

**Didsbury CofE  
Local Governing Body Meeting  
Tuesday 8<sup>th</sup> October 2019 at 7.30pm  
Minutes**

**Present:**

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

**Absent**

Sylvia Bradley	Foundation Governor
----------------	---------------------

**Apologies**

Andrew Ballantyne	Foundation Governor
Nick Bundock	Foundation Governor
Philip Robinson	Parent Governor

**In attendance**

Kathy Crotty	Clerk
Emilie Smith	SEND CO

*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.*

<p><b>1. Welcome, Introductions &amp; Opening Prayer</b></p> <ul style="list-style-type: none"> <li>Governors were welcomed to the meeting by Paul Good. The opening prayer was led by Simon Ball.</li> </ul>
<p><b>2. Apologies for Absence</b></p> <ul style="list-style-type: none"> <li>Apologies were received and accepted from Andrew Ballantyne, Nick Bundock and Philip Robinson.</li> </ul>
<p><b>3. SEND update</b></p> <ul style="list-style-type: none"> <li>Emilie Smith presented on the progress made in the last academic year and Governors were given a written report. There were 24 pupils on KAC (key</li> </ul>

assessment criteria) sheets. Of the children whose progress was below 50% the reasons were detailed with the current picture.

**Q: Has there been an increase in SEND pupils in DCE?**

Over the years there has been a small increase but not a significant increase from 2018/19 and 2019/20. The numbers of children requiring an EHC plan is increasing and the school is above the national average for EHC plans.

**Q: Have these children been identified as needing support by the school?**

All but one child came without a plan. Occasionally children do come from different schools with a plan. There are sometimes children in the nursery identified with need.

**Q: Are the 7 pupils with an EHC plan spread equally across the year groups?**

In Yr2 one child has a plan; in Yr3 one child has a plan; In Yr4 2 children have plans; In Yr5 one child has a plan and in Yr6 two children have a plan. Two of the children in Yr3 have high needs and already have a plan in place. There are three out of 30 children in one cohort which will affect the data. There are five pupils in total in Yr3 and five in Yr4 needing SEND support and the Yr6 cohort has seven children needing support.

Parent view questionnaire Summary Report.

- This is issued to parents of children on the SEND register. 25 were issued and eight returned. WDCE returned a higher amount. This questionnaire was issued at the transition meeting but next year this will be done electronically as well to improve the response rate. As they are anonymous it is difficult to chase non-respondents.
- The results are strong and the additional comments have been used to plan for this year. One response referred to hidden disabilities and this is work that will be undertaken this academic year via a whole school assembly and class work which is age appropriate. There was a comment relating to sharing information which has been reported to staff.
- Overall the parent view data is pleasing and parents are complimentary about the work of the school in supporting their children.

Current SEND Overview

- The report identified the current numbers and categories of need. There are 236 children on roll, currently there are seven children with EHC plans and one of these children will be leaving the school. Two children are undergoing assessments and applications will be submitted by Christmas 2019.
- 21 further children receive SEND support. This school has 28 children which is 11.9% receiving SEND support against a national average of 14.2%. The school has 3% of children with an EHC plan against a national average of 1.6% for primary schools.
- The school has children across all the four categories of need. This school has 11 children with communication and interaction needs; 10 children with cognition and learning needs; six children with social emotional and mental health needs and one child with sensory and/or physical.
- There is no correlation with PP but there is a statistical correlation with summer birthdays (53.6%). This category covers five months of the year, April to August. There are other reasons and this is not due to developmental reasons. (37.3% of the school population is summer birthdays).
- Five children are on behaviour support plans and two have risk assessments. The school provides additional funds for three children to ensure full time support and the LA fully supports one child for full time support. The LA funds six children for part

time support. Five children have educational psychology support; four children have speech and language; seven children have CAMHS support and two have pastoral intervention.

**Q: What are pastoral interventions?**

This depends on the child's needs, and includes 'time to talk' interventions, and 'worry groups'. These interventions include non-SEND children who are vulnerable including safeguarding issues.

- Three SEND pupils left the Yr6 cohort of 2019 and there are no children identified so far in the nursery but this is expected to change.
- The 1-1 support which is funded by the LA does not fund the whole salary. Manchester LA is quite generous compared to other LAs yet the school has to top-up hours for recruitment of staffing to make the jobs more attractive. Some children are allocated 20 hours and the school provides additional five hours.
- Governors were informed the proposed top slicing suggestion by the LA would have not allowed the school to provide this level of support. The LA did apply for additional DfE funding which was awarded but nationally this is an area where the funding is insufficient. Most LAs do top slice for SEND funding.

