assessment data reports presented in item 8.
2. The SEN governor to attend SEND training (MC). SS is to talk to MC about him attending this training.(MC/SS)
3. The pupil premium governor report to be presented to the full governing board meeting in the Summer term (NR). A verbal report was presented to the full governing board meeting on 5th July 2017.
4. The SEN governor report to be presented to the full governing board meeting in the Summer term (DT). A verbal report was presented to the full governing board meeting on 5th July 2017.

ACTION Look into the creation of a questionnaire that can be given to governors that have resigned so that we receive feedback to the governing board (SS)
MC to attend SEND training and the training liaison governor is to talk to him about this. (SS/MC)

CHALLENGE "Why are the minutes received and approved so late after the meeting has happened?" YH - The minutes are created as soon as the meeting has happened and they were then sent to the Head Teacher and chair of the committee to approve. They were then sent to the Full Governing Board meeting on 5th July where they were reviewed and approved. At this point they are then put on the school's website. They are brought to this meeting to ensure that everyone on the committee agrees that they are a true and accurate record.

"Why have three people left the governing body without exit interviews being completed?" VA - We know the reasons why these governors left the board as they were spoken too by me, another governor or the head teacher. SS - Perhaps this is an area where we could send a questionnaire out to the governor that has left to provide feedback to the governing board.

"Should we talk to governors before they become governors to prevent governors starting with us and then leaving quickly?" LH - We do try to talk to governors and explain the work of the governing body, we also put a 'What is expected of school governors' document with all parent elections. It is not always possible if the person puts themselves forward at an election as we do not know who they will be.

AGENDA ITEM ▶ Appointment of a clerk

MINUTE The committee discussed the potential clerks for the committee and Yvonne Hilditch agreed that she would do this for 2017/18.

DECISION It was agreed that the clerk for the committee will be YH for 2017/18

AGENDA ITEM ▶ Terms of Reference

MINUTE YH presented the terms of reference for the committee that were agreed at the full board meeting on 5th July 2017.

DECISION The terms of reference for 2017/18 were agreed and approved.

AGENDA ITEM ▶ Review the School Development Plan 2017/18

MINUTE JT presented the school's SWOT analysis to governors to show the areas for development and the progress on each:

Priority 1 - Reading KS1

- New accelerated reader books have been purchased for year 2 and the software is being accessed by pupils in year 2 through to year 6.
- The reception and key stage 1 reading books have been logged, reviewed by staff and updated with new purchases through the Summer term 2017.
- A parents reading evening was lead by JR in October 2017.
- The reading paper question analysis completed by JT through Analysing School Performance (ASP) did not give the school any valuable information.
- The year 1 teacher is to lead a Read Write Inc (RWI) parental engagement evening in January 2018 to introduce and explain the use of RWI scheme at Excalibur in more detail to parents.
- The monitoring of the teaching of guided reading with feedback and follow up by the literacy co-ordinator has yet to take place but the class cover has now been organised and this will take place.
- The monitoring of RWI sessions by the RWI Co-ordinator with feedback and follow up every two weeks was not happening. The cover for this

monitoring has now been established to release her from her RWI group so that this can happen in the this academic year.

- The audit of the training needs of teaching staff around reading and a plan of any CPD by the key stage lead has only just started but would be completed by the end of the term so that it can be actioned in the Spring and Summer term.

Priority 2 - Progress for vulnerable pupils

- The school is using a teaching assistant for bespoke provision to vulnerable learners in Year 6 since September 2016, when the pupils were in year 5, which is continuing from September 2017.

- Group nurture sessions are taking place with termly reviews to track impact of the provision for vulnerable pupils.

- ADHD training is to take place in the Alsager cluster.

- The school's pupil premium champion is attending the Alsager Community Trust (ACT) Barriers to Learning group on a termly basis which provides networking and CPD. This group has led the reading project this term for year 3 vulnerable pupils across Alsager schools. The pupils have been attending reading sessions in Alsager Library with members of the Stoke City football club staff and Library staff and on Monday 27th November 2017 they attended Cranberry school for a drama and art workshop based on the books that they have read. They will later attend Stoke City Football club for a tour and reading session.

