

**Local Governing Body Meeting of DCE  
Tuesday 19<sup>th</sup> March 2019 at 7.30pm  
Minutes**

**Present:**

Catriona Arundale	Foundation Governor
Simon Ball	Head of School
Sylvia Bradley	Foundation Governor
Paul Good	Chair (MDBE)
Emma Hooson	Staff Governor
Matthew Lee	Parent Governor
Philip Robinson	Parent Governor
Helen Stallard	Foundation Governor (from 20.30)
Mark Vermes	Foundation Governor
Matt Whitehead	Executive Headteacher

**Apologies**

Andrew Ballantyne	Foundation Governor
Nick Bundock	Foundation Governor

**In attendance**

Kathy Crotty	Clerk
Elizabeth Lugsden	Maths Leader
Julia Royden	Humanities Lead

*Any text in red bold italics represents Governor question (Q); challenge (C); Governor and/or clerk support (S). Black bold upright represents decisions and actions.*

**1. Welcome, Introductions & Opening Prayer**

- Governors were welcomed to the meeting by Paul Good. A special welcome was given to Philip Robinson and Elizabeth Lugsden who were attending their first meeting.
- The opening prayer was led by Simon Ball.

**2. Apologies for Absence**

- Apologies were received and accepted from Andrew Ballantyne and Nick Bundock.

**3. Notification of AOB and Confidential Items**

- There was item of information to be reported under item 12.

**4. Presentation from subject leads**

Geography

- Julia Royden presented firstly on Geography. This subject is in a healthy state in KS1 and staff have worked well at integrating this subject into the learning. Much has been 'magpied' from the RE curriculum and deeper questions will be a theme of a future staff meeting. KS1 was the focus as KS2 has been good for some time.
- In Yr3 the children are looking at rainforests, in Yr4 they are learning about pollution and map work and in Yr5 the children are developing geographical skills. In Yr6, a wide range of skills are developing and the focus is environmental activities in Didsbury including litter picks. This is a Manchester wide initiative and there are grants for local groups to do work in the local environment.
- Governors noted when in assemblies, the detailed sophisticated knowledge in History which overlapped with Geography. There is an impact of a greater Geography element in topics the children are learning about. Governors and staff gave examples of the children learning about geology and the children have developed a deep knowledge.

### History

- Julia Royden reported the "There but not there" project was a huge success. Each class raised money (about £400 in total) and the children were very enthusiastic about learning about local soldiers who had died in WW1. The children made poppies and an installation was created. This was praised by Governors. The children wrote letters to their soldier and tried to bring to life the stories of the dead soldiers. This initiative was across every year group including nursery and reception. This was a good example for SIAMS of links with the community and some of the children read their poems in the church and some at the cenotaph.

### **Formal thanks were given to Paul and Sue Good who started this project in 2014.**

- There has been a good range of trips for history.
- KS1 staff are being supported to move away from telling historical stories and the staff have asked to develop historical enquiries. This needs to be developed further. Simon Ball reported the new Ofsted shift intends to move away into other subjects and an upcoming INSET will look again at foundation subjects to ensure a quality learning in line with core subjects.
- The next steps are the focus on the Peterloo Massacre with the 200 year anniversary this year. The community wood is being established in Didsbury which is a ten-minute walk from the school and this is in the early developments.

### **Formal thanks were given to Julia Royden for her presentations.**

### Elizabeth Lugsden presented on Maths

- Elizabeth Lugsden is new to the role and informed Governors about some of the changes introduced this academic year. Interventions are monitored each term and intervention timetable is for children below their ARE. Motivational Maths is a formal intervention scheme. This was designed as a diagnostic assessment tool and a programme has been developed from this. This focuses on number and calculation and the children love these sessions. This is a 10-week programme and is practical and competitive and uses many learning aids. This is widespread across the school with four members of staff formally trained. Other TAs need training to roll this out further.
- The maths curriculum is designed to develop mastery. Fluency has been the priority this year, which is useful for the planned changes to the Yr4 curriculum where a national times table test is being introduced next year. A whole school approach has been implemented to develop fluency from nursery to Yr6. There is a times table tracker so staff can track progress in preparation for the test. This will be applied to children in Yr2 upwards. The children work through different awards and these are acknowledged in assemblies.

