

Beaver Road Primary School

Local Governing Body Meeting

Date of meeting: Monday 30th September 2019

Quorum: 6 (met at this meeting)

Chair: Lynne Allan

Clerk: Jenny Adie

Venue: Beaver Road Primary School

pages: 8

signed: _____ **date** _____

1. Present

Name	Governor category	End of Term of Office	Present (P) apols (Ap) absent (o) 30/9
Lynne Allan Chair	Co-opted Governor	25/2/22	P
Pauline Black Deputy	Co-opted Governor	11/9/20	Ap
Jane Carroll	Parent Governor	18/11/22	P
Michael Davenport	Staff Governor, Teacher	10/2/23	P
Emma Forrester	Co-opted Governor	24/3/23	Ap
Louise Garvey	Co-opted Governor (Staff)	25/2/22	P
Sian Hanison	Parent Governor	18/12/20	Ap
Liz Hardy	Headteacher	ex officio	P
Rihula Mour	Staff Governor, Teacher	10/2/23	P
Chris Teasdale	Co-opted Governor (parent)	10/2/23	Ap
Sarah Turner	Co-opted Governor (parent)	29/1/22	P

In Attendance

Name	Role
Ruth Byrne	
Tina Smith	Finance Director
Jenny Adie	Clerk

Apologies received from: Pauline Black, Emma Forrester, Sian Hanison, Chris Teasdale

Apologies formally accepted.

2. Pecuniary Interests

2.1 Pecuniary Interests Register for 2019/20

The Pecuniary Interests Register for 2019/20 was passed round for signature by those present.

ACTION	Clerk	To obtain signatures from Governors absent from this meeting.
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2.2 Declaration of any Pecuniary Interests in the items on this agenda

No Pecuniary Interests declared.

AGM**3. Election of the Chair and Deputy for the 2019/20 school year**

advance nomination: Chair: Lynne Allan

Pauline Black could not attend but had confirmed her agreement to nomination as Deputy Chair.

Governors unanimously re-elected Lynne Allan as Chair and Pauline Black as Deputy Chair.

4. Full Governing Body**4.1 Terms of Reference**

Sent out with papers.

ACTION	Clerk	To email the Terms of Reference to Tina to go on to the website.
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Governors agreed to accept the Terms of Reference.

4.2 Code of Conduct

Sent out with papers.

ACTION	Clerk	To email the Code of Conduct to Tina to go on to the website.
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Governors agreed to accept the Code of Conduct.

5. Governing Body Committees**Terms of Reference and membership****5.1 Buildings and Resources Committee**

The Terms of Reference are not yet available, Tina will forward them to the Chair.

ACTION	Tina Smith	To email the Resources Committee Terms of Reference to the Chair.
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Membership: Emma Forrester, Chair; Lynne Allan, Jane Carroll, Louise Garvey, Liz Hardy, Tina Smith.

5.2 Standards and Curriculum Committee

Terms of Reference sent out with papers.

Governors agreed to accept the Standards and Curriculum Committee Terms of Reference.

Membership: Lynne Allan, Chair; Pauline Black, Michael Davenport, Sian Hanison, Liz Hardy, Rihula Mour, Chris Teasdale, Sarah Turner.

5.3 Link Governors

Maths	Chris Teasdale
Humanities +RE	Louise Garvey
Arts + Music	Rihula Mour
Science	Sarah Turner or Sian Hanison
English	Lynne Allan, Emma Forrester
PSHE	Pauline Black, with Rights Respecting
Assessment	Sian Hanison
Safeguarding	Jane Carroll
SENCo	Emma Forrester
Sports	Jane Carroll
ICT	Mike Davenport

Liz Hardy was at NLE training on Ofsted today; there was information on the role of Governors, their role is strategic 'how do Governors know it is happening?'; do Staff have the knowledge they need?; is the curriculum sequential?; do Staff have access to appropriate CPD, and support from the SLT?

LA suggested that it could be useful for the School to be a member of NATE, the National Association of Teachers of English.

Q. Is there now a particular focus on the History and Geography curriculum?

Ofsted have said that when inspecting an Outstanding school, they will look at History, Geography, MFL, but all Inspections will be with a focus on the curriculum.

Intent, Implementation and Impact are the important issues; the Inspector today said so long as Intent is in place, Implementation is being worked-on, Impact has to wait, a school will not be marked down for not all implementation being fully in place. Core subjects have to be fully planned, additional subjects will be given time. There are some subject areas less well-developed than others, Ofsted recognise this cannot all be done at once.

The first 2 sections of the Ofsted Report will now be written for parents, not for education professionals.

5.4 Pay Committee

The Pay Committee will meet on 18th November, after the Teacher Appraisal deadline of 31st October.

