

Beaver Road Primary School

Local Governing Body Meeting

Date of meeting: Thursday 16th January 2020

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) 30/9	apols (Ap) 16/1	absent (o)
Lynne Allan Chair	Co-opted Governor	25/2/22	P	P	
Pauline Black Deputy	Co-opted Governor	11/9/20	Ap	o	
Jane Carroll	Parent Governor	18/11/22	P	P	
Michael Davenport	Staff Governor, Teacher	10/2/23	P	P	
Emma Forrester	Co-opted Governor	24/3/23	Ap	P	
Louise Garvey	Co-opted Governor (Staff)	25/2/22	P	P	
Sian Hanison	Parent Governor	18/12/20	Ap	P	
Liz Hardy	Headteacher	ex officio	P	P	
Rihula Mour	Staff Governor, Teacher	10/2/23	P	P	
Chris Teasdale	Co-opted Governor (parent)	10/2/23	Ap	Ap	
Sarah Turner	Co-opted Governor (parent)	29/1/22	P	Ap	

In Attendance

Name	Role
Tina Smith	Finance Director
Jenny Adie	Clerk

Apologies received from: Chris Teasdale, Sarah Turner

Apologies formally accepted.

2. Pecuniary Interests

2.1 Pecuniary Interests Register for 2019/20

Emma Forrester signed the Register. Pauline Black and Chris Teasdale are still to sign.

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.

3. Minutes of the previous meeting, on 30th September 2019

Minutes agreed and signed as a correct record.

4. Matters arising

Item 4.1, Local GB Terms of Reference: To go on the website.

ACTION	Clerk	To re-send the Local GB Terms of Reference and Code of Conduct to Tina.
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Terms of Reference are part of the Scheme of Delegation, the Local LGB Terms of Reference will be reviewed when the Trustee Terms of Reference have been agreed.

5. Headteacher's Report

Sent out in advance of the meeting.

The Report is written according to the new Ofsted Framework headings.

Curriculum update from Ruth Byrne, who oversees curriculum organisation. School teaches the national curriculum, the Curriculum Policy is on the website. There is a lot going on at present, School is developing an ambitious enriched curriculum, one big issue is sequencing. It is becoming a strong curriculum with clear threads across the School, sequencing is built in, more explicitly than previously. There is a change in what Ofsted expect to see. Teachers ask children what they remember from what they learned before and then take learning forward. For example in Maths they are now following a Mastery curriculum and Maths No Problem, children are more able to apply what they have learned to solve new problems.

Q. Is there anything that happens at the beginning of a lesson to make clear what subject they are doing now? A trigger for remembering?

Children do know 'this is Maths now', it is every morning. Classes have a visual timetable and go through it every morning. Sequencing is short term as well as longer, remembering may refer to yesterday, or last week, or last term.

There can be more overlap with some subjects, It can be more blurred when for example children are writing about History, Teachers make it clear what the object is, the grammar or the writing or the History skills, so children know, marking will be on basis of the point of the teaching, but does allow getting English into lessons that engage children, for example writing about dinosaurs with boys, they focus on the dinosaurs but are learning English and practising writing.

They are engaging parents, numbers have volunteered to come in to hear Reading.

MD said that some prospective parents have asked about volunteer opportunities in School, he thinks is a strong point for the School.

There is an emphasis on Middle Leaders and what they are doing.

Yesterday they had a 'deep dive' for Maths with Debi Bailey, run as Ofsted will do it, with very challenging questions to Teachers. They challenged Leadership on the 3-year decline, and less good performance of disadvantaged children, then asked Middle Leaders what do they know about Maths performance, what they are now doing differently, what CPD they have had to change what is happening. Debi Bailey gave feedback on the day, there was nothing the School did not know.

Q. About the Spanish Day?

This was last Friday, it went very well, with many activities including cooking paella, Flamenco workshops; Parent Governors said that their children learned lots of words in the day.

Q. About the Sadie Massey competition?

RM told Governors that they are entering the Reading and Writing competitions this year, Year 5 will go out to a workshop and they hope to have a workshop at School as well.

