



St James & Emmanuel Academy Trust



Local Governing Body Meeting Wednesday 25th January 2017 at 7.30pm at DCE

Draft Minutes

Present:

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

In attendance:

Kathy Crotty	Clerk
Hagima Nouar	Observer

1. Welcome & Introductions <ul style="list-style-type: none"> Governors were welcomed to the meeting by Paul Good 	
2. Opening Prayer <ul style="list-style-type: none"> The opening prayer was led by Simon Ball. 	
3. Apologies for Absence <ul style="list-style-type: none"> .There were no apologies for absence as all Governors were present. 	
4. Notification of AOUB and Confidential Items <ul style="list-style-type: none"> There was no notification of urgent business or confidential items 	
5. Minutes of Previous Meetings 28.09.16 & 22.11.16 and Matters Arising Action: Minutes of 28.09.16 to be carried over to next quorate meeting for approval Action: MW to update the terminology in the Complaints Policy and Scheme of Delegation (replace term "Headteacher") <i>This has been actioned</i> Action: Paul Good to invite all Governors from each school to a training day. An external facilitator will be utilised in the day and the day will include training on the	

<p>Ofsted framework. <i>The invitation has been circulated to Governors</i></p> <p>Action: Paul Good to contact Ofsted about the design of the parents' questionnaire <i>This has been addressed, Ofsted have amended the questionnaire. It was explained that many parents' answers reflected that the parents did not know rather than a comment upon how the school fares in a particular area. The school has updated the responses in the light of the new Ofsted guidance.</i></p> <p>Action: Matt Whitehead will investigate if the three year predicted forecasts include increments and cost of living increases. <i>The budget forecasts does include increments where they are known such as progression from M1 to M2. Cost of living increases are budgeted at a 1% increase. The three year predictions are based on current funding information and do not take account of new funding formula so these forecasts will change in the light of new information.</i></p> <p>Action: Clerk to record new parent Governor Term of office from 01.12.16 – 30.11.20. <i>This has been actioned for Mr Matthew Lee.</i></p> <p>There were some spelling and grammatical corrections on page 5 of the minutes of 22.11.16 and Mrs Livesley needs the correct spelling The minutes of the meeting held 28.09.16 were formally approved by Governors The minutes of the meeting held 22.11.16 were formally approved by Governors subject to the above amendments <i>Andrew Ballantyne arrived at 19.50pm</i></p>	
<p>6. Behaviour and safety of pupils (Safeguarding) – update</p> <ul style="list-style-type: none"> • Simon Ball explained this is included in the written Head of School report and kept as a separate agenda item to ensure Governors are kept informed given its importance to the welfare of the children and Ofsted makes a judgement on Safeguarding. There are no safeguarding issues currently to report to Governors. • Governors were informed there had been a formal complaint and this has now been resolved without the need to involve Governors. 	
<p>7. SEND update</p> <ul style="list-style-type: none"> • This was reported at the previous meeting in detail and there is no further information. There are two children with EHC Plans who have settled well into the school and they add to the experience of the school. The other children with interventions and support plans are progressing well. The systems in place at this school have been replicated at WDCE. The free school educational advisor at WDCE George Lloyd was very impressed with the provision. (His report is advisory and is not published.) 	
<p>8. Head of School Report including</p> <ul style="list-style-type: none"> • Governors were sent a Head of School report in advance of the meeting. The Head of School report presented to Governors at the first meeting of the term will focus on progress and achievement data. • Simon Ball reported there had been a change in staffing. The Y2 TA is now on maternity leave. The post has been covered, the temporary TA has settled in well. <p><u>School Improvement Plan - review</u></p> <ul style="list-style-type: none"> • Simon Ball highlighted how the SIP is work in progress and is amended regularly. 	

The numbers of pupils in each year group has been maintained at the admission levels. Three children are expected to leave in the near future. Mobility is low and there is a waiting list for places.

Governors asked about the children who have left the school recently

- One nursery pupil nursery left due to relocation. Another child has moved to a school nearer to where the family live. Two children in Yr4 will leaving the school due to relocation. A third child is moving out of the country. Other than relocation the main reason children leave the school is to enter the private sector in preparation for secondary education. Children are not known to leave the school due to reasons other than relocation and movement into private education.

