

## Local Governing Body Meeting Thursday 8<sup>th</sup> December 2016 at 4 p.m. at St. Wilfrids CofE Primary School

### Present:

Andrew Bradley	Chair of St. Wilfrids (Ex-Officio)
Kate Evans	PCC appointment
Paul Good	Director/MDBE
Carolyn Macdonald	PCC appointment
Helena Miller	Head of School
Lynn Oldfield	Parent Governor
Geoff Stevenson	PCC appointment (Parent)/ Director/ vice chair

### Apologies:

Ann Flatman	PCC appointed
Matt Whitehead	Executive Headteacher

### In attendance:

Kathy Crotty	Clerk
Suzanne Budgett	Observer
Katie Swinbourne	EYFS Leader / Reception
Hazel Deeley	KS1 Phase leader

<p><b>1. Welcome, Introductions and Apologies</b></p> <ul style="list-style-type: none"> <li>Andrew Bradley welcomed everyone and introductions and roles were discussed. Apologies were received and accepted from Matt Whitehead. Kate Evans, Carolyn Macdonald and Lynn Oldfield were welcomed as new Governors to the meeting. All Governors introduced themselves and it was explained there is to be an election for the staff governor position.</li> </ul>	
<p><b>2. Opening prayer</b></p> <ul style="list-style-type: none"> <li>The opening prayer was led by Andrew Bradley.</li> </ul>	
<p><b>3. Declaration of business / pecuniary interests</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Anne Flatman is the Deputy Head at Trinity High school which can be a feeder school for some pupils.</li> </ul>	

<p><b>4. Notification of AOB</b></p> <ul style="list-style-type: none"> <li>• Items were identified for Any Other Business</li> </ul>	
<p><b>5. Presentations form Subject Leads and Review of Children’s Work</b> <u>EYFS</u></p> <ul style="list-style-type: none"> <li>• Last year 67% of children achieved a GLD (good level of development). The current cohort has a lower percentage of FSM (free school meal) children and SEND children (special educational needs and disability) so the target for this academic year is for 75% to attain a GLD The analysed results indicate the highest scoring areas are PSE (personal and social education) and physical development.</li> <li>• The reading and writing aspects of the curriculum are ‘phonics heavy’ so phonics is tracked closely. Phonics is tracked half termly. The children are streamed into specific phonic grouping and this is flexible. Those children who do not attain the test retake this in Yr2.</li> <li>• The term FSM (free school meals) was explained as children who are eligible for FSM are tracked and checked to ensure they have a GLD. Extra funding is provided for FSM children to ensure the attainment gap between economically disadvantaged and other children diminishes. This school has less children than previously in receipt of FSM and this is due partly to UFSM (universal free school meals) for EYFS &amp; KS1 children means parents do not need to apply; the eligibility criteria for FSM is becoming more restricted; and possibly the backgrounds of children coming into the school is changing.</li> <li>• Katie explained how the phonics assessments include pseudo words which are fake words which check the sounds. The Phonics test for Yr1 occurs in June and some children are only just five years old.</li> <li>• Lesson observations have occurred with a focus on phonics. These were very positive. Lessons were judged ‘good with some outstanding features’ in all lessons. Staff demonstrated many opportunities to embed phonics in the EYFS settings. The next step is to make sure reading opportunities are available in all lessons.</li> <li>• Learning walks have occurred. Many staff are collaborative and provide purposeful activities for children meeting their developmental needs. There was clear evidence of religious ethos and British values. The children have access to a wide range of resources. The staff are being encouraged to think about their planning of the high level of challenge and how to promote deep thinking from the children.</li> <li>• The performance management review of staff is currently in the process of training staff to use and model language to extend children’s understanding, listening, and speaking skills.</li> <li>• Intervention groups are not introduced in the nursery this half term as the children are settling in. In Reception there are interventions daily to develop fine motors skills. There is a communication group and a phonics group booster. Eight out of twelve children have made one sub level of progress. Phonic assessments occurring this week will identify gaps in learning; this tends to be unique to each child.</li> <li>• Books scrutiny has occurred and guided reading evidence is kept in folders and this includes evidence of phonics practice. Governors were invited to</li> </ul>	

see the children's books. Marking and feedback is thorough and the children are familiar with the process.

