

**Local Governing Body Meeting
Thursday 5th March 2020 at 4pm at St. Wilfrids
Minutes**

Present:

Andrew Bradley	Chair of St. Wilfrid's (Ex-Officio)
Matt Croxall	PCC appointment
Mandeep Dhaliwal	Staff Governor
Paul Good	Director / Diocesan nominee
Adam Hossen	Parent Governor
Carolyn Macdonald	PCC appointment
Helena Miller	Head of School (Peter Pan)
Geoff Stevenson	PCC appointment (Parent)
Matt Whitehead	Executive Headteacher (Tyke Tyler)
<i>Vacancy</i>	<i>PCC Community Governor</i>
<i>Vacancy</i>	<i>Parent Governor</i>

In attendance:

Jenna Bartlett	Staff member (Ginny Beasley)
Susanne Budgett	Associate Governor (Captain Hook)
Kathy Crotty	Clerk
Gill Argles	Science Lead
Sarah Stevenson	Reception Teacher / PHSE Lead
Lauren Smith	Yr4 teacher LKS2 Lead (Verruca Salt)

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

Andrew Bradley welcomed Governors to the meeting. Andrew Bradley read a statement from Coventry Cathedral for the prayer.

2. Apologies for Absence

No apologies were received by the clerk. Paul Trainor has resigned as a Governor.

3. Declaration of Non/Pecuniary Interest

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

4. Presentations

Gill Argles: Science Lead

- The previous lead was working on a long-term knowledge overview for the school as it is now a key Ofsted requirement for knowledge to link throughout the school curriculum. Knowledge statements were identified and were shared with Governors. There is a two-year rolling programme. Knowledge will be checked for extension and to ensure knowledge is not being repeated.
- The science programme of study was explained. The one and half entry creates challenges but all children cover everything by the end of the key stage and there are no gaps in learning. All staff can now see the whole school curriculum to enable continuity.
- The science curriculum overview is a working document and the skills to be developed are the next stage of the development of the curriculum. Skills are being matched to relevance to each year group.
- Training for staff is occurring and there is now an attempt to link as much as possible to the outside environment for practical learning.

Q: What is your teacher feedback strategy?

There will be a questionnaire after the training to review the next steps. The training undertaken has seemed to enthuse staff.

Q: How are you monitoring the embedding of skills?

This will be done through book scrutiny. Learning outcomes are identified from skills-based learning. Pupil voice will also check this.

Q: Longer term how will you know the impact from the training?

The monitoring will go from KS1 to KS2. The example of plants was given and samples of the children work will be reviewed to check the knowledge. There are teams of staff in each key stage instead of one person. There will be evaluations from staff. The two-year rolling programme is harder for delivery.

S: It was suggested staff collect evidence of knowledge that gets “stuck”. Tracking was praised and it was suggested skills are incorporated with the skills and not spilt from knowledge.

Q: How do you ensure teachers understand the progression required when sequencing?

There are curriculum links made. This is already done now for SATs by the moderation of books. Samples of children’s work is shared and target tracker is used. The national curriculum is the bare minimum and target tracker pin points what the children need to be achieving.

Q: Some children are studying objectives with older children, is this working well?

MW suggested pupil voice can be used to check if the children are happy. Yr3 children are doing Yr4 objectives and might be struggling so evidence is needed.

- Staff present raised issues from the training which stressed outside learning should be used as much as possible for practical lessons.

Formal thanks were given to Gill Argyles for this presentation.

Sarah Stevenson: PSHE including RSE

- This subject has undergone many changes. The school has just introduced a new curriculum called SCARF. (Safety, caring, achievement, resilience, and friendship). The statements the children need to know will float across the school curriculum (65 statements). There are between 14 and 16 statements per year and these are on the target tracker which is helpful for assessments.
- School council initiatives were outlined in the report issued to Governors. Spring 2 focuses on drugs education and economic education. There will be a video for the school website for parents to explain the learning.