- This school will engage in a pilot in summer 2019 with the current Yr4 children. Times table rock star is used by the children and this is an enjoyable learning resource which provides enjoyable experiences. There are weekly arithmetic tests and maths expert stickers. The raising of the profile of maths has occurred.
- Book scrutiny confirms the assessments are robust. Pupil Voice has been positive for maths and children like the diversity and challenge of the lessons.
- Elizabeth Lugsden has taken part in shared staff meetings across the Trust and this has been very positive. Elizabeth Lugsden is attending a subject leader course this term and the priority for the rest of the year is to embed these developments.
- Simon Ball reported children used to have to know the times tables up to 10 X 10 by the end of Yr6 and there was one questions on the mental maths test. Children now have to know 12 X 12 in a timed test and associated divisions by the end of Yr4.

**Q: How will the new Ofsted framework impact on the Maths curriculum?**

The new framework will move away from a focus on internal data and the focus will be on the curriculum intent. Subject leaders are working on intent and the impact of the delivery on the children. This shift from the data in the core subjects is welcomed by many, inspectors will now look at the broader curriculum. This school has always provided a broad and balanced curriculum. Inspectors will also want to see deeper understanding within the subjects in terms of knowledge but also the ways skills are layered. The expectation is inspections will involve more book scrutiny and questioning of children. The core subject skills can be evident in the foundation subjects. The teachers and TAs have some challenges.

**Q: Is this more difficult to assess?**

The school has been developing a better assessment system for science and RE and this will be developed across the subjects. There is often less clarity about the criteria to assess, as the national curriculum has been more detailed about the core subjects. The clarity about assessments will be an issue for inspection teams.

**Q: Are there issues with schools using different tracking systems with different criteria based on different curriculum design?**

The expectation is the assessment of the curriculum set is all that can be judged. Staff will be expected to be confident and articulate about the teaching and learning and why this particular school curriculum is followed.

**Formal thanks were given to Elizabeth Lugsden for her presentation.**

Simon Ball – Music

- Simon Ball explained the national curriculum for KS2 music is outlined in six pages, the appendices for grammar are 33 pages long and this explains the need to realign. The school has identified some areas for development, but Governors were reassured children do have opportunities for practical lessons. There is more development to accommodate composition in their learning.
- In EYFS there is much singing linked to other areas to the curriculum such as in Maths. In Yr1 the children follow “music express” (Mr Briggs introduced this curriculum). In Yr2 Mrs Gandee runs the Manchester Music Scheme, which is percussion and tuned instruments. In Yr3 since Mr Briggs moved, there has been more singing and Elizabeth Lugsden runs a choir. Mr Briggs is back at DCE to undertake lessons on musical instruments. There is a KS2 show in the summer term.
- More assessments are needed and more evidence of assessment is needed. Currently the assessment tends to be a “best fit” judgement. The children have good experiences but need to do more learning on composition. Over Easter there will be a re-set of IT equipment and the school is intending to buy composing apps for the IPADs. The school needs to

develop music notation and for children to learn more about the history of music. This is done to an extent in History but needs formalising.

- Mr Ball currently looks after music but it needs a music lead. A new music lead will be established for the beginning of the new academic year. Individual music lessons come from the peripatetic music service and this continues with children learning piano, brass, guitar and woodwind. Some of these lessons are on a private basis where the music teacher can use the school as a base. The school has no dealings in the finance of these lessons. The three peripatetic music teachers can invoice the school for any children who are PP and are taking lessons. The school also uses One Education to provide peripatetic lessons. The school subsidises these music lessons to an extent. There are 42 children taking lessons during school time organised on a rotation basis so the children do not miss the same lesson. There are three children who are PP receiving music tuition.

**Q: Governors asked about harmony and explained how this can be used to reconcile conflict.**

This is something to be developed and Elizabeth Lugsden is progressing this subject. Singing practice will be reviewed for the next academic year to accommodate the specialist staff.

- The summer term will plan the subject leads for the next academic year and staff like to change sometimes.

**Simon Ball was formally thanked for his presentation on music.**

## **5. Minutes of the Previous Meeting held 22.01.19 and Matters Arising**

Corrections identified:

- Page 2: Remove 'is' to read "£18,000 less than .... "
- Page 4: In answer to the question – The opening of a new high school in Didsbury provides a good alternative to encourage children to stay at DCE.
- Page 5: There are 28 children in 2019 on roll (not 2018)
- Page 5: Missing word "not" (on track to reach target)
- Page 7 Remove 'largely' as school is compliant.
- Page 7 – church does have access to professional counsellors. (Not councillors)
- Page 7 Emmanuel Church (not Emanuel)

**Governors formally approved the minutes of the meeting held 22<sup>nd</sup> January 2019 subject to the above amendments.**

### Matters Arising

- Action – Governors to email Simon Ball to say they have read "Keeping children safe in education" asap  
This has been actioned.

