

Local Governing Body Meeting Thursday 30th March 2017 at 4 p.m. at St. Wilfrids CofE Primary School Minutes

Present:

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| Andrew Bradley | Chair of St. Wilfrids (Ex-Officio) |
| Susanne Budgett | Co-opted Governor |
| Kate Evans | PCC appointment |
| Paul Good | Director |
| Carolyn Macdonald | PCC appointment |
| Helena Miller | Head of School |
| Lynn Oldfield | Parent Governor |
| Geoff Stevenson | PCC appointment (Parent) |
| Matt Whitehead | Executive Headteacher |

Apologies:

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| Mandy Dhaliwal | Staff Governor |
| Ann Flatman | PCC appointment |

In attendance:

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| Kathy Crotty | Clerk |
| Hazel Deeley | KS1 Phase Leader |
| Sarah Hope | Science Subject Leader / Nursery teacher |

1. Welcome, Introductions and Apologies

- Kate Evans asked about co-opting and asked were Governors co-opted for specific skills. It was clarified all co-opted Governors are co-opted for their skills and they can vote.
- Apologies were received and accepted from Mandy Dhaliwal and Ann Flatman.

2. Opening prayer

- The opening prayer was led by Andrew Bradley and the prayer focused on Easter.

3. Declaration of business / pecuniary interests

- Geoff Stevenson has two children at the school and Mrs Stevenson works in the school. Geoff Stevenson works for a training charity connected to this school but there is no financial benefit.
- Anne Flatman is the Deputy Head at Trinity High school which can be a feeder school

for some pupils.

4. Notification of AOB

- There were no items of any other business declared at this point of the meeting.

5. SEND Presentation from Suzanne Budgett

- Suzanne Budgett reported the school has a new child with an EHC Plan with funding for 20 hours work which means there are now three children. This child exhibits challenging behaviour and the school has appointed Mrs Hassan for 1-1 support.
- Suzanne reported on a review meeting about a child with ASC and all parties agreed 1-1 support will continue as the parents want a mainstream provision.
- There have been five TAC (team around the child) meetings that have occurred since the last LGB meeting. These are held every six weeks.
- Suzanne reported on a new resource called “Wellcomm” which is a Speech and Language Therapy toolkit which is a great resource for EYFS children to develop their communication skills, staff are excited about using this.

Governors asked is this just for SEND children

- This toolkit is for all children with speech and language gaps.
- Governors were informed there is a play therapy student working with some children and the school funds the resources.
- Suzanne reported she is developing the provision mapping as the current map is too focused on interventions and it needs to be focused more on the child first and then indicate the classroom support, then the interventions and then the funding needed.
- Progress data target tracker is not as useful for SEND children who make smaller steps of progress. The software is not yet fully interrogated for usefulness for SEND children.
- There is some policy development occurring about working with children who do need some de-escalation techniques.

A Link Governor asked about Maths provision and asked about how to work together with staff regarding concerns such as in Maths as all children are below expectations

- It was suggested the link Governor for Maths can liaise with the SEND link Governor and there will be overlap with other link Governors. The information on data covers the big picture but you need to drill down for individual children. For example 15% of children underachieve in maths due to their SEND needs. Governors might want to find out what steps are occurring to close the attainment and progress gap. Suzanne is developing a system for informing Governors. It was acknowledged this is a new Governing Body and Governors do not need to know the detail of the data but the overview and school priorities. The school needs to know the data detail; the Governors need to know the school are doing enough to ensure all children receive a quality education.

Governors reported they had attended a PP training session and asked was the school producing case studies

- Governors were informed the school does produce case studies to illustrate the data.

6. Presentations from Subject Leads and Review of Children’s Work

Science – Sarah Hope

- Sarah Hope reported the new curriculum has been the main issue and to ensure the children are working scientifically