Q. When showing parents round, do any parents ask about data, which is available for everyone to look at?

MD said he has had no questions on tours.

Results are not as good as they used to be, SLT hope to turn this round. The colours on the Data Report do not look good for progress, though better than 2 years ago; attainment is good. LH tells parents, if they ask, that it is not just about the data, but about the holistic development of every child. This is the last cohort coming through who were on a different curriculum at KS1, it will in future be easier to compare progress.

Q. Have Teachers also got better at judging progress?

Yes.

Curriculum Committee heard about why the predicted result for Maths was 84%, and the actual result was 78%. The children did less well in calculations. SLT have talked to the team and looked at the marking scheme, they know now that the children were not as secure as the team thought,

calculation was not embedded as it should be.

They have reviewed Maths teaching, they are using Rock Stars, pupils with SEND are not now going out of Maths and missing the main class, they stay in class and are supported by TAs to access the Maths being taught, at their level.

There is a detailed Action Plan for teaching Maths, and also for disadvantage, which are 2 areas of weakness for the School.

The Data Report only shows significant differences. Maths is declining, this will be a line of enquiry. Attendance figures are a year behind.

The Exclusion is child who came into Year 4, who was in School for 2 weeks. The School had not been told his history, and had no background of needs, it would be an issue for Ofsted looking at support through time if the child had come through the School. He went to a Special School after his Exclusion.

There is a dip this year for Maths, but School knows about the issues, there is now a Maths specialist leading, Staff are working as a team, there is no blame culture; they are moving forward to ensure it does not happen again. Remember this is just one cohort.

Pupil Progress School Data Review

Michael Davenport

MD has tried to condense the information, to give a one-page summary bringing out what Governors want to discuss at this meeting.

This is an overview from the autumn term Pupil Progress meetings, where Teachers discuss all pupils who have not made the progress that would be expected that term, from the end of the year before. They want to hold Teachers to account, in Year Groups, so slower progress does not continue as a problem through School, ending in Year 6 without time to get the children back on track. They talk to Teachers, meetings are like CPD sessions, about how Teachers moderate and compare; they know some classes are lower attaining but expect to see progress.

School reports results to the DfE at the end of Year 2 and Year 6. Attainment is graded as 'Working Towards', 'Expected' or 'Greater Depth'. Schools have internal systems in the years between 2 and 6. Beaver Road uses 'Expected', and 'Expected Plus' to identify those who may move up into the next grade, also 'Working Towards' and 'Working Towards Plus'.

Q. Do they work on children on the border between grades?

The system allows tracking each child individually, grading is according to attainment but Teachers also consider security at the grade, they need evidence that a child is just into a category.

Progress is from July (the end of the previous school year) to now.

The baseline for prior attainment varies according to Year Group. For Year 2 it is Reception attainment, Emerging/Expected/Exceeding, as children are expected to get the same, though there are different situations for different children. There may be individual reasons for a child doing better or worse than expected.

For Years 3 to 6 prior attainment is attainment in Year 2 SATs.

Q. Ungraded means?

The child was not in this School at the previous attainment assessment. Beaver Road may get figures from a previous school, but the school may have different standards from Beaver Road. If children come from another country they have no previous attainment data so progress cannot be shown, that child will not be in the figures.

In future, without Year 2 SATs, progress will be measured from Reception entry data. Schools will have to have internal progress data.

Q. Is the 'green' column children in School at the moment?

The green column is actual attainment. Expected is the number on track, Exceeding is those progressing faster. Combined is those achieving Expected or Greater Depth in all 3 subjects.

Year 5 are the strongest cohort in School, there are more needs in Year 4 and Year 2; they think the Year 2 Teachers are erring on the side of caution again.

Q. There are 124 children in Year 1? But there is a limit of 30 children per class?

The School's PAN is 150, they have to take children coming in. There can be only 30 ch with one adult, so they have a TA in every class. They are receiving children, as the School has places, but send a letter to parents to say their child will go into a class over numbers but may not stay there, it will be later arrival children who move into a new class if this is needed. 2 parents have refused places because of this.

