

Local Governing Body Meeting

Tuesday 20th November 2018 at 7.30pm at DCE

Draft Minutes

Present:

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

Apologies

Nick Bundock	Foundation Governor
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In attendance

Kathy Crotty	Clerk
Kathryn Thompson	RE co-ordinator
Emma Lomas	Observer (Assistant Head of School)

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. The opening prayer was led by Simon Ball. Simon Ball introduced the prayer about remembrance and informed Governors the children were taught about the soldiers from this school who lost their lives in WW1.
- Nick Bundock was welcomed to the GB. He is an additional member to the GB and will focus on ethos and RE.
- Paul Good reported on some ideas yet to be discussed at Director level regarding the structure of LGB's. Paul Good is in the process of discussing some issues with Stephen Mercer at the Manchester Diocese.

2. Apologies for Absence

- Apologies were received and accepted from Nick Bundock.

3. Presentations – Foundation Subjects

RE – Kathryn Thompson

- Kathryn Thompson opened her presentation with the information that RE is a priority for DCE and this identified in the SIP (School Improvement Plan). The priority has a specific objective and that is to make attainment in RE as high as in English and Maths. We have been working on this challenge since the summer term. She demonstrated some of the children's work and explained the GD (greater depth) is an area for development. Staff are working collaboratively to develop higher level thinking in RE comparable to English. The GD evidence is recorded in a speech bubble and this was demonstrated to the committee.
- The staff have much more guidance for planning in "Questful RE" and to evidence the impact of this. There is improved recording in RE and the co-ordinator scrap book was shared with Governors.
- There is a new RE policy written and shared with WDCE and this supports the staff and covers the vision of the school. This gives clarity for staff and parents and is on the school website
- Observations have occurred. Teachers in the lessons have provided evidence such as "I wonder why?". Children are given an opportunity to respond to topics in a way to develop their higher level thinking. The impact of the observations was explained and staff have received feedback on their lessons. This has focused upon "where next"? and this will be addressed further in a future staff meeting.
- A learning walk around school has shown RE has a higher profile around the school. The reflection areas have been reviewed to ensure adequate resources. Vision is embedded throughout the school. The profile of the vision has been increased around the school. The children are familiar with the "belonging, believing, becoming"
- Kathryn Thompson explained 'Godly play' was the emphasis last year, this year the emphasis is on key stories and these are being developed. This will be on a rolling programme.

Q: Does RE have a scheme of work?

Yes, this scheme came from the Blackburn Diocese and is called Questful RE and was developed to enhance the Christianity aspect of RE. There are two schemes in operation and staff are becoming familiar with this. The staff are working hard in this area.

Q: How often are you teaching RE?

5% of curriculum time is devoted to RE and for KS1 and this equates to 56 minutes per week. In KS2 this equates to one hour and four minutes. This school operates one hour per week. Often things have to give in the curriculum and it is rarely RE. This is a core subject in DCE even though the children are not tested on this subject. The standard of the teaching in this area is very high. The spiritual literacy among the children is tremendous. RE is taught to the same level and depth as English and this is a challenge as English in this school is very good. Lesson observations this term are focusing on RE.

Q: The school invested in the PSHE jigsaw scheme, are the jigsaw sessions additional to the RE?

Yes, and DCE is providing one hour a week PHSE even though this subject was removed in the 2014 curriculum changes. The Head of School informed Governors the subject knowledge of those teaching RE is excellent.

Q: What is the balance of Christianity and the other faiths?

- Christianity is between 70 and 80% and 20% to 30% of the curriculum is devoted to non-Christian religions. This school is teaching Islam and Judaism. This school

has Islamic children and Christianity links to Judaism. This enables the school to explore at a deeper level by focusing on less religions.

- Kathryn Thompson reported on the school links to other events such as the Harvest festival
- Governors were informed WDCE is hosting its SIAMs inspection this week and DCE is expected to have its inspection this year. PCC nominated Governors have a prime responsibility of ensuring the quality of teaching of RE and religious worship in the school is of a high standard.

