

**Governing Body Meeting
Tuesday 21st March at 3.30pm at DCE
Minutes**

Present:

Simon Ball	Head of School
Catriona Arundale	Governor
Sylvia Bradley	Governor
Paul Good	Chair
Matthew Lee	Parent Governor
Hakima Nouar	Co-opted Governor
Helen Stallard	Governor
Mark Vermes	Governor
Matt Whitehead	Executive Headteacher

Apologies:

Andrew Ballantyne	Governor
Chris Briggs	Staff Governor

In attendance:

Kathy Crotty	Clerk
Lisa Taylor	Maths Co-ordinator
Kathryn Thompson	Science Lead
Julia Royden	Subject Lead for History and Geography

<p>1. Welcome , Introductions & Opening Prayer</p> <ul style="list-style-type: none"> • Governors were welcomed to the meeting by Paul Good. • Hagima Nouar was formally confirmed as a Co-Opted Governor • The opening prayer was led by Simon Ball.
<p>2. Apologies for Absence</p> <ul style="list-style-type: none"> • Apologies were received and accepted from Chris Briggs & Andrew Ballantyne
<p>3. Notification of AOUB and Confidential Items</p> <p>There was no notification of urgent business or confidential items</p>
<p>4. SEND presentation – E. Smith</p> <ul style="list-style-type: none"> • A written report was sent by Emilie Smith and this was shared with Governors.

Much training has been undertaken since November, including CAMHS training; motivational maths and Autism awareness.

- A considerable amount of work has been undertaken with individual children. One page profiles have been updated, this includes working with parents on the content.
- All support plans have been evaluated and new targets set. Provision mapping for the class and whole school have been updated. SEND data tracking has been updated.
- Teacher interventions support the SENCo interventions, including some bought in learning packages. The motivational maths starts with an assessment at the beginning of the 10 week course and an assessment at the end to measure impact. There is a social skills and friendship group which occurs once a week.
- Attendance is monitored for pupils with SEND.
- The review meetings with parents of children who have EHC plans have occurred.
- Observations of children whose parents or teachers have concerns have taken place.
- Governors were informed Ms Smith teaches in reception one day a week. Mrs Livesley works part time alongside Ms Smith in order to share the school systems and procedures and maintain her link with Yr6 children, there are nine children in this class which is one third of the class who have support plans. Both Ms Smith and Mrs Livesley works across the DCE and WDCE schools.

Governors asked if there is a plan next year for when Mrs Livesley leaves

- Governors were informed the leadership is looking at various ways of increasing capacity when needed. Mrs Livesley remained this year to support the Yr6 cohort.

Governors gave formal thanks to both staff and noted the school enjoys an excellent reputation regarding its SEND assessments.

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

Maths

- Lisa Taylor gave a presentation on Maths provision and reported the Maths data is good. The school is strict and accurate with its teacher assessments. KS1 last year was below the national average, but this reflected national trends where the tests were much harder. The current Yr2 class has had interventions and there are no differences between the vulnerable groups; there is no gender gap in the attainment. There is a large spread of ability and this is a challenge for the development of mastery. Differentiation is the norm and the new approach to maths approaches this differently. "Fast graspers" used to be given bigger numbers, now they are being given greater depth and more problem solving. Children are developing at a different pace.

Governors asked are there three broad categories of learning in the classroom

- Governors were informed most classes will be organised with three differentiations, but children can chose their activities. The children are allowed to choose what they feel comfortable with and can challenge themselves so they are not restricted to one of the differentiated groups.
- Some Yr1 and Yr5 children's books were shared with Governors. The new curriculum was described as more old-fashioned with more calculation and the tests in Yr6 include a large proportion of arithmetic. The school ensures a conceptual understanding and tries to make the lessons interesting. Governors welcomed the teaching without a calculator so that children know how to work out the correct answer or have a near approximation, which can then be checked with a calculator.

It was explained Singapore maths involves abstract calculations, but this is explained with concrete examples using learning aids and visual aids.

