



St James & Emmanuel Academy Trust



Local Governing Body Meeting Thursday 22nd March 2018 at 4pm at St. Wilfrid's Minutes

Present:

Andrew Bradley	Chair of St. Wilfrid's (Ex-Officio)
Susanne Budgett	Co-opted Governor
Carolyn Macdonald	PCC appointment (<i>arrived 5pm</i>)
Helena Miller	Head of School
Lynne Oldfield	Parent Governor
Geoff Stevenson	PCC appointment (Parent)
Paul Trainor	PCC Community Governor

Apologies:

Mandy Dhaliwal	Staff Governor
Kate Evans	PCC appointment
Paul Good	Director
Matt Whitehead	Executive Headteacher

In attendance:

Gill Argyles	Yr1 /2 class teacher / Geography Lead
Jo Peters	EYFS Lead
Kate Will	Yr3 Teacher / History Lead
Kathy Crotty	Clerk

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.

<p>1. Welcome, introductions and Opening Prayer</p> <ul style="list-style-type: none"> The opening prayer was led by Andrew Bradley.
<p>2. Apologies for Absence</p> <ul style="list-style-type: none"> Apologies were received and accepted from Mandy Dhaliwal; Paul Good and Matt Whitehead. KATE EVANS
<p>3. Notification of AOB and Confidential Items</p> <ul style="list-style-type: none"> There were no items raised by Governors
<p>4. Declaration of non/pecuniary interest</p> <ul style="list-style-type: none"> Geoff Stevenson has two children at the school and Mrs Stevenson works in the school. Lynn Oldfield has one child in the school. Kate Evans has one child in the school. Geoff

Stevenson works for a training charity connected to this school but there is no financial benefit.

5. Presentations

Jo Peters on Outdoor Learning and progress in EYFS

- Jo Peters, the new EYFS Lead and Reception 2 teacher who joined St. Wilfrids in September 2017 delivered this presentation. The key priorities were explained and there are 76% of children on track for GLD which is similar to last year. 68% (11 out of 16 boys) of boys are on track. 19% of the cohort have met the GLD in reading and writing and are expected to be at GD (greater depth) by the summer term.
- Outdoor learning aims were explained and the forest school activities were outlined. There is a forest school teacher employed to deliver sessions weekly and after six weeks the impact will be measured including PP children. Parents are also involved in outdoor learning and the PTA purchased puddle suits. There is a gardening club at lunchtime. There is a good coverage of physical development supported by Pat Callaghan who focuses on CPD for staff. There is now a 'daily dash' and children are encouraged to learn about healthy eating and fitness. There is a camping area in the classrooms.
- Maths books need more evidence to ensure GD by the summer term. The staff are currently improving the working walls. Staff have visited other schools in the cluster to share good practice and there is another planned in the summer term.

EYFS

- Governors were informed of the Reggio style classroom which is a child centred ethos of discovery and exploration. There has been much positive feedback regarding the working walls and the Reggio approach. There has been an emphasis on modelling high standards of writing in the children's books. Pupils are more aware of high expectations. There is mixed ability teaching and learning. The timetables have been reviewed to improve targets and challenges. Children now have more time to consolidate learning. TA's are deployed effectively with intervention work.
- Growth mind-set and super learners were demonstrated to Governors including 'Eco Eddie'. The Forest school floor book was shown to see the impact of this outdoor learning.
- The EYFS action is to continue to raise attainment and to bring learning from outside to the inside. The moderation is occurring to ensure the baseline assessments are accurate. Feedback from parents about their child's next steps has been positive.

Q: *Governors asked for elaboration about the Reggio approach*

This approach is based on the Italian philosophy of a natural environment, calm spaces, and nature. There is a less stimulating environment and less busyness and more time for reflection. This avoids over stimulation and is particular useful for SEND children. Recycling is a key aspect of this approach and using items from nature. This approach is now being developed across the school.

C: *Is this Reggio approach working?*

Yes there is evidence of high standard of motivation, engagement, and calmness. The children learn to reflect.

Q: *Are there and schools nearby using this approach*

This approach is in other schools. There have been more prospective parents visiting the nursery and reception. Parents are impressed by the environment of the reception class and children can access learning more easily with less on display.

- Governors discussed the importance of less access to devices and how this approach is more relevant in today's world. The children engage in 'Smarty pants', soft music, and children do read for pleasure. Mindfulness colouring for boys seems to be effective.

