

Beaver Road Primary School

Local Governing Body Meeting

online using zoom, due to the ongoing coronavirus situation

Date of meeting: Monday 13th July 2020

Quorum: 6 (met at this meeting)

Chair: Lynne Allan

Clerk: Jenny Adie

Venue: online

pages: 7

signed: _____ **date** _____

1. Present

Name	Governor category	End of Term of Office	Present (P) apols (Ap) absent (o)							
			30/9	16/1	23/4	14/5	18/5	29/6	13/7	
Lynne Allan Chair	Co-opted Governor	25/2/22	P	P	P	P	P	P	P	
Pauline Black Deputy	Co-opted Governor	11/9/20	Ap	o	P	P	P	P	P	
Anthony Boothman	Parent Governor	22/4/24			P	Ap	P	P	P	
Jane Carroll	Parent Governor	18/11/22	P	P	P	P	P	P	Ap	
Michael Davenport	Staff Governor, Teacher	10/2/23	P	P	P	P	P	P	P	
Emma Forrester	Co-opted Governor	24/3/23	Ap	P	P	P	P	P	P	
Louise Garvey	Co-opted Governor (Staff)	25/2/22	P	P	P	P	P	o	P	
Sian Hanison	Parent Governor	18/12/20	Ap	P	P	P	P	Ap	P	
Liz Hardy	Headteacher	ex officio	P	P	P	P	P	P	P	
Rihula Mour	Staff Governor, Teacher	10/2/23	P	P	P	P	P	P	P	
Chris Teasdale	Co-opted Governor (parent)	10/2/23	Ap	Ap	P	P	P	P	P	
Sarah Turner	Co-opted Governor (parent)	29/1/22	P	Ap	P	P	P	Ap	P	

In Attendance

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

Apologies: none

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

No Pecuniary Interests declared.

3. Minutes of the previous meetings, on 23rd April, 18th May and 29th June

Q. About Ofsted?

Ofsted is launching again in a supportive role in September, there may be a supportive visit, but not inspections.

Q. *Is it known when inspections are likely to start again?*

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Ofsted have not said yet, probably from January. They expect schools to be providing the full curriculum from September. This is likely to depend on what happens nationally, for example any additional closures; they are not likely to announce anything until the situation is more definite.

Q. About the Year 6 Enterprise Project? And transition?

Year 6 pitched to Rebecca Long-Bailey, and to classes in School today. School has worked closely with Parrs Wood on transition, who have given remote transition information. There have been Zoom meetings for children with EHCPs.

Q. What numbers are going to Didsbury High?

8 children are going to Didsbury High, 60 to Parrs Wood, the rest to Grammar or private schools.

Minutes agreed and signed as a correct record.

4. Headteacher's Reports

4.1 Report on how School has been running since the last meeting

Reports and Risk Assessments sent out before the meeting.

LH thought it would be helpful to capture how much they have achieved, including the way Staff have worked together; they are really proud of the achievements of the team, they have gone above and beyond to meet the needs of children and families.

There is information on what Leadership is allowed to ask Staff to do; they cannot ask Staff to make phone calls but Staff have done so, and have made videos. They know it is difficult for parents, they are not their children's Teachers. School has had emails saying there is too much, and others saying there is not enough; they have done their best to get the balance right. The most important thing is communication, there has been much positive communication from parents.

They have tried to support a broad and balanced curriculum for children at home. Children able to come into School have enjoyed it. Parents of children who have not returned feel more hard done by; they may be struggling, children are fed up with home learning, it was a novelty at first but now everyone has had enough. Children want to come back to school. Staff have not been able to do live lessons for children not in school. They do not have the capacity to bring children in for a Transition Day, and the Health and Safety risk of bringing-in children for transition, even for half a day, was too high.

Q. Are they doing a survey of the participation in home learning?

How would they do that?

Q. Do they know who is accessing Tapestry? And SeeSaw?

There has been high engagement, at least once a week from those with internet access. They have phoned families if children are not engaging, and have posted-out work to families without internet access. LH does not know how useful information on participation would be.

4.2 Challenges for the School

The main challenge was having to respond in such a short time to an enormous amount of change. It is hard to communicate, they cannot invite all Staff together, and cannot meet face-to-face. There have been good things, including use of SeeSaw.

The amount of time that has gone into supporting Staff with own anxieties and difficulties, and keeping everyone well-informed, should not be underestimated. Keeping everyone going has been a challenge; Staff have supported each other, but it has taken a lot of time. It is much more challenging when it is not possible just to pop in to see a member of Staff.

Keeping up with information is a challenge; there has been a huge amount of information and guidance, some conflicting, and decisions have been needed quickly.

They have been maintaining procedures, the City Council have been very supportive, checking on School, which was working with high numbers, more than any other school in the City. More than half the children have been back in, though Early Years not all at the same time. Staff are back in School teaching, with a few still shielding. It is easy to let procedures relax, but important not to do so.