**Action: Clerk to send "Keeping children safe in education" to the new Governors in the Trust.**

Action: Clerk to send "Keeping children safe in education" to Nick Bundock.  
This has been actioned.

Action: Governors asked for a progress report for vulnerable groups.  
See item 6

Action: The 19<sup>th</sup> March 2018 meeting to include a presentation of interventions and case studies. This will include "motivational" maths.  
See agenda item 4

Action: The First Aid Policy needs an additional paragraph explaining which medical conditions require that children are never left alone.

This has been actioned and is now on the school website.

Action: Emilie Smith will be asked to contact Nick Bundock to discuss support from St. James and Emanuel Church regarding mental health and well-being.

This has been actioned. There was a useful course offered which Emilie Smith will take advantage of at a later date.

## **6. Pupil premium**

- Simon Ball referred to the PP strategy which was issued in advance of this meeting. The report is now on the school website. The impact of the spending is identified and the attainment of PP children.
- £5,580 has been clawed back from the school after the January adjustment, the grant is initially issued on the previous year's figures. The grant awards £1,320 for each child based on deprivation, PP is calculated on FSM (free school meal) eligibility. The school received £20,700 for P/ LAC (previously / looked after child). This is £2,300 for each child per year and this was issued in July 2018. There is some discrepancy in the figures. The school was informed of the adjustment in February 2019.
- The attainment data for summer 2018 included five PP children. 80% attained in all three areas which is above the national expectations but this is a small cohort. Children in receipt of PP are expected to perform higher than the national figure. This actually happened at DCE even though these are small numbers. This might be 100% in 2019. The children and staff worked very hard with this cohort.
- The progress scores in reading writing and maths include one child who did not make good progress. This child arrived in the school for a very short period.

### **Q: Do you know what the progress measures would be for the other four?**

This was the second highest school in Manchester for some measures and might have been the highest if this one child was not included in the data.

- The level of progress is measured between KS1 and KS2 and this can create a minus score. If the test is not sat this creates a minus progress score for the tests.
- The £37,000 is allocated to diminish the gap between PP and non-PP children. The school can allocate this money generally and not all children need interventions in the subjects being tested. The report identifies how the barriers are to be reduced.

### **Q: What is SEMH?**

Social emotional and mental health issues?

- There are internal and external barriers addressed. The report provides specific details of the TA time, the desired outcome, the monitoring, the staff leads. The staffing costs include on costs. Cultural enrichment is included in the costs including music, school trips, and residential. Improving attendance is also part of this. The grant can be used to subsidise Kids Club activities.

### **Q: Do the Ever6 children receive PP and yet the parents pay for school meals as they no longer qualify for FSM?**

Yes, they might have to pay for school meals as no longer eligible but still qualify for PP and these parents will often be asked for a contribution towards trips and activities.

### **Q: Does the grant have to apply to each specific child?**

Not specifically as interventions can be for a group. Some children might not need academic support so they can have cultural enrichment activities. The funding is lagged,

so the school is receiving PP for children in the school in 2017/18. Some of these children would have been in Yr6 and are no longer in the school.

**Q: How is a child deemed eligible for PP?**

This is done via the parent applying for FSM. Adoption and fostered children are known the LA.

**Q: Are parents aware of the threshold? Are there parents not applying for FSM who might be entitled?**

This is difficult for the school to know but there is a SIMS package which can be purchased from the LA which informs the school. One of the schools in the Trust uses this service.

- There are concerns in the school sector about the working poor who are struggling but do not qualify for FSM and this is partly linked to benefit eligibility criteria changes. The introduction of UFSM (universal free school meals) at KS1 has also diminished applications. The history of PP funding was explained. This has often supplemented deprivation payments and also removed many other grants which the LA used to allocate. The lag funding is an issue as when you lose this you have already spent this grant.
- Governors agreed the impact of the PP grant is having a positive impact. The school is committed to the staff employed.

**Q: Have you realigned the budget in the light of this cut?**

The children will continue to receive the support they need and the school budget will have to accommodate this loss of £5,000. Cuts can be made anywhere and when finances are challenging upkeep of the building is often an area. To retain PP when budgets compress, there is more need to demonstrate an impact.