There is a new nurture station at lunchtime to develop mindfulness.

S: *Governors stated it was good to hear about parental engagement and the support from parents for this learning approach.*

- Parents were initially reluctant to enable play in mud but are now supportive.
- There has been an absent member of staff and there were some concerns that this might impact on the progress of the children but the data is indicating the children have remained on target. The moderation is within the cluster and there is a target in this school to improve the numbers of children who attain GLD. There is an emphasis on the evidence which will benefit the Yr1 teachers.

Q: *Governors asked about the Forest School facilitator and is this role ongoing*

Yes this role can be extended

Q: *Governors asked about the evaluating after 6 weeks for PP children, how will this be evaluated*

One example is by 'wonky wheel' which enables measurement of well-being and a variety of developmental skills such as the demonstration of taking risks etc.

C: *Governors were pleased about the investment of the Forest School facilitator and asked when this will be self-sustaining.*

- The Head of School explained the facilitator is still needed to upskill staff and this needs to move throughout the school as the children move up the school. Governors recognise this is a challenge for staff to develop the children's learning in different ways. The role ensures the links to outdoor learning are maintained.

Q: *Governors asked about the age profile in EYFS*

There are 26 girls in reception and 16 boys. The nursery is more balanced among its 36 pupils.

The Headteacher invited Governors to visit the reception area

Q: *Governors asked about sport and asked about the role of Rachel Johnson who has undertaken some work scrutiny. Is this a long term partnership?*

Rachel Johnson has been commissioned for four days and there has already been two days of book scrutiny and staff development.

C: *Is this effective? Does this help to develop the leadership role*

Jo Peters informed Governors 'yes' this gives staff confidence

Q: *Governors asked if EY2P was ongoing.*

Governors were informed this has now stopped as the staff have completed their CPD, but staff still attend courses and there is ongoing monitoring. The next QA is autumn 2018. This is a new leadership role for Jo Peters who is working hard to develop relationships and inspire staff.

Q: *Is this your first leadership role?*

Jo Peters informed Governors this was her first leadership role

Q: *Are you happy with the support you receive in this role?*

Jo Peters informed Governors 'yes' and she has worked with strong leaders before. There are regular check-ins to review what is working well and not working well.

S: *Governors gave formal thanks to Jo Peters for her work in this area and for stepping into this role.*

Gill Argles and Kate Will on the progress of History and Geography

- The review of these subjects so far indicate there is not equal coverage of history and geography, history is more prominent. This is due to the literary texts and in order to cover the literacy and history curriculum geography often gets left out.
- Gill Argles and Kate Will are planning to meet with other subject leaders to review the long term plan to ensure a more equal coverage. Staff will be checking the long term

planning and giving bullet points of expected coverage. The example was given of Yr3 learning about the industrial revolution and how links to transport are often missing.

- KS1 are covering national curriculum objectives but some children lack basic geographic skills. The school has recently purchased world maps and each child will have a map in their topic books to learn about countries. Book scrutiny shows Yr5 are confident with grid references.
- World maps and globes have been introduced in all classrooms and the school is using Newsround when there is a focus on other countries. This links to RRS (Rights Respecting School) and this helps with language development for example children learn the difference between countries and continents.
- In History the findings indicate some children do not have a chronological time line and are unable to use a range of sources to answer their questions. Timelines have now been introduced in all humanities books for children to develop chronological awareness. The audit of resources indicates that artefacts need to be purchased to support quality first teachings. Resources will not be requested until the curriculum overview is complete.
- Learning events include Amazing Women through History day (planned for 18th June). Each class will chose one woman and look at the impact of this woman in the world. World Cup Geography may involve a sweepstake to encourage the children to look at where other countries are. There can be a link with this in PE. Paul Trainor reported The Health Academy will be hosting food from world cup countries.

S: *Governors praised the style of the presentation from Gill Argles and Kate Will and thanked them for an informative presentation.*

C: *From your review what were you proud of, which were the areas of good practice.*

Vikings in history has been well covered and the topic books are a good standard. The children do love learning about history geography. The children loved “Viking poo” – they were able to work out the diet from the excrement. KS1 children learned about the great Tower of London in literacy and history and this has been effective. The school is now ensuring texts align with geography to the same extent as in history. The teaching and learning also includes growth and reflection and emphasis on the Christian values of the school.