Governors asked is there an expectation from the Government that all children must be able to do calculation

- Governors were informed calculation has replaced mental maths. A new mental arithmetic times tables test to 12 x 12 is currently being trialled as an online test. There are logistical obstacles to be overcome especially with three form entry schools and access to computers.
- The bar model for teaching arithmetic was explained and a handout was shared. This involves drawing a bar and encouraging children to identify what they are trying to find out. This was described as a good step for children.
- The next step after a years training from the Maths consultant, Dave Godfrey is to embed new teaching developments. Lisa Taylor described some of the training on calculations and fractions and how this involved singing. These new ways of teaching will now be included in the planning.
- Governors asked a question about the methodology used in a child's work book and Lisa Taylor explained this pupil is working with a private tutor and long multiplication is taught in different ways. Homework is set allowing different methods of calculation.
- The Executive Headteacher explained there has been excellent leadership for maths and good results have been sustained over a number of years. The school has tended to focus more on writing, but the inclusion of St Wilfrid's into the Trust has led to maths training. This has reinvigorated staff and allowed the pedagogy of Singapore methods to develop.
- The interventions in Maths were acknowledged by Lisa Taylor as effective. The breadth and balance of the curriculum was valued in this school.

The Executive Headteacher and the Chair gave formal thanks to Lisa Taylor for her excellent teaching and Maths co-ordination which have the impact of giving outstanding results. Governors thanked the children for sharing their work books.

RE

- Simon Ball reported the school follows the Blackburn RE syllabus which replaced the Manchester RE syllabus; this was introduced for all classes in September 2016. This syllabus is quite enlightened and Manchester recommended the scheme, which was initially trialled by Simon Ball in the school. Governors were informed that as this is a church school, RE is a core subject.

Governors asked how curriculum much time is allocated to RE

- RE is 5% of curriculum time. This equates to KS2 having one hour 7 minutes per week and there is just under an hour for KS1. In reality the school teaches RE for one full hour every week.
- The recommendation is to allocate the teaching time of 70 – 80% on Christianity and 20 – 30% on other faiths. The decision was taken to focus on two other faiths; Islam and Judaism and to study these two religions in greater depth. The curriculum is challenging and RE is taught to the same level as other subjects.
- The monitoring of RE involves book scrutiny which has occurred over two staff meetings. The monitoring shows this has been well taught, although there is scope for more differentiation. RE provides good opportunities to develop writing.
- The Executive Headteacher took three RE books to an external scrutiny session at a local school and the other schools were impressed with the amount of work the

children undertake and the high standard of the work produced. The three schools are working together on writing across the curriculum. Subject leads from different schools can work together on this. The next stage is to identify best practice for sharing. There will be a subject review in a Trust joint staff meeting in the summer term.

- Pupil Voice activities have been undertaken and Simon Ball reported Yr3 are the most enthusiastic and they understood many technical terms.
- Visits out of school have occurred to a local church and synagogue. There are visitors into the school. Rev Nick Bundock is speaking to Yr1 about Easter and Rev Tracy Marshall speaks to school groups. Governors were informed Surria Saeed who is employed as a TA at WDCE delivered a session for the Y5 class on Islamic marriage.

Formal thanks were given to Surria Saeed for this excellent talk and the enthusiast approach to her presentation to the children.

- Simon Ball reported on “Roots and Fruits” which focuses on values. The current value being studied is forgiveness and this was evident in the children’s workbooks. Each class has a response book and these were shared. Children who on duty write how they feel and they all have a turn at being on duty. A previous theme was courage, the next theme is friendship. The topic of Easter is betrayal and trust reflected in the Easter story. Simon Ball reported there are some children who excel in the leadership of worship.

Governors asked a question about the bible and do the children know how many translations there are

- Governors were informed the children have been taught about the different bibles including some on smart phones. ‘The Message’ is in street language and the children are aware the bible is printed in the traditional language and foreign languages. Children liked trying to write parts of the bible in Chinese.

Governors asked are you pleased with this Blackburn scheme

- The scheme costs about £150 and is a fantastic scheme to work with. Simon Ball explained how he enjoys teaching this subject and the support materials in this scheme are very appropriate.

Governors reviewed a selection of the children’s books from different year groups.

Simon Ball was thanked for a very comprehensive report on RE teaching in the school.

History & Geography

- Julia Royden presented on the teaching of History and Geography in the school and explained that Geography was previously a weaker subject in this school, but is now a strong subject, taught well. Geography is delivered in a variety of ways. There is great coverage and lots of different Geography topics are taught across the school.
- Yr1 children are looking at directions, map work, field work, London and capital cities.
Yr2 look at map work; continents; oceans; hot and cold climates.
Yr3 explore rainforests; rocks; volcanos; Spain and Europe.
Yr5 children study Rivers; Australia; and Manchester.
Yr6 children study South America and Australia.
- Reading themes were outlined. In Yr6 there are lot of cross curricula activities, such as holding an Australia day. Both Yr4 & Yr6 have undertaken traffic surveys appropriate for their ages.