Governors formally thanked Kathryn Thompson for an excellent presentation

Art – Emma Hooson

- Emma Hooson explained the action plan for Art and updated Governors on actions taken. The book scrutiny indicated there were few examples of art work outside of displays in KS1. The learning walk indicates excellent displays. The EYFS and KS1 teachers explained the display work is then sent home with the children before the Art co-ordinator could see this. It was discussed whether to keep a record of the work by keeping this in a book and this was seen as not time effective. Staff agreed to photograph the displays and keep this on a shared area of the school intranet.
- In KS2 there was a similar issue. Yr3 and Yr4 children used a sketchbook to develop their skills. There were learning objectives and this was displayed. Upper KS2 took a more project-based approach outside of a sketch book and their evidence of art was in the topic book.
- Emma Hooson has issued a questionnaire to staff asking where the art work has taken place and how is it recorded. This informed her about how art was being taught and it tended to be delivered by TAs as part of PPA cover. The teacher plans this but not always delivers this. The art work is of a high quality across the school. Staff were consulted about recording the evidence and it was agreed an art book would not improve Teaching & Learning even though this would make it easy for Emma Hooson to monitor. In KS2 the review is done via the topic books, and in KS1 the art work is in the children's sketch book and then their topic books.
- Emma Hooson reported on whole school activities which develop art work such as art collages, multi-media activities, sketches, displays etc. Some work was presented in the church. The Bee in the City project involved every child in the school and the multi-academy trust. The school is keen to maintain involvement in community projects.
- Assessment tends to be teacher judgement, teachers receive support with planning and identifying their objectives. The support is focused on skills developed. Peer assessment is being developed to enable children to improve their skills.

S: Governors were impressed by the displays in the church and reported the children did very well.

C: Governors asked for an explanation of the photographs of KS1 work kept in a shared area, and asked who is this shared with?

This is a school network area for teachers.

Q: Will these photographs be archived?

Yes, but the evidence of art work undertaken will be kept for the current academic year. Staff are working on deleting old information.

S: The chair reported on the excellent quality of the work of the children across the whole school.

C: Emma Hooson is a new art co-ordinator and the assessment and the quality of art work in DCE is outstanding. Is there any other way to impact on the quality of work the children are producing?

- The art is taught by talented TAs and the artwork is often modelled once. It might be beneficial for the TAs to share knowledge and techniques with teaching staff. This would develop staff expertise. The Head of School reported the preparation by the TAs is phenomenal and this is being delivered at a high level. At the end of a project children can be encouraged to use any medium to interpret their understanding. This will encourage unique pieces of work from the children. The children are being taught skills and techniques which can develop differently.
Formal thanks were given to Emma Hooson for an excellent presentation. It was acknowledged this is a new area for Emma Hooson and Governors were impressed at the progress made.

MFL – Emma Hooson

- The school had a long standing subscription with “Linguascope” in the IT suite, used to teach Spanish. There were often problems with the subscription and the impact was affected. Other online subscriptions have been researched and Emma Hooson found “Rockalingua” and the school now subscribes to this scheme. This resource includes videos, games, comic strips, and activities to support reading skills. Children can login at home. Teachers can set tasks with a time frame and this enables vocabulary development. This new scheme provides more challenging activities which are completely written in Spanish. This has proved to be more time effective.
- The school allocates 30 minutes a week to teach Spanish. The children are enjoying this and staff are able to track progress via a live update.
- There is a bi-annual Spanish day, the next one is in 2020. The staff and children enjoyed this year’s Spanish day. KS1 and EYFS are interested in joining in next time. Emma Hooson suggested considering next time the cost of cooking with 120 children.
- The work produced by the children is recorded in their Spanish books and they also email to their Spanish email pal.
- The knowledge of Spanish continues into KS2. Emma Hooson now teaches Spanish in KS2 and this is delivered by other staff who are competent (if not fluent) in delivering this language. They will support other staff who want to deliver this curriculum area.
- The other activities to develop the language was explained such as songs and undertaking daily routines using the language such as reading the register in Spanish. The school is encouraging pre-teaching of children in EYFS and Key Stage 1 to reduce shyness in speaking another language.

