

## **Beaver Road Primary School**

### **Local Governing Body Meeting**

online meeting using zoom, during Covid-19 lockdown

**Date of meeting:** Thursday 23rd April 2020

**Quorum:** 6 (met at this meeting)

**Chair:** Lynne Allan

**Clerk:** Jenny Adie

**Venue:** online

**pages:**

**signed:** \_\_\_\_\_ **date** \_\_\_\_\_

#### **1. Present**

Name	Governor category	End of Term of Office	Present (P) 30/9	apols (Ap) 16/1	absent (o) 23/4
Lynne Allan Chair	Co-opted Governor	25/2/22	P	P	P
Pauline Black Deputy	Co-opted Governor	11/9/20	Ap	o	P
Anthony Boothman	Parent Governor	22/4/24			P
Jane Carroll	Parent Governor	18/11/22	P	P	P
Michael Davenport	Staff Governor, Teacher	10/2/23	P	P	P
Emma Forrester	Co-opted Governor	24/3/23	Ap	P	P
Louise Garvey	Co-opted Governor (Staff)	25/2/22	P	P	P
Sian Hanison	Parent Governor	18/12/20	Ap	P	P
Liz Hardy	Headteacher	ex officio	P	P	P
Rihula Mour	Staff Governor, Teacher	10/2/23	P	P	P
Chris Teasdale	Co-opted Governor (parent)	10/2/23	Ap	Ap	P
Sarah Turner	Co-opted Governor (parent)	29/1/22	P	Ap	P

#### **In Attendance**

Name	Role
David How	CEO M20 Learning Trust
Tina Smith	Finance Director
Jenny Adie	Clerk

**Apologies:** none

**Introductions and welcome to the new Parent Governor, Anthony Boothman**

#### **2. Declaration of any Pecuniary Interests in the items on this agenda**

**No Pecuniary Interests declared.**

#### **3. Headteacher's Report**

sent out in advance of the meeting

There is an update on curriculum and outcomes, which is a key priority and has been changing rapidly since September. Just before School closed they were doing Learning Walks,

it was good to see how much the curriculum has been enriched, systems and processes put in place to support Staff have been very successful, the changes made have made a real difference. They saw the changes in teaching of Spanish. Information is in the Curriculum Committee minutes. They had a Maths 'deep dive' with Debi Bailey, the School's QA Professional, who is also an Ofsted Inspector. It was done as Ofsted would do it, and was very thorough and constructive; the School already knew about the areas identified. DB confirmed that the School has identified the right priorities, they have a very strong Maths Lead, supporting Teachers in using resources and using the curriculum. The qualitative and quantitative information shows that they are making rapid progress. They had asked DB to do a deep dive into Maths because it is a School priority; it was affirming, and has given useful advice on how to go forward.

MD reported that some children moving into Year 1 from Reception had not made as much progress as expected; they have data from the Teachers now, the Head of Year is analysing the data, it has not come to Governors yet because it is still being finalised. They are very aware that everything may change now, with children out of school; they will have to do assessments when the children return and teach from where the children are.

***Q. LA confirmed that DB had been very positive and affirming on her visits to School. In the 'deep dive' there was criticism of Teachers and lessons, has this been fed back, and what is School doing about CPD for all?***

There was criticism, DB fed back directly to the Teachers. She only saw some classes, there were two Teachers they already knew about, it was helpful to have the SLT's judgement validated. Some criticism was about use of resources. Teachers who have been here a long time may need to change practice if they want to change outcomes. Some Staff more resistant to change have been to observe the Maths Lead, to learn to change their practice. There has subsequently been whole-school training with the Maths Lead.

***Q. What is happening with Ofsted?***

Inspections have been suspended. There is no further guidance yet about what will happen with cancelled exams and checks, Phonics, SATs, Times Tables checks. Inspections will not resume until schools are back working normally.

***Q. Are any problems presented by Year 6 going on to Secondary School?***

Yes, it is a special time and the children are not in School. They hope that Year 6 may be back in first when schools open. Sarah Taylor told Governors that Parrs Wood are talking about what they can do to support transition into Year 7. BRd has some ideas about what they may do, depending on what will happen. They need to celebrate and say goodbye, they are looking at what can be done remotely.

The Head of Year 6 is going ahead with the Enterprise Project, the children will pitch remotely to Rebecca Long-Bailey.

#### **4. School provision update and safeguarding**

#### **5. Supporting children's learning at home arrangements**

LH has sent updating emails to Governors, also letters to parents to keep in touch. She thanked Governors for their support and positive messages. It has been challenging, they had very little time to get everything in place, but they did it.

A Parent Governor commented that the School have done a great job and being kept informed has helped Governors to support the School with other parents. She thinks there is much nervousness among parents today, after yesterday's briefing, not knowing how long this situation will go on. It could be good to send information out to parents.