The Trust is the employer, the Trustees have agreed to keep to the National Teachers Pay and Conditions.

The Pay Policy is presently at School level, in future it will be at Trustee Level.

Q. What is the remit of the Pay Committee at school level?

A review of the process of awarding increments.

Membership: Lynne Allan, Jane Carroll, Emma Forrester.

Tina will check the Terms of Reference and bring them to the next Local Governing Body meeting for review.

ACTION	Tina Smith	To bring Pay Committee Terms of Reference to the next FGB meeting.
ACTION	Clerk	To to put Pay Committee Terms of Reference and report-back on to the next agenda.

All the Trust documentation has been reviewed to be clear on the final version. Tina had sent the documents to the Chair, who will send them to all Governors. Only the Memorandum and Articles of Association are outstanding. TS has the version from Companies House; she has discussed this with David Allan and will send amended versions to Companies House.

ACTION	Lynne Allan	To forward the updated Trust documentation to all Governors.
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Ordinary business

6. Minutes of the previous Local Governing Body Meeting, on 15th July

Minutes agreed and signed as a correct record.

7. Matters arising from the minutes (not already on the agenda)

Item 6, CEO's Report: The letter from the RSC to David How was sent out directly after last meeting.

8. Headteacher's Report

Sent out in advance of the meeting.

Quality of Education is the main focus of Inspection, this includes Leadership and Management; the other 3 areas are looked-at through Quality of Education.

Safeguarding is now under Leadership and Management.

The School does not do what it do just for Inspection, but needs to be prepared; as an Outstanding school Beaver Road can expect to be inspected, probably with a curriculum for History, Geography and MFL focus.

When Ofsted come and talk to Senior Leadership, there has to be clarity on curriculum, how it works, where they can find the information; they will not look at internal assessment except as how it is used to inform the School's work on curriculum.

Ofsted will look at how finances support Key Priorities.

Curriculum

Ruth Byrne reported.

Beaver Road does not have to follow the national curriculum, but they do.

They have a focus challenge curriculum, with a thematic approach.

The framework ensures that Teachers are planning for each subject discretely, to ensure coverage of all areas.

In the summer term they changed medium term planning, they are now 'teaching backwards' towards where they want to be, the Teacher has an end point for each subject, which has to relate to the national curriculum, then plans a sequence of lessons to reach that endpoint.

Q. Is the endpoint differentiated?

It is a coverage endpoint, learning will be differentiated with it, children will have different levels of knowledge at the endpoint, but will have covered the same ground.

The plan will show what is being taught in each week, children should know where they are going next, and where the learning fits into the bigger picture.

There is great deal to fit in; they have spent time looking at the whole school timetable to minimise movement, which is wasted time. They can use one subject with another to fit work in, for example they use Science based Reading, they do active Maths and English for movement, as well as just activity in PE.

Last year Subject Leads looked at data and things arising from the data, for example training on gymnastics assessment was developed. They have home learning grids, an overview of how a parents can support their children in all areas of the curriculum; the child can choose the areas to work on. This is to make homework a practical experience, to make it more purposeful, and to help parents understand where learning fits in.

There is a questionnaire to look at how confident parents feel with supporting their children in areas of learning, asking what support parents would like to see, then they will look at how to offer it.

Maths is a key priority. Natalie Turner, Year 6 Head of Year, was part of a Maths Hub in Trafford. Julianne is still the Maths Lead. They can see the impact of Maths no Problem in earlier years where it has been brought in, but it is not yet into Years 5 and 6. Children fail in KS3 because they have learned tricks for tests but do not have really basic understanding; Teachers have to repeat basic work until the child really understands.

They have changed how they use TAs. They are more in class though they may go out with groups in some lessons for teaching the lesson subject at the level suitable for the group. They are avoiding taking children out of the main lesson for interventions.

They do not want to use Maths No Problem just as a scheme, they want to take a Mastery approach in Years 5 and 6. They will have a session for parents to explain the scheme, and for parents to see how calculations and other activities are done in the classroom.

Q. There was a Calculations Policy?

There still is, but the emphasis is now on children being able to use different methods, as they prefer; they need to show they understand what they are doing.

Reading is basic to access to all subjects. There will be letters going out asking for parent volunteers to help with reading, they will also be asking for volunteers in other areas. Volunteers will need a DBS. They are just starting this at present, they will launch when the idea is more developed.

Lucy Noden was Reading Lead, Rihula Mour was Writing Lead, they are working together more

now, in areas of strength; it may be Lucy more in the First School, Rihula more in the Juniors. It is important still to collaborate, not to have different practice in different departments.