- Learning journeys record the next steps and children are aware of their next steps. There is a balance of adult led and independent work in the children's work.
- The school is using Singapore Maths. Training for staff has had an impact on how this is delivered, and good practice from Yr1 is being shared. The more kinaesthetic learners have adapted well to this new programme.
- The school has seven new iPads, and are being used to log learning moments (photographs) and this is a real time saver and a boost for the children. The app has been evaluated with the team and this has been compared with the staff at WDCE and DCE.
- Katie Swinbourne is delivering CPD for outside learning. Governors were informed there are good links with the cluster and the other schools in the trust.
- Parental involvement at St. Wilfrids was explained and this has been boosted this year. There has been a phonics workshop held in September 2016. A book club has been organised for the last week of the term. Parents complete 'proud clouds' about their child and this is shared with the class. Weekly newsletters are live on the school website.
- Feedback from new starters has been positive and indicates they feel the school is welcoming and provides a safe environment.

#### **Governors formally thanked Katie for the presentation**

##### **Governors asked about the current cohort**

- Governors were informed the intake is different this year. The school is not that far from the national average. Overall the cohorts seem to be high achieving. There are more boys in Reception and only one FSM child. In the nursery there are 26 girls and 7 boys and two pupils are FSM.

##### **Governors asked about handwriting, is there a scheme followed**

- Governors were informed in reception the children do not do joined up writing but do include the kicks in their writing. There is handwriting every morning. Governors noted the presentation skills in the children's books were excellent.

#### Literacy – Reading and Phonics Report

- Hazel Deeley gave an overview of the progress in the school. 78% passed screening in Yr1 and 79% currently on track. The 14 children who did not pass are now in Yr2 and tests occur next week. The children will be tracked and gaps identified. In KS1 there are pseudo words daily and the children are also reading real words. They can identify nonsense and real words.
- In reading, the national average for KS2 (key stage 2) was 66% and in this school 65% attained the expected standard. At KS1 (key stage 1) 86% attained the expected level against a national average of 74%. Governors were informed reading comprehensions occur on a daily basis from Yrs2- 6 to maintain the high levels of understanding and fluency in reading.
- Learning walk occurred for guided reading, there were particular strengths in Yr4 and Yr6 where there was evidence of good in comprehension and this was linked well to topics. There is between 20 to 30 minutes guided

reading every day. Teachers hear the children read at least once per week.

- In Yr2 there are lots of parent volunteers and PP (Pupil Premium / FSM) children are heard reading daily. The LO's (lunchtime organisers) also hear the children read.
- The focus in KS1 and KS2 is phonics and high frequency words. In KS2 there is also a focus on speaking and inference.
- The NQT (newly qualified teacher) in Yr4 is observing practice in older classes so she can see the progression.
- Staff training is occurring from EY2P (Early Years to Primary) and they have trained staff on phonics. Yr2 children have completed an accelerated programme. Hazel is planning to deliver staff training on teaching inference and deduction and how to use different questioning types and activities to use with children during guided reading activities.
- 12 phonics observations have occurred since September in EYFS and KS1. All lessons observed were good to outstanding. Peer teaching and team teaching observations are planned. The Headteacher reported Phonics teaching is occurring more often.
- There is a high focus group receiving interventions from Hazel. There are 16 Yr2 children who are PP/SEN who did not achieve the test last year and these children work with Hazel for 25 minutes per day.
- KS2 interventions occur for children struggling with phonics and readings.
- Phonics was recorded on the whiteboard, but now the Yr2 children have a phonics notebook. This has proved to be positive and improved presentation and behaviour. This will help with moderation and will inform reading and writing moderation. Self and peer marking occurs daily.
- Pupil Voice was outlined. The school library is enjoyed by children. The written report included a summary of pupil voice feedback about reading and phonics. Six children were in the sample from different year groups.
- Extra curricula activities included a Roald Dahl day and celebration of Julia Donaldson

#### **Governors asked about volunteers – how is this structured?**

- Governors were informed all volunteers are DBS checked by the school. Some parents are given questions to ask the children. Some volunteers receive training from Hazel. Other volunteers are experienced readers with the children. There are some long standing volunteers who are familiar with the processes.