LH told Governors that they have got this message through some phone calls and contacts today. A Newsletter is going out tomorrow, they have been discussing the theme, they will put in a section about how hard it is for parents, and a personal example from Ruth, as a working mother, about discussing with children what to expect the next day, and the importance of routine. They will put recommendations together. She agrees that there is more anxiety now about coping with the current situation for a longer time, and about mental well-being. If parents need to call, they can do, there is a team in School waiting to help. LH gave thanks to Staff, Teachers, Teaching Assistants, the Facilities and Catering teams, they are all working together.

Parent Governors spoke about their own experience, and there was discussion:

Sian Hanison said that her three children are in School every day, she thanks the School because

she and her husband can go to work, and due to the ways their work and family life has changed, the School continues to give the children a sense of normality and they are getting a lot out of the provision, also reassurance at a difficult time.

Jane Carroll's children are coping very differently; JC and her partner are working at home and also trying to educate their children working at home, it is exhausting, and a fine balance involving and interesting the children and also telling them they do not have to do all the work that is available. The children can be unwilling to do the work. Many children will be at home and on screens all day, doing very little for the whole time until they return to School. Parents without outside space, and without craft resources at home, must be finding life very difficult. It could be worth getting feedback from parents about what is working or not working for them.

Have SH and her husband, both out at work, felt pressure that their children do all this work?

SH told Governors that her children are going to School, but it is very different at present; they are doing the work on the sheets sent home for all, the structure of the day is like it could be at home, choosing the parts of the learning sheets that they want to do. SH has made it clear to the Teachers that the children are doing no structured learning at home. She thinks it is a nice balance between work and play at School.

MD would want to emphasise to parents, all children will be in the same boat, children who have been in School will not be ahead, when children return the Teachers will find where they are and start from there. The system will allow it, there will be no SATs. When the children are back the School will get them where they need to be.

LH thinks the biggest impact will be on children's well-being, how they feel. Teachers want to keep children's brains going but they can catch this up. Children feel happy when they complete something and post it, Teachers do not expect 6 hours work a day but children do need structure and achievement, and physical activity is good for them.

LH told Governors that Staff do make calls, one reason is to get feedback. Teachers are reporting-back from phone calls; there is a wide range of responses, some parents think there is too much work, some are expecting live lessons all day. LH thinks Google Classroom is less appropriate for Primary, SeeSaw is much better and they will use it after this situation is over.

Chris Teasdale and his wife are both furloughed, but it is difficult to teach children at different levels. It could be helpful to know what the priority is for the week. Projects take a lot of work, sitting with the child, and they need to do Maths and English. He agrees that parents have different expectations, School cannot win. SeeSaw is brilliant, Teachers' feedback encourages and rewards the children. Communications have been good so far, it will be good if they can keep them coming, to children as well as to parents. The video was really positive, the fitness session in the morning is good.

JC agreed that priorities would help, after 10 minutes of times tables, 15 minutes of reading, will be useful for all.

LH's reservation is that some parents will find that priorities create pressure and disagreement or refusal from their children. The children will remember after this how they felt, not what they learned. They could get more from prioritising Music, for example, do it first, enjoy it and get into the right place to do some other work. This week they have been planning how to maintain provision, and personalise learning, particularly for SEND or more-vulnerable children. Some children are without equipment at home, they are sending work to these children. They do not want parents to have to print the work. Staff are doing their best, not all Staff are parents, but all are looking at how to make the work accessible to parents. They are not expecting parents to home-school their children, teaching one's own children is quite different from teaching a class. They are working-on this, Teachers are putting videos and stories on SeeSaw. The Newsletter tomorrow will explain more. They want work to be coming from Teachers via SeeSaw, but some parents cannot access this, so they want to have a mix.

**Q. About the phone calls?**

All Teachers are phoning children and families at home this week. Teachers were previously contacting families of vulnerable children, following the protocol, but this week have made welfare calls to all children and families, checking parents' internet access, talking about the resources they have and what kind of work they need. The minimum contact wanted is one post a week from a child so they know s/he is okay, and they will continue to phone vulnerable children.

**Q. Will phone calls continue?**

Not with everyone, it is very time consuming.

**Q. About Staff, are there any Staff welfare calls?**

Yes, zoom meetings with Leadership, and all Teams are meeting by zoom, someone is in touch

with all Staff.

***Q. The question was about welfare rather than work?***

LH knows Teams have been in touch with individual Staff, but will check that all Teams have made individual calls to all Staff.

There is a psychological toll in this situation, and some known mental health issues before this situation. LH knows they have contacted all Staff with known health issues.

**Safeguarding**

LH told Governors that there have been safeguarding issues, domestic violence, children struggling with their mental health, some self-harming. There are families without electronic equipment or internet access. They have offered additional places to children on the verge of vulnerable, and are checking on the children.

The Free School Meals system is now set up. Beaver Road has 52 qualifying children. The offer started as £10, is now £15; Tina has sent families vouchers for the 3 weeks up to this Friday.