Q: Have you asked Spanish speaking parents to help and are they ever involved?

There is one child whose father is from Paraguay and staff tried to get him involved as the school is keen to develop the cultural aspects of the language.

Governors formally thanked Emma Hooson for a passionate presentation and congratulated her for the work undertaken on MFL.

S: Governors were impressed the school is teaching an MFL before the age of seven.

4. Notification of AOUB and Confidential Items

Approval of terms dates for 2019/20.

- Governors were given the proposed dates which co-align with the Manchester LA dates. Manchester LA guidance suggested an INSET day on the 2nd September

2019. The Manchester LA suggested term dates included one day on the 20th July 2020 which would mean a one-day week so this will be an INSET day to be covered by Twilight sessions. This was unusual as the LA prefers a school week to be at least three days of more to improve attendance.

- The list of term dates was circulated to Governors. Holiday closures are:
 - Friday 25 October 2019 to Monday 4 November 2019
 - Friday 20 December 2019 to Monday 6 January 2020
 - Friday 14 February 2020 to Monday 24 February 2020
 - Friday 3 April 2020 to Monday 20 April 2020
 - Bank holiday: School closes Monday 4 May 2020
 - Friday 22 May 2020 to 1 June 2020

Governors formally agreed the dates for the 2019/20 term

5. Declarations on non/pecuniary interests

- Andrew Ballantyne; Catriona Arundale; Helen Stallard and Mark Vermes have children in the school.
- There are no other declarations other than those listed on the school website.

6. Minutes of Previous Meeting held 25th September 2018 including Part 2 confidential minutes

Governors formally approved the minutes from the meeting held 25th September 2018 subject to the amendment on Page 2 which should read 6 children left the school (not 4).

Action: School leadership to inform the co-opted Governor of the decision (non-attendance).

This has been actioned. A formal letter of thanks was sent to the committee member.

Action: Simon Ball to share formal thanks to all school staff for consistent attainment of national benchmarks and the achievements at the higher standards
This has been actioned.

Action: Clerk to resend the visit proforma for Governors to complete.
This has been actioned.

Action: Paul Good to confirm with Nick Bundock co-option onto the GB and to take Governor responsibility for Ethos and RE
This has been actioned.

Action: Simon Ball to ask Emma Lomas to link with St. Wilfrids and WDCE on ICT developments and school communications

The school is coming to end of a three-year contract with SIMS AGORA and the school is looking at a different system. School Comms is being investigated to be implemented along with the other schools in the Trust.

Action: SB to investigate the Facebook page being a closed group restricted to pupils, staff and family.

The Head of School reported he has consulted and worked with Governors and the advice was to keep the Facebook page as 'open' as in order for people to see the page access would have to be granted. The school does not want to appear to

endorse or approve followers of the page so it was agreed this page would remain open. GDPR declarations indicate where permissions have been given. The school will only use photographs of children's faces where approval has been given.

S: *Governors were supportive of this approach.*

The school will simplify the system used to gain permissions next year as this is becoming unworkable.

Q: *What happens where a child does not have permission and there is a group photograph?*

The school can pixilate but prefers to not do this and would not upload a group photograph including a child without permission. The school view is pixilated photographs gives the wrong message.

Action: Simon Ball will investigate the thickness of the Gold Award certificates and report back.

This has been investigated and the thickness is the same but the colour is different.

