

**Local Governing Body Meeting
Thursday 5th July 2018 at 4pm
St. Wilfrids CofE Primary School
Minutes**

Present:

Jenna Bartlett	Staff Governor
Andrew Bradley	Chair of St. Wilfrid's (Ex-Officio)
Susanne Budgett	Co-opted Governor
Paul Good	Director
Carolyn Macdonald	PCC appointment
Helena Miller	Head of School
Lynne Oldfield	Parent Governor
Geoff Stevenson	PCC appointment (Parent)
Matt Whitehead	Executive Headteacher

Apologies:

Paul Trainor	PCC Community Governor
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In attendance:

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

1. Welcome, introductions and Opening Prayer

- The opening prayer was led by Andrew Bradley. Jenna Bartlett the staff Governor was welcomed to her first meeting.

2. Apologies for Absence

- Apologies were received and accepted from Paul Trainor.

3. Children to report

- Nine children presented to Governors about their work over the last year on the school council. This involved the school questionnaire, meeting visitors, and initiating changes in the school environment. The school engaged in a battery initiative where old batteries were collected and the school came 5th in the whole country. The children were very proud of their achievement in this area.
- The findings of the questionnaire was summarised and the relationships with teachers was highlighted as a positive. Most children are happy at the school and feel behaviour is good.
- Areas for improvement were also identified and what the school council might

implement. The school is strong on anti-bullying. The questionnaire identified a request for more outdoor equipment, more ICT, and for more input into school dinners. The children informed Governors they would like more emphasis on foundation subjects. The children are working on a smoke free school street. The introduction of buddying up classes where KS2 children will be paired with a KS1 child.

- What we love about our school included lessons, trips, friends, after school clubs, the battery initiative, and teachers encouraging friendships.
- Children brought along examples of work they are proud of including one pupil reading one of her inspirational speeches.

Q: *Is there a percentage from each class in the school council*

The school council comprises two children per class from Yr1 upwards.

- It was suggested next year the school could try a different approach and let the children sit with Governors to show their work.

4. Notification of AOUB and Confidential Items

- There was a request from a staff member to consider and this is reported in the Part 2 Confidential minutes.

5. Declaration of non/pecuniary interest

- Geoff Stevenson has two children at the school and Mrs Stevenson works in the school. Lynn Oldfield has one child in the school. Geoff Stevenson works for a training charity connected to this school but there is no financial benefit.

6. Minutes of Previous Meeting held 17.05.18 & Part 2 Confidential minutes and Matters Arising

Governors formally approved the minutes and the confidential minutes from the meeting held 17th May 2018 and these were signed by the chair.

Action: Helena Miller to formally invite applications from staff to be co-opted to cover the staff governor's absence.

- This has been actioned

Action: Geoff Stevenson and Matt Whitehead to produce a further document of principals of effective governance to appendix the Governor Induction Pack.

- The Nolan principles have now been added. Further work on challenge and questions will be inserted to help new Governors. Jenna Bartlett was given the latest induction pack.

There was a matter arising from the Part 2 Confidential minutes of 17.05.18 reported in Part 2 Confidential minutes of this meeting.

7. Head of School Report

Data on progress of children by different groups

- Two scripts have been returned to the school which is normal practice with enlarged papers. The Head of School had produced a report on the data for Governors which analysed the results by pupil group. The pupil groups related to gender; disadvantaged (Ever6 FSM); Children who are looked after (CLA); SEN support; EHC Plan; and EAL.

EYFS

- The breakdown of pupil group over the last four years of the prime learning goals show the trend is increasing each year. In 2015 GLD was achieved by 72% of children; in 2016 this was 67.4%; in 2017 this was 75.7% and in 2018 this is 76%. The GLD has remained the same as last year.
- Specific learning goals are 83% which is very good. This also has been increased from 62% in 2015; 53% in 2016; 75% in 2017 and now is 83%. The teachers are confident with their judgements.
- Only one FSM child has not achieved in one area and this affects the combined result. The CLA child has made excellent progress in maths but not achieved literacy. No child receiving SEND support has achieved GLD. There are seven EAL children and they are high performers as 85.7% achieved a GLD and 85.7% achieved specific learning goals.
- The school will now focus on reducing the gap between boys and girls. The specific children have been identified for interventions. One child is making accelerated progress since nursery
- The school aim was to maintain the percentage of pupils attaining a GLD and at 76% this has been met. In 2019 the school wants to increase this. Further analysis needs to occur of children exceeding the expected standards.