- Manchester Healthy Schools is now promoting prevention of accidental injury and children are learning about reducing risks in an interactive way. Schools are expected to go above and beyond and this school already teaches about water safety as the school is near the river Mersey. A Yr4 child from this school has been rescued by emergency services so the school will introduce this at a younger age. This will include an after-school event.
- Governors were informed statutory requirements are changing for SRE (sex and relationship education) and information was shared. The SCARF curriculum covers the SRE requirements and beyond. This is a faith school so does have some flexibility. The curriculum covers 'families in many forms' and this includes LGBT families, and it was explained how this is taught to children. This school aims to minimise prejudice, and normalise diverse families. Parents can share concerns and have asked for the school to be open about what the curriculum addresses.
- After half term there will be an assembly on gender identity and parents were informed. A number of parents contacted the school. The school met with the parents and allayed any concerns. One of the schools in the cluster has a child who has transitioned which raised awareness for the staff. Parents felt promotion is not welcomed and this has changed the content of the assembly. Parents were informed of the changes and this then led to other parents being disappointed. This means the school will now survey opinions among parents and staff to ascertain experiences and views. The school is keen to be sensitive and will build up a bigger picture. From Monday 9th March to the 20th March the school will use Dojo to do this survey. The week after there will be an RSE information parents meeting.
- Governors were informed one in four girls menstruate before this is introduced on the curriculum. The Head of School is proposing this is taught in Yr3/Yr4 and parents will have a right to withdraw children as this does not link to the science objectives. The school will respect parents' wishes and acknowledges the different levels of maturity among the children.
- In Yr6 there are lessons in SCARF which raise some issues. There is an objective to know about conception and birth, but staff felt some aspects of the video used might be seen as inappropriate. The school proposes to edit the video and this will still meet the objective.
- HIV is not in the KS2 curriculum and the school will not cover this. This will be covered in KS3.

S: The Executive Headteacher praised Sarah Stevenson for involving the whole school community.

Q: Governors asked if parents withdrew children in Yr3 /Y4 will the children cover this later in science?

Yes, menstruation is covered in Yr6. Some girls will start their periods before Yr6. If there is a huge withdrawal this will impact on further delivery of this topic.

S: Parents present thanked the school for the excellent communication.

C: This is a faith school teaching statutory requirements. What is the distinctive faith perspective on relationships?

This is a grey area for the CofE. Andrew Bradley informed Governors there will be a statement issued later in the year, the last one was in 1988. Currently the statement says only heterosexual marriage will be recognised by the church. Andrew Bradley will run a training session when this statement is issued. The Trust will have to determine a position when this statement is issued. The 1988 position is very traditional and is expected to change.

- Governors discussed how SJE is inclusive and this gets confused with sexuality and relationships. The Executive Headteacher felt it was safe to focus on love being the key aspect of any healthy relationship no matter what the gender. Churches will have local policy. The emphasis may be on quality of relationships rather than

categories. Governors noted LGBTQ+ is one aspect and this is different to the Q+ current debates. Teaching inclusiveness is different from issues about gender identity.

- Andrew Bradley raised the issue that even if the teaching is clear, children will ask questions and teachers need to be clear about how to respond. Different staff will have different opinions. Governors discussed in detail the ramifications of teaching in this area. Parental engagement was described as excellent in this school. Governors suggested the questionnaire to parents should include some information about the faith character of the school. It should include what is statutory and what the school has to teach. The school is required to not discriminate but it is not proscribed what to teach. People interpret things very differently. Governors agreed staff need to be immersed into the school position and can be professional and objective regardless of their own beliefs.

Q: Has any other school in the cluster surveyed parents on this topic?

This questionnaire is different from that used by another school in the cluster in that this is looking for parents' views and this is a church school. The questionnaire should help the staff prepare when meeting parents. Adam Hossen will be attending this meeting as a parent Governor. Questions will be written and answered collectively rather than asked in the meeting. There is a morning and an evening meeting. It was suggested given the sensitivities around SRE teaching, this could be framed as such with some underlying values such as "belonging believing becoming" and how we engage with one another. The ethos group is producing values cards for identifying Christian values and this could be used to reinforce this.

C: Is this the correct timing for a parental forum?