**S: The chair gave formal thanks of behalf of the GB to Emilie Smith for her skills in securing additional resources and for the intervention programmes implemented.**

#### **4. Minutes of Previous Meeting held 02.07.19 and Matters Arising**

Action: The leadership team will discuss the positioning of computers to ensure people walking past cannot see screens.

Simon Ball reported his computer is logged off when not in use, and the Executive Headteacher has his computer angled. The office staff computers cannot be seen. Governors suggested exploring a screen with the ICT providers.

Carry forward action: MW to look at a standardised procedure across the Trust for applying sun cream.

St. Wilfrids nursery has a policy and this will be shared with the other Heads of School.

Action: Clerk to include the Ofsted changes on the 8<sup>th</sup> October 2019 agenda.  
See item 5

#### **5. Ofsted Changes**

- Simon Ball explained the new Ofsted framework. Governors were given a written diagram of the old criteria which has been mapped over to the new criteria. There is less emphasis on data and even though this school has outstanding data the leadership welcome these changes. It was acknowledged external data was available in English and Maths and this became too much of a focus, the new framework for inspection focuses more widely across the curriculum.
- Quality of education was explained and what has become known as the 'three I's' (intent of the curriculum; implementation refers to delivery of the curriculum; and impact.) There is emphasis on knowledge known as cultural capital. Reading is given an independent focus; schools are now expected to develop a love of reading. Inspectors are expected to undertake a "deep dive" of the reading strategy of the school.

- Inspectors are also checking on staff health and well-being and will be asking the leadership about how they are managing this. Off rolling is under scrutiny and this tends to be more of a high school issue than a primary school issue.
- DCE has been judged outstanding since the last inspection in 2008 and this no longer exempts schools from inspections. All schools will have two-day inspections.

## 6. Head of School Report

The report was circulated in advance of the meeting.

### Attendance

The attendance for 2018/19 was 97.3% and above 97% will remain as the target for 2019/20. Nine children (4.12%) has attendance which was less than 90% and the specific reasons were identified in the report. There were no children with attendance less than 80% so attendance in DCE is good and above the national benchmark.

### Data from 2018/19

#### **EYFS**

- 83% of children attained GLD (good level of development) which is above the national average of 72% in 2018. (The 2019 averages are not yet published). The Head of School explained the ELG (early learning goals). There are 17 ELGs and a child has to attain the first 12 at the expected standard for the child to attain a GLD. The Manchester average has dropped slightly this year to 66%, and DCE is above the national and local averages.
- UWS (understanding of the world); Art and Design are focus areas for the coming SIP.

**Q: Are these results a reflection of different assessment methods used by schools?**

Emma Hooson explained this school uses an assessment tool called Tapestry which is based on observations and teachers' judgements. Teachers assess if a child is emerging, working within and secure across a range of criteria. Parents can use Tapestry to upload examples of their child's development.

**Q: Is there any value in using parental contributions?**

Yes, Tapestry can be used by parents, they can provide photographs to support teachers' judgements. The engagement from parents has been minimal even though the school tries to make this fun. Parents can share the children at play which is evidence of many of the criteria.

**S: Governors congratulated the school for their efforts to involve parents.**

#### **Yr1**

- 100% of children attained their Phonics. One child did not take the test as there is discretion based on suitability. Exemptions can be applied for example for children new in the country. This test is used more for diagnostic purposes. Some children can take the test in Yr2 if appropriate and re-take the test in Yr2.
- The Yr1 data is excellent and the school is ahead of the national averages for expected and higher standards. In reading the school is 18% higher than the national average; in writing the school is 10% higher; in Maths 21% higher; and in Science 4% higher. The school attained 93% for the combined average, the national average is 65% and the Manchester average is 60%.
- At the higher standard in reading DCE attained 16% higher than the national average; in Maths 13% above the national average and in writing 6% above the national average.

- Girls have 100% in all subjects assessed for last two years, but this is not expected with the current cohorts in Yr6 and in Yr5.
- The Manchester IDS (integrated data set) gives a ranking with the other 142 schools for KS1. DCE is ranked second for reading; eight for writing; and first for maths. At the Higher level the school is ranked fourth in reading, 11<sup>th</sup> for writing and 5<sup>th</sup> for maths. At the highest standard the Manchester average is 9% for combined, the national average is 11%. This school is 37% which is more than three times the national average. In 2016 when this ranking was introduced, DCE was ranked the 2<sup>nd</sup> highest school in Manchester at 17% and is now the highest ranked school at 37% showing how the standard is rising

## **KS2**

- There are 132 schools in Manchester with KS2 children and at the expected standard DCE is ranked fifth for reading; second for writing and first for maths. At the higher standard the school is ranked second for reading; first for writing and fifth for maths. For the combined scores the school is ranked first at both the expected standard and the higher standard. The school is ranked third for GPS (grammar, punctuation and spelling) at the expected standard and second at the higher standard. DCE has always been ranked in top two for the highest standard. The higher numbers of SEND will affect the data in coming years.
- The school does have a broad and balanced curriculum including music and this has been demonstrated to Governors.