- Visits occur together with learning outside of school such as looking at housing, traffic, the local environment, which also includes the history of the city. The Yr6 children have looked at Victorian architecture and the growth of Didsbury. Julia Royden also reported on the children going to a Spanish restaurant.
- The assessments involve children identifying what they think they have learned and the teacher undertakes final end of term assessments which are broad. The assessments give the teachers data on pupil progress in these foundation subjects. They are undertaken on a termly, whereas English and Maths is assessed half termly.
- History topics were outlined including how it links to literacy. There was a great spread of topics linked to trips out. The topics included at Key Stage 1 - toys from the past; the seaside long ago; polar explorers such as Earnest Shackleton; and at Key Stage 2- Romans; Tudors; Egyptians; Victorians and Aztecs. Simon Ball explained when the children were studying the Romans topic at Yr3 & Yr4, "Gladiators" came into the school in lieu of an expensive trip to Chester. This session was great fun for the children with an emphasis on bringing history to life. The children's topic books were shared with Governors and Governors were informed the assessments occur at the end so the children's work is not annotated. Governors noted how much art is involved in the History topic books. The books reflect that history occurs throughout the school year and is a subject that is embedded into the curriculum.
- Julia Royton undertakes book scrutiny, meets with the children; and supports the staff. She reported the teaching staff seem to enjoy the creativity in their planning. The topics are varied and delivered on a carousel basis.

A sample of children's work was reviewed by Governors and Governors noted the wide range of topics studied. Julia was thanked for her thorough contribution to the meeting and for her leadership in the Humanities.

Science

- Kathryn Thompson was introduced; she joined the school in September 2016 and presented the science review and shared a written report with Governors. She explained the book scrutiny undertaken identified scope for greater writing opportunities such as posters, letters, leaflets, persuasive writing.
- The study of scientists is a priority for Yr2 and Yr5 and she suggested the school picks a scientist per week to study.

Governors asked do we have a focus on scientists who are linked to Manchester

- Governors were informed this can be undertaken during Science week.

Helen Stallard joined the meeting at 4pm

- Visits to Cheadle Hulme School and the link to the Yr5 were explained. Cheadle Hulme is a local independent high school which undertakes outreach science lessons with local primary schools. Children from DCE benefit by having access to the science teachers and laboratories.

Governors asked how often the visits to Cheadle Hulme happen.

- Governors were informed there are six visits, one each half term.
- Kathryn Thompson reported on issues such as judging the trips and how much of a topic to cover in preparation. The school has commissioned a workshop with Adrian

Bowden on the 21st April 2017. He taught on the PGCE at Manchester University and now offers a travelling science show. Schools pick a topic and he brings his own equipment and he organises experiments with the children. The children are taught to predict and he uses many home based learning materials.

Governors asked is travelling science show for all years

- This travelling science show is for KS1 & KS2
- Other visits were outlined including a visit to Didsbury Park; Stockleigh Farm; a planetarium visit; sea life centre; Pooles Cavern and Governors were informed the Zoo lab has been into the school. Animals including humans are included in every science topic.
- Kathryn Thompson reported the assessment criteria are being updated; as is the trips information. There has been an audit of science resources and the resources are being rearranged into topics.

Governors reviewed a selection of the children's books. Governors noted the children's presentation of work is excellent. Governors noted the difference in work and writing up experiments from KS1 to KS2 reflecting the maturity of the children

Governors asked how much time is spent on science

- Two hours per week at KS2 is allocated for science which is usually one hour for an experiment and one hour writing this up. At KS1 and EYFS there tends to be a science focus session which is whole class, but there are investigative areas in the learning areas which are science based. Approximately 1.5 hours per week of science based activity is offered at this stage.

Kathryn Thompson was thanked for her interesting presentation and for all the thorough work being undertaken in science.