7. Head of school report

- A written report was shared with Governors. The school PAN (pupil admission number) is 236 and there are currently 239 children and one more expected taking the number to 240 which is healthy. The school is full.
- Attendance is excellent at 96.7% with one family affecting the statistics with an extended unauthorised holiday. If this family is taken out of the data the figure is nearer 99% attendance.

Whole school assessment

- Governors were informed there were questions to be considered as the classes have different data. The progress criteria are judged against KAC (key assessment criteria). The child has to be judged as really confident in these criteria. If a child is 'below' this means they have met less than 19% of attainment. If a child achieves 20% this is 'emerging'. In the beginning of the school year children can do some things really well. The example was given of reading in Yr2 where 80% of children are already emerging. Some objectives in a new class can be more challenging.
- In Yr5 there are many children with SEND support plans and this explains their trends. There is also not so much KAC in Yr5 but with many sub-parts. It might be the teacher cannot mark off the full section so early in the term.
- The Head of School reported the SLT have discussed the progress and variations and will ask Yr1 & Yr2; Yr3 & Yr4 and Yr5 & Yr6 to moderate with each other.

C: *The Executive Headteacher noted the writing far exceeds the reading in Yr1 and this needs investigation.*

This may be explained by handwriting formation. KAC was introduced in 2014 and maybe this needs reviewing again. This system is now familiar with teachers. There are data deadlines issued six times a year for teachers to upload their assessment judgements.

C: *Do we moderate with other schools in the Trust?*

- No, the other schools in the Trust use different packages to record progress, there is some moderation of assessed work, but this moderation is not half termly. There is cross school book scrutiny and areas of good practice is shared.

C: *Governors were asked if they would find it helpful to include the prior information to show progress each half term.*

Action: The tracking information to include half termly progress updates showing how the picture changes from the previous half term.

- The vulnerable group progress information shows 23 SEND children who are below and this is not surprising.

Simon Ball was formally thanked for his detailed report for Governors.

Budget Update

- The Executive Headteacher reported there is a projected in-year deficit of £27,111 which is a good carry forward. The auditors are working in the school this week. The school has a projected carry forward of approximately £150,000. Governors discussed the remaining concern of the implementation of a different national funding formula which would be detrimental to Manchester schools.
- The YTD income and spending shows a deficit of £3,000. This is good as if this was each term this would be £18,000 is less than the projected £27,000.
- There are different sources of income and expenditure but nothing of concern.
- The YTD percentage shows income of 16.6% and this is an underestimation. Staff costs are where they are expected. Non-staff costs are often higher at this time of the year as resources might be bought for the full academic year.
- Governors were reassured there are no concerns with this budget and it seems the forecasting is fairly accurate

8. Behaviour and safety of pupils – Keeping Children Safe in Education (KSCiE) Part 1 2018

- The Head of School raised an issue of peripatetic teacher not directly employed by the school. This has worked well for some time but the school became aware of some inappropriate contact with ex-pupils on social media. This was reported to the LADO (Local Authority Designated Officer) in accordance with child protection policy. The LADO informed the local police who confirmed no crime occurred but the teacher no longer works in the school. Other schools have been informed. DCE were concerned about employment law and so consulted with the LADO and asked them to take action as they are the experts in this field. Governors were informed the school is confident the right course of action was taken.
- Another safeguarding issue was raised regarding a pupil subject to a court order which was broken. Social services were informed and there are no immediate safeguarding issues.
- There are still two children missing in education who are still on the school register but out of the country

Q: Do they count as absences?

Yes, and as the school is unable to remove the children from roll the school will calculate two different attendance figures.

- These children are in a separate sovereign nation and the parents do not want to be contacted so social services in the new country are involved. This is being recorded on CPOMs

C: Can they be excluded for non-attendance?

No as they were formally looked after children and this process is a safety net.

QA

- Governors were asked to sign the form to indicate they have read the updated “Keeping children safe in education”. Those Governors not able to sign tonight were asked to come into school to sign the document.

