

Local Governing Body Meeting
Tuesday 11th July 2017 at 3.30pm at DCE
Minutes

Present:

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

Apologies:

Andrew Ballantyne	Governor
Paul Good	Chair
David Finch	Trust Member

In attendance:

Kathy Crotty	Clerk
School Council Members: Tedim; Olivia; Bella; Hettie; Katie; Tom; Gloria; Amelia; Ted J.	

1. Welcome , Introductions & Opening Prayer

- Governors were welcomed to the meeting by Simon Ball who agreed to chair this meeting. The nine children were welcomed to the meeting.
- The opening prayer was led by Simon Ball.

2. Apologies for Absence

- Apologies were received and accepted from Andrew Ballantyne; Paul Good; and David Finch.

3. Children to report

- The children introduced themselves starting with Yr2. There are extra school councillors in Yr6 as some of these represent Yr1 and EYFS.

Governors asked what did you have to do to become a school councillor

- Governors were informed that Mrs Gandee organised nominations for Yr2 and an election. In Yr3 the children also write a speech and this is shared with the class and then there is an election for a boy and a girl. The secret ballot was explained. This was the same process for Yr4 and Yr5. In Yr6 there were more people to elect and seven

children were elected to represent Yr6 and Yr1 and EYFS.

Governors asked how did you select which group to represent

- Miss Lomas allowed the children to choose.
- Mr Ball explained the school council is the embodiment of British Values by reflecting and learning about democracy.

Governors asked the children what is the job of the school council

- School councillors explained they help choose things such as the Easter egg competition. Children informed Governors they ask people in the class what new things they would like in the school.

Governors asked what competitions have you been involved with

- The councillors identified they had been involved in the Christmas card competition; the Easter egg competition; and the November anti-bullying competition. The winning entry for the anti-bullying campaign is sent to Manchester Healthy Schools and this year the school was third for the poster design.
- The children explained their role in choosing a charity to raise money for. The children selected "Retrack" who help people who have lost their parents and the children remembered this is raising funds for Africa, even though the charity is based in Cheadle Hulme. "Reverse Rets" is the second charity and the children explained this is about girls who have an illness which is a type of locked-in syndrome and prevents the child communicating. A tenth of all money raised with PTA is given to the small charities and last year the school donated over £1,000.

The school councillors were asked is there anything else you have done in your role as school councillors

- Pupils have been asked how to improve the school such as better playground equipment. Sometimes this happens when the school has vouchers from local businesses. The school council will work with Mr Briggs to spend some Sainsbury's vouchers before the end of term.
- The school councillors have asked children in the school about the Behaviour Policy. Councillors explained they asked other children questions in May 2017 about behaviour. Councillors asked pupils about the traffic light system; and the rewards system of house points. Apparently the Yr1 children did not really understand the house points and this is because some classes also collect marbles and some collect mojos.

Councillors were asked can you remember what you asked about playtimes

- The children had asked about toys and equipment, behaviour, and if the children felt safe in school. Children were asked about how they viewed their own behaviour. Mr Ball reported the climbing frame was removed from the hall, and this has been here thirty years. It is not very well used and gymnastics has changed much. This is being taken down and replaced by a board for house points. The school plans to introduce an award for the winning house.

Governors asked how often do you all meet

- Every half term as a minimum and sometimes more often.

Governors asked how do you manage your meetings, do you choose a chair?

- The children reported the teachers decide this and Mr Ball normally chairs the meeting but the children have to make the decisions. Mr Ball reported he will review rotating the chair in future meetings.

Councillors were asked when do you meet

- The children reported they meet at lunchtimes

When you represent a younger form when do you report back?

- Usually about two days after the meeting. The children go to the teacher first.
The councillors were asked why do you report to the teacher first
- The children were able to explain the teacher needs to arrange time to fit this in. The children negotiate the times with the teacher.
Governors asked do you get to speak to the class before meetings about what they want to discuss
- This is done at the start of the year. The juniors raised the issue about tables over lunch times and this was brought up. They wanted tables where they could sit without younger children and this has been introduced.

Children's questions for Governors

What do you do as a Governor

- Governors explained they attend meetings six times a year; Governors hear reports and ask questions. Governors are linked to a class and visit the school. The teachers report to Governors about various subjects.

How do you become a Governor

- Governors can be a parent Governor who is nominated and elected. Some Governors are appointed. Mr Briggs explained he is a staff Governors and he is also elected. Some Governors are chosen by the Parish Council.

How long are you a Governor?

- Governors serve for four years.

How much time do you give up to be a Governor

- The meetings last about two hours and reading the paperwork. Governors also attend training.

How long does the reading preparation take

- Maybe an hour. Governors can raise parents' issues and this takes time in the meetings.

Governors were asked why you want to be a Governor.

- One Governor explained she works for the University and she is keen to work with children to encourage children to work in science. Governors identified they want to contribute to keeping the school as excellent.

Governors then reviewed the work of the children.

4. 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.

