

**Didsbury CofE Primary School  
Local Governing Body Meeting  
Tuesday 5<sup>th</sup> October 2021 at 7.30pm in the school hall  
Minutes**

**Present:**

Catriona Arundale	Foundation Governor
Simon Ball	Head of School
Paul Good	Chair (MDBE)
John Janulewski	Foundation Governor
Matthew Lee	Foundation Governor
Sam Morgan	Staff Governor
Philip Robinson	Parent Governor
Joyce Thom	Foundation Governor
Matt Whitehead	Executive Headteacher

**Apologies**

Kate Catling	Parent Governor
Abbie East	Foundation Governor
Augustine Ihm	Foundation Governor

**In attendance**

Kathy Crotty	Clerk
Kate Evans	SEND

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

**1. Welcome, Introductions & Opening Prayer**

Governors were welcomed to the meeting by Paul Good. Since the last meeting Helen Stallard resigned due to work commitments and Nick Bundock has been replaced by Augustine Ihm. John Janulewski was welcomed to his first meeting. Simon Ball led the opening prayer

**2. Apologies for Absence**

Apologies were received and accepted from Kate Catling, Abbie East and Augustine Ihm.

### **3. Declarations of Non/Pecuniary Interest**

- Catriona Arundale; Phillip Robinson, Kate Catling, Abbie East, and Matt Lee, all have children in the school. Paul Good has one grandchild in the school and John Janulewski has two grandchildren in the school.
- There are no other declarations other than those listed on the school website.

### **4. Election of Chair of Governors until the first Governing Body meeting of the Autumn Term 2022**

One Nomination was received for chair for Paul Good, proposed by Matt Whitehead and seconded by Joyce Thom.

**Paul Good was duly elected as Chair until the first Governing Body meeting of the next academic year (Autumn Term 2022)**

The election of vice-chair was deferred to a future meeting.

### **5. Presentation SEND**

- Kate Evans explained the changes in the arrangements since the last report which include covering for Emilie Smiths absence (maternity leave). The transition into this role was supported by Jane Dunn. There is no longer a SEND TA. The provision plans remain updated termly and the high level of support remains. All staff have a great understanding of children's needs and are able to identify and provide support.
- Questionnaires indicate the parents are impressed with the level of support received. This school has an above average number of children with needs and the children on the register are making good progress. There are 27 children in total (11% of the school population) on the SEND register and 11 children have an EHC plan. The school is moving away from the language of 1:1 support, adults provide interventions as required.
- There are some EHC plan requests in the system and the process of assessment and documentation is progressing. 15 (6.2% of the school population) children receive SEND support, and most children receive support for cognition and learning.
- Priority classes were detailed in the written report circulated and the nursery assessments are ongoing. Yr6 has a high number of children on the register, these children have been on the register for a while. Yr1 has also been affected by Covid and there are some attachment issues.
- DCE has an increased number of SEND children on the Pupil Premium register; five SEND pupils are also pupil premium. Additional support is provided for example with self-esteem and learning support. There are seven children who are EAL (English as an additional language) and SEND. 14 SEND children have summer birthdays.
- Five SEND children have behaviour support plans, trigger areas are identified to avoid escalation. Children do learn to regulate emotions and come off the register. Three children have risk assessments for when on school trips. There are different emergency evacuation procedures for some children with additional needs.
- Other agencies, such as Educational Psychology are working in the school, speech and language therapy is provided (both private and NHS) and there are some referrals. CAMHS continues to have long waiting lists.
- Areas to develop on the SIP (School Improvement Plan) include improved communication between all staff, including support staff and ensuring all staff are logging behaviour incidents on CPOMs. The move away from 1:1 support to support from the whole school community is yet to be fully embedded. The parent questionnaire indicated staff have a good understanding of SEND needs and are able to

communicate effectively with parents and allow all pupils to recognise and value individual differences.