Curriculum update

- Simon Ball informed Governors the collective worship programme is very successful and there is a response area in each classroom. Six children from each class are on duty to produce a written response to record the impact of the worship themes. Children demonstrate to outside visitors the ethos of the school which derives from the collective worship.
- Maurice Smith, Director of Education in the Diocese (who oversees 180 CofE schools in the Manchester Diocese) visited the school and was very impressed with the standard of the school.
- A number fun day occurred and the children combined maths and music really enjoying the day which included a Maths collective worship.
- The Executive Headteacher explained these initiatives are part of welcoming St. Wilfrid's into the Trust with an emphasis on improving the teaching and learning of maths. Dave Godfrey, Maths consultant, has led and supported this important developmental work. An individual school would not have benefited from this CPD due to cost, but it is viable shared across three schools.

Assessment update

- The targets for 2017 were shared with Governors. The DfE have indicated no major changes to the SAT's planned for this academic year. The raw scores are standardised and Mrs Gandee has produced target figures, which are similar to last year.

KS1

- The KS1 test informs the teacher assessments. The combined reading and writing is a 75% school target which means pupils are expected to attain 100 plus. The floor target is 65%. The 75% target is the same as last year.

Governors asked for further clarification about the targets

- It was explained the targets are based on teacher's best predictions, therefore seven or eight children are not expected to attain the target. A child might not attain the 100 score in one subject; that means the child has not achieved the combined score even though they make the standard in two of the other assessment areas.
- The phonics last year was 100% pass rate, this year the school is expecting 83% to be on target, 17% may be below target at the moment, but this can change as the year progresses. Children will be offered catch up sessions so this prediction will only improve.

EYFS

- The EYFS children are not all on target. The reception children are developing at a variable rate due to age and experience. Early indications suggest 73% of the cohort will be achieving GLD (The good level of development measures 5 areas of the 17 areas). There are currently 27% of the cohort who are not yet on target to attain a GLD.

Governors asked is this assessment covers the whole year

- Simon Ball informed Governors the tests are in June. The Yr6 assessments are in May. Teacher assessments are submitted in June.

KS2 figures

- Governors were informed the children will undertake time limited tests in reading maths and GPS (grammar punctuation and spelling) and are tested over a full week. The writing is continual assessment throughout the whole year and there is a strict criteria for the ARE (age related expectations). The reading, writing and maths is combined and children are expected to attain 100. The GPS test is taken, but not included in the combined scores. The expectation was this might replace the teacher assessments in writing at some point in the future.
- The figures of 100 plus is the same as ARE. The attainment figures predicted for this academic year are not normal for this school and the reasons were outlined. When 100% of children attained the reading standard, the level was much different. The current reading tests are much harder than previous years. Reading materials for Yr5 pupils are essentially one to two years ahead as anecdotally evidenced by the learning materials the staff have to use.
- This Yr6 cohort required further explanation. There has been a shift in the cohort profile. Of the class which sat KS1 in 2013, eleven have left the school, of these seven were high achievers. Only one child in this cohort was a low achiever. 23% of this cohort were high achievers attaining level 3. Eight children have replaced the 11; 28 children will take the test in 2017. Two of these children new to the school are expected to make ARE. Six children are not expected to make ARE. Three of the eight children are EAL (English as an additional language) and all three children came with no English. Two of the cohort are SEND children. Only one child out of the eight came from an English school. Six children would have been assessed as low achievers in KS1 had they been in the country. The children are making tremendous progress, but they have started at a lower level than the cohort norm. All three children who started at the beginning of Year 6 are not expected to meet ARE.
- Some of the children who scored average in 2013 were referred to other services such as CAMHS due to emotional and behavioural issues. Simon Ball was pleased to report they have come through difficult times and are now doing well.
- The Executive Headteacher explained further the eleven children who left the school represented 36% of the 2013 cohort which changes significantly the 2017 cohort. Another issue for Governors to be aware, is the national floor targets were not achieved by many schools. Last year only 53% of children met the combined targets, the 2017 school target still puts the school 8% higher than the average targets achieved last year. The expectation is 61% of pupils will attain the combined ARE and the school achievement will still be above the national average. Targetted effort is being made to improve this figure.

- Two of the four children who joined the school recently can be disappiled from the data as they have been in the country for less than two years. The school is confident the averages will improve for the remaining 26 pupils. It was clarified all pupils are counted on the initial attainment figures and disapplication occurs later. However the initial figure is often the headline figure.

