

**Local Governing Body Meeting**  
**Tuesday 19<sup>th</sup> November 2019 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
Philip Robinson	Parent Governor
Mark Vermes	Foundation Governor
Matt Whitehead	Executive Headteacher

**Apologies**

Nick Bundock	Foundation Governor
Helen Stallard	Foundation Governor

**In attendance**

Kathy Crotty	Clerk
Emilie Smith	SEND CO
Samantha Morgan	Computing Lead
Emma Lomas	Assistant Head – PSHE & RSE/Associate gov
Kathryn Thompson	RE Lead
Lee Jamieson	Observer (CoG - St. Elisabeths)

*Any text in red bold italics represents a 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 Paul Good.

**2. Apologies for Absence**

- Apologies were received and accepted from Helen Stallard and Nick Bundock.

### 3. Curriculum Presentations

#### Samantha Morgan - Computing Lead

- Samantha Morgan provided a written report for Governors addressing the SIP (school improvement plan) priorities.
- Purple Mash is the system used in this school and the priorities were outlined. Progress for children is assessed termly and the percentages of children expected to attain the expected standard or above was shared. Online safety is a priority in all computing lessons. The school is setting up a coding club using an outside agency for Yr5 and Yr6 children. EYFS expectations are expected to rise and many children are now able to use a tablet.
- The impact of the process was outlined, cross curricular computing is encouraged in all subjects. Planning ensures high quality teaching and the children enjoy a range of activities using Purple Mash. Purple Mash has been in the school for one year now and this has high expectations.

#### **Q: What kind of subjects integrate computing into the lessons?**

In geography computers are used for maps; and another example is taking photographs of 3D models

#### **Q: Is Purple Mash available in the IT suite?**

Purple Mash can be accessed on any computer and the class sets tend to be used more for maths. There is a class based Purple Mash so the children do not have to remember their own login details.

- The next steps are to work with staff on e-safety; check policies are up to date; and purchase resources needed for EYFS. There is a wide range of equipment in the school. There is a more open dialogue with staff to improve the teaching of computing. The computing suite environment needs to update some of the displays.

#### **C: The termly assessments indicate Yr5 is lower than the rest of the school at the percentages achieving the expected standard or above, why is this?**

These results reflect data from last summer, and the combined achievements are in line with these figures. This (now Year 6) cohort has many children with SEND needs. In Yr5 there were also much movement and some children had limited prior knowledge. Coding was a new topic for some children. This group did produce some computer-generated art work which was excellent. Purple Mash enables a catch-up course.

#### **C: Only 57% of this cohort was at the expected standard or above, will this increase this year?**

Yes, the expectation is more children will attain the standard. Last year was the first year of Purple Mash.

#### **C: Are staff across the school able to say why they are using Purple Mash and explain the intent of this curriculum?**

Yes, the whole school has looked at skill progression, and knowledge and skills are embedded into Purple Mash. The scheme is designed to build on previous knowledge with small steps. Staff are aware of prior skills developed and the expectations of what happens after. There have been no changes to the staffing which means a deeper understanding is developing and staff feel more confident. The difference between ICT and computing is that ICT focusses on applications and computing is about coding and staff are developing knowledge of this.

- The chair of Governors informed the committee of the key inventors in the world of IT and their links to Manchester.

#### **S: Governors formally thanked Samantha Morgan for her excellent**

### ***presentation.***

#### Kathryn Thompson – RE

- Governors were issued with a written Governor briefing referring to the SIP priority; the action plan and assessment data. The SIP for last year focused on raising the quality and preparing for SIAMS. This year the focus is to gain accreditation of the Global Neighbours scheme Bronze award. SIAMS identified an area for development which is being addressed. The SIAMS inspection was excellent and this was one of the first schools to be accredited in the new framework and the school achieved an excellent judgement. The whole school and Didsbury CE community contributed towards the excellent judgment and we are very proud.
- The action plan includes additional staff training and working with non-Christian faith leaders. Kathryn Thompson has trained on Godly play. Book scrutiny and Pupil Voice is planned for the spring term.
- The Ethos group is becoming stronger, this is run by Miss Lomas. The Christian ethos and examples of what the children have produced was shared. An ethos walk has occurred and this identified some changes to be made.
- Kathryn Thompson is liaising with Rev Nick Bundock and Kieran Roberts at WDCE and they are meeting termly. This has identified key stories; the Trust is aiming to build up a bank of Godly play resources

#### ***Q: What is Godly play?***

This is a way of telling stories from the bible, the stories are told with visual aids and questions are open questions. Children express their views. The pace of these sessions is calm and slow. Godly play is also used in church.