- The action plans include managing teacher workloads especially in classes with high numbers. LSAs undertake excellent work with the children. There is an aim for children on the register being represented more fully on the school council

**S: The chair gave Formal thanks given to Kate Evans for her efforts in developing this area and for the excellent presentation.**

**Q: As there is no SEND TA, what support is there for children who do need interventions?**

Staff are currently working on utilising current TA support as effectively as can be and TA time is shared with a clear timetable. The main level of support is from the TA attached to the class. Staff support each other and undertake “change of face” swaps as part of the support. Teacher’s expectations are being managed.

**Q: Does an EHC Plan allocate additional money?**

Yes, the plan will identify what support is needed. There are 11 children with plans. The LA provides additional funding. The level of funding can range from £2,000 to £10,000 depending on the level of support identified.

**Q: If the full amount is awarded does this restrict the funding to that child?**

The funding for assessed needs was explained, and the school budget includes an element of funding for general routine SEND support. The High Needs budget does not meet the needs of children, and this is a national issue. The LA places a legal obligation on schools to support the child, and the high needs funding is insufficient meeting expectations. School budgets are used to meet the needs. There have been many representations to the DfE and schools continue to make the case for additional SEND high need funding. There is an expectation of 1:1 support which is not realistic with the budget allocated. DCE has developed an excellent reputation for SEND children, which explains the higher numbers of SEND children in this school. DCE does not have much deprivation funding which some schools can use to support these children. Governors suggested there was a moral issue of not encouraging high dependency which 1:1 support often does. The school approach aims to develop confidence and independence in learning.

**Q: Does this approach create conflict with parents who find the EHC plan process stressful, are parental expectations being managed?**

Communication with parents is an area to be mindful of and the school does aim to manage expectations. The Head of School explained in the past there was more generous funding and less children requiring support. 4.5% of the school population have an EHC plan and the national average is nearer to 1.5%.

**Q: How has the pandemic impacted on the needs of children?**

The pandemic has highlighted more emotional and attachment issues as well as gaps in knowledge and skills. In the near future there will be nursery children who have missed key socialisation experiences due to the pandemic.

**Q: Is there an estimation of staff time given for SEND support?**

Teachers planning includes ensuring individual needs are being met and this is difficult to quantify. There are also many staff hours meeting with families and colleagues. You can quantify the SEND staff time but not the time spent by staff dealing with SEND issues. The success in this school reflects the professionalism of the staff in this school, all learning is differentiated. This school has children with high academic achievement as well children requiring much support.

**Q: Are there any observations about children recognising differences with their peers?**

Staff will discuss with children a range of issues such as some children having different experiences. Children will ask honest questions. Staff are guided also by parents. Difference and diversity is celebrated in this school.

## **6. Minutes of Previous (remote) Meeting held 29<sup>th</sup> June 2021**

**The Minutes of the meeting held 29<sup>th</sup> June 2021 were approved as an accurate record.**

There were no actions from this meeting.

## **7. Head of School Verbal Report including**

### Covid Risk Assessment (RA) and safety protocols update

The updated RA has reduced protocols since January 2021, some aspects are remaining where the procedures have worked well. There has been one Covid case among pupils but that case started before term and the child completed their isolation in the first few days of the Autumn term. There have been no staff cases this term.

### Admissions update and numbers of children in school

There are 245 children enrolled and this is the largest number in the school for some years. Census day is on the 7<sup>th</sup> October 2021 and this will decide the budget for 2022. There may be an additional £25,000 in the school accounts. Pupil Premium used to be based on the January census and this will be now based on the October census giving almost a year's lag in this funding.

### 2020/21 progress data

The baseline from September 2020 shows the attainment is not as high as usual but great progress has been made. Many children had an eight week break in 2020 but the online learning worked well. The Head of School reported the September 2020 baseline was as follows: Reading, 42% of children were at the expected standard or above and 58% are below the expected standard. Writing 33% of children are at the expected and above standard, 67% are below the expected standard. Mathematics 42% of children attained the expected or above standard and 58% were below the expected standard.

