



**Local Governing Body Meeting  
Tuesday 21<sup>st</sup> November 2017 at 7.30pm at DCE**

*Draft Minutes*

**Present:**

Catriona Arundale	Governor
Sylvia Bradley	Governor
Simon Ball	Head of School
Chris Briggs	Staff Governor
Paul Good	Chair
Matthew Lee	Parent Governor
Helen Stallard	Governor
Mark Vermes	Governor

**Apologies**

Andrew Ballantyne	Governor
Hakima Nouar	Co-opted Governor
Matt Whitehead	Executive Headteacher

**In attendance:**

Kathy Crotty	Clerk
David Finch	Member
Liz Gandee	KS1 Lead and ETFS lead
Emma Lomas	Yr6 class teacher KS2 leader
Emilie Smith	SENCO
Kate Evans	Reception Class teacher
Heather Noller	Nursery lead / ICT

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

- Governors were welcomed to the meeting by Paul Good. The opening prayer was led by Simon Ball.

**2. Apologies for Absence**

- Apologies were received and accepted from Hakima Nour and Matt Whitehead
- An email apology was received from Andrew Ballantyne, having been delayed and unable then to access the school to attend the meeting.

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

- There were no urgent items or confidential items notified to the chair.

#### 4. Presentations from Subject Leads and Review of Children's Work

##### English

- In EYFS there has been some adaptations made to motivate reluctant boy writers by having more boy friendly topics such as dinosaurs and this is working well. There have been new resources purchased in reception for outdoor play. Purposeful writing and reading is being developed in the outdoor area. In EYFS there is more challenging reading and writing opportunities.
- In KS1 the focus is on maintaining new initiatives such as 'letterjoin' which starts with reception children. The work on Key Assessment Criteria (KAC's) for every group is ongoing. The criterion scale was produced commercially but the school has adapted this. The children are making good progress.
- In KS2 Liz Gandee explained how the children edit their own work and peer edit (this is called purple polishing) and this is working well. In KS2 the children are using the 'letterjoin' handwriting scheme and some children are targeted.

***Governors asked was this the same cursive writing. Some parents find this a very different approach.***

- Liz Gandee explained with this scheme every letter starts on the line and this is explained to parents when queries are raised. Some children receive extra support but handwriting across the school has improved greatly. Staff have had to change their handwriting to adapt to the new scheme

***Governors asked how long has 'letterjoin' been in place***

- 'Letterjoin' was introduced in September 2016 following a month long trial in July 2016. This is an online system and this costs about £30 per class per year. Emma Lomas explained how the scheme now brings a similarity of handwriting across the school. The handwriting is now much neater and this also develops the children's confidence. Children are now expected to write at length and this style is less tiring and helps the children meet the demands of the new curriculum. There is a big focus in the curriculum for exact letter formation and greater accuracy with the size of letters.
- There is now a working wall for grammar in each class to enable the children to learn the terminology and this changes weekly and termly.
- Spelling groups continue and these are differentiated and are working well. Specific patterns are taught to groups of varying abilities.
- The school has seen a gap in KS2 reading in individual classes. There has been some investment in books for KS2 classes to encourage children to love reading when they have completed the reading scheme. This gives children additional access to school books and the boy friendly authors have been sourced.
- DCE has also been selected to be part of the Royal Society young people's book prize. Six children have been chosen to form a judging panel. They read six books, they have analysed and reviewed them and submitted the results. The results are combined with about 50 other schools across the county. The author who is chosen by the children wins a prize.
- Jane Kerr who has written 'The Elephant Thief' has visited the school to talk about creating characters.
- The librarian has left the school, now two TA's run this under the supervision of the English staff. Liz Gandee and Emma Lomas are ordering the new stock and all TA's can issue books. This is being monitored until Christmas 2017.

**Governors formally thanked Liz and Emma for their presentation. Formal thanks were also given for the outstanding results in KS1 & KS2.**

- The results are still above national average and this is commendable. The Yr1 phonics

results at 100% were outstanding and this is a team effort.

### SEND

- Emilie Smith opened her presentation explaining her role between DCE and WDCE.
- One day at DCE is devoted to interventions where she works with nine children. Carol Robinson the SEND TA works also with Emilie Smith. Governors were given a written report detailing the support received. There are 236 children on roll and 20 pupils have SEND needs which is 8.5% of the school population. The report linked SEND cohort with other vulnerabilities such as EAL, summer birthdays and PP.
- Since September 2017 children are now individually tracked so their progress can be shown in more detail. The tracking sheets were shared with Governors. The percentage progress for each half term is monitored and enables staff to ensure progress does not slow down.

