

**Didsbury CofE
Local Governing Body REMOTE Meeting
Tuesday 27th April 2021 at 7.30pm
Minutes**

Present:

Catriona Arundale	Foundation Governor
Nick Bundock	Foundation Governor
Simon Ball	Head of School
Kate Catling	Parent Governor
Paul Good	Chair (MDBE)
Emma Hooson	Staff Governor
Abbie East	Foundation Governor
Philip Robinson	Parent Governor
Matt Whitehead	Executive Headteacher

Apologies

Helen Stallard	Foundation Governor
Matthew Lee	Foundation Governor
Joyce Thom	Foundation Governor

In attendance

Kathy Crotty	Clerk
Kate Evans	PE co-ordinator
Liz Gandee	Curriculum Leader
Elizabeth Lugsden	Maths Lead

Any text in red bold italics represents a Governor question (Q); challenge (C); Governor and/or clerk support (S). Black bold upright represents decisions and actions.

1. Welcome and Introductions

- Governors were welcomed to the meeting by Paul Good. Paul Good led the opening prayer.

2. Apologies for Absence

Apologies were received and accepted from Helen Stallard, Joyce Thom and Matthew Lee.

3. Declarations of Non/Pecuniary Interest

- Catriona Arundale; Helen Stallard; and Phillip Robinson, Kate Catling, Abbie East, Matt Lee all have children in the school. Paul Good has a grandchild in the school.
- There are no other declarations other than those listed on the school website.

4. Presentation – Maths, PE, Music

Kate Evans – PE

- Kate Evans has replaced Chris Briggs as the PE lead and she outlined the main changes since the last report. The scheme of work identifies the PE Passport, key skills; learning outcomes and the clear progression expected. The scheme ensures there is no overlap in different subject areas. The scheme focuses on introducing the children's love for physical activity alongside key characteristics linked to mental health and wellbeing. PE has been very important in settling children back into their learning after lockdowns.
- The PE curriculum was outlined. EYFS have one PE lesson and everyday activities. All other children receive one hour indoors activity and one hour outdoor activity and this includes dance. Pupil Voice is positive about PE and sport values are promoted.
- To ensure a broad curriculum and to develop skills, KS1 target games and KS2 focus more on traditional sports. Yr3 repeat the sports in Yr5, and do different sports in Yr4 and Yr6. Children are asked about their choices as teachers are aware children maybe engaged in sport activities outside of school.
- The PE Passport is supplemented with staff support from Pat Callaghan who attends school weekly supporting staff with CPD and ensuring progression. New teachers will have the opportunity to work with Pat Callaghan, teachers are confident in this subject area.
- KS2 children have swimming lessons, Yr3, Yr4 and Yr5 usually have a term each year for swimming. Children are expected to attain 25 meters alongside other water skills. Children who have difficulty with swimming may have extra lessons.
- Children with additional needs have differentiated lessons.
- For assessment of progress, the evidence will be from photographs and videos of the children's learning. The whole school tracker identifies where children are in relation to their age-related expectations.
- A main impact from Covid has been the need to tailor the PE curriculum to ensure the children remain in bubbles. Current guidance is being followed and the children and staff have accommodated the changes well. Extra curricula activities are available after school. Challenges include navigating the space and safe bubble arrangements. These challenges are expected to reduce. Competitions have been adapted and encourage more children.
- The PE curriculum is funded in part by the sports premium, which is approximately £17,000 each year. There are specific criteria for spending and this can include improving equipment; paying for CPD; and to support the sustainability of the PE curriculum. EYFS have been able to use the sports premium grant to improve the outdoor environment.
- The priorities are to continue to restart the competitions, DCE has good relationships with other schools in the Trust. Staff are continuing to develop confidence to use the PE Passport. There is a focus to improve interactions and activities over lunchtimes and break times. The PE lead is working with the PSHE lead to explore additional resources to support children in the post-lockdown period.

S: Formal thanks were given to Kate Evans for this presentation.