5. Notification of AOUB and Confidential Items

There was no notification of urgent business or confidential items

6. Minutes of Previous Meeting held 17.05.17 and Matters Arising

The minutes of the meeting held 17.05.17 were formally approved by Governors as a true and accurate record subject to the following amendment

- Page 2 to insert "issue" before "a one day exclusion"

Matters Arising

Governors to be given progress data of EAL children identifying the number of years in

the school.

- Mr Ball explained the data and the collated of the patterns and trends. Some children are new arrivals and new to English. Some children are born in England and are fluent but may speak other languages at home.
- There are 31 children recorded as EAL. The question was posed about how you are defined as EAL? The answer is when your parents defines you as such.
- As of September 2016 of the 31 EAL children, three children (10%) were new to English; one child (3%) is classified as having early acquisition. The next level is developing confidence and there are three children (10%). There are five children (16%) identified as competent. The highest level is fluent and there are 19 children (61%) categorised as fluent. By September 2017 some of these children may move up a category.

Governors asked is the categorisation solely based on what the parent defines

- The parent does identify the English language competence but the school can advise the parent.
- There is no funding for fluent children, only the bottom three attracts funding. There is only funding for the first three years even if a child has not reached the level. At this point it may be other funding is needed like EHC Plan. For some schools this language funding is a large source of income. Some parents are reluctant to categorise their children as not fluent when there is pressure on immigrants to speak the language.

Governors asked is the question asked via a form or face to face

- Parents complete a form

Governors asked how much income is generated for EAL

Action: MW to acquire the EAL funding information for Governors.

- Some schools have 90% of EAL children and this income can make a difference. This school has just over 13% (31 out of 236 – but many at the more fluent end of the 5 point EAL scale.)

Governors asked is there a check to verify claims are genuine

- The Executive Headteacher reported there must be but this school is not aware how this is done. People can choose not to identify their ethnicity

Do the children receive support for English regardless of income for EAL

- The Executive Headteacher informed Governors where the school can support children who need this then the interventions occur. The funding takes a year to come through as each funding allocation is based on last year's census data. The school has used local community support such as 6th formers who are French speakers. This year the school had a Spanish speaking volunteer working with a child from Spain. There is a staff member who speaks Russian and one who speaks Italian.
- Governors discussed about how the school can improve information to parents about the need to be clear about the help available if a need is identified.

DCE to share the report from the 18th May 2017 teaching and learning review with Governors.

- The report was commissioned by an Andre Coleman Ofsted Inspector but not in her role as an inspector. This report provides an external validation of teaching and learning. This report has now been shared with staff.
- All teachers were seen for about 20 minutes. The observations were undertaken with either Matt Whitehead or Simon Ball. There are no gradings as lessons are not graded anymore by Ofsted. In the afternoon Andre Coleman spoke with the children; subject coordinators; SENCO's and Governor Cat Arundale.
- The report indicated the outstanding work of the children and verbal feedback given to

the Senior Leaders was this school was the “best of the best”.

- Pupil’s behaviour was identified as mostly excellent, always at least good.
- There were some recommendations to further improve the quality of teaching and this was mostly put into context. In their true context these are not so significant issues and these were small issues such as some slight inconsistencies in the marking policy.
- Page 5 identifies the process for teaching writing is consistent across the school and is clearly effective in helping pupils to assess and improve their own writing. The report then identifies a main issue for leaders to address is the assessment of pupils’ writing. “A lower progress score in RAISEonline from key stage 1 to key stage 2 in writing compared with reading and mathematics tends to suggest that pupils make less progress in this subject. However, pupils’ work in books does not support this. It is clear that in this school, the teaching of writing is highly effective and that pupils make equally good progress as in other subjects. The consultant recommends that leaders and staff consider carefully whether their assessment of pupils’ skills and knowledge in writing is too harsh.” Mr Ball explained Mrs Gandee was conservative in her GD assessments and this was not so high compared to the national average. The GD in writing has doubled this year. This year there are comparators with national data. There is much interpretation when assessing writing and now teachers have a national gauge this has been addressed.
- The consultant spoke to eight children and they discussed issues. British values were an issue (see page 6 of the report). The children could not name the four British Values and this will be addressed. It was acknowledged the children do live out the values but are expected to name them. There will be a board in the school to help the children.
- The report identified the Executive Headteacher is trained in safer recruitment and the consultant recommended that the safeguarding governor undertakes this training. In addition, the consultant recommends that checking on when staff training needs to be refreshed is put on the governing body agenda once each year, so that this can be planned for well in advance.
- The report concluded there was a strong culture of high expectations.

Governors asked is the consultant still practising as an Ofsted inspector

- Yes and the school booked this review at the start of the academic year after she has reviewed progress in St. Wilfrids. The actions are all being addressed. The consultant is working with the staff on the inset day in September where she will provide input on outstanding teaching and learning. She will not be an inspector for this school as she will have to now declare an interest.

Governor asked can you show Ofsted this report

- This report can be shared as this is external validation which supports the self-evaluation and self-review. The LA QA review is also important external validation, but the QA report is more focused on progress data. This consultancy reviewed the quality of teaching and learning.