- The SEN review meeting and pupil progress meeting have taken place in the Autumn term. These meetings monitor the progress of vulnerable pupils and provision for the pupils are adapted and changed with the agreement of the parents.

- Booster sessions have started with identified year 5 and 6 vulnerable pupils which will continue in the Spring and Summer term.

- The school is in the process of exploring the use of the creative action team with animal assisted therapy with specific vulnerable pupils within the school. This may be starting in the Spring term.

- The My world project for the year 5 vulnerable pupils is now planned and due to start in the Spring term. The pupils will be attending a number of different companies over the course of the project to raise aspirations, self esteem and explore the world of work.

- The SendCo is continuing the SENDco mandatory training that she started in 2016. This is part of the performance management and the SEN governor needs to check on progress in the termly SEN meetings.

- The lunchtime teaching assistant support is in place for vulnerable pupils that provides scaffolded play activities in the mobile classroom outside area every lunchtime from 12.15 to 1.15 p.m.

Priority 3 - Progress in writing - spelling (KS1) and handwriting

- The CPD training for the sequence and pedagogy for teaching spelling has taken place by the literacy co-ordinator. This training now needs to be shared with all the rest of the teaching staff in the Spring term.

- The audit of the resources and environment to provide the pupils with the necessary equipment and prompts for spelling and handwriting is in progress and the finding will be fed back to the head teacher by the end of this term.

- The handwriting training for all staff in handwriting has not yet started. The literacy co-ordinator is to share her good practice with the rest of the teaching staff in the school and should take place in the Spring term.

Priority 4 - Expert teacher

- The inset day in October was Growth mindset led by Professor Barry Hymer. The session was about the importance of developing a growth mindset and how this supports pupil learning. It reminds staff of the importance of Excalibur's key curriculum drivers of resilient, resourceful, reflective, responsible and reasoning.

- Star challenges are now being used in all classes. This ensures that there is no ceiling on a child's learning. Children are able to access the learning in the classroom at their own level. This is now more consistent and accurately pitched since the inset training in October.

- The staff room working wall is in place and it reflects the developing pedagogy in school.

- The peer to peer work this term is to be based on growth mindset with the focus on feedback to children.

Priority 5 - Curriculum - rich and relevant

- The audit of the 2016/17 topic books took place in the Summer term and key areas for improvement were identified and discussed in the Summer term meeting.

- Each teacher, from year 2 upwards, have created a WAGOLL (what a good one looks like) study showcase book for the September 2017 term start with a cover and first topic theme. This is being used effectively in the classroom.

- The school is to develop the topic areas by retaining areas and replacing some with areas of expertise and knowledge. The school will have more control in this area when they become an academy and teachers will be able to teach the areas that they are passionate about.

- The Amaven software was purchased from September 2017 and ensures that teachers can accurately assess core physical skills of pupils. The pupils have completed an initial term assessment in September 2017 which then feeds into the teachers pe planning for the term. The PE co-ordinator is to do a presentation on PE assessment and Amaven for goernors before the full governing board meeting on 6th December 2017 at 5.00pm.

- The PE Co-ordinator is being used to complete monitoring and CPD to ensure that there is expert teaching of PE throughout the school from September 2017.

Priority 6 - Embed global education through philosophy for children

- An art project, with an external artist funded by Friends of Excalibur, based on themes from Global Education and British Values was completed in the Summer term with all pupils in the school and has been displayed in a central location in the school in July 2017.

- Global learning and P4C is embedded in classroom practice from September 2017.

- Regular Wednesday in classroom assemblies have been built into the school day from September 2017 to raise awareness of current issues in the news globally as well as locally.

Priority 7 - Succession planning

- From September 2017 the Deputy head has a 0.5 teaching timetable to be able to lead the school whilst the head is dealing with academy and CEO issues.

- The Deputy head has enrolled for her National Professional Qualification for Headship (NPQH) in September 2017.