Elizabeth Lugsden – Maths

- Elizabeth Lugsden last presented on Maths two years ago. The main development has been to review the maths curriculum in context of the latest Ofsted framework. The Maths curriculum is different from other subjects with its mastery approach. Maths involves fluency; problem solving; and reasoning. The maths curriculum is aspirational and follows a spiral curriculum where the children revisit different concepts. This has been a useful approach during lockdown. The 'Intent, implementation, and impact' document is on the school website.
- The vast majority of pupils were accessing home- based learning, and the school continued to provide high quality education. Different platforms were used, Google Classroom being the main platform. Live and pre-recorded sessions were delivered. Different assessments have occurred including detailed observations, tests and more formal assessments. Teachers are identifying gaps in learning in the school assessment tracker.
- In EYFS there are TA interventions. Each class offers an additional maths lesson each week after school to support children. The "ready to progress" DfE objectives are followed. New texts have been purchased to enhance the recovery curriculum. There is a whole school fluency approach and the staff are supported by Elizabeth Lugsden. Maths competitions are occurring and Children's Voice indicates great enthusiasm for maths across the school.
- School videos have been devised to support parents in home learning and will be uploaded onto the school website soon.

C: Governors noted the mastery, fluency, problem solving, and reasoning are straight forward, but stated application is the challenge for parents. How is this addressed in the curriculum?

Teachers acknowledge this is a difficult leap for children. Maths uses concrete apparatus starting at EYFS and teaching of concepts does link to real life application such as problem solving. The mastery approach encourages mastering maths with understanding.

Q: Is the spiral approach done within a year?

This is undertaken within the year and some revisiting occurs termly and annually. Concepts can be revisited as part of a more in-depth approach.

C: Regarding the gaps from lockdown, are you confident the children will catch-up in the ten-week period or is this ongoing?

The ten- week catch up lessons are one small aspect of the recovery curriculum. The staff have highlighted concepts and a clear plan for revisiting learning. Further maths learning is occurring in the school day. Each day there is a small refresh lesson mainly focused on maths recall and fluency. This is accessed by all children. At the end of the ten weeks a review will occur and each individual child's need will be addressed.

C: Governors have been issued the Ofsted data summary report and asked about Yr5 children maths results. Elizabeth Lugsden was asked for an update.

Simon Ball also explained the pupil progress meetings have occurred today. There are eleven SEND children and several have made immense progress in maths in the last year. 18 of the 29 children are receiving some additional support. Progress is being made.

Q: Are there any plans for Pupil Voice activities in maths and the 'Ready to Progress' sessions?

The school has undertaken Pupil Voice for maths and this did explore the mastery approach. The children could articulate and identify skills and fluency in maths. The children could comment on the whole school enjoyment of maths and shared their views about what they enjoy and what they find a challenge. This will be analysed for

specific themes. Staff are mindful of wellbeing and are focused on ensuring a smooth transition of children back into school. Planning is occurring on a group by group basis.

S: Formal thanks were given to Elizabeth Lugsden for her presentation.

Nick Bundock joined the meeting at 20:20pm

Liz Gandee - Music

- This is the first report by Liz Gandee on music and she has taken over from a specialist teacher. A new scheme was introduced for KS1 and KS2 designed for non-specialist staff. Music is delivered by the spiral curriculum using interactive lessons. The scheme followed is called Charanga and this is a visual scheme and is accessible by the children and staff. There is a good diversity within this curriculum and the structure of the lessons work well. The children learn a song each half term and perform this. Music lessons occur weekly.
- Assessment has been affected due to Covid; singing is still not occurring. The teachers will record evidence of work for each class. There was a school choir before Covid and any child was able to join the choir. The quality of singing in this school is high. There are instrumental lessons offered in schools, and there are no financial barriers as children who are PP (pupil premium) can use this funding.
- The Model Music Curriculum has just been published and although this is not statutory this does contain some useful ideas which will be adopted.

C: How is there time for music with all the catch-up lessons

Amanda Spielman (Ofsted Chief Inspector) had recently reported the broad and balanced curriculum will be hard for schools focused on the recovery curriculum. Children are not missing the same lessons when they attend catch-up sessions. Teachers are doing the best they can, and some children may be doing more catch up than other children. Maths and English is also covered in other subjects and can overlap

C: Does Charanga mean the end of the specialist music teacher?

There are financial implications of employing a specialist music teacher. Liz Gandee is confident this scheme does not disadvantage the children. This is used by 70% of schools in the country

Q: How as a school do you work with the local music hub?

The local music hub is excellent and provide training for school staff. They offer a music audit and this will be undertaken soon. The music hub can send in peripatetic teachers and this school uses this for guitar. Also, the hub will inform the school about Manchester events. The school is able to buy in training for staff if needed.

S: Formal thanks were given to Liz Gandee for her presentation

5. Minutes of Previous Meeting held 9th March 2021 & matters arising

The minutes of the meeting held 9th March 2021 were approved as an accurate record.