Phonics data

- 41 pupils took the test and 83% met the expected standard. There is a gender difference and this boy heavy cohort with 26 boys and 15 girls. 76.9% of boys attained their phonics and 93% of girls.
- There are six disadvantaged children and 66.7% attained so this is a priority to reduce the gap.
- EAL children performed well at 87.5%.
- One pupil was absent and the school has completed a CME report (child missing in education) as this child is still absent. One child has an EHC Plan and is included in the data but this child could not access the test.

Q: What was the target for phonics?

- 90% was the school target so this is slightly below at 83% but the national is 81% so the school is still above the national. Next year the expectation is to be higher given the current GLD data. The challenge will be to maintain the standard from EYFS into Yr1.
- The focus is to maintain and increase the number of children meeting the standard in Year 1 Phonics and to reducing the gap between boys and girls meeting the standard. The focus is also on disadvantaged pupils through focused support and interventions.

Yr2 phonics re-check

- The pass mark was 32/40 and one child scored 31. This child will have specific interventions. 12.9% did not meet the standard. The number of children not meeting the standard is 3 pupils. All pupils are on the SEND Register, one has an EHC Plan.
- The Executive Headteacher explained when the DfE report the national data they will look at who sat the test, not the whole class. Five children were re-tested and three of the five did not pass which is a 40% pass rate. This will be below national average.

Q: The three who did not pass – are they tested on the same test in Yr3?

The school will continue to test in Yr3 for internal records, until they continue until they reach the standard. Phonics becomes SPAG (spelling punctuation and

grammar) as the children get older.

Governors gave formal thanks to the phonics staff for the excellent results in this area

KS1 data

- Trends over time were highlighted and show an increase apart from the inflated results of 2016 and since then the results are realistic. The aim for 2019 is to maintain these results.
- 77.5% of children attained the expected standard in reading against the national average of 76%. In writing 67.5% of children attained the standard against the national average of 68%. In maths 70% attained the standard against a national average of 75% so this is an area for development. In Science the attainment is 75% this is below the national average of 83%.

Q: Why has the science data has dropped over the years.

This is based on teacher assessments and this is more realistic data.

- Yr2 have different trends than the rest of the school. Maths is higher across the school and a strength but not in Yr2. This cohort is doing better in reading than the rest of the school.
- In higher standards eight children attained the reading which is 20% compared to a national of 25%. In writing 4 children attained the higher standard which is 10% against the national average of 16%. In maths 4 children attained the higher standard which is 10% against a national average of 21%. Teachers are aware as to why not as many children have attained expected and higher.

Q: What is the explanation for these results

- The school lost one Yr2 teacher in March. Two part time teachers took over this cohort and it became apparent there were low standards in maths. This term they have built up arithmetic knowledge. The quality of teaching in maths has improved.

C: If the maths was only discovered in term 2 could this be happening elsewhere and can you identify where the assessment decisions are not accurate

- The moderation across the school is now more robust, staff are aware of the need to be accurate. The Head of School is confident the teachers are more solid with assessment decisions. Moderation and transition information is a focus for the school. Staff have needed time to adapt to target tracker. Moderation is now occurring across the Trust and the Northenden cluster.
- The Yr6 have met with Yr7 staff in the Health Academy. The Yr7 staff were impressed with the standard of Yr6 children from this school. The baseline assessments still occur as secondary schools argue the children decline over the six weeks. The Health Academy staff have been impressed with the quality of Yr6 work and noted the expectations of St. Wilfrids is very high. The high schools do their transitions in different ways and there is a traditionally a lack of trust of primary assessments. The Chair of the Trust informed Governors the Governments agenda is now much clearer in expecting secondary schools to challenge and build on the improved standards from primary. The staff at St. Wilfrids are aware they have to build on achievements of pupils in previous year groups.
- The reading shows a slight gender gap where 73.9% of boys and 82.4% of girls attained the expected standard. In reading there is a gap between disadvantaged and non-disadvantaged children in that 60% of disadvantaged and 80% of non-disadvantaged attained the expected standard. There are only five disadvantaged children so this is only one child. 80% of EAL children attained the reading

standard.