- The briefing report listed the church school links. RE hub meetings are occurring and there will be assessment moderation in spring 2020. Questful RE has enabled greater clarity for teacher assessments. In Yr1 the school has introduced POSADA which is part of the South American tradition. Children take this book home and write about experiences undertaken by Mary and Joseph.
- The assessment figures for the last three years, shows Greater Depth in RE was lower than English so there is more support for teachers and teachers are being provided with clearer assessment sheets. Judgements are now more accurate and the range of activities undertaken by the children are greater. Greater Depth level of work is now improving.

#### ***Q: What is the global neighbours' scheme?***

This is a scheme to look at how this school is a global neighbour and the children receive an education on the wider world. The teachers are working with the children to be aware of what life is like beyond Didsbury. This is done by working with charities and community links and referencing this to the curriculum. DCE links to the charities Fairtrade and this develops an understanding of global issues.

#### ***Q: Governors asked about the termly involvement of church links?***

Children attend with their families. The children are learning about the Holy family story before Christmas. Rev Nick Bundock had provided some Godly play and the insight of the children was described as remarkable.

#### ***S: Governors formally thanked Kathryn Thompson for her excellent presentation.***

#### Emma Lomas - PSHE & RSE

- Governors were issued with a written update report. The Jigsaw scheme has been introduced and this was provided by the PTA who donated the £3,000 cost. This purchase led from a discussion by the LGB about employing a play worker (a

request from a parent) and led to this purchase. Before Jigsaw there was no consistent place for resources for the PSHE curriculum as this is a non-statutory subject. DCE has opted to be an early adopter school for the new Relationship and Sex Education and we are running the scheme this year.

- Jigsaw has not needed much adaptation for this school. One hour per week is allocated for all groups. Each teacher has a folder and each class has a Jigsaw piece. This encourages the children to talk about personal things and use the Jigsaw doll to talk in the third person. This means there is no personal identity of issues and aids communication. This is a consistent approach for the whole school, a different issue is explored each half term. The themes are differentiated for each year group. This is a national scheme which is adapted as needed and this is a personal curriculum and the context will vary between schools. The scheme is adapted as needed for each cohort. The assessment sheets for the Jigsaw scheme proved to be too abstract and Emma Lomas is currently adapting the sheets to make them more explicit.
- There has been a staff questionnaire and responses indicate more confidence in the staff when teaching PSHE. Pupil Voice responses were shared in the report issued to Governors. Staff and pupil feedback from the calming time has been excellent. Calming time uses sound and breathing to enable reflection. The “open my mind” section and “tell me, show me” develops concepts. “Let me learn” and “help me reflect” are all child centred.
- In 2020 the new curriculum changes for Health Education and SRE include these subjects becoming compulsory for secondary schools and Primary schools are recommended to prepare schools appropriately for changes in adolescence. The school is already well prepared for the changes. This school has prioritised many issues such as mental health and well-being. Some cohorts will need more information than others, and some schools will be different. This school will consult with parents on the SRE curriculum and ensure the teaching is age-appropriate. The school nurse works with the school in this area (Sex Education).
- Examples of children’s work was shared. Maslow’s hierarchy of needs has been shared with children and the children were asked to identify if they thought their needs were being met. They then looked at a video of a homeless family and assessed this against Maslow’s hierarchy. The children then looked at self-esteem; self-confidence to learn about “being me”. Basic First Aid is about minimising injury at this age. Governors informed the committee about “Little life savers” which is a company that works with schools on first aid. The school has a resuscitation dummy and this is used in Yr6.