Governors asked are there more than two children who come into this category

- Two children include a child who joined at the beginning of Yr4 and a child in Yr5. The child who joined in Yr4 with no English and with SEND needs will be included in the figures as she will have been in the school for two years by the test date. Two children have come from an English speaking country, therefore they are counted even though the curriculum they experienced is different.
- This school has decided to undertake more assessment updates and track to a greater degree than previously. Governors were given the assessment data from autumn two for each class. This includes an analysis from the school internal assessment system. This identifies what is expected for the KS1 and KS2 children. There is no definitive assessment approach for children not in the KS test years. The school is monitoring this with their own internal system. If a child is scored 1 or 2 they have are not on track, a score of 3 is on track, a score of 4 is above expectation and a score of 5 is for very high achievers. The report shared collated the data into the cohorts in each subjects. This is based on the teachers' best judgements at the end of December 2016. The key question for teachers is 'is the child on target to meet ARE by the end of the year'. Most children will move through and eventually be on target but teachers are being cautious.
- The data is presented in groups so that patterns and trends for at risk groups can be analysed by Governors. There are nine previously looked after children (adopted) and there are no forces children. The PP money was explained as for children who qualify for FSM (free school meals) or are Previously Looked After (PLAC). Other groups monitored include EAL (English as an additional language) children and summer birthday children. Simon Ball informed Governors that last year's KS1 summer birthdays did very well at DCE.

Governors asked what the PP percentages mean

- This means the % of PP children in a cohort on track to attain ARE: for e.g. If there is only 1 PP child in the cohort the PP% is either 100% on track or 100% not on track.
- It was noted FSM children are doing very well for all year groups apart from Yr5. This can be due to small numbers. The biggest amount of PP is CLA (children who are looked after). Of the eight children, three are meeting ARE and five are not on target to meet ARE. The FSM (free school meal) patterns change year on year in this school. The school objective is to ensure the disadvantaged children achieve a level of national average. In some schools EAL can include children who have been in England for many years. This school has a mix of EAL children who have lived here for a long time and recently arrived European children with little or no English. These children find it is difficult to achieve the standard in writing and the maths papers contain complex language.
- Governors were informed summer birthday patterns diminish as they go through the school. Some children in nursery can be a third older than other children.

Governors asked if there are any other benchmarks to support the teacher assessments.

- The new system was explained to Governors and how last year was an "interim year" and this year is also regarded as an interim year. This affects the

publishers devising material and there is a lack of resources. The school is devising own assessments.

- The school undertakes standardised reading tests twice a year for all year groups and regular spelling tests and these give a benchmark with a child's chronological age. This is also useful for staff to standardise against their assessments. Within each class there are regular assessments and this is moderated between schools. In Maths, teachers teach a new concept or theme and this is followed by assessment. How well this is retained if the skill is not practiced is not fully known, so the curriculum is spiral so that children revisit themes and concepts to embed their learning.
- Simon Ball explained some children have a high reading age, but may not have all the assessment skills such as comprehension. The written reading age can be different from the reading age. The school uses NFER reading tests and IQ test in Yr3 to ensure there are no SEND children who have not been diagnosed. These tests can help the teachers to identify learning barriers. The tests do not always correlate, but the school uses a range to identify the strengths and weaknesses of the child.
- Governors formally thanked Simon Ball for his detailed report. The chair explained the detailed understanding explains the statistical patterns of Year 6 and was reassured this is an untypical and unusual cohort. For Ofsted this could be a significant so the narrative explaining this is very important. Last year the school was about 20% above (73%) the national average. If the school attains 63% this year, this would represent a good result for the cohort. Governors noted this is a small cohort and each child represents approximately 3.5% in the data.
Governors gave formal thanks to Simon Ball and his colleagues in the school for the excellent teaching and learning.