Lucy Batman and Sarah Hope on Science progress and impact of leadership

Lucy Batman and Sarah Hope prepared a written presentation which was delivered by Helena Miller.

- The areas of good practice included science week which involved the whole school. The school has applied for an award and this may be bronze, but possibly a silver application is accepted. QR codes are being used to share the children’s work.
- The areas of development include the use of reflections to deepen pupils understanding, develop scientific vocabulary in lessons. Work is occurring to revise order of units that are delivered to ensure a good breadth of coverage. The progress data for science is promising.

6. Minutes of the Previous Meeting held 25.01.18 and Matters Arising

The minutes of the meeting held 25.01.18 were approved as a true and accurate record and were signed by the Chair

Action: Action Plans to be shared with Governors

- This has been actioned.

Action: Head of School to send SIP to Paul Trainer.

- This has been actioned.

Action: HM to send the safeguarding audit report to the clerk for circulation.

- This has been actioned.

Action: Staff will be emailed to ensure doors are shut properly.

- This has been actioned.

Action Clerk to send the SEND report to Governors.

- This has been actioned

Action: MW to ensure all data protection policies make clear the Trust board remit and the LGB remit.

- This item will be addressed on Matt Whiteheads return to work

Action: Head of School to amend the reporting procedures (trips and visits policy) which identifies measures put in place to deal with changes.

- This has been actioned.

Action: MW to make amendments to the induction pack.

- 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.

- This is ongoing and will be dealt with on Matt Whiteheads return to work.

S: The clerk informed the GB of her formal thanks to Helena Miller for completion of actions in a timely manner.

7. Head of School Report

- The Head of School informed Governors there were some significant issues to report so a written report was issued.
- The Head of School informed Governors of a useful and positive QA meeting with the QA advisor Shirley Bush. There were three visits last year and (as of now) there will not be a summer term visit, although Helena Miller will converse with Isobel Booter regarding this. This spring term visit involved observations to track school priorities. The lessons observations were supplemented with scrutiny of the maths books. There was also a review of Yr3 and Yr2 as there had been some spikes in progress.
- Successes in the report included a confirmation that maths has improved and there is evidence of added value from the interventions. The QA advisor was impressed how the teacher moves the children forward during lessons.
- One area to focus on is for more able learners to not be outcome driven; if a child gets a wrong answer they can change their approach. There is evidence of progress for more able children. The maths lead attended the meeting and is now focusing upon working with staff to develop GD including using different web sites.
- Another change being implemented is to not give the same pre-assessment to all children; some children should be given a higher level pre-assessment. The Maths lead will do some work across the school
- The Head of School reported on work to moderate assessments and new members of staff. Some progress data is higher than expected and this may be due to over generous

assessments

PP review

- Geoff Stevenson the link Governor for PP attended the school to review the PP data.
- The PM (performance management) targets for all staff include the requirement to diminish the difference for PP children's outcomes. There has been a challenge to change mind-sets of teachers and TA's to evidence the impact of interventions. There are some issues with some staff around ownership and responsibility of the data. The example of phonics data was given where the interventions have not yet started despite this being prioritised. This should be occurring every afternoon and this is not always happening. The plan is to upskill middle leaders to ensure this monitoring is occurring. TA's will now be expected to attend PP monitoring meetings. The aim is to avoid the spikes in attainment year on year and to ensure more consistency

Attendance

- School attendance is on track. The current PP attendance is 94.6% and this needs to be 95.5% at least, if not above. Attendance is now being collated Yr1 to Yr6 and will exclude non-statutory age pupils. 96.73% is the school average which is good and in line with the national average. Reception and Nursery attendance will continue to be reported.

S: It was felt this has been money well spent on the QA support and the visits are indicating the school is making great progress.

- PM observations occurred. Helena Miller has changed the PM observation sheets to record teacher input and impact and this has been well received by staff, after a conversation with HMI Inspector.

Premises

- The new roof work over the hall went relatively smoothly. The hall will be decorated over the Easter holidays. There has been some resurfacing and drainage work. The exit buttons have been raised above the height of the children. Asbestos work has been undertaken and there are no further issues to report.

Parental engagement

- 87% of parents have attended parents evening.

Staffing update

- The staffing changes were outlined.