The school was trying to be forthcoming and is an early adopter school of the curriculum. The school wants to be ready for September 2020. This has been presented to the staff and quality discussions have occurred. The school will share this with the DfE. It is acknowledged this is a curriculum area that will change. The school does have a firm ethos statement and clarity was needed about some of the lessons and this has been shared with parents. This survey may raise new things not considered. This approach reinforces the school cares about the mental health and well-being of the children. Parents may be unaware of the statistics of harm within the LBQT community.

Action: The GB to allocate a link governor for RSE.

Formal thanks were given to Sarah Stevenson for this presentation.

Lauren Smith: Outdoor Learning lessons learnt and moving forward.

- Lauren Smith leads on writing in the school and she also leads on pupil voice. Pupil voiced indicates children like being outside. Children develop life skills and resilience and Lauren is passionate about outdoor learning. Outdoor learning is inclusive and good for everyone's health and well-being.
- Initiatives were outlined, this includes tree planting. 555 saplings are in the school grounds and this will become an established wood. Outdoor murals with local artist, was shown to Governors in the presentation. Solar panels are being explored and this project has been agreed by the Trustees and the school can now take this forward. Climate action summit was approached by the children from this school. The school has done planting in the community and is working with local councillors. The school is meeting with "allotmenteer" and there is an "Eco PTA". The school has met with a parent about permaculture.
- Lauren Smith has spent a week in Preston for CPD on forest schools. This has been enlightening about risk assessments and safety issues. This is also occurring in WDCE and Lauren is liaising.
- What a forest school is, was defined (Institute for outdoor learning). Rose Hill woods

is not utilised and the Friends of Rose Hill are keen for this to be used more. The six principles of forest schools were presented. Children have the right to decide what activities they become involved with. How children benefit was outlined. Lauren Smith is working on her assessment for the qualification. The aim is for all children to be able to access Forest School. This would be good for vulnerable children

Action: Head of School and Lauren Smith to visit Moorside Primary School in Swinton as they have a Forest School with qualified practitioners.

- Governors noted this is progressive and child centred in approach and governors noted how this can be integral to the whole curriculum. Governors gave examples of children in Yr6 passing down the oral history of the school.

C: How is the school taking steps to ensure safety?

- There are extensive risk assessments for the site and for activities. Council permission may be needed for some activities. There will be a portfolio which will include these risk assessments.

Q: Governors asked about the timeline for the forest school?

- The portfolio has to be submitted in November 2020 and the forest school can be offered afterwards. This is not just for nursery and reception children. The portfolio gives a level three qualification and this will involve all relevant permissions.

Q: Does the accreditation have to be renewed?

Action: Lauren Smith to find out if the forest school accreditation has to be renewed.

Q: Are there other staff interested in becoming forest school leaders?

- There was one other staff member booked onto the course but due to ill health wasn't able to attend. Staff are keen to develop this across the school. Governors with experiences of Forest schools recounted some of the benefits children experienced. Governors discussed how forest schools give opportunities to develop spirituality. English Heritage is pursuing churches as green spaces which may provide further opportunities. Governors discussed the wooded areas in the local environment.
- A main principle of a forest school is to maintain biodiversity, Rose Hill Wood has 287 different species. Lauren Smith explained the role of risk assessments in protecting environments.

Governors formally thanked Lauren Smith for this presentation and noted her enthusiasm was evident.

5. Minutes of Previous Meeting held 23rd January 2020

Governors formally approved the minutes of the meeting held 23rd January 2020

Action: Clerk to check advice being given with School Governance unit regarding involving children in a lockdown drill.

The clerk spoke to the Governance unit and was informed this is an operational matter for the school.

6. Headteachers report

- Governors were informed there will be a parent governor election to replace Lynn Oldfield. Paul Goods term of office expired in February and the next Trustees meeting is 10th June.
- There is a new Yr1 child from Australia who has not been at school before. A deferred place for reception has been allocated.
- The Admissions committee met on the 28th February and the school will be full in nursery. There were 70 applications for reception.
- Teaching and learning: There is a QA visit on the 31st March 2020 at 1pm and Governors will be invited.

- CPD has occurred on learning environments. The Reggio Emilia approach has been introduced from September and all staff are doing one board. Staff training has occurred in safer recruitment.
- Yr6 children will be transitioning to 12 schools.
- The after-school provision has now been transferred to the Trust. There have been some teething issues with payments.
- Annabel Clark and Helena Miller have attended a retreat day with the Diocese at Whalley Abbey.