Governors asked were the teachers aware of this visit in advance

- Teachers were informed as they are aware when Ofsted visit. Two members of the SLT teach full time so they have to know. This was an opportunity to identify areas for development.

The Executive Headteacher to send a summary document to all Governors after the finance committee has met and the Directors have approved the report.

- This has been actioned.

The chair will send provisional dates for DCE LGB to meet in the autumn term to

undertake a similar exercise to WDCE of Governors meeting to agree key positive messages to share with Ofsted Inspectors.

- Governors agreed to meet Tuesday 17th October 2017 at 7.30pm

Action: Clerk to inform Paul Good the DCE LGB is meeting 17th October at 7.30 to prepare the one page summary of school strengths for Ofsted.

7. Behaviour and safety of pupils (Safeguarding) – update

- There are no incidents or exclusions to report since the last meeting. The school has tried for a local PC to talk to the child about the incident previously reported and this is still ongoing. There are no issues with this child whose behaviour has been exemplary.

Action: Head of School report on 19.09.17 to include an update on safeguarding training undertaken and planned training for designated leads

8. SEND Update

- Ms Smith has informed Mr Ball all assessments will be amended in the next academic year to show small stepped progress. All plans have been updated. Transition meetings have occurred. Provision maps have been updated. SEND action plans are completed. New interventions are ordered to meet the current needs of children.
- The school nurse has attended Yrs4, 5 & 6 to deliver learning about growing and changing and relationship and sex education
- The current SEND overview was included in the report. There SEND children are 7.8 % of the school population and in Yr6 there are 8 children which is 3.5% of the school population. The SEND data has been analysed and linked to PP and EAL.
- Governors were informed Ms Smith has settled in well in her first year. Next year she will be a set timetable with DCE and WDCE and will work on interventions with individual children and small groups and will not be delivering whole class teaching.

9. Head of School Report

- The internal assessments were shared with Governors and the progress and attainment of vulnerable groups were identified up to summer 1 half term. The overall attainments for the whole school for children who are at ARE and above is above the national averages.
- The school uses a 5 point score, 3 is given to a child at ARE, 1 & 2 is below and 4 & 5 is above. Next year the school will use a different method to show progress and this will identify objectives achieved as the child progresses through the school year.
- 82% of children are at ARE or above for Reading, 18% of children are below. In Writing 79% of children are at ARE or above, 21% of children are below. In Maths 81% of children are at ARE and above and 19% of children are below ARE.
- The vulnerable groups are small in numbers so the percentages are not that helpful. FSM Reading is 85% and this is 11 children. There are only four children who are previously looked after. Summer birthday children are the group in this school who are monitored closely. Vulnerable groups are achieving in line with national targets and for all other children the school is above national. FSM attainment is above national but the gap is still evident because the attainment of non-FSM is high.
- The KS1 and KS2 results have not yet been analysed and the raw results were shared with Governors. This will be reported in more detail at the next meeting.
- The EYFS headlines figures for GLD is 71% have attained against the national average last year which was 69%. The APS was considerably higher and this will be a more useful measure of progress. WDCE and St. Wilfrids attainment was slightly

higher but the DCE APS was about 4 points higher.

- 100% of children attained the Phonics in Yr1 for a second year in a row. 81% is the national average.
- GD in all subjects has increased. Writing has been moderated and the GD has increased from 10% to 25%. Maths GD is 43% which is excellent.
- The KS2 context is the high numbers of mobility in this cohort. The Reading attainment is 82% against a national average last year of 66%. Writing is 82% against last year's national average of 74%. Maths attainment is 82% against last year's national of 70%. The SPAG attainment was 93% against last year's national average of 72%. The combined score is 71% and this compares well against last year's national average of 53%. The validated figures will rise when a new child was disapplied.

Governors asked how is the GD in writing moderated

- The school (Miss Lomas) ranked the children's work in order and the moderator spends a morning looking at the evidence. One child was moved into GD as the lowest school score was comfortable at the standard.

10. Governing Body Matters - Link Governor reports.

- Cat Arundale attended the external consultant review on the 18th May 2017 in her link Governor safeguarding role.

11. Any Other Urgent Business

- There were no items of Any Other Urgent Business

12. Dates & Times of Next Meetings:

- Tuesday 18th July Review session at WDCE at 7.30pm
- Friday 21st July - evening social team building event to be held at Burnage Rugby Club - Heaton Mersey from 8pm - 12pm.
- Tuesday 17th October 2017 at 7.30pm to prepare the one page summary of school strengths for Ofsted.

Dates for DCE LGB meetings in 2017/18.

- Tuesday 19th September 2017 @ 7.30pm
- Tuesday 21st November 2017 @ 7.30pm
- 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 Simon Ball.

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

Mr Simon Ball (Acting Chair)

Meeting closed at 5.45

Summary of actions

Action: MW to acquire the EAL funding information for Governors

Action: Clerk to inform Paul Good the DCE LGB is meeting 17th October at 7.30 to prepare the one page summary of school strengths for Ofsted. ***This has been actioned.***

Action: Head of School report on 19.09.17 to include an update on safeguarding training undertaken and planned training for designated leads