**Action: MW to explore with Trust the cost of resuscitation dummies to be used across the Trust.**

***S: Governors formally thanked Emma Lomas for her excellent presentation.***

#### **4. Declaration of Non/Pecuniary Interest**

- Catriona Arundale; Helen Stallard; and Phillip Robinson have children in the school. Paul Good has a grandchild in the school.
- There are no other declarations other than those listed on the school website.

#### **5. Minutes of Previous Meeting held 8<sup>th</sup> October 2019**

**The Minutes of the previous Meeting held 8<sup>th</sup> October 2019 were approved as a true and accurate record subject to amendments.**

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.

This has been actioned and will be attached to the next school newsletter.

Action: SB to share Pupil Premium Policy with other Heads of School  
This has been actioned.

## **6. Head of school data report**

- Since the last report five weeks ago two children have left the school. Nine children are PA (persistent absence) which is 3.9%. Five of these were due to two-week holidays or family and religious visits abroad. This will decrease over the academic year and the attendance data is as good as last year.

### ***Q: Is the school made aware of the reasons for the absences.***

Yes, the parents do inform the school. The school can authorise absences. The Headteacher has discretion but a family holiday will not be authorised. An exception holiday might be if there are special circumstances. There is form to be completed and a written reply is given. 'Education off-site' was given when two girls were working with the Royal Ballet for some sessions. The absence data includes authorised and unauthorised absence. The school does not fine parents.

- There was one near miss accident when a basketball broke a pane of glass so the school is now looking at protective netting for the glass.

### Data update

- Teacher well-being means data is now collected on three half terms. Autumn 1 will report the IDA attainment data for the previous year. The Staff will report in autumn 1; spring1 and summer 2. The reports will be the half term after.
- Progress data was shared and the two key stages have to finish maths and English often by Easter due to the external tests. KS1 SATS start in May. In reading Yr3 and Yr4 shows more progress due to the nature of the assessment criteria, Yr5 has less assessment and have more objectives to attain, and there is more emphasis on comprehension.
- Vulnerable groups data sets were as expected. Governors were informed the term LAC (looked after children) will be replaced with "Our children and young people".
- The Head of School had been given The Times newspaper which listed the top 250 state Primaries based on the SATS results of 2018. This school is placed 120 out of 21,000 primary schools. City schools are performing better than shire schools which Governors felt reflected the funding allocated. The top state schools and top fee-paying schools are no different in attainment. The score is the same in 2019 so the school expects to be in the top 250 for this year. This puts the school comfortably in the top 1% and near the top 0.5%.

### ***S: Governors noted the outstanding achievements of the school. Formal thanks were given to all the staff for the outstanding results.***

- It was noted this school has high expectations, high quality teaching and a high level of commitment.

## **7. Behaviour and safety of pupils**

- Governors signed to confirm they have read and understood the revised Keeping Children Safe in Education (KSCiE)
- There is one child continuing in Early Help. There were no incidents to report and the school had contacted Manchester Safeguarding Advice Board once.
- There were no questions on the safeguarding report.



## **8. Executive Headteacher report**

### St. Elisabeths Update

- St. Elisabeths formally joined the Trust on the 1<sup>st</sup> November 2019. Children have been given a new sweatshirt with the new school logo and this will be advertised in the Together magazine. The new school website is underway. The school is beginning to feel part of the Trust. Key subject leads are meeting to begin introductions and to build relationships. There is some consultancy work in literacy and number occurring. This school is working with Dave Godfrey on Maths.

### **Q: Where is the school?**

St Elisabeths is in Reddish, Stockport. This school is in a different LA which will present some challenges.

### Summary analysis of Governor skills audit

- Matt Whitehead has analysed responses so far and there is expertise and capacity in every area of the audit.

## **9. Approval of term dates 2020/21**

The proposed term dates avoid weeks of less than three days.

