

**Local Governing Body Meeting
Tuesday 20th March 2018 at 7.30pm
Minutes**

Present:

Catriona Arundale	Foundation Governor
Andrew Ballantyne	Foundation Governor
Sylvia Bradley	Foundation Governor
Simon Ball	Head of School
Chris Briggs	Staff Governor
Paul Good	Chair (MDBE)
Matthew Lee	Parent Governor
Helen Stallard	Governor
Mark Vermes	Foundation Governor

Apologies

Matt Whitehead	Executive Headteacher
----------------	-----------------------

Absence

Hakima Nouar	Co-opted Governor
--------------	-------------------

In attendance:

Kathy Crotty	Clerk
Lisa Taylor	Maths Coordinator
Kathryn Thompson	RE Coordinator

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>1. Welcome , Introductions & Opening Prayer</p> <ul style="list-style-type: none"> Governors were welcomed to the meeting by Paul Good. The opening prayer was led by Paul Good.
<p>2. Apologies for Absence</p> <ul style="list-style-type: none"> Apologies were received and accepted from Matt Whitehead
<p>3. Notification of AOUB and Confidential Items</p> <ul style="list-style-type: none"> Catriona Arundale asked to raise a letter from parents.
<p>4. Presentations – Maths; RE; PE; Music; and D & T</p> <p><u>Music presentation - Chris Briggs</u></p> <ul style="list-style-type: none"> Chris Briggs outlined the changes to the peripatetic teachers and explained some

hours have been reduced as the demand lessened. There are peripatetic teachers for piano, guitar, woodwind, brass, and strings. There is still a good span of instruments on offer across the school. There is a new choir leader, Helen Leach and the sessions are now more structured. Children are charged a small fee to cover choir costs.

- The music curriculum in KS2 involves ukulele and samba for the first two terms. This year the school has purchased more online resources for KS2 including 'Musical Contexts'. The music links to other topics like WW2 and Victorian music. Yr3 and Yr4 use 'Music Express' which is an excellent resource for non-specialist teachers. Chris Briggs outlined the performance activities outside of school which includes linking to the church.
- KS1 use an old Manchester music scheme which pupil voice indicates is popular with the pupils.
- The areas for development include more KS1 resources and updating resources when needed; more boys in the school choir as well as developing more opportunities to perform outside of school.

PE – Chris Briggs

- The national curriculum is brief and identifies dance gym games, and competitions. Each class has two sessions per week, games and indoor dance or gym. KS1 covers broad skills and KS2 has more sport specific activities.
- There are swimming lessons in Yrs. 3, 4 and 5. The emphasis is now on stroke development and safety is part of the KS2 curriculum.
- The PE co-ordinators role is to monitoring planning and analysing the data. The curriculum is monitored across the school to ensure a wide range of activities. There are curriculum interviews across a wide range of children and the monitoring ensures there is a diverse curriculum across the school.
- The sports premium was increased from £9,000 to £17,000 and this is ring fenced. The expenditure breakdown will be on the school website. The main costs is for the specialist teacher Pat Callaghan who provides CPD for NQT's; RQT's as well as experienced teachers and the LO's. The sport premium is focused on CPD.

Q: How often does Pat Callaghan attend the school?

- Every Wednesday morning and there are three classes at a time which rotate. Pat Callaghan has been asked to be more robust in feedback to staff.
- The Forest School and outdoor learning development is underway at WDCE and Yr5 go to WDCE to help plant trees. Forest school training is about £800.
- Sainsbury Active Schools has stopped this year and this was useful for this school. This means the school will have to now invest in new equipment.
- DCE children continue to do well in competitive sports. The children are involved in cross country; currently the school is second in the girls' football league. The children play hockey at St. Wilfrids to encourage competition across the Trust. The children are involved in a baseball competition and DCE won last year. The children are involved in tennis with Cavendish school in June and July. There are only 8 boys in Yr6.
- There are extra-curricular clubs such as the running club, dodgeball, netball, cricket, and athletics. About 80 children are involved. Cheer leading is popular; there is a stretching class (yoga style) and many other activities on offer.
- Health awareness week is developing and this involves partnership working and linking with other sports organisations like LCC and MCFC.
- Comments from pupil voice were shared with Governors. Dance and gym are popular. Parents are informed of activities by newsletter.

Governors formally thanked Chris Briggs for his work leading the Music and PE

curriculum.