***S: Governors noted the formal congratulations to the staff across the school for these outstanding results.***

### Update on staffing issues

- The new staffing was identified and new subject leadership roles were detailed. There are two teachers who can apply for a pay increase?

***Q: Governors asked for clarification of the criteria for pay progression***

The two staff who are eligible for pay progression are on point 6 and after two years they can apply to go through the threshold to UPS (upper pay scale), this is not automatic. 31<sup>st</sup> October is the cut off point for the Head of School to receive applications. Of the two eligible teachers, one has made an application. The Head of School will make the judgement with the Executive Headteacher. The SBM is informed and the finance committee is then informed. To achieve the threshold payment, the applicant will have to be excellent teacher and demonstrate a whole school responsibility

### Admissions update

- The school will be reporting there are 237 children on roll for census day.

### School Evaluation Form (SEF) 2018/19 and Key Priorities 2019/20 (School Improvement Plan Update)

- The current evaluation of the school improvement includes the old Ofsted judgements from last year and the progress has been reported termly. The developments for 2019/20 is also included (school development plan) against the new Ofsted framework.
- The school has received a talk from an Ofsted inspector today and the issues for inspection were highlighted to Governors. This issues for inspection are already included in the school improvement plan. This school is confident about the reading results and will work on fostering a love of reading. The school library is very central



in the school. This school has won the summer reading challenge for the last two years. This school won £250 for books. The school is looking at developing a Book Barn with the PTA. This will be in a quiet area of the playground for reading. Governors discussed the various needs of children to develop a love of reading.

**C: Writing was a previous emphasis, KS2 writing is excellent. KS1, writing is the weakest of the three and what is the school doing about this?**

This is priority one in the SIP. It is difficult to attain at the higher standard in writing. The school has identified targets to ensure writing is a focus.

#### Premises

- The improvements have been completed for the playground. Governors noted their appreciation of the work undertaken and this was a result of the children ideas.

**S: Governor noted the investment into the computer suite is remarkable and this is due to the efforts of the PTA**

- The costs were £14,000 and the fund raising from the PTA was phenomenal. This investment into the school computer provision freed up funds for the school playground.

**Action: Chair of Governors to send a letter of formal thanks to the PTA and to parents and this can be commented upon in the school newsletter.**

#### **7. Behaviour and safety of pupils (Safeguarding) – update**

- Governors were asked to sign to say that they have read and understood the document Keeping Children Safe in Education (KCSiE 2019).
- There are no families in CP (child protection) and two children are receiving Early Help intervention.

#### **8. Executive Headteacher updates**

##### Trust Updates

- The Executive Headteacher reported on the greater collaboration between the schools in the Trust and detailed the meetings held. There has been a whole school INSET and each school will root its curriculum in 'belonging believing becoming'.

##### St. Elisabeths update

- St. Elisabeths is progressing and is on target for joining the Trust on the 1<sup>st</sup> November 2019. Some staffing issues are outstanding. This school has over 20% of pupils on FSM so this school will have the greatest deprivation. The school is benefitting with high level consultancy work being funded by the DfE and this will benefit other schools in the trust.
- The recent staff questionnaire was positive and huge degrees of job satisfaction was identified, which is important to attain the excellent results needed.

##### Finance

- The report shared provided accounts to the 31<sup>st</sup> August 2019 which have not yet been audited. (The audit is scheduled for the 18<sup>th</sup> December 2019). DCE had projected a £30,000 deficit, but the forecast YTD (year to date) income shows the school received more income than predicted. This means there is almost an in-year balance. The school does have a carry forward balance so the accounts are healthy. The Trustees will report the audited figures. It was noted the school has spent money on the playground so the school has done well with this year's budget.

**Q: What is the carry forward likely to be?**

This will be reported when the audited figures are available but in 2018 the carry forward was £180,000.

- The salary increases are not fully funded by the government. The recommendation is to award 2.75% and the government will contribute 0.75%.