### **Governors approved the following INSET days:**

- Tuesday 2<sup>nd</sup> September 2020
- Friday 20<sup>th</sup> November 2020
- Monday 4<sup>th</sup> January 2021
- Monday 22<sup>nd</sup> February 2021
- Friday 28<sup>th</sup> May 2021

### **Governors formally approved term dates 2020/21**

## **10. Governor matters**

### Governor visits to school

- Matthew Lee, Cat Arundale and Paul Good have been in school. They have witnessed a breadth of curriculum being delivered.

### Governor training undertaken

- Paul Good reported on LA training undertaken today on the new Ofsted arrangements. This school is now 'at risk' due to the length of time since the last inspection and the number of frameworks since the last inspection. The expectation is the inspection is imminent and the criteria is much more challenging. The data set is one aspect but the intent of the curriculum will be inspected by "deep dives". Subject leads will be expected to explain intent to Ofsted inspectors and the presentations given to the LGBs is a good grounding to develop the confidence to do this.
- The school will undergo a section 8 inspection which will focus on the quality of education; safeguarding and if this is not meeting the requirements the school will drop into special measures. The school will get a phone call the day before the inspection begins. There are 8 schools in the LA in the same category and are now being inspected. St. Wilfrids and WDCE are now in a five-year cycle for inspection.
- The deep dive will centre on reading and three other areas. The implication is inspectors will look at the data, and the top 10% of schools will have their data minutely examined and look at triggers to see what the school is doing. Gender differences in performance has been narrowed but still might be an issue. The message is to not be complacent. This meeting has given some excellent

examples of modifying schemes of work to meet the needs of the children.

- Governors will be asked about the curriculum. This school does follow the national curriculum and adapts this to the needs of the children in DCE and this is different in the different schools within the Trust. The three presentations tonight gave examples of this.

**Q: Governors asked about what preparation is needed by Governors.**

There is a 90-minute phone call and then the school has to implement the Ofsted Parent View (a questionnaire) to parents. Inspections are two days and they will want to meet Governors who are available. Governors should be familiar with the list of strengths and areas for development. Governors are not expected to know the curriculum but can refer to presentations. Governors will be supported during this process.

**Q: Governors asked about Parent view**

The school administers this annually for internal data and this will be available for comparison as the Ofsted window for replies is short. When the portal was opened at St. Wilfrids there was some negative comments, when the inspectors spoke to parents and children this was different. The inspection team accept the direct interviews were more valid. The Ofsted portal is anonymised. Governors felt the internal parent view data gives the school time to address any issues.

- The new framework allows for time to implement the intent, but outstanding schools such as DCE have to be already there. The Executive Headteacher felt the narrative is to show the curriculum is broad and there are aims for the future.
- At this training the LA QA visits were questioned. This school has not been contacted by the LA about the QA visits and this will be chased. Governors were informed the QA visits will be different this year. These are less data driven and more thematic about the quality of education and leadership and management.
- Nursery schools PRUs and special schools still have inspections even if outstanding as they have vulnerable children.

## **11. Policies for Approval**

### Teaching statement

This policy has been updated. This is a model policy adapted for the school.

**Governors formally approved the Teaching Statement** subject to the correction of typographical errors. This will be reviewed in 2022.

### British Values Statement

This is a model policy which has been updated. This will be reviewed in 2022.

**Governors formally approved the British Values Statement**

### Behaviour Policy

This policy is more personalised to this school. The DfE and LA are updating their guidance on exclusions so this is expected to be reviewed again in 2020.

**Governors formally approved the Behaviour Policy**

### Child protection and Safeguarding Policy

This policy has been updated changing to the LA recommended policy which is updated. This also addresses changes from the new guidance. The vision statement on the front cover needs some amendment.

**Governors formally approved the Child protection and Safeguarding Policy** subject to the minor amendment on the cover page.

**12. Date & Time of future 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**

Governors said Grace at the close of the meeting.

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

*Mr Paul Good (Chair)*

*Meeting closed at 22.00*

**Summary of actions**

- Action: MW to explore with Trust the cost of resuscitation dummies to be used across the Trust.