The end of Summer 2 figures based on the current end of year assessment materials and ongoing assessments to produce final levels show in reading 80% of children were at the expected standard or above and 20% below the expected standard. In writing 69% of children attained the expected standard and above with 31% of children below the expected standard. In maths 73% of children attained the expected or above standard with 27% of children below the expected standard.

### Staffing Update

The report indicated a large staff base, there are now 50 members of staff which includes teaching staff, educational support staff, lunchtime organisers, admin and site staff and Kids Club staff. Several staff members have more than one role in school. There are three new teachers and one is an ECT (early career teacher) being supported over two years. Two staff are on maternity leave until the spring term.

### SEF / SIP (self evaluation form / school improvement plan)

The updated SIP was shared in advance of the meeting and the headline priorities were outlined in the report. The school may have an inspection this academic year. The school is judged outstanding in the areas of quality of education; behaviour and

attitudes; personal development; and leadership and management. The school is judged as good in the quality of early years education.

#### Premises Update

During the Summer term the climbing frames in both the KS1 and KS2 playgrounds were inspected by Play Quest with frayed ropes and frames that had worn being replaced. There has been an energy performance check; fire equipment testing has been carried out by Target; there has been an asbestos inspection survey; and a fire drill has been undertaken.

#### Parent questionnaire

The school issues the Ofsted questionnaire to parents (one for each child) and 137 out of 236 responded to the parental questionnaire. Overall, the responses indicate high levels of support. The parent questionnaire was sent directly to parents, and it was suggested parents are encouraged to use the parent view portal as Ofsted will use this approach.

#### ***Q: Will Ofsted still send out a parental questionnaire even if this has been done by the school?***

When the school receives the call from Ofsted, they will urge parents to complete this as they visit, any previous answers will provide historical data and this school has many years of positive feedback from parents.

#### ***Q: The parent questionnaire indicated support to increase online provision, what is the need?***

The Head of School explained many parents provided additional comments and the overall themes were summarised. Online learning and improved online learning were key themes of how parents saw this provision. The answers were not always specific, and the school is aware the online provisions improved from the first lockdown to the second lockdown as staff skills developed. There were more comments identifying the school provided good online learning than comments identifying areas for improvements. When bubbles closed in the last term the staff were able to quickly move to online learning.

#### ***Q: Is the questionnaire anonymised?***

Yes the questionnaire is anonymised.

#### ***Q: Can you identify the few “strongly disagree” response to have a conversation with the staff?***

The responses are anonymised and going forward parents will be encouraged to contact the school if they want to discuss their responses further.

**Governors were encouraged to familiarise with the SEF and SIP and to offer question and challenge to the school. Working knowledge of the progress of both the SEF and SIP will support an inspection judgement.**

### **8. Behaviour and Safety update**

- There has been one referral to social care and two receiving ‘children in need’ support.
- The Executive Headteacher had checked the SCR (single central register) and examined safeguarding procedures and reported there are no issues. The school meets all statutory requirements
- All staff have signed to confirm they have read KCSiE (Keeping Children Safe in Education) and all staff have undertaken 90 minutes online training on the new updates. The Executive Headteacher undertakes the safeguarding checks in all four

schools. Although Ofsted undertake curriculum deep dives, safeguarding is also a priority and in the context of the pandemic this is likely to be different.

**Q: What is CIN?**

CIN is Children in Need, CME is Children Missing in Education; CP is Child Protection which is the highest child protection category. This school does not have any children who are CP, there are two CIN children requiring regular contact with social workers. There are some children with a care order who are expected to become CIN in the near future. TAC refers to Team Around the Child where families are supported through difficult periods.

**9. Executive Headteacher updates**

- The Executive Headteacher informed Governors the DCE children have had a calm beginning to the academic year. There are three new class teachers out of eight staff and this is working well.