- The head teacher has continued to develop her School Improvement Partner (SIP) work since September 2017 and it has extended to two schools.

- Three member of staff attended the original coaching training in the Summer term and the coaching training cafes since September 2017. This means that managers within the school can use a coaching approach when managing and they can coach other staff across the Alsager Community Trust. Staff at Excalibur have been able to access coaching this term if they have requested it.

Other Threats

- Workload is increasing in the Autumn term due to the conversion process for the headteacher, school business manager and the deputy headteacher.

ACTION

Give the governors access to ASP (YH)

SEN governor to check the progression of the SENDco on the SENDco mandatory training (MC)

CHALLENGE

Priority 1

"Is this the first full year of Accelerated Reader?" JT - 2016/17 was the first year that the school used accelerated reader to support reading. The books we purchased in the Summer 2016 and banded ready for use in the classroom in September 2016. The children then completed their first assessment in September 2016 and started reading the books and completing the quizzes. The school feels that it has had a significant effect on the data in 2016/17 especially at the end of the academic year. LH has received individual parent feedback that it has made a difference to a child's reading since joining the school.

"What happened before Accelerated Reading was used?" JT- The children completed independent reading on a daily basis, but they were not always choosing the correct book at the correct level or finishing books.

"What is the analysis through ASP?" JT - It is where the schools can look at how last years year 6 pupils have answered the questions set in the SATS test in May 2017. It shows the types of questions or specific areas where the school needs to concentrate because of incorrect responses by the cohort.

"Should the governors have access to this portal of data?" LH - The school has only just had access and training on ASP. There is summary information contained in ASP and the school can give access to the governors, but LH beleived that the summary data in FFT is more informative. All the information is not yet available in ASP.

"When will the monitoring of the guided reading take place?" JT - This will take place before the Christmas break.

"Will this monitoring be a one off?" JT - No it should happen as part of the Co-ordinators role in school but due to the downturn in Key Stage 1 age related reading percentage from 90% down to 77% , even though this is still in line with the national percentage, we want to try

to find out why this has happened. We want to see if it was the cohort or if it is a trend in school. The observation is to see if the questioning in guided reading sessions allow the children to explore the text being studied and help them from just reading to reading and understanding what they have read.

"Is this all that we will do to find out about this reading percentage?" LH - No more curriculum time has already been given to year 2 literacy as their lunchtime has moved from 12.00pm to 12.15pm, we have looked at the texts and reading books within Key Stage 1 and year 2 and teachers now ensure that children have read and digested a book before the questioning happens. The literacy co-ordinator is being supported by the deputy head JT.

"Is the lunchtime teaching assistant support for a specific year group?" JT - We invite year 3 and 4 into this area.

"What is the idea behind it?" LH - It offers a broader diet of activities for those not wanting to play active sports and football. It is also where staff and SENDco can direct vulnerable children that need extra support at lunchtime.

"What is P4C?" JT - This is Philosophy for Children. P4C is an approach to learning and teaching where children are taught how to create their own philosophical questions. They then choose one question that is the focus of further discussion in the class. The teacher supports the children in their thinking, reasoning and questioning, as well as the way the children speak and listen to each other. It is a regular activity in the classroom where children develop their skills and understanding over time.

"Is the coaching done within the school with school staff?" LH - The coaching is licenced through boo-consulting, who completed the coaching training. The coaching is not completed by staff in the same school but across schools in Alsager.

"With increased workloads, what provisions are in place if these staff are off school for a significant time?" LH - The school has insurance cover and there is agreement in place with other Alsager schools that they will help in these circumstances.