### ***Governors asked does the tracking mirror the other children***

- Emilie Smith explained 'yes' but this is broken down into more attainable components. Some SEND children are tracked using more than one system for example early learning goals, the KAC system, or the autism tracker.

### ***Governors asked for an explanation of PIP***

- Governors were informed these are progress measures in the EYFS and children are expected to make three PIP progress steps and some children do exceed this. Governors asked for a definition of W and F from the report.
- W is working towards a target and F is focusing. S is secure.
- A training audit has occurred for SEND. Priorities are cognition and learning for children with downs syndrome, dyslexia and autism. Downs Syndrome training occurred in the autumn term. Dyslexia training will occur in the spring term and autism training will occur in the summer term for staff that have children in their class. After adoption and deaf training has also occurred at no cost to the school.

### ***Governors asked about the autism training in summer term and asked is this not too late for staff that have children in their class this year.***

- It was explained the summer term training is for staff who will have a child in the new academic year, this training occurred last year for staff who currently have children in their class. Dyslexia training is for all staff and TA's and this is part of the INSET offering.
- Emilie Smith informed Governors she has designed post training evaluation sheets to look at the direct impact on the children. Governors commended this approach and felt this was exceptional. This is used to help modify interventions and feed into the pupil progress meetings.
- The SEND policy has been updated and information reports are on the school website. Emilie Smith monitors the attendance of children receiving support and if attendance drops below 90% in the first term this is followed up even though this is often related to medical appointments and the health conditions.
- There is a PM (performance monitoring) system for SEND staff and there will be learning walks to ascertain how Emilie Smith can support staff with SEND children in their class.

### ***Governors asked about the EHC Plan process and the involvement of external agencies***

- The process can take 6 – 12 months and does involve with other agencies such as SALT (speech and language therapists). The school has to plan support, provide the additional support, and review this over a period of time and then make a case for

additional resources if this school support is insufficient. The school has to put in 10 hours support from its budget. £10,000 has to be committed to the child and if this is insufficient then the EHC Plan will provide additional support. EP (educational psychology) assessments and SALT assessments paid for by the school.

***Governors asked how is the criteria for SEND defined?***

- Governors were informed a conversation occurs between the class teacher, the SENCO, and the parent(s). Progress data is analysed. If progress occurs the SEND support can be removed. The EHC Plan is annually reviewed by the LA. There is a big gap between SEND support and the EHC Plan.

***Governors asked about defining SEND needs in the early years***

- A child might have EHC Plan initiated by a health visitor or a therapist; more commonly SEND support is identified by the school. The SEND support plan is determined by the school. Often at EYFS the development is in play and some developmental delay may not be realised in the early years.

***Governors noted 50% of SEND children have summer birthdays and asked is this maturation or something else?***

(Summer birthdays are children with birthdays between May and August)

- Emilie Smith explained she is aware of this and as the year progresses if there is a development issue this is noted but support is identified it is given even if only for a short time. Last year the percentage of summer birthdays was not so high so this will be monitored to see if there is a cohort issue.

**Governors formally thanked Emilie Smith for the comprehensive report, and the excellent work she undertakes with the children and with her colleagues.**

PSHE

- Kate Evans presented the PSHE report and explained this is not a statutory subject but this school follows a balanced curriculum and offers a wide range of PSHE topics. The school has recently been audited for the Healthy Schools Action Plan and the health check was undertaken and the school is working at a bronze level. A key area was identified to develop and this is drug and alcohol education. The four areas to improve to attain the bronze status are: (1) Review the drugs policy and put this on the school website. (2) Implement a programme for equality standards. (3) Undertake training for all teaching staff about the scheme of work linked to Pride 1, 2, and 3. (4) For parents and carers to come into the school so they are fully aware of what is being taught.

***Governors asked who decided the topics at this audit***

- The health schools team suggested this topic as this is an area where the school has most progress to make. This area covers medicines and illegal drugs.

***Governors asked what age does this learning start***

- This will be taught from Yr1 to Yr6 and this is all age appropriate. The emphasis is about good sensible choices and safety.
- This information from the healthy schools check was fed to staff via a staff meeting. Teachers are currently recording their PSHE in the back of their PE books. This development will link to SEAL (social and emotional aspects of learning). Simon Ball explained there is much work undertaken in this area which is not recorded and is often delivered through circle time. PSHE is an important area of the curriculum and the Government is considering reintroducing this subject.

***Governors asked does social media fit into PSHE***

- Governors were informed 'yes' this fits with PSHE and computing. Online bullying is dealt with very well in this school and staff are aware of the experience of social media with the different age groups.