Action: All Governors to sign they have read “Keeping children safe in education”.

9. SIAMS Review

- Governors were informed this is a rolling inspection programme and the inspection is due this academic year. At the last inspection the school was judged outstanding
- There are new different grade descriptors and the default expectation is to achieve “good”, if a school wants to be judged as “excellent” then the case for excellence has to be proved. Governors expressed the view this school should aim for excellent.
- The school is currently using draft 4 of the SEF for SIAMs. The vision was explained. Data on vulnerable pupils will be reviewed. The last inspection has a mission statement and this has been replaced by the vision. Belonging believing becoming is not the vision but a tag line linked to the vision.
- The vision was outlined and the vision of a church school has to be linked to scripture. DCE has decided to link to the parable of the mustard seed. This vision is evident in the school displays. Provision and impact were explained by the head of school and the value added by a church school was raised as being a significant part of the inspection.
- The SEF addresses seven strands. Church schools have to be seen as being deeply Christian for the common good. The Head of School detailed the seven strands and this was shared on a written report. Governors were informed the inspectors will want to talk to parents, staff and Governors. There are three full working days’ notice.
- WDCE has already made the case the school is excellent. The chair felt this school should also inform the inspectors this school is excellent.

Q: Who undertakes this inspection?

This is undertaken by Chester Liverpool Manchester Blackburn and Carlisle Dioceses organised via Liverpool.

- There are some Methodist aided schools in this area. A quarter of all primary schools in England are Anglican Primary schools. There are some high profile highly successful Anglican schools in the North West. Governors were informed church schools are now out performing preparatory schools. This school works closely with SJE church which is a very inclusive church. The QA visit before half term was greatly enhanced by the presence of Governors and it is hoped that Governors will be available to meet the SIAMs inspectors.

10. Governor matters

Governor visits to school

Matthew Lee and Catriona Arundale had attended a school assembly.

Matthew Lee and Catriona Arundale attended the QA meeting with Shirley Bush

Governor training

Paul Good chairs briefing organised by the LA

KeyDoc - Facebook cheat sheet for governors Sept 2018

This document was shared in advance of the meeting following on from previous discussions about e-safety/

11. Any Other Business

- The Executive Headteacher summarised the Governor questionnaire evaluation. Comments were positive about the role of the critical friend, recruitment of staffing,

and the broad based knowledge needed to support leadership. This has a positive impact on school improvement: the leadership is held to account and the analysis of data impacts on teaching and learning. Governor satisfaction overall was high. Most Governors identified the LGB support as high.

- Governors across all three schools identified a need for more information on Trust wide activities and the newsletters should address this. Governors in all three schools wished they had more time to undertake their Governor duties.
- The future parents' newsletter from the Trust will focus on funding and it was noted this Trust does not top slice but funds pro-rata. The benefits of belonging to the Trust from the sharing of good practice has already been shared with parents.

Email issues

- Governors raised the issue of having to use a school email address and how to access this. The clerk explained this has been GDPR advice. Some Governors are using a school email effectively but not all. The clerk informed Governors some schools had moved to Dropbox; Gmail; and some use a private area of the school website.

Action: MW to seek advice from One Education regarding the requirement of Governors to be using school email addresses.

12. Date & Time of Next Meetings:

- Tuesday 22nd January 2019 @ 7.30pm
- Tuesday 19th March 2019 @ 7.30pm
- Tuesday 14th May 2019 @ 7.30pm
- Tuesday 2nd July 2019 @ 3.30pm

13. Closing Prayer

- The closing prayer was led by Paul Good.

Signed..... Date.....
Mr Paul Good (Chair)

Meeting closed at 21:55

Summary of actions

- Action: The tracking information to include half termly progress updates showing how the picture changes from the previous half term.
- Action: All Governors to sign they have read “Keeping children safe in education”.
- Action: MW to seek advice from One Education regarding the requirement of Governors to be using school email addresses.