Lisa Taylor – Maths

- Lisa Taylor shared some books to show the children's work. The Dave Godfrey led training in maths is being embedded across the school maths curriculum. There is an emphasis on songs for maths and this is expected throughout the school.
- There has been a parents meeting for Key Stage 2 led by Lisa Taylor and for Key Stage 1 led by Mrs Gandee and this explained the maths curriculum
- Concrete apparatus is used and some of these were demonstrated to Governors to show how the practical application helps the learning. The use of equipment and pictures is used before writing the numbers and this is used for all children regardless of ability. The GD children are able to use practical equipment to explain their knowledge. The bar model from Singapore maths was explained and it was demonstrated how children use this.
- There was a staff meeting which included the TA's and the visual images are presented as tools not rules of how to do maths. The visual learners benefit greatly from this approach. Staff meetings have focused on marking and the marking scheme has been simplified. The emphasis is to talk to children and groups and indicate VF for verbal feedback in the children's work books.
- Pupil Voice indicates a liking for maths even though some new maths is challenging.
- Intervention programmes including motivational maths was explained.
- DCE has moderated with St. Wilfrids and changes made such as St. Wilfrids maths books were more clearly labelled (for example when problem solving) and this is being standardised across the Trust.

Governors formally thanked Lisa Taylor for her work leading the Mathematics curriculum

Kathryn Thompson - RE

- Kathryn Thompson explained the monitoring process undertaken for PE.
- Pupil voice indicates support and enjoyment of RE. The Yr6 children have attended a Diocese special event of Big Bang which explores faith and science. Yr2 children have undertaken visits to a local synagogue and parish churches.
- Kathryn Thompson has attended Godly play training and this is popular with the children. The Easter programme is being followed in this school.
- The school has bought the Blackburn Diocese scheme – 'Questful RE' and this is a challenging curriculum. This has been recently updated. Alongside this scheme there is a new 'Understanding Christianity' project as Christianity seems to be not very well taught in some schools compared to other religions. DCE teach both schemes. Paul Good suggested all Governors should be introduced to the Understanding Christianity. The two schemes reference well together. This also gives teachers the confidence to deliver RE.

Q: Governors asked are both schemes suitable for all levels in the school.

- The schemes cover EYFS to KS3. There are assessment grids to help teachers and these should be in the children's books from September.
- Governors were informed the SIAM's (Stat inspection of Anglican and Methodist schools) inspection is due. It used to occur after Ofsted but now due to short notice inspections this pattern is not followed. The SIAM's inspection is due from January 2019.
- Simon Ball informed Governors that visitors to the school always acknowledge the

concepts and terminology of the children at this school is very advanced. This school prioritises RE and collective worship occurs daily.

S: *Governors formally thanked Kathryn Thompson for her work in taking up leadership of the RE curriculum*

Simon Ball – Design and Technology (as the Lead teacher is absent)

- Governors were informed this is the last subject review of the two year programme. Design & Technology has three pages outlining the curriculum yet the appendix for grammar has 33 pages! In Primary education there are four aspects: design; making; evaluation; and technical knowledge. Cooking and nutrition was added to this a few years ago. The Design & Technology projects are delivered in a context such as home, industry, enterprise etc.
- A toy from the Victorian period made by children was shared with Governors to illustrate how Design & Technology is integrated into the curriculum. Art and science are closely linked to Design & Technology. The process is fluid but this starts with evaluating existing products such as Victorian toys or food. Then pupils design their own procedures and the example of an air raid shelter was shown to Governors. The children are encouraged to think about making the end product, the design criteria, and children are able to use measurements and use tools. Then this ends with evaluation of the final product to look at adjustments made. Through this process the children develop technical knowledge. In cooking and nutrition the children are encouraged to develop a love of cooking and this links to PE and the children learn about nutrition.
- Design & Technology might be delivered over a day or over some sessions. Children also learn in context about recycling, culture, and the environment.
- Areas for development are to link Design & Technology more to science; it is already linked well to art. Links to technology is also being developed such as working with light and circuits.
- Governors were shown some children's work which included some examples of the children's Design & Technology work.

Q: *Governors asked are the children expected to undertake practical cooking*

- There are ovens in the Yr5 and Yr6 classrooms and the children do undertake cooking. Pupils have undertaken some WW2 cooking and are about to do some Australian cooking. They are not cookery lessons as in domestic science. but they do learn about food and cooking.

C: *Are there any issues about handling tools like craft knives*

- This is heavily supervised and tools are often used by older children in Yr5 and Yr6. During Design & Technology sessions other staff might be involved and parents may be invited into the school. There are junior hacksaws and children are taught to use equipment safely. The children often work in pairs to assist one another.