AGENDA ITEM ▶ Review 2016/17 Assessment Data

1. FFT Aspire 2017 KS2 Extended School Dashboard

LH presented the data report above to the committee, they had received this for review before the meeting. She point out various items on the report:

- Page 4 - Key Stage 2 Attainment and Progress. The attainment average scaled score for Reading and Maths was 108.4, the FFT rank shows as 7. This shows that the school is in the top 7% of the country with a National average of 104.1. The percentage of children at the Expected Standard and above is 87% at Excalibur with a FFT rank of 5 and a national average of 61%. The right had side showsthe progress of the pupils at Excalibur compared with children with the same prior attainment. The average scaled score is 2.1 higher than other children with the same prior attainment with an FFT rank of 20 and the percentage at the expected standard and above is 12% higher than other children with the same prior attainment with an FFT rank of 21.

- Page 7 - Disadvantaged Pupils - Care must be taken when looking at these figures as the numbers are low. below 5 The schools have looked at the results on a pupil by pupil basis and identified the issues with each. This data only shows the forever 6 pupils and not the pupil premium plus pupils or services pupils as this information has not been passed to FFT but is available in ASP.

- In addition to the FFT summary reports, in the FFT Aspire software the school is able to produce estimates for what individual pupils and different year groups should be attaining based on prior attainment. This can then be used to challenge teachers expectations of children.

MINUTE

2. Autumn Review of Early Years Foundaton Stage Profile Outcomes 2017

LH presented the data report and made the following observations.

- Communication and Language - 90% of Pupils had achieved the expected level (LA 82% / Alsager 82% / National 82%)
- Personal, Social and Emotional Development - 83% of Pupils had achieved the expected level (LA 86% / Alsager 86% / National 85%)

- Mathematics - 80% of Pupils had achieved the expected level (LA 79% / Alsager 80% / National 78%)

- Understanding the World - 90% of Pupils had achieved the expected level (LA 85% / Alsager 87% / National 84%)

- Physical Development - 83% of Pupils had achieved the expected level (LA 87% / Alsager 88% / National 88%)

- Literacy - 77% of Pupils had achieved the expected level (LA 74% / Alsager 76% / National 73%)

- Percentage of children achieving a good level of development - 77% of Pupils had achieved the expected level (LA 72% / Alsager 73% / National 71%)

- The picture is good and above national in most areas but it does not look as good as previous years so the school has investigated. The cohort has 17 Summer birthdays and as a school we need to ensure that we encourage these children to achieve. The school has drilled down into the data and the issues around self care and boys writing as the school needs to be able to show that they have done everything that meets the needs of these children that would enable them to achieve. LH now has meetings with the EYFS team on a half termly basis so that areas of concern are looked at earlier.

"Why is under 5 seen as significant?" LH - This is because each pupil will count as 20% in the results.

"What is the data now looking like when these EYFS children have moved into year 1?" LH - It was 7 children that had not achieved and work has been done in terms of quality first teaching in this term and now all but 2 children are not at the expected level.

"Was the teacher's assessment correct?" LH - Yes the assessment was correct and it was different children not achieving the expected level for each.

CHALLENGE

"What evidence have we kept to show that we made the correct teacher assessment?" The school has the tracking information for the whole year. All the children even though they did not achieve the expected level made excellent progress since they came to the school in September 2016.

"Will the SENDco be involved with these 7 children?" LH - These together with all the pupils in the class will be discussed in the pupil progress meetings. Some of the children will need time to settle in year 1 and with quality first teaching will start to progress and not cause concern. Conversations with parents will often start in year 1 with the teacher and SENDco but this will be on a case by case basis when a better picture of the child is obtained.

AGENDA ITEM ▶ Review assessment data for the Autumn term 2017/18

1. NFER Reception Baseline 2017 report.

LH presented the report to the committee.

- This report shows the children come into Excalibur broadly in line with the national average.

- LH has investigated the 2017/18 cohort in the first EYFS half termly meeting and there are 13 Summer birthdays in this cohort. Where the children are under 100 scaled score and they are Summer born these children will be specifically discussed to support any changes to provision, with quality first teaching, to support and challenge these children.

MINUTE

2. Autumn Term Data 2017

LH presented this report and informed the governors that it would be contained in the Autumn term headteachers report. Pupil progress meetings in November with the teachers and Deputy Head used this data as the basis for the meetings. Progress and attainment in all year groups is in line with where the school should be at this time of year.