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6. Minutes of Previous Meeting held 25.01.17 and Matters Arising

- Action: Clerk to send questionnaires of Governor self-audit. *This has been actioned.*

The minutes of the meeting held 25.01.17 were formally approved subject to the following amendments: Page 4 should read "if this assessment"; Page 9 is Mrs Noller (not Miss) and Page 9 should read Cat Arundale (not Arundel)

7. Head of School verbal update

- Simon Ball reported how popular the school remains. The admissions meeting has occurred and he is currently involved in some appeals hearings.
- There are no major changes in staffing since the last meeting, no safeguarding issues and no behaviour issues to report.
- The data on AREs (age related expectations) for reading, writing and maths especially vulnerable groups was shared to show progress. The assessments for spring one were compared from the end of December. For FSM children there is evidence of progress and closing the gap, but the numbers of FSM children has declined. Governors were given a written report containing the data regarding PLAC (previously looked after children); FSM; EAL and summer birthdays.
- Maths is looking strong, the FSM children outperform other children but this is a narrow sample. EAL children includes EAL children who have been with the school a long time as well as NIA's (new international arrivals). The progress measures are good. The summer birthdays data shows good progress. The trend is positive for the vulnerable groups. Governors were informed the data will change as two of the eight CLA children (children who are looked after) are moving away and leaving the

school. Simon Ball reported the whole school data is heading in the right direction which is pleasing.

- The low numbers of children in these categories means the statistics change dramatically with arrivals and departures, but the stories behind the individual children are crucial. The school is very knowledgeable about each individual child.

Governors asked how is EAL defined

- It was explained there is a five point grading system used on SIMS. Going forward it seems the new funding arrangements will fund EAL for the first three years a child is in the country. The school acquires evidence of language from the parental feedback form; some parents are reluctant to admit the level of need of the child. This can result on the school missing out on funding.
- Simon Ball has been observing lessons and reported the class, the teacher and the TA all work very well together. The children are engaged in the learning and the school is moving forward despite a challenging curriculum.
- Simon Ball shared a comparison of the achievement of the old SAT's test with the new tests for KS1 & KS2. Governors looked at reading data and how the levels have dropped nationally. In this school about 80% of children previously attained the Level 2c or greater attainment. The new expected standard is much higher between 2a and 2b. Greater depth achievement figures show fewer children attained this last year especially in Maths. The new expected standard has moved up about a third of a level which is about the learning usually undertaken in half of an academic year.
- KS2 is even more of a challenge. 47% of last year's pupils did not meet the new expected standard. The children had only been taught two years of this new curriculum. Teachers felt an interim level would have been fairer for the children. This school can demonstrate the children are making good progress. Some schools are narrowing the curriculum to put more focus on SAT's subject but Governors were informed this school is keen to offer a wide balanced curriculum.

The Chair noted the range of learning in the school and commended the staff and leadership of the school for the broad and balanced curriculum. He reminded Governors of the collective responsibility to ensure the curriculum remained broad and balanced.

8. Governing Body Matters

- Directors and Governors Review and Evaluation - Tuesday 18th July 2017 at 7.30pm, the venue is WDCE
- Matthew Lea reported on PP training he has attended and he shared some strategies schools are using to improve the identification of PP children. PP is approximately an extra £1,300 per child per year.
- Two Governor Visit reports were shared from Cat Arundale.
- Matthew Lee had visited the school for the Young Enterprise event and today he observed a maths lessons and the interventions
- Helen Stallard reported on her governor visits to the nursery and the Young Enterprise event.

9. Policy Review timetable for approval

Governors formally approved the review timetable subject to amendments and would begin reviewing policies in the new Academic Year.

Action: Clerk to send amended version of the policy review timetable which includes the Drugs Education Policy.

<p>10. Any Other Urgent Business</p> <ul style="list-style-type: none"> • There were no items of any other business. • Apologies were received in advance from Sylvia Bradley who cannot attend the 17th May meeting and Paul Good who cannot attend the 11th July meeting.
<p>11. Date & Time of Next Meetings:</p> <ul style="list-style-type: none"> • Wednesday 17th May 2017 @ 7.30pm • Tuesday 11th July 2017 @3.30pm to meet the school council • Matt Whitehead reported the intention is to hold a Governor event for Governors across all three schools, on the 21st July 2017. Venues are currently being costed.
<p>12. Closing Prayer</p> <ul style="list-style-type: none"> • The closing prayer was led by Paul Good, who read a prayer written by a child; taken from one of the RE books, presented for governor scrutiny.

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

Meeting closed at 5.35pm

Summary of actions:

Action: Clerk to send amended version of the policy review timetable which includes the Drugs Education Policy.