Q: Who is covering the maternity leave

Staffing is being procured via an agency. There have been savings made on administration staff costs and the new staff member is settling in well. There is a TA grade 3 in the nursery needed.

Finance Report

- Governors were informed there has been some overspending on grounds maintenance but there is an improved service. Educational Psychology provision has been increased increasing the initial budget and there has been an increase in supply teaching cover. The supply budget is overspent but there is insurance cover to offset this. There is a supply teacher employed for two days a week for Yr6 and supply has been used to cover staff absence. This has been a general issue of staff absence across schools and many staff at St. Wilfrids have been experiencing bereavement of family members.

S: Governors noted this has been an exceptional winter which will impact on the

finances.

C: The chair noted this has been a very challenging term with illness, bereavements and all credit was given to the senior management team for coping with this.

Q: Governors asked Helena Miller and Suzanne Budgett if they felt well enough supported.

HM and SB replied 'yes' and there are good networks such as SENCO and Headteachers networks that can provide support. The QA visits are becoming less intense and more positive.

S: Governors noted the challenges and the interventions being utilised which shows a new level of openness and the SLT seem more confident in driving the school in the right direction. The Headteacher has spoken to staff about the tweaks needed to make a real difference

8. SEND Update

- There are currently 35 children on the support register which is 11% of the school population. There are eleven pupils who are SEND & PP which is 33% of the support register.
- There is an EHC Plan submission that has been granted for 1-1 support. There is a new plan submitted for a Yr1 child but the school has to wait 20 more weeks before a decision is made. This child is on a pastoral support plan due to complex behaviour needs. This child is also a CP (child protection) child and the school is working hard to give appropriate support. Currently this child is in school afternoons only (excluded in the mornings) and the support plan is aiming to build up time in school.
- There is a Yr5 child with extreme anxieties who is currently in school but displaying them again. This child is not sleeping well and is falling asleep in the school. This child is now attending afternoons only. The school has helped in many ways included with him coming to school undressed and helping him to get dressed. Governors were clear this is not a school responsibility. This child is attending CAMHS.

Q: Is the Parent being offered any support

The child's mother is attending a parenting course and CAMHS support this. There may be a diagnosis of autism and this child will require much work for transition to secondary school. Governors felt if the child is not coming into school dressed this is a parental problem and this impacts on the learning of other learners. The school cannot help with his sleeplessness.

S: The ethos of St. Wilfrids is to support families in need but Governors pleased to hear the school is now taking a different approach as this is too much support needed and asking too much of that member of staff.

There are three new children with PSP (personal support plan) and potentially two more children. There is support from Bridgelea to support these children.

Q: Why has there been an increase in the numbers of children needing support.

Governors discussed a variety of reasons including the enhanced reputation of the school to support children effectively plus the decline of other support services at a time of increasing poverty and social problems.

C: Is there additional pastoral support for staff

There is a pastoral team to discuss the issues. Training will be implemented for staff with children with support needs. There are some experienced staff who meet weekly to review the children's progress and review how to support the staff.

Q: Is the influx of children with additional support needs across the school

Yes including EYFS. Pastoral interventions are being monitored; check-ins with the children occurs, and there is a trained TA using Lego therapy. There is a play therapist

student on a Friday working with two children. There are sometimes parent's reluctance to engage with professionals.

Q: Do you know the background of children coming into the school in the older year groups

The can check on CPOMs (child protection online monitoring system) and contact the previous school. Sometimes children with previous issues can present no issues in a new school and sometimes the child may have displayed no issues in a previous setting but does in a new school.

Q: Is there any indication this increase in children needing support is a national issue?

Discussions at the cluster Heads meetings indicates mental health issues are a growing problem. Governors discussed the possible explanations such as increased levels of poverty since 2010. Governors were mindful schools are making up for other gaps in services such as social services and CAMHs is saturated.

- The lunchtime nurture station is for children who are not coping well at playtime. There is mindfulness colouring and other activities to support children.

Q: How many children use the lunchtime nurture station

In better weather the children play out and this is used less.

- Susanne Budgett reported there has been no news regarding the sensory room bid but this work is starting anyway. Emotion scales are ready to be introduced into classrooms and children will be encouraged to place themselves on a scale which identifies their emotions

Q: Is this placing on an emotion scale to be monitored

Yes the teachers will monitor this for patterns and this might identify safeguarding concerns. Mr Trainor shared patterns of unsettled behaviour in the secondary sector and this can often be before holidays and around weekends as the school environment might be the most positive environment for a child.