## **9. Governing Body Matters**

Terms of office are due to end for foundation Governors in September 2020 and Governors were asked to consider if they wish to continue. This will be communicated to the PCC. Governors were asked to inform Paul Good of intentions. Mark Vermes indicated his intention to not seek re-nomination and he was formally thanked for work undertaken. Catriona Arundel and Helen Stallard indicated their wish to see re-nomination.

### 9.1 Terms of Reference for Governing Body

**Governors formally approved the ToR for this committee.**

### 9.2 Code of Conduct

**Governors formally approved the Code of Conduct**

### 9.3 Declaration of Pecuniary Interest

**Governors present completed the Declaration of PI**

### 9.4 Declaration of Governor Eligibility

**Governors present completed the Declaration of Governor Eligibility**

### 9.5 Governor areas of responsibility and interest

***Governor formally approved the following areas of responsibility for link Governor roles 2019/20:***

<b>Area of responsibility</b>	<b>Link Governor</b>	<b>Staff contact</b>
Safeguarding	Paul Good	Simon Ball
SEND	Cat Arundale	Emilie Smith
Pupil Premium / LAC	Mark Vermes	Simon Ball
Sports and PE Premium	Matthew Lee	Kate Evans
English	Sylvia Bradley	Emma Lomas / Liz Gandee
Mathematics	Andrew Ballantyne	Elizabeth Lugsden / Liz Gandee
Balanced Curriculum	Helen Stallard	Simon Ball
EYFS	Paul Good	Liz Gandee
Health & Safety / Premises	Paul Good	David Robinson
Ethos & RE	Nick Bundock	Kathryn Thompson

### 9.6 Governor self-evaluation & training identified

Governors will receive a skills audit by email and the analysis will be on the Autumn 2 agenda.

Governors were asked to inform this committee of any relevant training undertaken.

## 10. Policy approval

### Lockdown procedure – for discussion

Governors were informed all heads of schools are now looking at this procedure and the aim is to remain proportionate. This is a Victorian building which presents specific issues and this policy is focused on when the school is open and how the school ensures it keeps children safe. This procedure has been adapted from WDCE and the aim is to keep this procedure general as each incident would be unique. This procedure will also be discussed with staff and then brought back to Governors for approval. The school may need to purchase mobile phones which will also be useful for school trips

### ***Q: How will you communicate with parents, what is the current procedure in the event of an emergency***

- WDCE has shared this procedure with parents via their website and this asks parents to not contact the school during an emergency. Experience from where lockdown has occurred indicates parents are not happy with the school not allowing communication. The school will use current communication methods as appropriate using the school app, email and the website.

Governors accepted it is impossible to plan as every situation is different

### ***Q: Does the school have CCTV?***

DCE does not have CCTV since the entrance space was changed.

The close and opening of the school is the main vulnerability.

### Pupil Premium Policy

There are three categories of PP. One is deprivation based on FSM (free school meals) and this is an allocation of an additional £1,320 per child. There is a category for adopted premium for children who have previously been looked after by the LA. This school has seven children in this category and this allocation is an additional £2,300 per child. The third category is for parents who are currently serving in the armed forces, and this is an additional £300 per child.

The types of provision the school spends this grant on is shared on the school website. The school can use this money to employ additional staff to support the eligible children. Quality first teaching supports PP (pupil premium) children as well as raising standards for all children so the grant can be used to contribute to staff CPD.

### ***S: Governors noted the overall success of children in all PP categories which indicates the policy is working well.***

Last year three PP children attained 100% in all subjects and Governors noted this grant benefits much more than attainment.

### **Governors formally approved the Pupil Premium Policy**

### **Action: SB to share Pupil Premium Policy with other Heads of School**

The clerk will include this policy on the St. Wilfrids agenda 07.11.19. and the WDCE agenda 12.11.19.

## 11. Date & Times of future Meetings

Tuesday 19th November 2019 @ 7.30pm

Tuesday 28th January 2020 @ 7.30pm

Tuesday 17th March 2020 @ 7.30pm

Tuesday 19th May 2020 @ 7.30pm

Tuesday 30th June 2020 @ 3.30pm



Emma Hooson submitted apologies for 17<sup>th</sup> March 2020

1.

**12. Closing Prayer**

Governors led the closing prayer saying Grace.

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

*Mr Paul Good (Chair)*

*Meeting closed at 21.45 pm*

Summary of actions

- Action: Chair of Governors to send a letter of formal thanks to the PTA and to parents and this can be commented upon in the school newsletter.
- Action: SB to share Pupil Premium Policy with other Heads of School