#### **Governors asked is there a reason why there are so many volunteers in KS1 / EYFS and more than in KS2**

- There are grandmothers and parents and it was suggested some volunteers might be more comfortable with KS1 than KS2. The high priority children are being heard reading every day.
- A successful intervention is the reading partners where a TA spends 25 mins for three times a week. Last year one child went up seven levels in ten weeks. This is a successful intervention but the children need tracking in later years to ensure they do not fall back. All children who need catch up do so with a teacher and not with a TA.
- Hazel discussed the SAT's test papers with Governors and explained how inference is hard for children. The school tries to expose children to more experiences to develop inference and deduction.

<ul style="list-style-type: none"> <li>• Governors indicated they were interested in the link between a reading topic and the enthusiasm of the children. The foundation subjects are a focus for core skills.</li> </ul> <p><b>Governors asked where the ideas of the notebooks came from.</b></p> <ul style="list-style-type: none"> <li>• Hazel explained this had been introduced to keep phonics evidence as the white boards seem to be capturing more rough work.</li> </ul> <p><b>Governors asked what has been the impact on teachers of using notebooks instead of whiteboards</b></p> <ul style="list-style-type: none"> <li>• Governors were informed the notebooks have only been introduced for Yr1 and this will be reviewed before rolling out across the school. There has been a dip in phonics attainment so the new approach should reverse this.</li> <li>• Mandy Dhaliwal is the writing co-ordinator and she had left some books for Governors to review. Governors reviewed the children's books and noted the high standard of presentation and content.</li> </ul>	
<p><b>6. Minutes of Previous Meeting joint school meeting 29.09.16 and Matters Arising</b></p> <ul style="list-style-type: none"> <li>• Clerk to circulate for the 08.12.16 meeting the declaration of pecuniary interest; governor eligibility; Terms of Reference for this Committee and code of conduct <b><i>This has been actioned</i></b></li> <li>• MW to seek Clarification of ex-officio role with the Diocese <b><i>This has been actioned</i></b></li> <li>• Clerk to send Parent election information to Helena asap <b><i>This has been actioned</i></b></li> <li>• Matt to share a PCC role description for Governors with Governors <b><i>This has been actioned</i></b></li> <li>• Governors agreed the CofG will send a letter to the parent apologising for the error. <b><i>This has been actioned</i></b></li> <li>• Clerk to ensure Governor responsibilities is on the agenda 08.12.16 <b><i>See agenda item 7</i></b></li> <li>• Governors to liaise with Helena to complete the DBS in the next seven days. <b><i>This has been actioned but is ongoing for new governors</i></b></li> <li>• Matt Whitehead to acquire costings from contractors for mobile classrooms</li> <li>• <b>Governors agreed to carry forward this item.</b> Paul Good suggested the Trust undertakes a proper feasibility study around developing this site. A future Directors meeting will discuss this first. Directors have approved the direction of travel of expanding the intake in the school.</li> </ul> <p><b>Action: PG to raise with Directors a feasibility study for expanding St. Wilfrids</b></p> <ul style="list-style-type: none"> <li>• Diane Martindale who was a member of the IEB will be invited to the school.</li> <li>• <b><i>This open invitation will be extended to come back to the school.</i></b></li> <li>• Andrew Bradley to deliver session to staff on embedding Christian values.</li> <li>• <b><i>This has occurred along with the trust moderation</i></b></li> <li>• Matt Whitehead to share the GAG for St. Wilfrids and the LA budget so Governors can see the different income streams.</li> <li>• <b><i>This will be shared at the Directors meeting</i></b></li> </ul>	<p>PG to raise with Directors a feasibility study for expanding St. Wilfrids</p> <p>Matt Whitehead MW to inform</p>