- Writing has improved across Yr2. Only 40% of disadvantaged children attained the standard but this is two out of five children. There is no significant gender difference.
- In Maths boys outperform the girls significantly so the Yr3 target is to improve girls' attainment in maths. 18 boys and 10 girls attained the standard.
- The higher standard in reading over time is reducing from 35% in 2016; 23% in 2017 and 20% in 2018. Three of the 23 boys achieved higher standard in reading and five girls.
- No disadvantaged children attained the higher standard so interventions and quality first teaching is planned.
- EAL progress is good between Yr1 and Yr6.
- Writing is progressing over time. One boy achieved the higher standard and three girls. The percentage of girls getting higher standard is higher increasing from 13% to 17.6%.
- The maths higher standard attainment shows 13% of boys and 5.9% of girls. There were no disadvantaged children attaining the higher standard in maths. St. Wilfrids aims to be at national for higher standards.
- The focus will be to increase the number of children achieving the higher standard in all areas and to be in line with national. A second focus is to continue to reduce the gap in attainment between boys and girls in all areas achieving the higher standard (girls achieve better in reading and writing; boys achieve better in maths). A third focus is to raise attainment and accelerate progress for disadvantaged pupils to achieve the higher standard in all areas.

C: Gaps in attainment vary, how does this compare nationally?

- Nationally boys underperform in reading and writing and in maths boys do slightly better. This school has the same pattern but greater percentages. This school aims to be in line with national trends apart from when there are cohort issues such as SEND children.

Governors gave formal thanks to the KS1 staff for the excellent results in this area

KS2 – teacher assessment

Action: Clerk to include KS2 test data on the 20th September 2018 agenda.

S: Governors stated if the results in the test results are close to the teacher assessments this would be excellent.

- The Head of school gave credit to the Yr6 teacher and the TA staff for their work in filling gaps Yr6. There was an exceptionally high number of gaps in the children's knowledge.

Formal thanks were given from the Governing Body to all KS2 staff for their input which affects the Yr6 results.

- The analysis by pupil group shows girls outperform in RWM. In reading the disadvantaged children were 10% less and this will be a focus.

S: Governors noted the strong results.

This is due to interventions over time.

Q: What is actually meant by disadvantaged?

Ever6 children and not the current FSM.

- Five EAL who did not achieve were not in the school at KS1. In writing there are the same gender patterns but girls have improved. In maths the teacher assessment shows boys are significantly lower than girls at 57% compared to girls

at 81%. This is different to KS1 and the national trend. The gender gap needs closing and the gap between disadvantaged and non-disadvantaged. Boys' attainment in all areas needs to improve.

S: *Governors are impressed the school is able to track individual children and is able to utilise effective interventions to improve attainment and progress.*

- The school has increased the capacity and confidence of teachers with regard to assessment and staff can now drill down more effectively. New phase leaders are in place to support staff.

Q: *Last year there were high numbers of disadvantaged children not achievement and this is reducing. How has this been achieved?*

The school has used a supply teacher for eight weeks to support the teachers.

- The school focus is to raise attainment and accelerate progress to close the gap between girls and boys in all areas. The second focus is to raise attainment and accelerate progress to close the gap between disadvantaged and non-disadvantaged pupils in all areas. The third focus is to increase the number of boys achieving the national expected standard in all areas.