Heads of Year have collected data and are writing reports and planning interventions. They ask

Teachers about the number of children in each category who may achieve the next category. End-of-year targets will be shared at the next GB meeting.

Year 2 and Year 4 are attaining less well. The Year 2 children are young, they have a Teacher Assessment but may score differently on a test paper.

Year Groups/subjects are making over 80% Expected progress except for Year 1 Maths, they want to see over 80% in each cohort.

Q. About Year 1: progress is below 80%, but accelerated progress is high?

There is 75% Expected progress, within that 12.5% are going faster.

It takes some time for children to adjust from Early Years to the national curriculum, they want to build on children's independence, to have active learners.

Year 6 are in the 70s, but in terms of prior attainment, this shows internal systems are working. Progress is higher in lower years where children have had the same curriculum and Teachers have been accountable for within-year performance.

Year 2 data is promising, children are doing better than at the end of Year 1. Some problems are deep rooted and will take several years to get right.

In Year 6 they are hoping for better results in Maths than last year, though not as good as the year before. This cohort was only 60% Expected coming-up from Year 5.

Q. Is this across the board? Or particular classes?

The children did not make good progress last year in Year 5. They had the transition to the new building and new routines, the Lead was off on maternity leave then took some time to adjust to the changes that had taken place while she was off. She has now gone on to a Deputy Headship, They had Supply at the beginning of the autumn term, a new Teacher for the spring term. They tried to give stability to the children, to use Teachers who knew the children. They appointed a new Maths Lead, there are more TAs in Year 6, doing interventions in class. TAs are now used according to the need of the Year Group, rather than three per year. Last year there were numbers of children with high needs but there was not extra TA provision. They have new approaches to behaviour management, those children were a challenging cohort when in Year 4, so experiences may have had more impact on them than they would have had on another cohort. There were some issues with teaching all the curriculum.

SEND provision overview for information

There are high numbers of children with special needs in Reception, not only due to the bigger cohort, there are three in each class already, and usually more as learning issues are identified as the children get older.

Q. Are these children from Nursery, were they identified there?

All the SEND children from Nursery have stayed, and about the same number have come in. The biggest problem is parent denial, so there has been no previous input because the parents have not acknowledged any issues and difference. LH talks with parents, explains there are real difficulties, that they cannot provide 1:1 if parents want it because the LA does not fund it, they pay only £7,000. 1:1 means the child will have additional help. Any child needing another person all the time should be in Special School.

Q. About funding?

There is only funding with an EHCP, other children with additional needs will not have funding. Edukey is working well. This is an online system for recording provision and support in place, parents can see it. It makes it easier to track back what support a child has had. Parents can add medical needs etc.

Q. Are numbers across the board increasing, or are we attracting these children?

The School is getting bigger, so numbers are going up. Beaver Road is below the national average for SEND.

Pupil Premium and Sports Premium Reports are on the website.

Attendance

Persistent Absence has improved to 5.65% in the autumn term. LH is meeting with parents.

The Improvement Plan will be circulated with all 10 priorities; 2 are still being written.

Building

There is a problem with the floors at the First School, they are lifting, and rotting from underneath and falling-in. When the corridors done they were concreted and brought up to the classroom floor level; the playground is higher, some airbricks are covered, there is less air circulation; also the

heating pipes go through under the floors , and there is condensation.

School has put in a bid for £200,000 to take up all the classroom floors and fill them with concrete. They have checked and there is no liability with the corridor Contractor, there were a few problems previous to the corridor work.

There is a second bid for the perimeter fence. This has already been put in twice. A 2.1m fence around the building was a question on the EFA questionnaire this year, TS answered that the School does not have this. They have recorded every incident of someone coming through the boundary, and reported incidents to the Police, as evidence. They are hopeful that they will get both bids.

Q. About the contribution required?

The School will put in 16%, the bid is given more points if the School is putting in more of the cost. They hope to tie-in the classroom with moving some facilities, which they would have to pay for anyway. It is better to do the work now while the building is not full.