Action: School to share a printed version of the ISDR with all Governors.
This has been actioned

Action: SB to share the anonymised Yr5 class intervention's timetables.
This has been actioned.

Action: MW will check with 'e4education' there is no data collected from the schools' websites.

The cookies have been disabled on all trust websites.

6. Head of School Report

Ofsted Inspection

- The Chair of Governors informed the GB (governing body) there is a letter of congratulation on the school wall from their last Ofsted which was in 2008/9. The school is expecting an inspection soon and Governors will need to be prepared. Simon Ball led on the key questions and exemplary answers were discussed.

Q: How do Governors engage with Ofsted inspectors?

A two-day inspection is expected, this is called a section 5 inspection and this can change the grade. The school has continued to be outstanding since the last inspection. The school would receive a phone call from the lead inspector the day before and there will be a conversation with the Head of School lasting about 90 minutes. Inspectors will ask to meet with Governors the following day and this is less than 24 hours' notice, so often, they meet those Governors who are available. Governors will talk about their role. The more Governors who can meet with inspectors is better. The Chair of Governors will be spoken with even if this is done via a telephone call. Governors in the past have given a good account of the school. Two other schools in the Trust have been inspected more recently and it is clear that Governors need to lead the inspectors to the positives and strengths of school. Areas for improvement will also need to be raised by Governors with the strategies in place to address this. This approach worked well with the SIAMs inspection.

Q: As a parent Governor is it appropriate to talk about experiences as a parent?

Yes, and this Trust constitution specifies many parent Governors. (Each LGB has elected parent Governors and Foundation Governors who are parents). Given it is many years since the last Ofsted inspection, many staff and all Governors are new to this experience. It was explained parents are aware of the impact of the curriculum and can talk about the experiences of their children. Parents will have much anecdotal evidence about what is working well in the school.

Discussion around the IDSR (inspection data summary report)

C: The IDSR data is out of date due to Covid, what do you suggest Governors need to do regarding the data analysis?

The new inspection framework has shifted away from an emphasis on the data as this has led to a narrowing of the curriculum. There is now more emphasis on the broad and balanced curriculum and this has always been followed at DCE. Ofsted need to know the data is being used to inform practice.

- The "How do you know question" can be hard for Governors so it was suggested Governors are given a one-page summary of each class. There will be updated school internal data which will be shared with Governors. The Executive Headteacher emphasised the inspection will look at the 'Intent, implementation and impact', and parents have this knowledge. The teacher presentations to Governors also show how the curriculum is meeting the needs of the children. Governors will have a different perspective than staff. DCE is a highly performing school and is meeting the needs of children. Anecdotal evidence from the children and other parents is valuable.
- Governors were informed subject leads gather data at the end of every term but this has been interrupted due to Covid. The assessment tracking sheets will be shared with Governors and these indicate the percentages of children meeting expectations; exceeding expectations; or working towards expectations. Last year the national curriculum was suspended, this year it has continued. Emma Hoosen suggested subject leads can share assessment data from the end of the academic year.
- DCE has excellent attainment so Ofsted might be looking to ensure there is no complacency and all children are making progress. This school does lose children to

the independent sector and the places are filled with new children so the school does have issues of mobility impacting on the data. The current Yr5 cohort has new children who came into the school in Yr2.

- A strength of DCE is inclusivity and the school is proud of its reputation for meeting the needs of children with disabilities (even though this might affect the data). The school is proud it offers a broad curriculum to all children and children do enjoy their learning.

Potential Ofsted questions for Governors.

Governors were asked for their views and responses to the following questions

C: What are the strengths and weaknesses of this school and how do Governors know?

Parent governors who were parents of children with additional needs were able to testify the emphasis on wellbeing and a holistic approach. Parent Governors confirmed the school has an excellent balance in its approach. Parents noted the school community is cohesive, there is a caring ethos and the school links with the church. This is a nurturing school. It was noted the comments from Governors reflect the school motto of 'belonging believing becoming'. Inclusivity and diversity were mentioned as a strength by Governors. The staff presentations include expectations and identify how the staff are addressing concerns. The school is focused on the social side of the child's development.

The Head of School reported Ofsted are keen to inspect knowledge, there has been a shift away from skills. Knowledge in silos is discouraged and this school has always delivered knowledge across the curriculum. The standard of English used is consistent across all subjects. The curriculum has been specifically designed to enhance learning across the subjects.