Finance update

- The projected deficit budget from June 2020 projected an in-year surplus of £37,000, revised to a deficit. The year ended with in-year carry forward of £15,000. However, this needs to be seen in the context of £80,000 additional income that was transferred over from Kids Club reserves. Consequently, there was an in-year deficit of £65,000. £200,000 is expected to be carried forward next year, this includes projected Kids Club income.
- The monthly monitoring report will be uploaded onto Governor Hub. The June 2021 budget predicted a surplus and this is already not accurate due to increased energy costs and increased national insurance costs.
- The restructure of Kids Club occurred addressing the losses in the last academic year due to the pandemic. This budget is more promising this year and the viability of Kids Club will be reported to Governors.

**Q: The Kids Club restructure projected increased numbers, has this happened?**

The pattern of attendance has not changed hugely, the club is still quiet by 5:45pm. Friday is the night when children seem to be in Kids Club the latest. The school thinks there are still many parents working from home. The September income was increased at over £15,000. There are larger numbers using Kids Club. The aim is for a balanced budget and hopefully a small surplus. There is still a demand for child care.

**10. Governing Body Matters including:**

Check declarations are updated on Governor Hub (KCSiE updates; Code of Conduct; Pecuniary interest declarations)

**Action: The clerk will contact new Governors to offer support to complete the declarations.**

Any training undertaken

Governors were reminded relevant training from other areas can be reported such as training in voluntary or paid work. Governors were asked to upload their training on the Governor Hub portal.

Joyce Thom has attended training on complaints and asked if there is a complaints co-ordinator, the chair informed Governors this is an area to be reviewed this academic year.

**11. Link Governor roles 2021/22** (See below for 2020/21 roles)

**Governors formally approved the following link Governor roles for 2021/22**

<b>Area of responsibility</b>	<b>Link Governor</b>	<b>Staff contact</b>
Safeguarding	Paul Good	Simon Ball
SEND	Cat Arundale	Emilie Smith
Pupil Premium / Catch up funding / LAC	Kate Catling	Simon Ball
Sports and PE Premium	Matthew Lee	Kate Evans
English	Abbie East	Emma Lomas / Liz Gandee
Mathematics	Philip Robinson	Elizabeth Lugsden
Balanced Curriculum	John Janulewski	Emma Lomas
EYFS	Emma Hooson	Liz Gandee
Health & Safety / Premises		David Robinson
Ethos & RE	Joyce Thom	Kathryn Thompson

**Action: Augustine Ihm will be asked about the link Governor role for Health & Safety / Premises**

**12. Policy approval**

Safeguarding/ Child Protection Policy

This has been updated and based on a model policy from The Key

**Governors formally approved the Safeguarding / Child Protection Policy**

SEND Policy

This policy has been updated.

**Governors formally approved the SEND Policy**

Pupil Premium Policy

This policy has been updated and is based on a model policy from The Key. The next meeting will include an update on the Pupil Premium strategy. The Government is now encouraging a three year strategy for Pupil Premium expenditure.

**Governors formally approved the Pupil Premium Policy**

Risk Assessment

This has been updated and discussed in item 7.

**Governors formally approved the updated risk assessment**

**13. Any Other Business**

Governors were informed the Trust Board is currently working to appoint a new CEO to replace the current Executive Headteacher who is due to retire at the end of this academic year. The recruitment process is underway, and a smooth transition is anticipated.

**The Staff Governor was asked to pass on formal thanks to all staff for the tremendous work undertaken**

**14. Date & Times of 2021/22 Meetings**

**The proposal for two remote meetings in the winter months was agreed unanimously.**

Tuesday 16th November 2021 at 7.30pm – remote meeting  
Tuesday 18<sup>th</sup> January 2022 at 7.30pm – remote meeting  
Tuesday 8<sup>th</sup> March 2022 at 7.30pm – in school meeting  
Tuesday 3<sup>rd</sup> May 2022 at 7.30pm – in school meeting  
Tuesday 28<sup>th</sup> June 2022 at 3.30 (meet the children)

Signed..... Date.....  
*Mr Paul Good (Chair)*

*Meeting closed at 21:15*

***Summary of actions***

- Action: The clerk will contact new Governors to offer support to complete the declarations.
- Action: Augustine Ihm will be asked about the link Governor role for Health & Safety / Premises