S: *Governors were very encouraged by the attainment progress being made in the school.*

Staffing Matters

- The staff structure for 2018/19 was shared with Governors. The deployment of staff is based on pupil need. Nursery has the usual staffing. There is a new teacher starting in reception. One of the TA's is a qualified teacher.
- The school is aiming to boost results by having two TA's in the mornings based in Yr1 and Yr2 as research indicates early intervention pays dividends throughout the school years.
- The TA deployment is mainly according to need. The Executive Headteacher reported the budget does have some deficits but the Trust does support staff. The school has managed to maintain the temporary contracts for the coming year. This will be reviewed in twelve months. The 1-1 TA's have termly contracts.

Q: *Governors asked about the maternity leave cover teachers.*

- One cover teacher is on a one year contract and one is covering until the post holder returns. One staff member is covering consecutive maternity leaves

Safeguarding update

- A written report on safeguarding for summer 2 was sent to Governors by email. The SCR and HR files were last audited on 21st March 2018 by Andrew Bradley.
- The bullying incidents recorded are all girls in Yr6
- In half term 5 seven children were off rolled. One child was sent to a resource provision and the family moved all of the other children to a school nearer to this provision.
- The Head of School reported on the exchange of files /CPOMs and there is a child joining the school part time. This child will join Yr5 in September. The school needs to apply for funding but is waiting to see how the child settles and the school will monitor his care. This school was recommended to the family.
- C: Governors raised the issue about the children's presentation using language of bullies and victims. Governors recognised the difference between the bullying behaviour and the child. The school is undertaking some work about this with staff. This is often friendship fall outs. The Trust promotes restorative approaches.

Governors gave formal thanks to Helena Miller for the excellent reports and the up to date information shared with Governors

8. Three year budget approval

- The Executive Headteacher reported on the budget assumptions and forecasts. There is an assumption of a significant carry forward. The expenditure over the next two months is expected to be lower than previous projections. The projected £127,928 surplus is expected to be higher. This budget will be presented to Finance Directors meeting on Monday 9th July 2018.
- In St. Wilfrids there is a small Yr6 class leaving and larger intake which will affect the 2019 budget upwards. The current Yr5 is not small so the jump the following year will not be as high. Three year forecast is devised without known income but this is a requirement and Governors were informed this is based on predictions from current information and this might change. PP now known for 2019/20 but the other non-gag grant is based on current information.

C: PP income predictions are the same as this year, is this not optimistic?

- PP has been predicted on current figures and the Executive Headteacher agreed this is likely to drop but increased enrolments could redress this.
- Expenditure is based on current costs with incremental increases and 2% has been factored in for pay rises.
- The budget for 2018/19 has an in-year deficit of £23,000. The aim is to save in the cost centres over the year to reduce this. Also the surplus from 2017/18 is expected to be higher. Each year the budget is more worrying as expenditure is higher than income and the surplus is diminishing. Expenditure is increasing and income is stable other than enrolment numbers. On the current predictions the carry forward in three years would only be £3,500 so this will be monitored monthly. The school may need to consider some element of planned staffing changes across the Trust.

C: Governors suggested the Trust needs to undertake some serious marketing.

- The Trust is encouraging Teach Manchester placements to add capacity in the staff.
- The Executive Headteacher presented the budget as positive and reflecting the prudent financial management over recent years. The Trust has a balanced budget for the Trust being sent to the EFA.

Governors gave formal thanks to Joanne Love for her work on the budget

Q: Why are the educational support estimates for 2019/20 reduced

- This reflects the removal of temporary contracts in 2019/20.

S: The clerk reported on a recent Chairs briefing held by the LA where surpluses were discussed and Governors were being asked to review huge surpluses in relation to attainment and progress.

- Governors acknowledged this budget and determined that in the current context this budget is realistic.

Governors formally approved the budget for St. Wilfrids

9. Governing Body Matters

Link Governor reports

- The new proforma has been sent to Governors.
- Lynn Oldfield reported she will send some reports to Governors from her recent involvement in the school
- Andrew Bradley met with the new RE & collective worship subject leader to review the planning for the next academic year. Andrew Bradley has also attended a Conference on Understanding Christianity and the school is committed to introducing this new scheme from the Blackburn Diocese in the new academic

year. This involves a new assessment criteria and this links with the new SIAMs framework about the effectiveness of Christian vision. The subject leader is attending an ethos and faith conference and will set up a group with children. A value based approach is being adopted which hoped to be more approachable for children. Annabel will now lead the KS2 worship each work.