RB is looking for training for Leads new to their subject area; for example the MFL Lead is on maternity leave, the new Lead will have training.

The Science Lead wants to do a STEM Fair, with parents talking about how they use different areas of Science in their jobs.

There is a new Geography Lead, and a new History Lead, due to the previous Leads' movement into focus on other areas. They need to provide training and work with the new Leads to develop plans. The Subject Lead can use medium term plans to review coverage over the School.

Beaver Road has been invited to take part in Didsbury High Science Workshops, they are also talking to Parrs Wood.

Subject themes cover several areas, for example Louise Garvey has been doing Egyptians, which includes History and Geography; they plan coverage by subject but deliver through the theme.

Q. About MFL: are they teaching only one language now, French?

The Lead member of Staff met with the Lead at Parrs Wood to discuss doing one language more deeply, to achieve a higher standard.

Q. Why did they choose French?

Year 5 were already doing French, so to build on this, and Teachers found there were better resources for French. RB has been sent information on the advantages of Spanish by a Teacher; they are still deciding, it is important to make the right decision. They can bring languages into Nursery, and KS1, ready for the formal start in Year 3, to have a good standard by Year 6 so children can enter Year 7 with transferable skills.

Many children also have another home language, they do not need to make learning harder, but focus on one language in School to reach a higher standard.

For ICT, finance is important as equipment is expensive. They have recently bought 30 new iPads, and also equipment for adults. They will use a scheme to ensure they have coverage and are building knowledge, it is important that the basics are in place.

They are looking at an App, SeeSaw, where ICT is used to support the curriculum generally. They will be asking for volunteers to trial it in the free version, but there is also a version to purchase, they want to investigate if it is worth it. The purpose is to engage parents.

The above are the major areas, other subjects are also being worked-on.

Impact /Data

The data is not validated yet, it would usually be brought to a later meeting, but the IDSR is coming to this meeting and Liz has done a brief written analysis.

A more detailed analysis of data and identified groups will come to Curriculum Committee.

Mike Davenport reported

The IDS, an analysis of the data by the City Council, gives an overview of EYFS, KS1 and KS2.

It was commented that it would be helpful to have data in advance of the meeting.

Progress has previously been above average for all areas; last July it was above average for Reading, average for Writing, below average for Maths.

Q. Does this make Ofsted more likely?

Progress for Early Years and Phonics is very good, attainment is good. Ofsted will risk-assess, why did the School predict so much higher than was achieved, for Maths and Combined? This is an internal moderation issue. They probably know some of the reasons why, in terms of how Teachers were managed, led and supported. They have analysed the Maths papers, many children fell down on calculation, they need to look at what happened with this basic teaching.

LH was not involved in Pupil Progress meetings, MD was in some. Greater consistency was needed, and is now in place. They need consistency up through the school, and between classes in a Year Group. Children did not get additional marks on re-marks.

Combined was down from 84% last year to 71% this year. The Reading target was 89%, they were confident of this. They were not moderated for Writing this year. They do not yet have the data dashboard, information Ofsted will also see.

For the last 2 years they have set targets; they will meet with Teachers later in the term to set targets, then share them with Governors.

The Early Years target was 78%, they achieved 76%, due to movement of children, leavers were Expected, children coming-in were International New Arrivals and SEN.

There is more than 4% transience, progress is very good, above national, though they did not

achieve the target.

Phonics was 1% over target.

These are the highest KS1 results since the new national curriculum came in; this was a strong cohort, only three children with SEN.

There are only three children in the now Year 3 cohort who did not pass Phonics.

Q. How do rankings in Manchester compare with previous years?

This year the KS1 higher standard results are in the top 20 for Primary schools, which would be expected from where Beaver Road is.

Year 1 last year, now in Y2, are not as high-achieving, the target will not be as high, there are more children with SEND. Ofsted will not only look at the data, they will start with how happy children are in School.

Q. About KS2 girls doing better than boys? Is this for this one group, or is it a trend?

Girls achieve better across the board than boys except for Maths Greater Depth. They need to compare with national figures to know if this is a national or a school-specific issue. Last year showed the same pattern as the year before, but in 2017 boys outperformed girls. Last year many of the SEND children were boys.

At the end of every term Heads of Year analyse performance in their Year Groups.

There may be an all-female staff team, particularly in Early Years; they may need to look at how to gear the curriculum for boys.

Ethos and Pedagogy and Values are key to the new framework, so they need to spell out how these are addressed in school. Bullying is now a separate area, all incidents are recorded, and followed-up, though not always recorded on CPOMS so they are discussing how to ensure follow-up actions taken are also recorded.

Persistent Absence is still a priority area.

Rights Respecting

The Report was circulated.