- 'All different all equal' was the anti-bullying theme last week in the school. A child from DCE has won the Manchester anti-bullying poster competition. Paul Good had attended a recent assembly and confirmed the poster was excellent.
- The PSHE curriculum includes 'Heartsmart' and all teachers have received training on 'growth mind-set' and this is a scheme to develop resilience. The five key areas were outlined. Children are encouraged to develop wider social skills. This programme provides lesson plans for teachers. This scheme follows a Christian ethos and is adopted by the other two schools in the SJE Trust. Each lesson plan links to a bible reference.
- Kate Evans outlined her aims in the coming year. The first aim is to achieve the bronze award; the second is to continue assessing the impact of the 'Heartsmart' programme; thirdly to complete the book scrutiny to ensure consistency; and fourthly to continue to support pupils and staff.
- Governors stated 'Heartsmart' is very important especially as a building block to help children who may experience a turbulent adolescence. Governors discussed how there are children at primary level who also have self esteem issues.

***Governors asked with the focus on drugs and alcohol education be communicated to parents***

- Simon Ball explained this is part of the curriculum and parents will be able to see this in the children's books. There will also be an opportunity to attend a parents' workshop later this year. This does not cover the whole PSHE curriculum; it is just part of this. Manchester Healthy Schools has other core topics wider than Heartsmart. Relationship and Sex Education is still going to be covered along with healthy eating in the PSHE curriculum. Healthy Schools is delivered by approximately 100 schools and this school is proud of its work in this area.

**Governors gave formal thanks to Kate Evans and noted she was an NQT last year which makes this work highly commendable.**

Computing

- Heather Noller circulated a written report to Governors and outlined the role of computing in developing children's skills and knowledge. Governors were informed about the curriculum areas and the aim is for children to be digitally literate across the curriculum. Computing goes further than digital literacy such as learning to code and learning how to create an App. In EYFS the children are expected to recognise a range of technologies in homes and schools. By the end of Reception children are expected to be able to select and use technology for particular purposes.
- Computing has replaced ICT since 2014 and this school purchased planning units which provided teaching resources and videos for staff for their own training and developing. Staff have undertaken much training in this area in recent years. The school uses 'Switched on computing' and 'Twinkl' which have clear assessment criteria based on 'I can' statements.
- Assessment and training was outlined. The attainment for children in 2016/17 shows most children attain in line with their attainment in other subjects, the majority of children reached 'expected' or 'above expectations'.
- Pupil voice interviews indicate pupils enjoy computing and creativity is part of this learning. Heather Noller has spoken to pupils this year and the Scratch game programmes are enjoyed and encourage children to develop a range of skills.
- Heather Noller outlined her role explaining she delivers assemblies on e-safety and cyberbullying. Feedback from children was positive indicating their knowledge of online behaviour. A Digital Parenting magazine is sent annually to parents. Heather Noller



liaises with the ICT support engineer and manages subscriptions and logins for children.

- The report and presentation included issues for the future where future IT investment was discussed. Assessment of e-safety providers needs to occur to ensure complete e-safety support across the school.

**Governors noted this was a comprehensive report and thanked her for the contribution she has made to the school over the years. The role has ensured a firm foundation for the school. Governors wished Heather Noller well in her future plans as she leaves the school at the end of the term.**

#### **5. Declaration of business / 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 14.09.17 and Matters Arising**

- Action: Clerk to circulate the link Governor lists from all three GB's to all Governors to facilitate contact with each other. ***This has been actioned.***
- Action: Paul Good to share information about Diocesan training available. ***This has been actioned.***

**Governors formally approved the minutes of the meeting held 14<sup>th</sup> September 2017 and these were signed by the chair Paul Good.**

**Governors formally approved the confidential minutes from the meeting held 14<sup>th</sup> September 2017 and these were signed by the chair Paul Good.**

#### **7. Head of school report (verbal)**

##### School Improvement plan

- This has been shared with Governors previously and Governors discussed the five Ofsted outcomes. In relation to outcomes for pupils the QA report undertaken in October 2017 validates this judgement of outstanding. The curriculum reports reported in item 4 identified the staff training undertaken. The school has implemented changes to the assessment tracker to ensure at the end of each KS staff can monitor progress and ensure no child falls behind in expected progress.
- The SIP reports that maths moderation is occurring across the three schools in the area of the quality of teaching and learning.
- In the area of Personal Development Welfare and Behaviour, training is occurring. Behaviour in this school is very good. Visitors to the school (including prospective parents) often comment on the excellent behaviour of the children. Governors who have visited the school noted in their observations the excellent behaviour and this supports the school judgements about the outstanding behaviour of the children in the school.
- In regard to the effectiveness of EYFS the outside area is being developed. New nursery parents attended a PTA coffee morning and the school is working to develop the sense of belonging.
- In the area of effectiveness of leadership and management, Emma Lomas is attending a post graduate certificate in middle leadership. Simon Ball is attending a management training course and Matt Whitehead is attending training for executive Headteachers of MAT's. The training budget is about 2% of the school budget which represents a large investment from the SJE Trust.