- Carolyn Macdonald reported on her listening for reading with Yr3 and Yr4. She reported on the children choosing new books. Carolyn shared information about the children she is working with.
- Carolyn Macdonald reported the Watkins project in Yr3 and Yr4 is progressing well, and there are drama performances with 90 children. A visit to the woods was highly recommended and the banner is now ready.
- Carolyn Macdonald attended a Yr5 and Yr6 initiatives about tertiary progression with universities. Aim Higher is now disappointing as this has been diluted as funding has diminished. This is led by student ambassadors. There is no longer link work with the school. The children did enjoy travelling on the bus and sitting in lecture theatres. This event might be replaced by using local parents to come into school to talk about their jobs. The Trust has used STEM ambassadors.

S: The clerk reported on the LA work on careers education relevant to Primary schools and sent the careers information slides from a briefing attended on the 27th June 2018 to Carolyn Macdonald.

Governors congratulated the PTA and staff for the summer Fayre on a Saturday

- This activity raised £2,500

Governor training

- Paul Good, Andrew Bradley and the clerk had attended the recent LA chairs briefing which included updates on SEND; careers paths; and HTPM (head teachers performance management)
- Andrew Bradley has attended a conference on Understanding Christianity

Governor use of social media

The Executive Headteacher explained why this was included on the agenda. WDCE LGB had asked for guidance for Governors and asked if the social media policy and the staff code of conduct policy were applicable to Governors.

Action: Clerk to include social media policy on each LGB in autumn 1

The Clerk reported Governors had asked if governors see false or inaccurate information on social media what should they do and the advice is to refer any concerns to the school.

Vacancy for PCC Governor

- Paul Good has been approached by the grandmother of a child in a Trust school who is moving back into the area and Paul Good will be discussing further with this person.

10. Any Other Urgent Business

- WDCE has been inspected and outcomes are known. Ofsted was complimentary about the LGB and Paul Good reported this GB is equally as strong and well informed. The one page briefing about school strengths and weaknesses was useful. Governor engagement in this school is high.

Q: is there any other learning to share with WDCE LGB

- Good advice came from the school consultant George Lloyd to “carry the

inspection” and to be confident about the whole picture of the school. The QA from this summer term concurs with this view. Shirley Bush has commented on the immense journey of St. Wilfrids and has agreed with school SEF judgement of “good.” Andree Coleman has indicated areas of outstanding features in the school evaluation. The leadership team at WDCE will share with St. Wilfrids staff and the Executive Headteacher has prepared a pack for the leadership

C: Governors noted last year there was a document reporting on the outcome of internal inspections undertaken and asked why that has not been shared this year

- Governors were informed this is an internal document for the school. This was relevant to share with Governors at that point as a priority was to move more learning from good to outstanding, but now the team is working to a higher standard Governors have instead been given the strategic overview with strategies for improvement. Ofsted has now moved away from judgements of individual lessons and the triangulation now occurs where the children’s work is reviewed along with data and child voice.

Action: Clerk to include on September agenda review of one page summary of strengths and areas of focus for St. Wilfrids.

11. Dates & Times of Future Meetings:

- Trust get-together social: Friday 6th July 2018 at the Slug and Lettuce in Didsbury
- 2018/19 meetings**
- Thursday 20th September 2018 @ 4pm
 - Thursday 8th November 2018 @ 4pm
 - Thursday 17th January 2019 @ 4pm
 - Thursday 7th March 2019 @ 4pm
 - Thursday 9th May 2019 @ 4pm
 - Wednesday 3rd July 2019 @ 4pm (*please note the change of day*)

12. Closing Prayer

- The closing prayer was led by Andrew Bradley

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

Meeting closed at 18.30

Summary of actions

- Action: Clerk to include KS2 test data on the 20th September 2018 agenda.
- Action: Clerk to include social media policy on each LGB in autumn 1
- Action: Clerk to include on September agenda review of one page summary of strengths and areas of focus for St. Wilfrids.