- A book scrutiny was undertaken in January and this indicated Science was not being prioritised sufficiently. Sarah then met with the Headteacher and then asked teachers to ensure Science is taught as a weekly topic.
- Sarah reported she had met with Louise Bousfield who is a member of the Primary Science Teachers Trust teaching college. Sarah and Helena went to observe her teaching last summer and were very impressed. The children were totally understanding of the lesson and the terminology. Louise had experienced barriers with her staff also and this provided some useful insight to help move Science forward in St. Wilfrids. Sarah arranged for staff in KS1 and KS2 to observe Louise teach and received positive feedback.
- Sarah explained as a nursery teacher she does not teach much Science, but Sarah led a staff meeting on teaching science. In the staff meeting three main points were explained to enable children to begin working scientifically. Teachers were giving one page on skills to be covered in lessons. Firstly the children are aware of what they are practising. Secondly staff were focusing on subject knowledge rather than skills, every lesson had to include a focus on skills. Thirdly the assessment sheets were issued for each KS and this is used as a tick sheet by the children. The following book scrutiny in February indicated the weekly teaching is occurring. Pupil voice is occurring next. Next half term there will be another book scrutiny to examine the progress in the three areas for development.

Data

- The Yr6 data covers autumn one to spring one and there is evidence of progression. There are four children who are working below ARE and they are below ARE also with numeracy and literacy. The 'working at or above' attainment has increased from 19 children to 32 children.
- The KS1 data shows four pupils are making slow progress, 19 children are sufficient and 10 pupils have made accelerated progress.

Year 2

- The target tracker assessment system has only been used once since before Christmas so not all autumn data for Science is included. This is expected to be accurate by the summer term. There are currently 7 children 'below expectation', 37 children who are at 'the expected level' and 6 children who are 'exceeding'. The children who are 'below' in Yr2 are also below in literacy and numeracy. There are more boys working 'below' in Yr2 and by spring term of Yr6 the gap closes.
- The Executive Headteacher reported there had been a joint staff meeting to review foundation subjects yesterday and there was a book scrutiny across the schools. The working scientifically sheets were "magpied" by DCE staff.

Governors asked what subjects are covered in the science curriculum

- Governors were informed all the sciences are covered over a two year rolling programme

Governors noted there has been a massive increase in attainment, and asked how have the children found this?

- Governors were informed there is quality teaching on a regular basis and really it is the tracking that has improved. The staff are more motivated to deliver Science.

Governors asked about progress and asked is this from KS1. Is there any evidence of children who are making slow progress at both key stages

- Governors were informed it is the slow achievers who are making more limited progress. The school can drill down further for the detail of how many children and

what interventions are occurring.

Governors asked are the children accessing the BBC science materials?

- Governors were informed the children are enjoying these resources; they are useful as they are age specific.

Phonics – Hazel Deeley

- Hazel Deeley circulated a written report and reminded Governors phonics is taught daily for 20 to 25 minutes. The lesson consists of a review of the last learning; the children learn a new skill then practice this new skill. SPAG is taught after phonics.
- The focus is on raising the pass rate in Yr1 and to raise attainment in Yr2 following the low pass rate in the previous academic year.
- Any taught sessions that are missed are “doubled up” or taught in the afternoon.

Year 2's

- The Phonics notebooks were brought to show to Governors. These are marked daily by the children and their peers to increase the children's independence and interdependence. Feedback given and the next steps are closely monitored to provide staff with opportunities to improve on their daily practice.
- The attainment results were shared. 10 children out of 15 in Yr2 passed the 2014 test and the estimation is 13 out of 15 will achieve the summer re-sit test. Two children in KS2 are not expected to pass due to significant learning difficulties.
- Parents are informed of children progress and booklets are sent home so the parents can help the children. Children are encouraged to use phonics across the curriculum. The TA works with children who did not pass the test in Yr1 delivering one lesson per week on past papers.
- The most recent phonics screening 90% passed Yr1D and 80% in Yr1A giving an average of 85% passing in spring one. Two children achieved full marks.
- Staff explained to Governors phonics used to be taught using whiteboards but the phonics notebook keeps a record for the children.

Governors asked roughly on the 85% pass rate, how many children is this 15% who are not achieving

- Hazel reported this is 7 or 8 children. There are 48 children in Yr1 and 53 children in Yr2. This is fewer children going through to Yr2. Some children were close to the pass mark.

Governors asked what is the target

- 93% is the target pass rate and within this the school has targeted some children to attain a specific score so the children are given ambitious targets.

Staff reviewed the children's books and asked questions about the learning.

Governors asked do children make their own sentences.

- Governors were informed it depends on the task. Governors were impressed with the words being used and noted the writing has improved over time. The notebooks provide good evidence and it was felt to be an improvement on using whiteboards.