<ul style="list-style-type: none"> <li>• Matt Whitehead MW to inform Governors of how access to The Key</li> <li>• <b><i>This has not been actioned and will carry forward.</i></b> Paul Good explained the trust subscribes to the Key; the NGA; and the Manchester Governors Association. Governors were informed One Education is the commercial arm of Manchester LA. Helena had received an invoice for £840 and the clerk suggested this was sent to the Executive Headteacher as such purchases will now be Trust wide. The Manchester Schools Alliance is jointly funded by most schools to provide a network of professional development and this is tied in with Manchester Governors Association.</li> <li>• Andrew Bradley reported he had attended a Chair of Governors briefing and he will share the presentation with Governors. There was an emphasis on Governor skill development</li> </ul> <p><b>Action: Andrew Bradley to email the PP presentation to the clerk for circulation</b></p> <p><b>Action: The clerk to circulate Governors self-evaluation of skills and to include on agenda</b></p> <ul style="list-style-type: none"> <li>• One correction to the minutes is Suzanne Budgette was an observer at the meeting and not the staff Governor.</li> </ul> <p><b>Governors formally approved the minutes of the meeting held 29.09.16 subject to the above amendment.</b></p> <p><i>Paul Good left the meeting at 5.30pm</i></p>	<p>Governors of how access to The Key</p> <p>AB to email the PP presentation to the clerk for circulation</p> <p>Clerk to circulate Governors self-evaluation of skills</p>
<p><b>7. Governing Body Matters including</b></p> <p><b>Governors asked about FSM and how you does the school know if a child is FSM</b></p> <ul style="list-style-type: none"> <li>• There was a long discussion about how to improve the identification of PP children and the rationale for PP was also explained to Governors. The identification is by parents completing a form and some parents are reluctant to do this when the child already receives FSM at KS1 or may prefer packed lunch at KS2.</li> <li>• The clerk informed the GB there is a SIMS module that can be purchased but the school still has to acquire the MI number of the parent/carer. Some schools are considering offering a free school uniform to KS2 children who are eligible to encourage application. Some schools employ a family liaison worker to visit families at home to complete the application forms.</li> <li>• Governors were informed the PP grant is then used to ensure children from poorer backgrounds are not disadvantaged educationally and the school keeps detailed tracking records of their progress. There is extra funding which can fund breakfast clubs, after school clubs, TA interventions or cultural activities.</li> </ul> <p><u>Adoption of terms of reference</u></p> <ul style="list-style-type: none"> <li>• Governors discussed the opening paragraph and were not sure if they have met their allocation off PCC Governors.</li> </ul> <p><b>Action: Clerk to contact the Executive Headteacher (Matt Whitehead) and Chair of the Directors (Paul Good) for clarification about the status of Paull Good and Andrew Bradley in the allocation of Governors</b></p> <p><b>Governors formally adopted the terms of reference for the LGB</b></p>	

Code of Conduct – for annual approval

**Governors formally approved the code of conduct for GB and this was signed by the chair of the committee**

Declaration of Pecuniary Interest

**All Governors present signed the PI forms**

Eligibility to serve as a Governor

**All Governors present signed the Eligibility forms**

Governor responsibilities and class links

Safeguarding CLA* & Prevent Agenda	Ann Flatman
SEND	Lynn Oldfield
Impact of PP & Sports Premium	Geoff Stevenson
Ethos and British Values	Andrew Bradley
Literacy	Carolyn Macdonald
Numeracy	Kate Evans

\*(CLA -children who are looked after)

- Governor visits to the school are to be made through Helena Miller. Spring term is a good term for visits.

**Action: Clerk to send proforma which records a Governor visit**

Governor training

- This was discussed under matters arising. There is plan to do event for governors of the three schools in the summer term.
- Governors identified the need for training on the new Ofsted inspection framework. Governors were informed there is New Governors training in January offered by One Education and this would be circulated.

## **8. Head of School Report to Governors**

- A detailed report was issued to Governors in advance of the meeting. Governors thanked Helena for the format and this will be agreed as a way to report to Governors,
  - The chair reported the PM (performance monitoring) of the Head of School occurred on the 03.10.16 and the committee evaluated all available evidence and the Head of School was outstanding. **Governors formally thanked and congratulated Helena on her successful PM.**
  - The SIAMs inspection occurred on the 13.10.16. The Inspector awarded good in all areas. This was Quality Assured as the school was in special measures. This is now on the website and parents have been informed.
  - Appraisals have occurred with all staff and TA appraisals are underway.
- Governors asked how is staff absence monitored and regulated**
- The head of School explained the policy identifies if there are three occasions of absence in one term this leads to a 'return to work' interview with the HR officer. The school currently has high staff absence due to genuine illnesses and planned operations. Governors shared the different ways this is measured. This has an impact on cover, supply teachers are avoided. The costs of supply cover are reimbursed from an insurance