Governors formally thanked Simon Ball for presenting the work being undertaken in the Design Technology curriculum.

5. Minutes of the Previous Meeting held 23.01.18 and Matters Arising

Corrections included to change Catherine to Catriona and on page two first paragraph it should read the end of the calendar year not academic year

The minutes of the meeting held 23rd January 2018 were approved as a true record, subject to the above amendments and were signed by the chair Paul Good subject

Action: The Head of School will produce figures of predictions of the percentages of expected higher attainers at the next two meetings.

- This is covered in the Head of School report.

Action: Finance Committee to review the presentation of reports. It was suggested variances need to show minus and income should be a plus. The variance also needs a percentage value. Variances should be explained if greater than 10%.

- This has been actioned and raised at other LGB's.

Action: Future Head of School reports to include Child In Need; Early Help; and Child Protection activity being undertaken by school staff

- This will be addressed in the Head of School report.

Action: The Executive Headteacher to seek advice from the LA about the wording on the pupil information notice, the four bullet points need clarification.

- This will be reported at a future meeting.

6. Head of School Report

- A summary data report was issued to Governors to supplement the verbal report.
- Class numbers are steady and mobility is steady. The 97% attendance target has slightly dipped due to sickness bugs and this is expected to rise again. There were children from a vulnerable family whose attendance was approximately 80% due to travelling on many buses. This family is now using the breakfast club and the attendance is rising which is good news.

End of KS1 and phonics predictions.

- In KS1 the combined score looks like the school will attain 67% of children meeting the target and this is above the 65% floor target. The children may vary in their attainment in the different subjects and the data shows there is a situation with Maths at KS1. This has been analysed and this is not a teaching issue. The standard is more challenging and the expectations are higher. There is 37% of the class expected to attain the higher levels so there is a wide spread of ability in this cohort.

KS2

- The school is currently on target for 71% of children to attain the combined attainment but some children may drop in certain subjects. It is hoped this will improve. DCE was the number one performing Manchester school for the percentage of children attaining the higher standard. The expected percentage of children attaining HS is 29% which is very pleasing. This is evidence of the school challenging children of all abilities.

C: How do you make sure children are not over pressured

- The example was given of in Maths where the teacher is still using the apparatus when a child needs this even though the KS2 tests are paper based and does not allow the visual aids in the tests. This school does not narrow the curriculum and is keen to maintain the broad and balanced curriculum in preparation for secondary school.

Phonics

- 87% of children are expected to attain their phonics which is very good and this has potential to rise.

- 77% of children are on target to attain a GLD at EYFS and this above the target of 75% to be at a GLD.
- Data was reviewed and the five categories were explained. 'Below' is where the children are not on track; emerging is where the children have attained 20 – 49% of the key assessment criteria. (KAC). If a child is 'developing' they have attained 50 – 74% of the key assessment criteria.
- Children who are at the 'expected' level is children who are between 75% and 90% and some children are at the expected level already and are now moving into GD.
- Yr2 and Yr6 children have to cover the curriculum in a shorter space of time as the tests are held in before the end of term. The data shows the children are progressing well as more children move to 'expected'.

Vulnerable children

- There are six 'Looked After Children'. There are only two children on FSM and a residual amount receiving PP. The data on attainment of vulnerable children is promising and any attainment differences are diminished. Summer birthdays children are on track. The children who stand out as having attainment gaps are SEND children. Of 22 children, 19 have a support plan and are receiving interventions to help them to catch up. Three children are on an EHC plan receiving 1-1 support.

Staffing Update

- The staffing update is recorded in the Part 2 confidential minutes.

S: Formal thanks were given from Governors to the staff as it is clear there is much hard work across the core subjects whilst maintaining a balanced curriculum.

Simon Ball emphasised how proud he is the school offers a wide range of curriculum offering.

7. SEND Report

- Ms Smith has submitted a SEND report and mental health audit is a big priority. There is a two year mental health research project which the school has applied to join. One statutory request has been completed. A Mental Health Needs audit has been completed with staff to identify the extent of issues among the children.
- Training was outlined and Emilie Smith has attended training on supporting mental health needs of children neurodevelopmental difficulties, and dyslexia training.
- School nurse working with the school and delivering monthly drop in sessions. This has covered sessions such as sleep, diet, attachment, and bed wetting.
- Emilie Smith has met with Susanne Budgett and there is standardisation occurring across the Trust. The new SEND provision map has been implemented and Emilie Smith has updated all 22 one page profiles.