Governors asked how do you monitor the impact of the TA intervention

- The TA reports back to the teacher straight after the session about what the children can do and if the child is still struggling with aspect of the learning. The impact of the interventions is filed along with the records about the progress the child is making. The teacher links the intervention work to the usual class work.
- The next steps were outlined. The school is working on a tracking system from reception so the staff can be secure the learning is fully embedded. These phonic notebooks are to be introduced in Yr1.

Reading – Hazel Deeley

- Hazel Deeley delivered a presentation on reading and opened by explaining the main aim is to develop reading for pleasure across the school. The school engaged in world book day and they focus on different authors. The children showcase their work in assembly. The teachers read their favourite story and the children voted for a teacher to read from their phase. This linked to the British value of democracy.
- Learning walks have occurred and the results were positive. The list of what was observed is included in the written report and this was done from EYFS to KS2 in Spring 1.
- The attainment in reading shows 24.5% of children are working below expectations, 65.7% are at the expected level and 75.5% are at or above. 9.8% of children are reading at 'above expectations'.
- The PP data shows 35.3% are working below expectations; 58.8% at expectations and 64.7% are at the expectation or above. 5.9% of PP children are reading at above the expectations.
- The progress measure from KS1 to KS2 shows 8% of children are working below expectations; 88% are at expectations; and 4% are above expectations.
- The next steps were outlined and include introducing comprehension tasks in Yr1 in the summer term from guided reading. Lower attaining children will be focusing upon their phonics.
- After the SATs the Yr6 children will develop more reading for pleasure. This will develop the children's confidence in discussions, debating, and critical thinking. This will link to British Values and will hopefully develop resilience as well as develop their own personality and viewpoints.
- Lower KS2 high quality teaching is to continue to be a priority focus. The high level challenge needs to be maintained.
- Hazel will lead a staff meeting in autumn term 1 2017/18 to develop the staff across the school in the teaching of reading.
- In Yr2 the school will film one child from each guided reading group. This will film a child reading a book over next six weeks to evidence their expression in reading. This will be useful for moderation. (The film will anonymise the child).

Governors asked how will the children be chosen for filming

- Governors were informed the school will chose a child who is border line.

Governors asked will the children know they are being assessed

- The Headteacher reported the children will be told they are just taking part in some filming.

Governors asked about attainment and specifically about the 25% who are below ARE's - is this for now or in relation to the final assessment.

- The expectation is this will increase by the summer term. There is accelerated teaching occurring. In total Yr1 to Yr6 about 25% of the school are below for reading. The most recent Yr6 paper has just been issued and some children missed out by a few marks. Nationally for Yr6 the attainment is 66%, this school is aiming at 75%. This is a higher standard than previous.

Governors asked which year group is the greatest area of concern

- The Headteacher informed Governors the current Yr3's and Yr5's for reading are the groups of concern. The Executive Headteacher asked about the Yr6 children are now measured for progress from KS1. It was explained target tracker provides data using KS1 results which identifies low, middle and high attainers and compare those children to now. The old 2b is now a low attainer. This explains the move from the old levels to

the new ARE's.

Governors asked if there is any work the school can do with pupils unlikely to attain ARE's in Yr6

- The school will always praise all children and all progress is celebrated. The progress measures are good and this is a different measure from attainment.
- The Headteacher reported from a Headteachers forum where there were discussions about the effect of self-esteem on progress 8 measures. School leaders are very aware of the mental health implications of testing on children

7. Minutes of LGB Meeting held 02.02.17 and Matters Arising

Governors to complete the self-evaluation from the new framework by the end of the spring term and return these to Matt Whitehead

- Clerk to re-send. This has been actioned.

Clerk to send to Mandy Dhaliwal the Governor self-evaluation questionnaires.

- This has been actioned.

Clerk to include on next agenda the SEND breakdown figures

- ***This agenda item was carried forward***

Matt Whitehead will contact Right Move to see if the information about St. Wilfrids Ofsted grade can be updated.

- This has been actioned. Matt Whitehead had spoken to Right Move but until they update their records there is nothing that can be done.

Andrew Bradley to contact other churches to promote St. Wilfrids

- This is an ongoing action. There is a mapping exercise being undertaken across the deanery and there is a desire to promote each other's schools.