Q. Will the work be done in the summer holidays now?

They will start with the Nursery, though this is newly done, the floorboards are already lifting due to swelling from the damp; also Reception, then move round in 3 or 4 sections, 2 in the holiday, 2 in the autumn term, there may be an early start in June. They may decide to move Year 3 to the new building early.

Parent comment: They must give a lot of notice to parents, some have to change job hours and arrangements to accommodate taking children to the other site, they must have time to make changes.

The School would compensate, and do some moving of children, as it is the School's issue. They will have to be flexible, and plan. They will find out about the bid in the first week in April, then make plans and they would tell parents as soon as possible if there will be any change in arrangements. They would compromise for these 6 weeks or so to ensure arrangements were in place.

6. Governing Body Committee Reports

6.1 Buildings and Resources Committee meeting 16th December 2019

Minutes sent out with papers.

6.1.1 Formal approval of the Cleaning contract renewal

Tina showed Governors detail around the new Cleaning contract; Governors were satisfied that process had been followed, and agreed to accept and recommend the renewal of the contract with the present Contractor. The contract has been extended for 3 years.

It is stated in the new Scheme of Delegation that it is for the Local GB to ensure Value for Money.

Governors agreed the extension of the contract of the present Cleaning Contractor.

6.1.2 Educational Visits Policy

This Policy is not statutory, but is required legally.

ACTION	Liz Hardy	To email the Educational Visits Policy to all Governors.
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6.1.3 Communications Policy

For information and any feedback.

6.1.4 Health and Safety Policy

This is under review, for approval at Trust level. It is site-specific and regularly reviewed; when approved it will go on to the website and be sent to Governors.

6.2 Standards and Curriculum Committee meeting 21st November 2019

Minutes attached for information.

Governors have had information under the Headteacher's Report, it is important that all Governors know about Quality of Education

EF attended training where she was given a list of questions Governors could be asked at Ofsted, she will email the list to Tina.

Debi Bailey could come to train Governors.

Governors could go through the questions with LH in an hour before the next GB meeting.

At a meeting LH attended, they were told that the Trustees would be questioned at Ofsted, they are ultimately accountable. Should there be joint training?

The new Scheme of Delegation information is clear on responsibilities and accountability.

6.3 Pay Committee

6.3.1 Report back from the meeting on 18th November

The Committee was Lynne Allan, Jane Carroll, Emma Forrester, with Liz Hardy as Advisor.

LH explained the process, that it was in-budget, and Staff affected by decisions. Governors were satisfied with the process.

6.3.2 Pay Committee Terms of Reference

ACTION	Tina Smith	To work on the Pay Committee Terms of Reference.
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6.4 Link Governors

Emma Forrester will be Link Governor for Modern Foreign Languages. (replacing English)

There will be a new Parent Governor coming, there are presently no Link vacancies.

Q. Should Link Governors be doing more?

Yes, there will be a Learning Walk/Governor Tour, and Link Governors should then arrange to come into School to meet their Link member of Staff.

7. Trust Board update

The Board discussed the final accounts, which are now on the website and went to the Building and Resources Committee.

They discussed governance, getting everything into place and all knowing their responsibilities. The Scheme of Delegation is to go to the Trustees next Tuesday, they have put in an extra meeting.

The relationship between Trust Board and Local Governing Body and Committee meetings has been changed. It was previously structured so that a Trustee would come to a LGB Committee meeting, it is now to be the Local GB Committee Chair attending the relevant Trust Committee meeting.

Q. Is the timetable decided yet?

Not yet. They have decided that there will be 4 Trust Finance Committee meetings per year. The new Trust Clerk has been sent the dates for Local GB meetings and will make and send out a timetable.

There are two new Trustees starting next week, having gone through due process; a skills audit was done, the identified skills went to a Governor provider, then candidates were interviewed to discuss their reasons for wanting to be a Trustee and their fit with the ethos of the Trust.

The new Trustees are Karen Walkman, an HR specialist who has worked in industry and has experience of change management, and Nick Brown, with experience of school HR, employment Law and contracts, he has worked for Councils and now works for a Solicitor providing a service for schools.

The Board membership will stay as it is for now, seven including the CEO; it may expand in future.