AGENDA ITEM ▶ Pupil Premium

1. Pupil Premium Impact Report 2016/17

JT presented the report that is now on the school's website. It shows the amount received in pupil premium together with the number of pupil premium children, the key expenditure and the impact of the spend on the Key Stage 1 and 2 results.

2. Pupil Premium Strategy 2017/18

JT presented the report that is now on the school's website and it showed the barriers to educational achievement and the rationale for the expenditure that the school is going to spend over the next year. The money is spent in specific areas bespoke for each child. The governors thanked JT for producing these two annual reports.

MINUTE

3. Pupil Premium costs to date for 2017/18

This was not available and would be presented in the spring term

4. Pupil Premium report from the pupil premium governor

This was not available and would be presented to the full governing board on 6th December 2017.

ACTION

Pupil premium costs to date for 2017/18 compared to the budget for the year in the Spring term (YH)

Pupil Premium report by the Pupil Premium governor to be presented to the full governing board on 6th December 2017 (RH)

CHALLENGE

"What are pupil costs?" YH - These are costs paid directly for disadvantaged pupils for educational visits, residentials, sporting activities, musical activities and uniform. This has been reduced this year and the parents have been informed.

AGENDA ITEM ▶ **SEN**

MINUTE The report from the SEN governor was not available and would be presented to the full board at its meeting on 6th December 2017.

ACTION SEN report by the SEN governor to be presented to the full governing board on 6th December 2017 (MC)

AGENDA ITEM ▶ **Academy Conversion**

MINUTE LH updated the committee on the actions taken by the school towards academisation. This term there had been the TUPE meeting with the headteacher and chair of governors of the school together with a representative from Cheshire East Human Resources department and any trade union representatives. The meeting went well and everyone was happy with the academisation moving forward. There has also been an informal meeting of the Chancery Trust's Members and Directors at Pikemere School. The two headteachers led the meeting which was a chance for the people to get together and get to know each other. The Chancery trust is now set up with companies house with a company number and all the members and directors are registered at companies house. The business managers at the schools have been investigating accountancy packages and accountancy firms and their findings will be presented to the Chairs of governors for approval to move forward with these MAT contracts.

AGENDA ITEM ▶ **Admissions****1. Admission applications for 2016/17 and response times**

The report for the year 2016/17 was presented by YH. It showed that all applications had been responded to within the 10 working days, the most was 5 working days.

2. Admission applications for 2017/18 and response time

MINUTE The report for the year to date 2017/18 was presented by YH. It showed that all applications had been responded to within the 10 working days, the most was 6 working days.

3. Appeals since 28th June 2017

There were no appeals since 28th June 2017.

4. Admission Register compliance from The Key

The annotated list of the requirements of the school's admissions register was reviewed and everything is being recorded as required.

AGENDA ITEM ▶ **The Director of Children's Services Report Autumn 2017**

MINUTE YH presented the report informing the governors of the following items of importance for this committee:

1. Item 1 - School Governance and Liaison

a. The School Governance (Constitution and Federations) (England) (Amendment) 2017 means that from September 2017 governing boards can remove elected parent and staff governors. If removed they are disqualified from serving as a school governor for 5 years. There should be a fair and clear process and they should be able to hear the complaint against them and have the right to appeal and the code of conduct signed annually has an important part to play. The school needs to update its code of conduct to be in line with the NGA and get these signed (YH)

b. Exclusions. There is an update to the guidance from September 2017. There is a list of key notes for governors on exclusions. Exclusion training at CEC has been updated for this and is offered on a termly basis. No governors have attended this recently.

c. The new Academies Financial Handbook from 1st September 2017. This has been downloaded by the School Business Manager and Headteacher and there are key points for governors

d. Cheshire East model complaints policy has been updated so that it is in line with Section 29 of the Education Act 2002. This will be reviewed by the school and the new policy will be presented at the Spring term meeting

e. GovernorHub has been launched for school in the Autumn term.

f. There is a new 'School Leaders and the Governing Board: What do we expect?' This is broken down into 4 key areas, the roles of governance and management, developing and supporting the governing board, effective ways of working, and understanding the organisation and engaging stakeholders

g. The Chairs Handbook has been sent to VA and the Welcome to Governance books have been given to PWZ and RH.

h. The Inspiring Governance Service is now fully operational and is a matchmaking service connecting the skills of volunteers and roles within school.

i. Changes to the Ofsted framework will be announced by October 2017.

