

**Local Governing Body Meeting
Tuesday 15th November 2016 at 4 p.m.
at West Didsbury CofE Primary School**

Minutes

Present:

Paul Blackburn	Chair of WDCE GB
Felicity Bradley	PCC Governor & Parent
Julia Heatley	Staff Governor
Hanna Large	Assistant Headteacher at WDCE
Tracy Marshall	PCC Governor
Lucy Noden	PCC Governor & Parent
Marie Turnbull	Parent Governor
Matt Whitehead	Executive Headteacher

Absent

Lisa Lijie Cui	Community Governor
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In attendance:

Kathy Crotty	Clerk
Jane Dunn	year 1 teacher and literacy lead
Paul Good	Chair of the Trust

<p>1. Welcome, Introductions and Apologies</p> <ul style="list-style-type: none"> • Matt Whitehead explained format of this meeting and future meetings for the benefit of new Governors. The plan is for the 7.30pm meetings to focus more on the Heads reports, finance and Trust issues and the 4pm meetings will focus more on monitoring the curriculum and the intention is to meet the children and look at their work. • Paul Blackburn welcomed the Governors to the meeting and Marie Turnbull the new parent Governor was welcomed to the committee. 	
<p>2. Opening prayer</p> <ul style="list-style-type: none"> • The opening prayer was led by Tracy Marshall. 	
<p>3. Declaration of business / pecuniary interests</p> <ul style="list-style-type: none"> • There are no other declarations other than those listed on the school website. • Felicity Bradbury, Lucy Noden and Marie Turnbull each have one child at the school 	
<p>4. Notification of AOB</p>	

<ul style="list-style-type: none"> • Paul Good informed Governors he will give a verbal report on the visit held 15th November 2016 with George Lloyd the DfE Education Advisor who is working with the trust. 	
<p>5. Minutes of the meeting held 13.09.16 The minutes of the meeting held 13.09.16 were formally approved by the LGB and signed by the chair.</p> <p><u>Matters Arising</u></p> <ul style="list-style-type: none"> ➤ MW to send WDCE Staff structure to Governors. This has been actioned in the Headteachers report. ➤ Clerk to resend EYFS analysis to Paul Blackburn. This has been actioned. ➤ Clerk to ensure the amended ToR is presented to the other LGB's. This has been actioned. ➤ Clerk to ensure Code of conduct to be an agenda item 15.11.16 LGB meeting. See agenda item 9 Governing Body Matters ➤ Clerk to email out all MGA, MDBE and One Education and MSA training information. This has been actioned. 	
<p>6. Report from Executive Head and Assistant Head of School</p> <ul style="list-style-type: none"> • Governors had been issues with a written report in advance of the meeting. The report was detailed and included summer attainment data and the key areas of the school improvement plan • Matt Whitehead gave an update on behaviour and safety of pupils. There are no bullying incidents to report; no disability issues to report and in relation to safeguarding there is one concern and the school is liaising with appropriate agencies • There is one Health & Safety issue to report relating to a loose rope on outdoor playground equipment leading to two incidents. The equipment has now been replaced. There has been one accident from a child to child collision which was reported and led to a hospital visit. • Prevent issues were explained and the new strategy was extremism was outlined for Governors. The school has undertaken training and staff have to work to avoid children become radicalised. This is done in this school by making all children feel part of the school community. • The children in the school have been praised by the HMI George Lloyd who visited the school yesterday for their outstanding behaviour in the school. Formal thanks were given to parents as the children's behaviour reflects the family as much as the school ethos. Governors noted the good behaviour of the children in the school now will set the standard for the school as the school grows. • Attention was drawn to last year's results were in the report with the other schools in the trust to enable comparison. The report compared the attainment also with the Manchester average and the national benchmarks. 49% of pupils attained a GLD (good level of development) compared to the Manchester average of 	

63% and the national average of 73%. This reflects the fact that many children entered the school part way through the year so did not have the benefit of a full years education and these figures can only improve.