Budget update (resources and expenditure issues)

- The headline figure shows this school will have an in-year surplus of £3,000 and the Executive Headteacher continued giving the financial report to Governors. Attention was drawn to increases in allocations.
- The income stream is over £1 million and the in-year surplus expected to be about £75,000 in DCE. The intention is to undertake prudent budgeting now in anticipation of the expected budget reductions from the national funding formula. This school expects to lose about £25,000 PA which equates to a full TA salary. One solution is to look in future years at enrolling extra children and go above the PAN (published admission number) rather than to reduce staffing (for example from Year 3 there an in-year predicted deficit). There are risks to this such as time with the teacher and classroom space.
- The Executive Headteacher explained the duties of the TA and how they support and take on some teaching roles. The school is keen to keep the TA compliment of staff to ensure learning is personalised for children. The attainment results reflect the expertise of the TA's as well as the teaching staff.
- The GAG (General Allocation Grant) was explained and this is based on the numbers in the school. The Executive Headteacher informed Governors although budget reductions in real terms are expected, other issues can be explored such as obtaining income from other sources. Income from pupil numbers remains the most important income stream.
- The LA income is provided for 15 hours for each nursery child. There is some expectation this might rise to 30 hours funding for parents who work. The policy

implementation is not yet known, but many parents in school would qualify. This might produce extra income for the school. The LA revenue would increase and other nursery income would reduce. The LA rate is expected to be higher than the amount this school currently charges.

Governors asked would the nursery be open longer hours

- Governors were informed the nursery is open 6 hours per day and would not need to open longer hours. Two staff are employed to cover outside access even though there are sometimes small numbers of children. At the moment the current costs for the nursery are balanced, there is sometimes a marginal profit.
- The chair explained the point of principal here is now changing. For many years the aim has been to reduce class sizes and now the school is considering increasing class sizes albeit by one pupil. Views were sought from Governors, the staff Governor stated classes of 31 could be absorbed with minimal impact on teaching and learning. The TA's work with small groups or in the classes is vital to the success of children.
- It was explained how the playground is small and classroom space is minimal, but this would be looked at in future if needed.
- If the nursery fees were implemented for September 2017 this would be advantageous for the budget.
- In terms of raising income there is some small capacity with the school hall, but the easiest and most significant is with pupil numbers.

Governors asked about the impact on admissions from the growth of other provision in the area

- The view was many parents would prefer a small school for younger children and this will benefit DCE. One and two form entry may be appealing to parents and as other schools expand this school may become more appealing.
- Governors expressed their concern that in times of diminishing budgets it is a challenge to maintain the quality of provision and maintain the broad and balanced curriculum of this school.
- Governors welcomed the small surplus being carried forward and the balanced budget.

Governors asked about the apparent teaching staff cost increase whilst support staff costs seem to decrease

- This was not a reduction of educational support staff, but a reflection of TA's who are on one year contracts linked through EHC Plans to work with a particular child and a funded on a needs basis determined by the LA. The school does not get the full allocation of support. Each year the TA support is included in the budget when this need has been identified and confirmed with the LA.

Governors asked if there is any other area of costs that could be reduced

- Governors were informed about 80% of the budget is spent on staffing and the leadership is keen to continue to enhance the quality of the provision. The current emphasis is on increasing income rather than cutting expenditure.
- The PP figure is not very high at this school, but other schools have significant amounts of money from this grant. The PP is likely to be reduced in the new funding formula. This will not impact as dramatically on this school as it will on other schools in Manchester.
- The Executive Headteacher outlined the budget changes and the increased allocations. The teacher increases are due to some enhanced remuneration of some senior staff. As the Trust grew in the last year with the joining of St. Wilfrids, this left some leadership capacity. An experienced staff member from

KS1 has been awarded a higher band TLR to fulfil some leadership duties. The Directors approved an increase for the Executive Headteacher as a result of the growth of the Trust. There are also greater employer costs mainly because of increased employer contributions to National Insurance and Pension provision. Some staff who work across the three schools have the costs shared across the three schools. Staff development is an expenditure shared across the school.

- Some SLA's have increased since the budget was set at the start of the year.

Governors asked about savings resulting from the creation of the Trust

- Governors were informed the insurance premium is now cheaper and there are savings on consultants who are shared across the Trust. There are not that many savings. The buying power of an academy is not as great as the buying power of the LA. The Trust buys into LA services where this is prudent. (One Education is the provider in Manchester.) The savings are minimal, but there is no top slicing from the school budget to the LA, the school receives some more money, but also incurs additional costs for example the school for example internal and external audit to comply with business and charity regulations.
- The chair explained a key area of savings is a more subtle sharing of staff. It was stated the Trust is a cooperative of schools and not a mini LA.

Governors asked about the income and where is the St. Wilfrids reimbursement line

- This was identified under 'other income'. The Executive Headteachers time has been reimbursed.