2. Item 3 - Provisional Results for Schools - Summer 2017

a. The governors are reviewing the school's data in line with local and national data as it becomes available in this committee. The KS2 results have been reviewed under item 8.

b. The governors know about the ASP website and will be given access as soon as possible.

3. Item 4 - RAISEonline replaced by Analyse School Performance (ASP)

The DfE is launching ASP which is now available for schools to use. It is recommended that governors obtain training on ASP.

4. Item 5 - Primary School Monitoring of National Tests and Teacher Assessment

During the Summer term Cheshire East has a statutory duty to monitor and support national testing and moderate teacher assessments. The governors need to ensure that:

- the CEO has registered the academy correctly with the LA (CEC is through CHESS and is £400)

- Governors should ensure that there is local moderation. This takes place within ACT and the school has two trained lead moderators as members of staff.

5. Item 6 - Changes to the School and College Performance Tables 2017/18.

In December 2017 the DfE will publish measures of KS2 performance for all primary schools. The reports are broadly in line with 2016 with one change around average scaled score for boys and girls, pupils with English as an additional language and non-mobile pupils.

6. Item 9 - Admission Arrangements Consultation for September 2019 and subsequent years

Schools who wish to consult on changes to their admission arrangements from September 2019 must undertake a consultation, not before 1st October 2017 and it must run for 6 weeks before 31st January 2018. The schools consultation starts on 1st December 2017 and will run for 6 weeks.

7. Item 10 - Admission Arrangements - Review of Policies

The school is to review its policy in line with the items listed in the report. YH has done this and it has formed part of the changes to the admissions policy and has led to the admission consultation from 1st December 2017.

8. Item 11 - School Applications from Overseas

Cheshire East's admissions policy has changed and they are required to accept applications from families resident in the United Kingdom and from UK and European Economic Area citizens resident outside the UK. Evidence of new addresses will be required. The following children are not entitled to a state education; children from non-European Economic Area countries who are here as short term visitors and children from non-EEA countries who have permission to study in the UK - they have to attend fee-paying schools. The school is aware of these changes.

9. Item 12 - School Admission Code - compliance by schools

The LA is aware that schools are not complying with the admission code around consultation and determination of arrangements. Excalibur has ensured that its policy matches the local authorities recommendation and it is going out to consultation on 1st December 2017. The LA is also aware that where schools have vacancies they are still refusing the applications and some where prioritising and offering from waiting lists is not being done correctly. The local authority will report non-compliance to the Schools Adjudicator or EFA when it finds that these things are happening. The school reports to governors the admission applications received each year so that the governors can ensure that the admission code is being adhered to.

10. Item 15 - Preventing and Tackling Bullying in Schools

In July 2017 the guidance 'Prevent and Tackling Bullying in Schools' was updated. The governors need to ensure that the Bullying prevention policy is updated in line with this guidance. This was done by the school and the new policy will be taken to the full board meeting on 6th December 2017.

11. Item 16 - Safeguarding Children in Education Settings September Updates

The updates are as follows:

- Annual Refresher training - This is required for all staff and was completed at Excalibur on Monday 18th September 2017.

- Model Child Protection Policy - This has been updated by the school and will go to the full governing board on 6th December 2017

- Operation Encompass - The Operation Encompass letter needs to be sent out annually to parents and carers. This will be done at school in December 2017.

- Transfer of Safeguarding Records - This is completed the day after children have left the school by a member of the SLT using the relevant

transfer forms.