## **The QA advisor validates all school judgements regarding the SEF.**

### Academic progress of children from vulnerable groups

- The assessment tracking system has been changed in response to Governors comments in previous meetings. The previous system was not showing progress within the year. The school has adapted the system to the WDCE system and this now shows in-year progress. The progress of vulnerable groups was outlined in the written report and this provided data comparing gender; FSM; Ever6; SEND; PLAC and LAC; EAL and summer birthdays. (One means yes and two means no.) Children will be tracked at KS2 reporting progress from KS1. KS1 will identify progress from EYFS.
- The aim is for lower attainers to progress to become middle attainers and for middle attainers to retain or move to become a higher attainer. Higher attainers are expected to retain this, and no progress is lost. This building of prior attainment is a key Ofsted inspection area. The progress from KS1 to KS2 represents four years of data. In response the school has an action plan for all KS2 children.
- There is a lot of movement in the school and not all children have prior data for example if a child comes from outside of the country or from the independent sector. (If a child is given a 1 in summer 2 this is still emerging. A 4 denotes a child is meeting the ARE. A 5 denotes 'greater depth'). The Key Assessment Criteria (KAC) informs the tracking sheet so this is a robust system.
- In writing some children are already doing very well. In Maths progress will depend much more on what has been taught. SEND children are individually monitored by Emilie Smith as on the class report they would be identified as a 1.

### Finance

- The Executive Headteacher gave an updated budget monitoring report and reported the total income is £100,107,931. DCE is expected to have an in-year surplus £1,088.
- Since the last report there has been an increased allocation for TA's needed to support a child in the nursery. There has been an increase from income from the nursery funding reflecting the new 30 hour funded allocations to eligible parents. The current forecast of income is £1,126,724 which is an increase of £18,793. The increased staffing costs are £22,698 and there is an increase of non-staff costs of £22,353. The PE grant has doubled this year and this has to be spent on PE  
This represents a £25,170 in-year deficit.

### ***Governors asked for clarification about expenditure of £20,000 on general curriculum and only £200 on RE materials.***

- Governors were informed there is devolved purchasing to individual classrooms. Each class receives £1,000 for their resources per annum. There are different requirements for each year group. The £20,000 is for all the classes plus extra such as for office supplies. The RE budget is nominal and on top of this.
- Some parents might pay in the nursery in terms two and three for additional sessions. Some children receive 15 hours free nursery education, some are now receiving 30 hours and in this school parents will pay. The summer term income is expected to increase from this forecast and the EHC plan income will balance.
- The year to date spend is 17%, the expenditure on staff is slightly lower and there is anticipated an underspend on the staff.
- The school still has a healthy carry forward. The projection is still secure for the next few years but until the national funding formula is agreed the long term forecast is not known. The expectation is the budgets will be reduced in real terms. Directors are reviewing the school PAN (pupil admission numbers) and other income streams.

**Governors approved the virement of budgets and the revised budget forecast.**

**8. Behaviour and safety of pupils**

- There were no incidents to report. There have been no exclusions, and no safeguarding issues.
- The school now has three designated Safety Officers: Matt Whitehead; Simon Ball and Emma Lomas who have attended designated safeguarding training. This was update training for Matt Whitehead and Simon Ball and new training for Emma Lomas.
- Safeguarding training for all staff occurred on the INSET on the 20<sup>th</sup> October 2017. Next Wednesday staff will complete the final part of the training.
- One Education will undertake a safeguarding audit and this will include site security and training.

**9. Policy Review**

- Governors were informed these policies have been updated to make them specific to DCE.

Teaching statement

**Governors formally adopted the Teaching Statement**

British Values Statement

**Governors formally adopted the British Values Statement**

Behaviour Statement

**Governors formally adopted the Behaviour Statement**

**10. Any Other Business**

- The MSA have allocated two places to each school for Fischer Family Trust training which is scheduled for Wednesday 10<sup>th</sup> January 2018 from 6- 8pm training. Governors who are interested in attending were asked to contact Paul Good. This training is at The Chancellors Conference Centre in Fallowfield and the school needs to book by the 8<sup>th</sup> December 2017.

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

- Tuesday 23rd January 2018 @ 7.30pm
- Tuesday 20th March 2018 @ 7.30pm
- Tuesday 15th May 2018 @ 7.30pm
- Tuesday 3rd July 2018 @ 3.30pm

**12. Closing Prayer**

- The closing prayer was led by Paul Good.

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

*Mr Paul Good (Chair)*

**Meeting closed at 21.50**

**Summary of actions**

There were no actions from this meeting.