School Improvement Plan and review

Action: MW to send SIP to new governors

- MW drew attention to the SIP. This includes the targets and progress to key objectives. These are constantly being refined and improved. The focus for this school is the communication and language development of the children.
 - The school is prioritising quality CPD for staff especially to help with EAL (English as an additional language) as there is an larger proportion of EAL children in the first cohort in the school.
 - Hannah Large highlighted two positive issues: the school has done a Beetle drive which was a big success. Secondly the DFE education advisor George Lloyd was very impressed with the children and this report is for attention of Secretary of State.
 - Governors were informed George Lloyd was in the school as this is a new school. The school will have a visit from Ofsted next year and this visit was a monitoring visits. George Lloyd has been working with the school as a critical friend. Hannah Large reported he noticed the community involvement of the school like the certificate from Sports Relief fund raising.
- Action: Chair to meet with Executive Headteacher and Hannah Large to go through the SIP in more detail.

Budget Update

- Governors were issues with a document titled 'Budget Changes' and the cumulative expense analysis ledger; general ledger cost centre summary and the EFA report. The main budget changes were explained as a result of payroll taking joint salaries for staff working across schools from one cost centre to another. This has meant there are changes in the allocations.
- It was suggested Governors bring questions on the financial data to future meetings
- The cumulative expense analysis showed the grand total of allocated expenditure of -£51,113.00; actual expenditure of -£49,906.14 giving a variance of -£1,206.86. There were no questions about the summary cost centre. Governors were informed Directors will look at this in more detail as they look at economic viability of trust.
- Attention was drawn to the WDCE GAG (General Allocation Grant). There is an in-year surplus but this will be spent by the end of the academic year. There was a small surplus carried over into this academic year of about £5,197. This year the budget allocation was based on predicted pupil numbers of 100 children. There are now on roll 117 pupils and there will be 120 pupils soon. These numbers were recognised by the DFE for the October census and this will bring about another £50,000 into the school. This will not be carried forward but spent on stocking the new school with quality resources for learning. The school long term needs to equip the new Yr2 classes and

extend the outdoor learning provision. There may be some carry over of about £20,000.

Governors asked what is the current budget based on

- Governors were informed the GAG for this year is based on 100 pupils which includes an increase on the original allocation. The EFA was trying to claim back some allocation last year but the school continued to grow and in fact last year there was a termly allocation given for children.
- Paul Good explained that funding is predicated on pupil numbers so that unattractive schools that don't attract pupils then become financially unviable. If a school is bankrupt it will close. However since 2008 there has been a huge demand for school places and the market forces rationale is still evident. A new school opening like this required a budget for two classes and this is more of a challenge than a pre-existing school needing replacement. The financial challenge for the next few years is to equip a class each year until children are in Yr6. WDCE had to borrow from DCE to equip Yr1 classes. This surplus makes it easier to equip new classes. Developing a sustainable budget is now the issue. The challenge is what can the school add to bring additional resources into the school such as buying in expertise for EAL as this might be funded from budget surplus

Governors asked will future budgets be based on projected pupil numbers

- The Executive Headteacher reported he has predicted 175 pupils but now thinks there might be 180 pupils. This predicted number has to be evidenced and justified and as the school has not heard back from the EFA it is assumed this figure is accepted.

Governors asked is there a need to hold a surplus back

- The Executive Headteacher reported the figures need further interrogation as the PP income is not correct and this needs to increase. The start-up grant includes money to facilitate leadership and management and this diminishes over time. Other non-GAG income includes UFSM (universal free school meals) which comes into the accounts and goes out and there are additional costs as school pays an SLA (service level agreement) to the schools meals service. The accounts include income from Kids Club; and PE premium for Yr1 children. There is also some incidental rental income coming in.
- The LA revenue is for specific SEND children with EHC Plans. The school has to fund the first £6,000 of needs. The TA's employed however do have added benefits such as another adult in the classroom.
- Educational services and supplies were explained.
- The supply and agency teaching might be listed with another category.

Action: MW to check the ledger code being used to identify supply staff.

The three year carry forward was questioned by Governors

- The Executive Headteacher explained this is not the carry

Action: MW to check the ledger code being used to identify supply staff.

forward as the staffing structure will change at WDCE as the school grows. This is likely to be about £40,000 in the support staff column and maybe on-costs too.

- Governors stated they were pleased the school is utilising TA's in each class as they develop the relationships with children. For short term absences the TA's are able to cover as they know the teaching. Hannah Large explained the TA's are also utilised at lunchtime which works well and longer term will need lunchtime organisers. The 35 hour contract was explained to Governors.

Governors formally approved the EFA Income/Expenditure report and this was signed by the chair of the committee.