8. Behaviour and safety of pupils

- Unusually there were three incidents to report to Governors. There have been three racist language incidents used on three occasions by two children who have SEND needs. This might reflect that the children do not understand and the parents were spoken to. This has not been repeated and this is not expected to occur.
- There has been one fixed-term exclusion for one day child when a child attempted to leave the premises. The child was distressed and a number of staff were involved in calming the child, who had been aggressive to some staff. The child is back in school and things are calmer. The child has 1-1 TA support.

Q: *Governors asked for clarification about the staff involved in the incident*

- This was explained and Mr Whitehead was one of the staff involved. The staff are aware the discipline policy has to be flexible for children with special needs. Mr Ball is confident the school is handling this well and has kept the Chair informed.

S: *Governors noted there is a large investment from the school to secure the education of the child in this school. This child has 25 hours funding and the allocation does not cover the actual costs, the school has also provided an additional 5 hours of support to the 25 hours.*

- Governors were informed there was a disclosure from a child and the MASH (multi agency safeguarding hub) team are investigating this further. There is now social worker involvement.

9. Policy Review

Scheme of Delegation

This document is a working document and is evolving. The Interpretation Guide is more useful for Governors and the Scheme of Delegation is a more detailed reference document. The interpretation guide outlines the areas of responsibilities across the Trust for Members, Directors, and Governors. The chair of the Trust highlighted information about where to seek advice and explained all Governors are responsible to the Board of Directors. These documents will be reviewed in twelve months.

Governors formally approved the Scheme of Delegation

Risk Assessments

This is now more detailed and includes more detail on control measures in place. The school will not undertake any activities calculated as a high risk.

Governors formally approved the Risk Assessments

Online Safety Policy

S: *Governors were pleased about this policy as they thought this area of work undertaken by staff was very important.*

Governors were informed the children are introduced to online safety issues in assemblies and in lessons.

Governors formally approved the Online Safety Policy

Anti Bullying Policy

This has been updated and now includes more on cyber bullying and social media. The school council have been consulted and this policy now includes reference to CPOMS (child protection online monitoring system)

Governors agreed the policy should include reference to the school council having been consulted.

Governors formally approved the Anti Bullying Policy

Drugs Education Policy

This is part of the Manchester Healthy Schools. This policy was adapted as part of the bronze award and this policy has been adapted from a St. Wilfrids policy. This is an approved policy from Manchester Healthy Schools. There is more emphasis on drugs than alcohol. This was seen as useful if a rare incident occurred.

Governors formally approved the Drugs Education Policy

Marking Policy

This has been updated. Governors were given sight of this Marking Policy as this is a working document for staff.

Positive Handling Policy

Positive Handling used to be part of the behaviour policy but this now sets clear guidelines for when staff have to handle children. Staff are undergoing training on positive handling and the school is keen to fund this training. This training is team teach and is a nationally endorsed training programme. The emphasis is on de-escalation.

Governors formally approved the Positive Handling Policy

10. Any Other Business

- Catriona Arundale related information from parents and a request for Governors to consider an issue relating to school provision. They have asked the Governors to consider the employment of a play therapist or counsellor to provide some mental health work. The parents who produced the letter currently feel the GP provision is inadequate and CAMHS is only available for severe cases. It was recognised that the help with a child with needs will benefit all class members. The parents had provided a list of counsellors and therapists who are working with other schools. Parents had discussed the funding of this via the PTA, but the last meeting only had seven parents in attendance.
- Governors felt this was too complex a request to be dealt with at this meeting. It was agreed to discuss this further at a future meeting and it was noted this has Trust wide implications and therefore should be discussed by Directors. The cost implications are significant. A therapy post or provision would cost the equivalent of a half to a full time TA post based on the estimates provided. Governors recognised this is a significant issue but without Government funding support, this is difficult to provide for under the present financial constraints.

Action: Senior leaders across the Trust would consider the need for a play therapist / therapeutic counsellor and the consequences of establishing a position. The role would be raised with Directors at the 13th June 2018 meeting.

11. Date & Time of Next Meetings:

- Tuesday 15th May 2018 @ 7.30pm
- Tuesday 3rd July 2018 @ 3.30pm (meet with the school council)

12. Closing Prayer

- The closing prayer was led by Paul Good.

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

Mr Paul Good (Chair)

Meeting closed at 22.00

Summary of actions

- Action: Senior leaders across the Trust to consider the employment of a play therapist / therapeutic counsellor **and the matter to be raised** with Directors at the 13th June 2018 meeting.