Staffing Update

- The school has two NQTs, one is continuing to thrive, and one is receiving intense support.
- There will be a redesign of LSAs to save on costs.

Attendance

- Staff attendance is a concern. The school is following the policy on attendance with sickness monitoring reviews. There are some long-term sickness absences which are not work related.
- Pupil attendance is 97% which is excellent. Non -disadvantaged children attendance is 97%; disadvantaged children are at 95% and this is mainly due to the school using the U code for lateness.

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

- The Executive Headteacher has checked the SCR on the 27th February 2020 and there are no issues. The clerk reported on recent GDPR training received (Browne Jacobson) which stated the link Governor did not need to be looking at the SCR but asking the questions at GB meetings about compliance.
- Staff have attended the safeguarding refresher training
- There have been no exclusions since the last meeting and no issues to report.
- Staff training is occurring on CPOMS

Q: What does CPOMS check?

- This includes the section 128 checks, DBS checks, and links to visits to school. It includes HR files. When the Executive Headteacher undertakes the SCR checks he also talks to children about safety.
- One child has left the school and four children joined since the last report

Coronavirus

- The school has one self-isolating family (has been to one of the affected countries) and this is an authorised absence but if a family chooses to self-isolate, this will be an unauthorised absence.

Governors gave Helena Miller formal thanks for this report

Helena Miller will be contacting Governors to establish a working party which is needed for her leadership qualification.

8. Executive Headteacher updates

- A joint staff meeting has occurred across all schools. Heads meetings are working well. SENDCO now meet and subject leads meet across the Trust for moderation.
- There is a fourth school in the Trust and a retiring business manager so there will be some staff changes. The Trust is now considering appointing a part time chief finance officer to work across the trust. This post would support the St. Wilfrids

business manager. This is a cost neutral option. The Trust view is this will release the executive Headteacher to focus on curriculum and school development.

Action: Clerk to send the financial report to all Governors.

- St. Wilfrids has a £10,000 in-year deficit in year but there was a £181,000 carry forward.

Q: How is the sickness impacting on this budget?

- This will impact and income is slightly higher than predicted.

9. SIAMS inspection Update

- This item was deferred to the next meeting.

10. Policy Review

- There were no policies to review at this meeting.

11. Governing Body Issues

Governor training

Matt Croxall and Adam Hossen attended Ofsted training at DCE.

Action: Governors to become familiar with priorities for the school development plan.

Action: Clerk to send the Ofsted training PP presentation and notes from the minutes to all St. Wilfrids Governors.

Paul Good has attended a safeguarded conference with LA and has attended safer recruitment training. Lockdown will be discussed at Trust level. St. Elisabeths have a clear policy. The Trust may purchase training or specific guidance.

Adam Hossen has attended safeguarding level 3 training.

Andrew Bradley has attended an ethos group on Tuesday 3rd March and if any child or adult displays Christian values a card is issued and Dojo points awarded.

Governors comments

Carolyn noted this is her fourth year of coming into St. Wilfrids and has noticed how incredibly polite the children are. They were always well behaved but this is very noticeable.

Target tracker enables parents to see the progress of children and this is very good. This is informative and accessible.

12. Date & Time of Next Meetings:

- Thursday 14th May 2020 at 4pm (SATs week)
- Thursday 2nd July 2020 at 4pm

13. Closing Prayer

- The closing prayer was led by Andrew Bradley

Signed.....

Date.....

Andrew Bradley (Chair)

Meeting closed at 18.15

Summary of actions

- Action: The GB to allocate a link governor for RSE
- Action: Head of School and Lauren Smith to visit Moorside Primary School in Swinton as they have a Forest School with qualified practitioners.
- Action: Lauren Smith to find out if the forest school accreditation has to be renewed.
- Action: Clerk to send the financial report to all Governors. ***This has been actioned.***
- Action: Governors to become familiar with priorities for the school development plan.
- Action: Clerk to send the Ofsted training PP presentation and notes from the minutes to all St. Wilfrids Governors. ***This has been actioned.***