Matters arising

- The Executive Headteacher updated Governors on his attempts to acquire accurate information on the growing Northenden population. He has sent three more emails to LA and still there is no information. Andrew Bradley suggested Matt Whitehead contacts Alison Peacock a member of the Diocese support staff as she might have this information. (This information is needed to plan for growth and expansion.)

8. Head of School Report

- The Headteacher reported on the 13th March a DfE advisor visited the school. She went into every classroom to check the environment and the fabric of the building. She was an EYFS specialist and the feedback was interesting. The advisor did identify areas of skill progression from nursery to reception to Yr1. The basic classroom provision of Yr1 was identified as an area for development and some money will be spent on accessing continuing provision. For independent work are there clearly labelled resources for the children to access and choose for themselves. The feedback suggested the challenges need to be clearly identified for the children.
- Paul Good reported the feedback indicated a clear progression on the activity being done by a nursery child and a reception child. The staff have undertaken a tremendous amount of work. A company has been into the school focusing on the provision and the routines of the day. The reception teachers seem to be changing the planning far too often and this is being reviewed. This consultant will be back on the 19th April 2017 to see improvements. There is now a week by week action plan and all staff are in charge of an area to improve. Some staff have been to WDCE to see their resourcing. WDCE has been praised by the education advisor.
- The lottery fund bid of £10,000 for the outdoor area has been successful. The

company who worked with the school on the bid hope to complete the work over the summer ready for the new academic year. This will evidence improvements in the environment.

- Although EYFS was critiqued there was confidence in the leadership of the school so the indications were there will not be a need for a revisit. The trajectory for improvement was noted as good. The RSC Headteacher Board receives the report and the school receives a copy.
- The inspector had identified an issue with consistency on the marking and feedback policy and this has been reviewed with the staff and this has been changed accordingly.

Governors asked do you agree with this judgement.

- The Headteacher answered 'yes' the practice must match the policy and the books she looked at were inconsistent with the policy. This is a difficult policy to follow consistently and the staff are working hard on this. The dialogue between the teacher and pupil needs to be recorded clearly. It is important to mark with the child present and this is hard to achieve.

9. Governing Body Matters

- Directors and Governors Review and Evaluation - Tuesday 18th July 2017 7.30pm at WDCE

Governors asked about Governor skill audit information and how this will be used

- The Executive Headteacher explained this skills audit is to review the effectiveness of LGB's as this is the first year of the three schools working together in the MAT. It is also to identify training needs; and ensuring there is sufficient confidence in the LGB.

Link Governor reports

Andrew Bradley - RE

- Andrew Bradley has met with the RE co-ordinator Ms Deeley and reported she was very enthusiastic. Ms Deeley leads in a city wide hub and is a real asset to the school. Andrew reported on three findings. The school is following the Blackburn syllabus which was recommended by Manchester Diocese. There was evidence of knowledge and reflection and the tracking is being developed. The children's learning is strong in the area of reflection. Secondly the weakness identified in the last SIAMS inspection about OFL (other faith links) has been addressed. There are theme days and leaders from other faiths are invited into the school. Thirdly the staff confidence in delivering the RE curriculum is work in progress. Training is a key issue. The new syllabus has more theological language in parallel with science. In terms of Christian ethos, Ms. Deeley is keen to explore a WWJD scheme ('What would Jesus do?') that has been successful in other schools. Andrews next step is to observe an RE lesson

Kate Evans - Numeracy

- Kate Evans the Link Governor for Numeracy has attended school twice on the 15th and 28th February 2017. She observed classes and reported the children were happy and well engaged. She identified there was a lack of resources in Maths but this was not hindering in learning. In Yr2 the teachers had been sharing good practice with another local school. Kate reported on her observations of behaviour and felt a further visit might be helpful. PG explained the role of the link Governor is to raise issues with the Headteacher. The forum to raise issues was explained.
- The Dave Godfrey approach was noted to be effective. The lesson observed was phenomenal and the children were well behaved and polite. The second visit was

explained as needing greater clarification as to the purpose of the visit. Kate has requested data to be presented in clusters. Kate reported the PP data seemed concerning and Kate intends to liaise with Geoff who is the link Governor for PP.

- The chairs reflection was this is a new LGB and wondered if there is scope for some training. Governors had a detailed discussion about the role of the link Governor and the need to focus on strategic issues not operational issues. It was suggested Governors look for patterns and systems and to understand how Governors can support the school to provide the best learning environment.