They need to continue to embed and take forward Rights respecting work.

Andy Burnham is visiting the School on 7th November.

Leadership and Management

The School Improvement Plan was circulated.

Key objectives include Maths, communication, and attendance; Action Plans are being developed, and will be in place for half term.

They have used the same format as previously, in line with the Vision. They have added the IDSR for last year so Governors can be clear what Ofsted will be looking at.

Do they want to revisit the Governors Vision? It has been the same for many years. This would be a whole Governing Body discussion. When the Trustees have finalised their Vision Statement the one for the School will be revisited to discuss whether Governors want to change it.

Policies

The DfE has brought out new guidance, TS and LH are going through the policies and will circulate them as they are reviewed, some have to come to the Governing Body.

TS and LH attended training last week on the LA's new Safeguarding self evaluation. They want to review all safeguarding practice, they will go through this and share it with Governors. There will be more work this year uploading all the evidence, but less in future years as the information carries through.

Debbie Bailey has been approved as Beaver Road's QA. The School will have 2 extra visits this year, one each term, funded by the LA because the School has a new Headteacher. Governors are very welcome to attend on a day she is in if they are able to do so.

Buildings and resources

The main work was on the playgrounds; it was behind schedule in the end, but is finished now except for snagging. The children are using the equipment, School is still working with the Contractors on issues.

There are new communication tools, a School App as well as the new website; they want to be as paper-free as possible, also as relevant as possible, and send only messages the parent needs to know about, there has been some feedback from parents.

Q. When will the new website be ready?

They want to launch the website on the first day back after half term. The present website is difficult to change, work cannot be delegated. The new website by School Spider is easy to update; they took feedback from other local schools using them.

At present they are using School Coms and Parent Pay. In future they will be doing everything through the App except payments for dinners. They want to make it very clear to parents how it will work, and try to get right balance of communications, not too much, parents complain about too much communication. There will be more responsibility with parents to check what is happening.

Q. About messages from a private provider, Didsbury FM?

Messages do go through School, they only send messages when the School is included, they are part of the community. However some areas are not promoted, for example Drama Club. School have said that all external letting Clubs will be advertised on the website.

Staffing update

Professional development and Staff wellbeing are in the Leadership and Management section. Ofsted will want to know what Governors know about Staff wellbeing and how the SLT support it, Staff bullying or harassment by other Staff or by parents, late night emails.

It was suggested that all communications go through the Office, it makes people consider what they write, knowing someone else will see it.

Maybe there should be an email to parents about considering the language they use to Staff. There are notices and a Code of Conduct now in School, but parents may not know, and what will Staff do if parents are abusive?

Q. How does School share and record issues?

Parking is an issue. There are new issues: the new school, After-School Clubs; there will be mistakes, most parents are good about it but some are abusive, Staff usually talk about it then let it go.

A Governor's workplace records abusive users, then consider who they will communicate with and visit. Parrs Wood also suffers from abusive parents, usually through phone contact. They do not record incidents.

This is an evident well-being problem. How to go about codifying it? Maybe start with a log, use CPOMS? They need to capture incidents as an employee group. A parent could abuse someone already under stress, in public, it could be the last straw for them. This behaviour reflects against the whole School. Should the School have a presence on Facebook, and manage the page? At present there are pages for groups of parents which can be mistaken for the School's own.

It is important that parents know there is a Complaints Policy they should use; many abusive parents try to bypass this but they should follow the procedure, go to the Teacher, then the Headteacher. Is it worth emailing the Code of Conduct to parents? Only a few cause problems. Or should the Code of Conduct be put in the Communications document and on the website, to direct parents to its existence?

9. Trust Board

9.1 Meeting on 16th September

Minutes not yet available.

TS and LH attended.

ACTION	Tina Smith	To email to Governors the Trust Board minutes, when available.
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9.2 Update on Working Group

Emma Forrester had sent information.

10. Governance**10.1 Parent Governor election**

This is to be done this term.

At Trust level, someone with a commercial background would be desirable.

All information is in School from the last time an election was run.

ACTION	Tina Smith	To email election paperwork for review.
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10.2 Governors' information for the website

Governors who have not yet written a brief pen portrait and sent it to the Clerk, please do so.

The School has old ones, TS will send them out to the Clerk to send to Governors to review and return to the Clerk, with a deadline of Friday, as this is a requirement.

Governor@brps.net is the central address to send documents to so all Governors can read them.

MD can reset Governors' passwords if needed.

10.3 Training

Training information is sent out to Governors when received by the Clerk.

11. Any Other Business

None.

12. Meeting dates for the year

Thursday 16th January 2020

Monday 23rd March

Monday 13th July