Schools are now not only judged on results but also in context. Given the catchment of the cohort in DCE, the expectation is there will be children with high levels of knowledge as they come from homes with high levels of educational support and stimulation. There might be questions about children who are more disadvantaged and what the school does to close this attainment gap. There are small numbers of disadvantaged children compared to other schools but the staff do work with some children and families who are not engaging in education. The curriculum in DCE can be accessed by all children and financial support is not a barrier. DCE offers an enhanced curriculum for all children.

C: How do you ensure the privileged children have a balanced knowledge about their privilege?

The school works with international charities. Tomorrow a child is having a zoom meeting with the minister responsible for homelessness resulting from a letter from this Yr6 pupil. The school teaches advocacy; social change and climate issues. The school has many links with the church who also focus on charity. Each year group looks at significant figures who have often struggled in their own lives. Marcus Rashford is an example of one of these figures and this has enlightened the children about deprivation close to where the children live.

It was acknowledged Governors have missed out from being in the school environment which are very informative about the school ethos. An experienced inspector will notice the content and the quality of the work presented in the school.

C: Is the lack of diversity of the staff team be seen as a weakness?

There are 50 members of staff who are overwhelmingly female, white and middle class. The school is confident it always employs the best person for the job.

Q: Is this recruitment pattern similar to the other schools?

Yes, and this is the pattern across the nation, the employment patterns are typical of the sector. The Trust is aware of this lack of diversity and is considering the recruitment into initial teacher training; advertising; and how to encourage graduates from more diverse backgrounds. Diversity and inclusivity have been raised by other GBs in the Trust and the Executive Headteacher suggested a Trust strategy may be needed. Governors noted the lack of diversity of the GB also is an issue. The Chair of Governors reported all four GBs have raised the issue of diversity and the Trust is keen to work with training partners to improve inclusivity and diversity. The Trust can offer excellent training to help young people start their careers and has currently offered a placement at WDCE.

The Executive Headteacher reiterated the Ofsted inspection will look at the impact of the education on the children. Most governors have links to the school and can share their experiences.

Governors were informed the school is secure about its data, it is accurate and based on a firm evidence base. Governors will know about teaching and learning in the school from a variety of sources. There is evidence from speaking to staff; pupil voice feedback; teacher presentations; meeting with pupils and book scrutiny. All of this supplements and explains the data.

S: The chair of governors asked the staff governor to share the formal thanks with the staff for their outstanding quality of education.

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

There were no issues to report in relation to behaviour and safety of pupils.

8. Executive Headteacher updates

Finance Update

- The Executive Headteacher presented the summary figures for DCE. A £37,000 surplus was projected, the current forecast is different due to an increase in staff costs and a drop in income due to Covid. More staff were employed for cleaning and to maintain the integrity of the bubbles. Maternity leave cover had to start earlier due to Covid and this is earlier than the insurance will cover. There is still a £57,000 surplus as the school gained a £90,000 balance from Kids Clubs, without this Kids Club income this would have been a £33,000 shortfall. The kids club income has covered the costs of their staff during lockdown.
- The leadership is confident the year-end accounts will not be as severe as projected but staff costs are problematic. This will be a challenging year. The draft budget planning meeting held yesterday indicated staff costs are above the recommended 75% to 80% and the main reason is the costs of the LSAs. (Learning Support Assistants). Kids Club needs to be viable next year. Fewer children are taking places, parents are working more flexibly. The historic contracts are for longer hours than the children are using the service. Balancing the books is a priority in the near future.
- Real income is declining for schools as grants are subsumed into budgets. The summer term use of Kids Club might give an indication of expected profit or loss of the provision.

- Governors were asked to accept this has been an exceptional year but the Trust will have contingency plans in place. Governors will be presented with various options; the school is currently able to use reserves.

9. Governing Body Matters including:

Governor training undertaken

Governors were reminded to record training on Governor hub.

Kate Catling has completed Safeguarding training.

Joyce Thom has attended Ofsted training with Mary Arnold and shared the presentation slides with Simon Ball.

Link Governor Report

There were no link Governor reports at this meeting. Visits to school might be possible in this summer term.

10. Policy approval

Administration of Medicines Policy

Governors formally approved the Administration of Medicines Policy

Equalities Policy

Governors formally approved the Equalities Policy

Accessibility Policy

Governors formally approved the Accessibility Policy

11. Date & Times of 2020/21 Meetings

Tuesday 29th June 2021 at 3.30 (meet the children)

12. Closing Prayer

The closing prayer was led by Nick Bundock.

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

Mr Paul Good (Chair)

Meeting closed at 21:50