Governors formally approved the Capital Income/Expenditure report and this was signed by the Head and Chair.

Premises

- Some work has been undertaken by a parent to build a Mud kitchen area and GB formally thanked the parent who wished to remain anonymous.

7. Presentations from Subject Leads and Review of Children's Work

Literacy with a focus on Phonics; KS1 Guided Reading, Writing & Phonics; EYFS Reading and Writing.

- Jane Dunn circulated a written report for Governors which highlighted initiatives put in place since the start of term.

Reading

- Jane Dunn explained the guided reading carousel and explained every child has a focused reading session every day. All groups read with a teacher and a TA each week. Children might be working on phonics linked to what they have read.
- Progress in reading is evidenced. Reading is tracked by Jane Dunn and Hannah Large and progress is monitored from September. Any children on a red or pink book have additional reading and school relies on volunteers. In Yr1 there are lots of reading and writing opportunities. The classroom environment was described to Governors. Each Yr1 child gets 2/3 books sent home each week and this is monitored. The reading book is sent home and parents received the reading policy in September to help parents encourage reading at home
- Reception children have started guided reading from week 2. Book handling concepts are being developed from the start. 38% of children are taking books home to read which is an excellent result and George Lloyd was impressed. A new delivery of books has arrived.

Governors asked if the 38% of children taking a book home is from the whole school.

- The 38% of children ready to take a book home is in the reception cohort, all Yr1 pupils do have books taken home.
- The library will be opened soon. Trips to the library will

encourage the culture of reading.

- The school uses a company to support with literacy called Early Excellence. They provide up to date assessments. Tracking and assessment of data is done through Key Assessment Criteria (KAC). Jane Dunn explained how there is a class differentiation overview to see the average, above average and below average in each cohort. There is tracking between guided reading and easy reading. Guided reading is more challenging.

Governors asked about children who don't read at home? Has the school met with parents?

- Governors were informed this is addressed at parent's evenings and the teachers ask the child if they are reading at home. The example was given of giving a sticker to a boy every time he reads with dad.

Governors asked if there are any barriers to reading

- Staff members explained 'yes there are' and EAL is an issue with reading progress. The school is considering meeting with parents to give support. The children who might not read much at home are the ones receiving 1-1 reading time whilst at the school.

Governors asked are children reading in their first language at home?

- Governors were informed where this is known to be the case the school works on this. One girl who spoke a European language was given flash cards to take home and where there is staff who can translate this is undertaken.

Phonics

- There are 58 children in Yr1 and they are differentiated in four ways. This transition works very smoothly. The children have quality differentiated teaching of phonics. There are 56% of children working on phase five of the phonics. There are fifteen children on phase 4 which means they are about four weeks behind which is not a concern. There are ten children on phase three and this is the level expected to be finished at the end of reception. Seven of these children are EAL. It is a small group and there is a student teacher so the children are receiving much focused learning.
- Phase two is the initial learning and this is introduced in the the Reception cohort is also differentiated. Every class has a phonics area. Jane Dunn explained the need for an enriching environment to consolidate practice in the groups. The tracking is rigorous and excellent tracking is used. Each child is tracked individually using the phased assessment sheets.
- At the end of Yr1 in June 2016 the national phonics test assessed phonics knowledge. The children are tested on 40 words and some are nonsense words and this checks they know sounds. Able readers often try to make sense of this and so struggle. Lower ability readers often do well as they decode the letters. Lots of rehearsal is needed on alien and nonsense words. There are no major issues anticipated.
- The national average last year was 80% and the school aims to

be above national average. Phonics is one element of the reading approach. The percentages on phase 4 & 5 already show a huge amount of progress for this cohort.

Governors asked if a child fails the test what happens

- Pupils who fail the phonics test can retake this in Yr2 and it is reported in the Yr2 statistics. If they fail after Yr2 there are no other opportunities.

Governors asked how useful for the child is this to pass the test?

- Governors were informed these tests are really for school statistics and data. The data exercise from the Rose Report concluded without the core skill of phonics this would disadvantage children with their reading. The need for phonics understanding in relation to reading was explained to Governors.
- Jane Dunn reported the pass mark is not shared until the papers have been submitted. The pass mark is usually 34 out of 40. This year there is expected to be a change after the five year analysis of data.
- Governors with a teaching background shared information about phonics teaching in other schools. One school found out that mock testing is helpful.
- Didsbury CofE School was moderated two years ago. The children are not allowed to see the teacher marking as this can affect their confidence. Phonics does not help children understand but helps learn to decode.