**6. Staffing update and structure for September 2020**

Last year was the first year running 2 sites; the School is expanding so they need more Staff; there is a slightly wider catchment and more children with additional needs.

They are down to 120 children in Year 2, 4 classes, only 1 class with one child over. There are 5 Year 1 classes and 5 Reception classes.

There is a high number of Higher Level Teaching Assistants (HLTAs) in School, too many in some Teams, but they want to keep the members of Staff.

Levels of need have gone up, the SENCo works 3 days per week, which is not enough for a school of this size. She has asked to do 4 days; they want to put her on a 4-day contract, 2 days at each School. She may spend more time at the First School next year, there are numbers of children with additional needs in the Year 6 who are leaving, and only one child with additional needs in Year 3.

The Head of Extended School provision resigned last year. The Extended Schools work was amalgamated with Supporting Families, which includes Attendance, but there is too much work for one role. There is a team of 18 for Extended Schools. Tina and LH agree that it is too much for one person, they feel it is important to separate the roles.

Much of the SENCo role is around safeguarding, as many children with an EHCP also have family support needs, and there may be Social Worker involvement. They would like to repurpose one of the HLTA posts, with an internal advertisement for a Family Engagement Officer to work with the SENCo on Safeguarding and Early Help and direct work with children. They would also like the School to be able to deliver its own play therapy. The SENCo, with an extra day would be able to do more direct work with children herself. The Family Engagement role will be an opportunity for someone to specialise and develop.

As the School is expanding to 5-form-entry they need more PPA cover. They have a team of specialist Teachers covering PPA to a Year Group so all Class Teachers can be released at the same time to plan together. They offer Music, Arts, PE, and will need 5 specialist Teachers on the Team eventually. A HLTA role will be advertised internally, an opportunity to join the PPA Team. The role will include coaching instead of the School paying for an external Sports Coach, and help with organisation for competitions, also helping with Music organisation.

LG had concerns that HLTAs might not apply and suggested rewording as HLTA as Assistant to the PPA Team, rather than Assistant Coach.

**Admin Team**

The structure in place when the School first moved to split sites was what they thought they would need, but the reality of running 2 big sites is a huge admin task, the two members of Admin Staff appointed found it too much, and both left within the year for other jobs. They realised that what they need is higher-level Staff to manage the complexities of running a split site. The School runs all its own activities, including After-School provision, they need a Business Manager to run this. They have a good Office Manager, but when the Admin Staff left, this was an opportunity to review staffing. Everything is growing, finances are getting bigger; Tina has costed it out, the increase in cost to manage the new structure would be in line with next year's GAG increase. They want to give Attendance and Admissions back to the Office, this is a big job. They did an appraisal of Staff skills, there is a big gap between Tina and the next member of Staff. They have a Facilities Team

but there is a finance and HR skills gap.

**Q. The proposed School Business Manager post is to replace 2 existing lower-banded posts?**

No, at present they have an external finance person coming-in; they have the finance person, the Office Manager and two Grade 2 posts. They will have a Grade 3 Admin and a Grade 2 Admin post. Only one admin post is going, but they would not have the external person coming-in. The SBM post would free-up Tina to do some other work.

**Governors approved the changes to the staffing structure by a show of hands.**

**7. September 2020 Reception and Nursery intake and revised induction arrangements**

Beaver Road has had hundreds of parents visit. There was a lower birth rate this year, some schools have not enough children to fill their Reception places. Beaver Road had the most applications in the City, 340. 150 places have been offered, 126 have accepted, families have until 30th April to decline their place. 9 of the families they have not heard from are in Nursery, School is confident they will accept. If they do not fill the places now, they have a waiting list.

**Q. How does 340 compare with last year?**

It was slower last year, places were filled but some children left, they have 148 in Reception now and none on the waiting list. 2 years ago there were only 4 forms. They can understand that some parents have reservations about 150 children in Reception, but when parents visit they are impressed.

Fewer children have applied than last year. Applications to other schools are much lower.

Confidential section on p6

Induction arrangements for Nursery places are being discussed. They are looking at remote induction, video tours, talking remotely, and alternatives to home visits. They will not know until later what they may be able to do. They will adjust and plan what to do that is best for the children and families.

**8. Minutes for information**

**8.1 Local Governing Body meeting on 16th January**

**8.2 Standards and Curriculum Committee meeting on 27th February**

next meeting: online on 18th May at 4pm

**8.2 Resources Committee meeting on 16th March**

<b>ACTION</b>	<b>Sian Hanison</b>	<b>To email to the Clerk any amendments to her contribution of the coronavirus update section of the minutes of this meeting.</b>
---------------	---------------------	---

next meeting: online on 6th July, time to be confirmed

<b>ACTION</b>	<b>Clerk</b>	<b>To email Committee meeting dates to Anthony Boothman.</b>
<b>ACTION</b>	<b>Liz Hardy</b>	<b>To email zoom meeting links to Governors on the day.</b>

**9. Any Other Business**

None.

next meeting: **Monday 13th July**