**7. Head of School Report** – Verbal report including progress of vulnerable groups

- The data report was circulated in advance of the meeting and Governors were given the end of each KS predictions.
- The school can report excellent attendance at 97.5% with some classes over 98%. Seven children are PA (persistently absent) and four are members of one family on a long holiday. This statistic will reduce as the year progresses.

**Q: What is the difference between the terms “higher standard” and greater depth (GD)?**

Different terms are used by different organisations. In teacher assessments the term greater depth GD is used and ‘higher standard’ is used in tests.

- The data was shared for the vulnerable groups (P/LAC; FSM; EAL; Summer Birthdays; and SEND for years 1 – 6. The progress of SEND children is below AREs (age related expectations) and this is to be expected. The progress of EAL children is more spread. The school identifies 14 children who are not yet meeting expectations in reading in KS2 and all were not in DCE in KS1. Of the seven children below the ARE for the combined, five joined in KS2. It was suggested if this becomes significant to the data the school might need to separate out the progress between children who have been in the school since Yr1 and children who joined later.

Predictions

- In Reception 80% of children are on target, and in Yr1 phonics 87% of children are on target. In KS1 there are 29 children of which 21% are on target for GD. There are seven to ten children every year reaching the highest standard.

**Q: Have the highest standard children been in the school since Yr1**

Yes, they all have. The school reputation for excellence in SEND means there will be an impact on the data but inclusion is the ethos of the school. Families that have transferred to this school are very positive.

- 204 applications were received for the 30 places and WDCE was oversubscribed on first choice applications. There is a challenge for Trust Directors to look at the future allocations between the two schools.

**Q: Why is this?**

This is a combination of different factors. These are two good schools with excellent reputations, and a recognition that for primary education small schools are preferential to larger schools. Even in a two-form entry school everybody knows everybody. The growing reputation for inclusion is also enhancing the school enrolments. The school gives much commitment and time to support all children. Many visiting parents refer to the personal recommendations and the standing of the school in the community.

**Q: Is the allocation on admissions still church first?**

The Trust follows the Manchester LA admissions criteria which prioritises LAC; siblings; and category three is the SJE church link. (SEND is above the categories).

- Only five or six schools across the city are oversubscribed for first choices. This reflects well on the quality of the work in the school.

**8. Behaviour and safety of pupils**

- There is one child on a reduced timetable which affects attendance. This child has 1:1 support in the morning and this is an authorised absence for the afternoon. The Head of School is working with the chair of the trust and the LA. This is part of the inclusion data.
- There are no racist incidents to report or any behaviour concerns.
- Governors were informed physical chastisement at home is reported and advice is received from the safeguarding hub. There is an ongoing Child In Need case in Yr5 and a court order needs to change.

**9. Executive Headteacher report - Update on Trust issues**

- This is reported in the confidential part 2 minutes

**10. Governor issues**

Training attended

- Paul Good has attended the chairs briefing on the proposed new Ofsted Criteria and GDPR updates.

Link Governor reports

- Paul Good submitted reports on his visit to record Yr6 Enterprise & General Information visit. Paul Good attended the Yr6 presentations and this approach enabled him to observe great engagement.
- Sylvia Bradley submitted a link Governor report on her observation of a literacy hour lesson and she reported on the high quality of teaching and learning

**11. Policy Review**

Communications Policy

- This is a new policy from the Trust and aims to formalise how to communicate with parents and the methods used. This is a practical policy and is expected to change as communication methods change. When adopted this will be shared on the school website. EYFS and Tapestry is a two-way communication and this policy addresses staff well-being. Most parental issues are directed through the school office.
- Governors agreed to make the following amendments:
  - Add Tapestry to list of response times.
  - Additional meetings with staff should include “normally”

- Meetings with SEND parents needs explaining
  - Social media is used as one-way information.
- Governors agreed to defer this policy until the amendments have been made.**
- Governors notes the school app (Our School App) is working well. This reminds parents of key dates.

**12. Any Other Business**

**Action: The phone message for reporting a child’s absence needs reviewing.**

**13. Date & Time of Next Meetings:**

- Tuesday 14th May 2019 @ 7.30pm
- Tuesday 2nd July 2019 @ 3.30pm (meet with the school council)

**3.**

**14. Closing Prayer**

- The closing prayer was led by Paul Good.

Signed..... Date.....

*Mr Paul Good (Chair)*

*Meeting closed at 10.00pm*

**Summary of actions**

- Action: Clerk to send “Keeping children safe in education” to the new Governors in the Trust. This has been actioned.
- Action: The phone message for reporting a child’s absence needs reviewing.