Writing

- Yr1 has daily writing sessions. There are three groups working in rotation and this includes a focused writing lesson. All rooms have a writing area and each week a task is set to develop writing. The current topic is toys in line with a current TV advertising campaign. Children write and describe and independent writing is being encouraged.
- Yr1 handwriting in the new criteria has about 4 points and this needs a bigger focus. There is a handwriting session in the guided sessions. At the end of Yr2 the expectation is that children can write joined up words.
- There are lots of practice sheets have been given to parents to work on at home. Children are learning to speed up writing.
- Spelling is introduced and parents are encouraged to practice handwriting at home with the spelling tasks. This is a huge focus in the new assessment criteria right up to Yr6 SPAG tests.
- Reception children have an inside and outside writing area. There are interventions to develop fine motor skills and there is a scheme booklet, following advice from Pat Livesley. Pupils undertake fine motor exercises, and finger gym area in the classroom.
- The school tracks and assesses through focus, following the Ross Wilson criteria which gives clear targets. EYTP tracking sheets are used for reception children to track development.

Key action points from book scrutiny

- There is a focused marking policy
- There is a continual investment in books
- There is a commitment to develop phonics resources which are shared across the trust
- The Trust is committed to Literacy leaders training for Jane Dunn.
- There is a book scrutiny every half term
- There is an EAL intervention programme and the school is developing the EAL experiences. Contact with a trainer is going to happen so the school develops the skills for the very different needs.

Governors asked is there extra funding for EAL?

- Governors were informed there is no additional funding to support EAL children. Historically additional funding came from the Home Office and this disappeared a long time ago. Funding is largely subsumed in the special needs allocation. The school has to determine its priorities within its global budget.

Governors asked if the LA allocates children to the school do they not allocate funding

Action: Matt Whitehead to examine the GAG and see if there is an element linked to EAL percentage.

Governors asked how many EAL are PP

- Governors were informed there are no EAL pupils who are also PP. The PP parents need to sign up for this. Most EAL pupils in this school have working parents or are not eligible for benefits. The forms are not helpful in that it asks about first language and the guidance counts first language as in the first 4 years. Governors discussed how parents might not understand the guidance and parents might not want to declare English is an additional language. Governors noted there used to be adequate funding for language support and now the support across the city no longer exists.

Governors asked if there is a more common language in the school

- School staff reported there is no dominant second language in the school, many of the languages are European and there is a very diverse range of languages. Governors noted some parents may encourage the first language in the home and leave English just for school. Some children might have parents with different languages so might have three languages. Children often attend language classes on Saturday mornings.
- Of the children who did not attain their Early Learning Goals, 62% are on track to attain ARE (age related expectations) in Yr1 (22 children). Nine of these children are EAL. Twelve are boys. Three children are new to Yr1. Seven have summer birthdays. These children have extra guided reading as they are in the pink and red areas. One reader who was low average last week is average this week so the data is moving continually.
- Jane Dunn explained the writing is more concerning. 45% of children last year did not attain the expected standard. At the moment only 54% of children are at the ARE. 26 children not

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yet there. Twelve are EAL children. Eight have summer birthdays. Sixteen are boys. In Yr1 there are 16 boys out of 26 children.

- Jane Dunn explained the data will be much improved by the next reporting meeting. Lots of work is being done in the school. The Reception figures are much stronger compared to last year. The guided reading from day one is now showing dividends. In writing 82% of children are on track to attain the standard or attain above the standard.

Governors asked about the difference between the two cohorts

- Some of last year's cohort arrived mid-year and the school had a transient population so the data reflects that the children might have missed much schooling. This year the school was full from day one and there is little movement of children. Of the 26 children who are 'below' in Yr1, some of these are new to school. Some have been out of school for a long while.
- Children who have attended pre-school show less progress as their standard on entry is often higher but in this school this is not the case, good progress is still evident.

Action: Hannah Large to send Maths figures to Governors and this will be the focus for the next meeting.

Governors asked if the continuous provision is in the afternoons also

- The afternoons tend to be topic work; RE; PE; Music; Art and Spanish. The school is currently undertaking nativity rehearsals so this might affect the timetable.