Governors asked should they be liaising with subject leads

- The role of the curriculum leads was explained. The subject leads priority is to ensure an effective curriculum and this curriculum is effectively delivered. Data is not their responsibility. Subject leads are developing the skill of giving presentations to Governors and this presents a forum for questions.
- Governors discussed the role of link Governors. Governors questioned whether Governors were qualified to observe lessons and make judgements. Governors understood the Governor role involved having a strategic overview rather than be involved in operational decisions. Governors sought clarity about what goes in the report, and where do Governors take issues staff might raise with them.
- The Executive Headteacher congratulated Governors on the content of their reports and acknowledged the desire to understand the data.

Governors agreed to spend time with the Headteacher to understand the attainment and progress data.

Action: Clerk to send a handout identifying Link Governor responsibilities

Action: Andrew Bradley to convene a PP meeting with Kate Evans; Geoff Stevenson; & Helena Miller and will report back to Governors

Lynn Oldfield - SEND

- Lynn Oldfield reported she had meet with Suzanne Budgett and Governors agreed to receive the report at the next meeting due to time.
- **Action: Clerk to ensure the SEND Link Governor report is on the agenda 18.05.17** (from Lynn Oldfield).

Carolyn MacDonald - Literacy

- Carolyn identified a need to learn more about phonics. It was discussed how boys seem not as interested in reading fiction but will read factual information.

Governor Training undertaken

- Geoff Stevenson and Paul Good have attended a 'Chairs and Governors Briefing' about the proposed changes to the national funding formula and reported also on information about the pension impact of TUPE'd staff.

10. Policy Review timetable for approval

- Governors sought clarification as to the policies to be reviewed and it was explained that some policies will be determined by Directors and some policies will be ratified by each LGB.
- Governors formally approved the policy review timetable.**

11. Any Other Business

Admissions

- The chair reported on the Admission meeting that occurred and reported the school

has offered 50 places. The Trust is encouraged by the interest. There were 64 applicants although it was noted this school might not be the first choice. The LA is pleased the intake is increasing. The LA will send the school names of children allocated a place over the Easter period.

- A nursery place was offered to everyone on the list. Governors were updated on the funded 30 hour places which some families may qualify for based on the specific criteria. There are 15 hour funded places for all. The new system requires parents to log on for a code to give to the school. The 30 hour places are funded at a much higher rate but the school does not know who is going to be eligible.

Governors asked is the 30 hour place means tested

- The Headteacher explained if one earner earns over £100,000 then the child is not eligible for a place and the hours worked is significant. There are some vulnerable children whose parents do not work so will need top up funding for the 30 hour provision from the LA and this is not guaranteed at the moment. There are 30 – 32 nursery places offered.

Understanding the data

Governors asked about understanding the data.

- The Headteacher explained she needs to complete the spring 2 analysis and invited Governors to meet on a 1-1 basis in the school to look at the data in their area of responsibility.

Governors asked can target tracker produce data for Governors with the different cohorts identified including lower attainers.

- Governors were assured target tracker can produce this data. The Executive Headteacher informed Governors the Trust is looking at a consistent readily accessible reporting system across all three schools and this is almost ready.

Governors asked is there some raw data

- Governors were informed there is validated RAISEonline data. Vulnerable groups were explained such as PP (pupil premium) and P/LAC (previously/ looked after children) and NIA's (new international arrivals) and the importance of tracking progress from KS1 to KS2. The change in assessment has made this more difficult.

Governors asked when the Yr6 leave do they take the data with them to secondary school

- Governors were informed yes they do but secondary schools do not always trust the data so they undertake their own cognitive tests in Yr7. Secondary Schools collate their own benchmarks which enable them to show progress as some children could be coached for the SATS.

12. Date & Time of Next Meetings:

- Thursday 18th May 2017 @ 4pm
- Thursday 6th July 2017 @ 4pm

13 Closing Prayer

- The closing prayer was led by Andrew Bradley

Signed.....Date.....
Andrew Bradley (Chair)

Meeting closed at 18.55

Summary of actions

- Clerk to include on next agenda the SEND breakdown figures
- Clerk to send a handout identifying Link Governor Responsibilities
- Andrew Bradley to convene a PP meeting with Kate Hickman; Geoff Stevenson; & Helena Miller and will report back to Governors
- Clerk to ensure the SEND Link Governor report is on the agenda 18.05.17