Q: Is this linked to receiving breakfast and lunch at school

Yes there is clear evidence of schools being the main place for feeding hungry children. Governors discussed some of the troubled behaviour and reasons for this. Schools might be the only place children are fed but also a school will provide a safe nurturing environment which some children do not receive outside of school.

9. Behaviour and safety of pupils

- The safeguarded audit has occurred and Andrew Bradley has reviewed the SCR (single central record). The training record was also checked.

C: Governors noted it was advisable for Governors to undertake the checks on the HR files and SCR

Governors were invited to call in and do spot checks, the data is kept online. This enhances the Governor knowledge and shows greater compliance when this is not planned

S: Governors noted the amount of training is phenomenal.

Every other year the school will employ a professional safeguarding person to deliver the training for all staff to ensure safeguarding training is current and up to date. All TA's are expected to attend.

- The SLT have discussed with the chair some cases of where they have made a referral where the school has not made a referral. There are 14 children being support for safeguarding. There have been no new referrals.
- The number of friendship relationship incidents is now recorded as this is often labelled as bullying when it might be a relationship issue which can be sorted much easier. There are friendship groups working with a member of the pastoral team.

- There are sometimes online issues reported to the school and the school is clear that the parents are responsible when incidents occur outside of school. The Head of School has contacted the local PC and the community police officer will be invited to speak to parents. There is filter in CPOM's for recording these incidents.

Q: Are there more girls than boys recorded in these issues

Yes especially friendship relationship issues

Q: Is this a definition used in other schools

Paul Trainor informed Governors the Health Academy use the term 'social conflict' and the issues seems to be more prevalent with Yr7 and Yr8 girls.

- There have been four incidents, the parents were informed, and these were referred to a mentor.

Q: Does the anti-bullying training lead to more awareness and reporting

The parents often react when they have only their child's version. The Yr6 children usually lead the sessions in anti-bullying events and this has proved to be more successful.

C: Governors discussed how bullying is an abuse of power and noted this is a challenge to relate this to children.

The Head of School explained here are children who do get targeted when they can be vulnerable.

C: Do you struggle to identify the categories of behaviour

The staff can find this a challenge and this is an ongoing staff training issue.

Q: Governors noted there were six recorded incidents but this involved only two children. Is it the same children as in spring 1? Are they related?

- Yes and they related and they are vulnerable children

Action: HM to track vulnerable children in the behaviour data

10. Policy Review

Scheme of delegation

Geoff Stevenson explained the Scheme of Delegation has been approved by Directors and of the two documents issued to Governors, the interpretation guide is more useful for Governors as the Scheme of Delegation is a more detailed reference document.

Q: is there a summer training event where this can be discussed

There is no planned summer training event at this moment but this document will be revisited.

Governors formally adopted the Scheme of Delegation

Risk Assessment Policy

Governors formally approved the Risk Assessment Policy

Online and Social Media Policy

Governors formally approved the Online and Social Media Policy

Marking and Feedback Policy

This is not a policy that needs to be agreed by Governors but Governors were given sight of this Marking Policy as this is a working document for staff.

11. Governing Body Matters

Link Governor visits

- Lynn Oldfield has attended a reception event in the school.
- Carolyn Macdonald has attended visits with the children outside of school.

- Andrew Bradley has reviewed the CSR and HR records.
- Geoff Stevenson has undertaken a review of the progress of PP children.

Governor training

- Andrew Bradley attended a recent chairs briefing which covered; auditing including SFVS; IR35 and GDPR and the message was reassuring. Headteacher well-being was discussed and Manchester education priorities and outcomes. Ofsted have undertaken of the inspection of Manchester LA and 2 of the 5 areas were judged good.
- Some Governors had attended training at WDCE on Equality impact assessments in academies and have invited the trainer to meet with senior leaders as a follow up on the training and to deliver this to staff.

12. Any Other Business

- There were no items of Any Other Business.

13. Date & Time of Next Meetings:

- Thursday 17th May 2018 @ 4pm
- Thursday 5th July 2018 @ 4pm

14. Closing Prayer

- Andrew Bradley led the closing prayer

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

Meeting closed at 18.15

Summary of actions

Action: HM to track vulnerable children in the behaviour data