Governors asked what is WFS in the data

- W is Working within the 4-6 months which is about 30% of targets; F is focused which is about 66%; and Secure is 90 to 100% and then then the children move to the next phase.
- There is one child who in reading is already working at about the 40-60months stage. The ELG (Early Learning Goal) statement identifies the targets. Some of the writing criteria overlap with EYFS and Yr1 goals.

Governors asked about Early Learning goals last year

- The Executive Headteacher explained the progress made from last year to this year. The school expects to be in line with national or even above expectations with this reception cohort. For the Yr1 cohort the progress is improving all the time. The children are making great progress in this school. The Executive Headteacher reported the school can reassure parents the children are making good progress.
- The school utilises many interventions which may not be directed or classed as for EAL children. Children who struggle whether EAL or not, are given interventions and this is done discreetly. The school wants children to enjoy learning.

Governors asked about parental involvement in the school

- Hannah Large reported the PTA run parent café sessions on Friday mornings and this is like an outreach session which will enable the targeting of parents. The school can start having meetings with parents in January 2017 when parents are settled

Action: Hannah Large to send Maths figures to Governors and this will be the focus for the next meeting.

<p>into the school.</p>	
<p>8. Governing Body Matters including <u>Terms of Reference for Governing Body & Committee structure</u></p> <ul style="list-style-type: none"> • Governors had been sent the amended ToR and committee structure in the Trust in advance of the meeting. <p>Governors formally adopted the Terms of Reference for this committee Governors formally received the committee structure for the Trust.</p> <p><u>Code of Conduct</u> Governors formally approved the code of conduct for Governing Bodies and this was signed by the chair on behalf of Governors.</p> <p><u>Declaration of Pecuniary Interest</u></p> <ul style="list-style-type: none"> • The PI forms were completed by Paul Blackburn; Felicity Bradley; Julia Heatley; Paul Good Hanna Large; Tracy Marshall; Lucy Noden; Marie Turnbull and Matt Whitehead. <p>Action: Clerk to ensure Lisa Cui completes the PI form</p> <p><u>Eligibility to serve as a Governor</u></p> <ul style="list-style-type: none"> • The Eligibility forms were completed by Paul Blackburn; Felicity Bradley; Julia Heatley; Paul Good Hanna Large; Tracy Marshall; Lucy Noden; Marie Turnbull and Matt Whitehead. <p>Action: Clerk to ensure Lisa Cui completes the PI form</p> <p><u>Governor Training</u></p> <ul style="list-style-type: none"> • All is being circulated by the clerk and Governors were advised training relating to curriculum is more relevant for local committees in a MAT (multi academy trust). • The Executive Headteacher suggested the trust can offer training and enable Governors to meet with Governors from the others schools in the MAT. • Governor skills analysis will identify training needs for Governors 	<p>Action: Clerk to ensure Lisa Cui completes the PI form</p> <p>Action: Clerk to ensure Lisa Cui completes the Eligibility form</p>
<p>9. Any Other Business</p> <ul style="list-style-type: none"> • Paul Good gave a confidential verbal report reporting from the feedback from the school advisor George Lloyd. The feedback was positive and the DFE have confirmed the strengths of the school and highlighted some areas for future development. 	
<p>10. Dates of next meetings</p> <ul style="list-style-type: none"> • Tuesday 17th January 2017 @ 7.30pm (report from Heads) • Tuesday 14th March 2017 @ 4pm (Maths SEND and literacy update) • Tuesday 9th May 2017 @ 7.30pm (report from Heads) 	

<ul style="list-style-type: none"> • Tuesday 27th June 2017 @ 4pm (meet the children) 	
11. Closing Prayer <ul style="list-style-type: none"> • The closing Prayer was led by Tracy Marshall 	

Signed.....Date.....
Mr Paul Blackburn (Chair)

Meeting closed at 18.10

Summary of actions

- Action: MW to send SIP to new governors
- Action: Chair to meet with Executive Headteacher and Hannah Large to go through the SIP in more detail
- Action: MW to check the ledger code being used to identify supply staff.
- Action: Matt Whitehead to examine the GAG and see if there is an element linked to EAL percentage.
- Action: Hannah Large to send Maths figures to Governors and this will be the focus for the next meeting.
- Action: Clerk to ensure Lisa Cui completes the PI & Eligibility forms