Governors formally approved the three year budget forecast and this was signed by the Chair on behalf of Governors

Governors formally approved the Virement Report and this was signed by the Chair on behalf of the Governors.

Governors formally approved the cumulative expenses ledger and the general ledger and these reports were signed by the Chair of Governors.

Update on premises

- There were no questions on the aspect of the report outlining Health & Safety checks.
- The executive Headteacher reported on current maintenance work and the updated on the bid for a new boiler.

9. Approval of 2017/18 calendar

- The dates on the calendar were corrected by Governors to reflect the bank holiday on Monday 7th May 2018. The Head of School informed Governors the advice is to avoid weeks of less than three days to improve attendance.
- Governors shared anecdotal views and stated parents found the term running so close to Christmas was problematic this year. Governors did discuss opening the school on Wednesday 3rd January 2018 and run the Inset at other times. The Tuesday 2nd January 2018 can be an Inset day run over twilight session. Governors discussed child care issues and it was felt all Inset days are equally problematic. The consensus was to follow the LA calendar for 2017/18 which includes the first week in January being a two day week for children. Staff will be returning to school on Wednesday 3rd January for an Inset day.
- **Governors formally approved the proposed calendar dates and the attendance will be monitored for these two days in January 2018 (Thursday 4th January 2018 and Friday 5th January 2018)**

<p>10. Governing Body Matters <u>Training and the Key</u></p> <ul style="list-style-type: none"> • Governors have receive an invitation to the 8th March training day at WDCE • The DfE competency matrix has been shared with Governors <p>Action: Clerk to send questionnaires of Governor self-audit. When completed these are to be returned to Matt Whitehead for analysis.</p> <p><u>Governor responsibilities and class links</u></p> <table border="1"> <thead> <tr> <th>Governor</th> <th>Class Link</th> <th>Area of Responsibility</th> <th>Staff link</th> </tr> </thead> <tbody> <tr> <td>Catriona Arundel</td> <td>Yr2</td> <td>Safeguarding e-safety CLA</td> <td>Mrs Gandee</td> </tr> <tr> <td>Andrew Ballantyne</td> <td>Yr5</td> <td></td> <td>Mrs Taylor & Mr Ball</td> </tr> <tr> <td>Sylvia Bradley</td> <td>Yr3</td> <td>Literacy</td> <td>Ms McNamara</td> </tr> <tr> <td>Chris Briggs</td> <td></td> <td>SEND</td> <td>Ms Smith & Mrs Livesley</td> </tr> <tr> <td>Paul Good</td> <td>Yr6</td> <td>H&S</td> <td>Ms Lomas</td> </tr> <tr> <td>Matthew Lee</td> <td>Yr1</td> <td>Maths</td> <td>Mrs Thompson</td> </tr> <tr> <td>Helen Stallard</td> <td>EYFS</td> <td></td> <td>Miss Evans & Miss Noller</td> </tr> <tr> <td>Mark Vermes</td> <td>Yr4</td> <td></td> <td>Mrs Royden & Mr Briggs</td> </tr> </tbody> </table>				Governor	Class Link	Area of Responsibility	Staff link	Catriona Arundel	Yr2	Safeguarding e-safety CLA	Mrs Gandee	Andrew Ballantyne	Yr5		Mrs Taylor & Mr Ball	Sylvia Bradley	Yr3	Literacy	Ms McNamara	Chris Briggs		SEND	Ms Smith & Mrs Livesley	Paul Good	Yr6	H&S	Ms Lomas	Matthew Lee	Yr1	Maths	Mrs Thompson	Helen Stallard	EYFS		Miss Evans & Miss Noller	Mark Vermes	Yr4		Mrs Royden & Mr Briggs	Clerk to email Gov self audit
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<p>11. Any Other Urgent Business</p> <ul style="list-style-type: none"> • There were no items of any other urgent business • 																																								
<p>12. Date & Time of Next Meetings:</p> <ul style="list-style-type: none"> • Tuesday 21st March 2017 @ 3.30pm • Wednesday 17th May 2017 @ 7.30pm • Wednesday 28th June 2017 @3.30pm (school council) 																																								
<p>13. Closing Prayer</p> <ul style="list-style-type: none"> • The closing prayer was led by Simon Ball 																																								

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

Meeting closed at 21.50pm

Summary of Actions

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