The Board discussed expanding the Trust, they will have to put in a Business Plan to the Regional Schools Commissioner. They need capacity for Senior Staff to support schools, a strategic plan with milestones will go to the Trustees in September, they are unlikely to take on a school until September 2021.

They are looking at expanding as this is an 'empty' MAT with only one school, the DfE and RSC do not like this and the Trust could be forced to join a big academy chain, they would prefer collaboration and sharing resources.

Q. Does it matter if they take on only one school?

The idea is to get to 3000 pupils, over 5 years, the Trust can then access EFA funding.

8. Policy Review**8.1 Accessibility Plan**

Not yet circulated, to come to the next meeting.

ACTION	Liz Hardy	To forward the Accessibility Plan to all Governors when available.
ACTION	Clerk	To put the Accessibility plan on to the next agenda.

8.2 Attendance Policy

This is the same as before, with one sentence added to say that there School should give a response to an absence request within 3 school working days, as recommended by a Complaint meeting.

The new LA Absence Protocol will go on to the School website.

Q. The Policy says there is a Governor linked to absence?

This the Safeguarding Link Governor.

Governors agreed to ratify the Attendance Policy.

8.3 Behaviour Principles

This is the same as before, it is linked to Rights Respecting.

Governors agreed to ratify the Behaviour Principles.

8.4 Safeguarding Policy

This is as before, with updated KCSIE, it needs updating with the name of the Link Governor.

Governors agreed to ratify the Safeguarding Policy subject to the addition of the name of the Safeguarding Link Governor.

8.5 SEND Policy

This has been updated to reflect current practice, including the use of EduKey. The principles are the same.

Governors agreed to ratify the SEND Policy.

8.6 Supporting Pupils with Medical Conditions

This is a new Policy, it is very comprehensive.

Q. Does it cover all conditions?

A Parent Governor with a child with a mild condition was not sure it was covered by the Policy. She had given information to the School for a weekend away but this is not covered by the Policy. The child is too young to take full responsibility.

The Parent would fill out the form in the Policy, it is for minor conditions as well as major. There will be new procedures in School. There is a meeting next Thursday to go through the Policy with Staff, they will then ensure that Staff are aware of procedures.

Q. How will children be identified?

At admission. The information will then be on SIMS. It should be clear that the new Policy starts now, any reporting is from now on. There can be a problem with parents not declaring conditions. At the last parents evening Staff had details and asked parents to check them - but this did not include medical information, which was only included if parents had already notified the School. They will publicise that parents need to review medical information held by the School.

ACTION	All Governors	To review the Policy, and send comments by next Friday.
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8.7 NQT Policy

This is statutory.

ACTION	All Governors	To review the Policy, and send comments by next Friday.
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8.8 Admissions Policy

This is going to the Trust next week, and then out to Governors.

8.9 LAC Policy

ACTION	All Governors	To review the Policy, and send comments by next Friday.
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9. Governance**9.1 Parent Governor election**

Parent Governor election information was put into the Newsletter last Friday, letters will go out to parents tomorrow. They have not specified any particular area of skills.

9.2 Governors' information for the website

Some pen portraits are still outstanding.

ACTION	Governors who have not yet sent a pen portrait	To send a brief pen portrait to the Clerk, for the website.
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9.3 Training**Chairs' Briefing**

Information sent out with papers.

This was mostly about the new Ofsted Framework.

10. Any Other Business (to be notified to the Chair in advance of the meeting)**Complaint**

The Complaint process has now been completed. The Complaint related to an absence. There was a recommendation from the Panel that the response time should be 3 working days (this is now in the Policy, above) and there should be training for everyone involved with attendance to ensure that all the School's actions continue to be in accordance with protocols.

The LA Absence Protocol dated February 2019 was not on their website, the Council has been remiss in not updating this, as absences are potentially serious, people can go to Court.

LH told Governors that Staff have had training, the LA came into School and trained relevant Staff.

11. Meeting dates for the year

Monday 23rd March - meet at 4pm to discuss the Ofsted Governor Questions before the meeting at 5pm.

Monday 13th July