- CEOP online safeguarding resources - parent information is available and has been used around school and on the school's website.
- Social Care/School Liaison meetings - These are taking place across cheshire East and invitations will go to the school's designated safeguarding lead.

12. Item 17 - Local Children's Safeguarding Board

There is a consultation on working together that the governors need to consider responding to.

13. Item 18 - Special Educational Needs and Disability (SEND) update

The Local Authority has worked on the implementation of the SEND reforms. Workshops with schools were held at the end of the Summer term and school's are working together on the SEND toolkit. The Head Teacher and the SENDco have both attended toolkit training.

14. Item 21 - Phase 2 Emotional Healthy Schools Programme Update September 2017

Phase 2 is aligned to the Health Promotion of Illness Prevention outcomes for children and young people in the Public Health Outcomes Framework. The schools have a vital role in supporting the emotional wellbeing of their pupils and seeks to build knowledge, expertise and quality to strengthen relationships between schools and wider services. LH knows about the programme via eCAPH.

15. Item 22 - Cheshire East's Special Educational Needs and Disability Information, Advice and Support Team (CEIAS)

They provide free, impartial and confidential services for families with a child or young person aged 0 - 25 with Special Educational Needs and/or a disability.

- ACTION**
- Item 1-a. Update the governors code of conduct to be in line with the NGA and get these signed (YH)
 - Item 1-b. Update the school's Complaints policy in line with CEC's new model policy (YH)
 - Item 3. a. Governors to be given access to ASP (YH)
 - Item 4 CEO to register with LA for monitoring and moderation of tests- £400 through CHES (YH)

AGENDA ITEM ► Policies

1. The policy listing for the committee was reviewed.
 - The Admission Policy is going out to consultation on 1st December 2017 and will be presented to the Spring term meeting
 - The Admission register has been reviewed.
 - The Art and Design Policy will be updated ready for the Spring term meeting
 - The Bullying Prevention policy has been updated and will be taken to the full board meeting on 6th December 2017
 - The Child Protection and Safeguarding Policy has been updated and will be taken to the full board meeting on 6th December 2017
 - The Cycling Policy has been updated and will be taken to the full board meeting on 6th December 2017
- MINUTE**
- The Design and Technology Policy will be updated ready for the Spring term meeting
 - The Higher Ability Learner Policy will be brought to the Spring term meeting in order that the governors can make a decision on whether to keep and update the policy.
 - Learning Outside The Classroom and Educational Visits Policy has been updated and will be taken to the full board meeting on 6th December 2017
 - The Music Policy will be updated ready for the Spring term meeting
 - Terms of Reference for the committee have been agreed under item 6.

- ACTION**
- The Admission Policy to the Spring term meeting (YH)
 - The Art and Design Policy to the Spring Term meeting (YH)
 - The Design and Technology Policy to the Spring term meeting (YH)
 - Higher Ability Learner Policy to the Spring Term meeting (YH)
 - The Music Policy to the Spring term meeting (YH)

AGENDA ITEM ► Safeguarding

- MINUTE** Level 1 safeguarding training is happening for all staff, governors and volunteers on 8th January 2018.

AGENDA ITEM ► Training

- MINUTE**
1. PWZ and RH had attended 3 session of governor induction training and they will provide feedback at the full governing board meeting on 6th December 2017 and a blog for the website.
 2. JR wants to attend ASP training and will look for this on the weekly bulletins and Spring governor training schedule.
 3. SS is to attend exclusions training in January 2018.

AGENDA ITEM ► Any other business

- MINUTE**
- PWZ had attended pupil voice meetings with JT on growth mindset and feedback. PWZ will complete a governor blog on the meeting and a governor visit form and will feedback fully to the full governing board on 6th December 2017. She said that the children were happy but there were some small issues around the start challenge being too easy, liking and using the displays in the classroom but they think that they need changing more regularly and they valued hands on experience.

Governor Agreed Actions set during this meeting: 0

Standards and Curriculum Committee - Autumn Term Meeting 2017/18 dated:
29/11/2017

Minutes approved by Yvonne Hilditch