<p>policy.</p> <ul style="list-style-type: none"> <li>• The school has a SLA (Service Level Agreement) with One Education for HR advice and staff absence is monitored in conjunction with the HR.</li> <li>• Governors asked about issues with parents and the Head of School updated Governors.</li> </ul> <p><b>Governors asked what training is given to teachers to enable them to speak to children appropriately.</b></p> <ul style="list-style-type: none"> <li>• Governors were informed this referred to some technical language and the pronunciation which is important for modelling with younger children. Observations of TA's includes the correct use of language.</li> <li>• The Parent Voice questionnaire findings were included in the report and Helena confirmed this was the Ofsted questionnaire which was adapted for school use.</li> </ul> <p><b>Governors asked how many parents responded</b></p> <ul style="list-style-type: none"> <li>• Governors were informed there were 85 responses in total. This is a highlight as the results were very positive and Governors noted a lower response rate can indicate satisfaction with the school.</li> <li>• The opening of the school library is a real highlight to report to Governors. There has been a leaflet sent to parents to highlight the service. All children now access the library.</li> <li>• There is a school nurse who is now in the school for three hours a week.</li> </ul> <p><b>Governors asked what services does the school nurse provide</b></p> <ul style="list-style-type: none"> <li>• She meets with parents and with the SEND co-ordinator. Advice is given to staff about health issues. The school nurse can go into classrooms and do staff training for example to promote good hand washing. The school nurse also makes referrals to CAMHS. (Child and adolescent mental health services). The nurse can advise on emotional issues. The school nurse can also inform parents of health advice.</li> <li>• The school received good feedback from visit of an Imam; one of the parents has congratulated the school for this work.</li> <li>• In relation to behaviour and safety Helena reported bullying incidents are at an all-time low. The school council has done a lot of work with the children and the children are au fait with the policy. The school is really trying to encourage the children to speak to someone in school. Governors noted the behaviour of the children is school is much improved.</li> </ul> <p><b>Governors asked what the school councillor is</b></p> <ul style="list-style-type: none"> <li>• Governors were informed there is a member of staff who takes the lead. There is a class councillor who is elected by the pupils. Competitions are occurring, and the school council has asked for classes to have a biblical name. The school councillor has met with the local MP and some children have been to Parliament.</li> <li>• Pupil attendance is above national benchmark at 97.2%. In 2015 this was last 96.5% and in 2014 this was 95.9% showing a year on year improvement.</li> <li>• Helena reported the quality of teaching in the school is excellent; the profile of the lessons is improving all the time.</li> </ul> <p><i>Geoff Stevenson left the meeting at 6.15pm</i></p>	
<p><b>9. Any Other Business</b></p>	<p>HM –list of</p>

<ul style="list-style-type: none"> <li>Kate Evans raised the issue of the school needing resources for Christian ethos worship. The PCC can offer approximately £300 for the school for Christian resources. Hazel might need to liaise with Andrew Bradley.</li> </ul> <p><b>Action: Helena Miller to inform the PCC of a list of resources needed.</b></p>	Christian resources
<p><b>10. Date &amp; Time of Next Meetings:</b></p> <ul style="list-style-type: none"> <li>Thursday 2nd February 2017 @ 4pm</li> <li>Thursday 30th March 2017 @ 4pm</li> <li>Thursday 18th May 2017 @ 4pm</li> <li>Thursday 6th July 2017 @ 4pm</li> </ul>	
<p><b>11. Closing Prayer</b></p> <ul style="list-style-type: none"> <li>The closing prayer was led by Andrew Bradley</li> </ul>	

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

**Meeting closed at 6.30pm**

**Summary of actions**

- PG to raise with Directors a feasibility study for expanding St. Wilfrid
- Matt Whitehead MW to inform Governors of how access to The Key
- Andrew Bradley to email the PP presentation to the clerk for circulation
- The clerk to circulate Governors self-evaluation of skills and to include on agenda for next meeting.
- Clerk to contact the Executive Headteacher (Matt Whitehead) and Chair of the Directors (Paul Good) for clarification about the status of Paull Good and Andrew Bradley in the allocation of Governors. ***This has been actioned.***
- Clerk to send forms which records Governor visits. ***This has been actioned.***
- Helena Miller to inform the PCC of a list of resources needed.