Q. Are there many incidences of sending children home, testing, bubbles sent home?

About 10 children have been sent for testing. Some Staff are very anxious about having

symptoms. They have not had to close any of the bubbles, guidance is that they do not need to unless a test comes back positive. They have reminded Staff that people will still get ill from other causes, as usual. A positive test and closing a bubble would knock Staff and parent confidence. Some parents were very anxious and have waited until the last couple of weeks to send their children back.

LG commented that seeing colleagues in the canteen, while still distancing, has been very helpful. RM said they were well organised at both sites, markings are very clear. Both had supported other members of Staff who were very anxious about returning.

Managing Parents and Carers expectation has been a challenge. A lot of information has gone out from School, there has been open feedback through SeeSaw, and FAQs before wider opening. Three parents have complained in writing, with unrealistic expectations of what the School is able to do. The majority of parents have been very understanding and supportive, and have showed kindness, there have been many supportive emails and messages through SeeSaw. There have been comments from parents saying they are feeling well-informed.

Q. Is there anything they have reflected on that has affected September planning?

In terms of communication, LH thinks there is not anything she can change. They will be sending detailed Year Group letters with information for next term. They will put in again about who to go to if parents have questions.

They think that induction arrangements are good, with zoom conferences for each Year Group. They have done remote inductions for September. Zoom meetings for Early Years have worked well, they have had good feedback. They will not be able to have a Learning at Home event as usual, but may have a zoom meeting about the curriculum and to support parents' relationship with Teachers, which will not be as usual with staggered start and finish times. There are induction booklets going out this week, and videos on SeeSaw; there will be some summer activities for each Year Group.

Q. 'You said'... 'we did' has been a successful way of communicating with parents?

Yes, it is important to get feedback. For the Year Groups not in School, Teachers talk over activities and give an introduction, due to feedback from a parent.

Q. Looking back, and at re-opening, and contingency planning; what if there is localised closure, or national closure again, do they have any plans? There has been discussion about online lessons on parents WhatsApp groups, is that something they would consider?

Unions are clear that they cannot ask Teachers to do that. Union information is attached to the Report. There is no educational reason for using online lessons. For Early Years there has to be an adult with the child, young children find it difficult to use zoom.

Q. Are pre-recorded lessons, by one Teacher, an option to use?

This would have to be voluntary, and there is an issue of equality; how helpful, meaningful, and useful will that be? How would parents feed back? It is not interactive, there is no relationship with the person on the screen. The Government have done Oak Academy lessons because they know that Teachers will not do this; Teachers are not trained to record, with no feedback as they teach. It is different for Secondary children, they are older, they can manage the technology better. LH thinks at Beaver Road it would be a lot of work and does not know that there would be educational benefit.

Q. Children in Year Groups which have not been selected to come back to School have suffered the most. If there was the same situation again, would the same happen again?

It is the role of Governors not to press the School, but to press the Government that children being out of education should not happen again.

School has done a lot, Teachers have planned the curriculum individually, and differentiated it on line. They are not trained to adapt what they do so parents can use it at home, but have done a great deal. They would not do anything different, other schools have not done as much.

About how to be sure parents are getting the best from the materials available.

Many Beaver Road parents have friends and relations with children at private schools. These children have had lessons, there is a big difference between that and what has been offered. A Parent Governor has two children back in School, and one not; it has been very difficult for her for the last month. He thinks parents would not be as positive if it happens again.

LH asked how many parents? There is a difference between an opinion and a complaint.

Another Governor had really struggled, setting-up a business and teaching at home, and was worried about the emotional and academic impact on her son, who is not engaged, but this is not the fault of the School; she does not know what could be done differently except for the

Government allocating places differently. There are difficulties working in a unionised environment, there are differences between those not doing more than usual, and those doing more to support children.

There is a difference between private and state, it is unfair to compare a huge state primary and small classes in a private school, there is a different dynamic. School is working within Government guidance, there is a bigger debate, for example why not a focus on developing Nightingale schools. There has been much pressure, easy to transfer to schools still operating in their community.

There is much mental fatigue happening now, they are not sure there is anything they can do to prepare for if it happens again.

If talking about priorities, there would be an argument for targeting the most disadvantaged. Most parents expressing dissatisfaction would not be in this group, they would be increasing inequality, not addressing it. The School has taken this on board. They have 5 laptops from the Government scheme for the most vulnerable children.

ST told Governors that Parrs Wood has been using google classroom, starting with worksheets and powerpoints, since half term narrated powerpoints, and some video. Engagement has been very mixed. Some children need work on paper as they do not have easy access to technology. One thing that has been fairly successful has been an hour in the day when children can log-on and chat to a Science Teacher live, in speech or writing, and can email staff directly. Teachers had zoom meetings this week with their forms, for children to see each other and their Tutor.

Q. Hopefully things will not get to this point, but could it be worth picking-up on some of the ideas Parrs Wood are using? Parents know a lot of effort has gone in, but can the School think about what more could be done?

They have explored ideas, but provision has to be age and stage appropriate.

Q. Could ideas possibly be considered for the Junior School?

Staff are all teaching every day. This is not the case at Parrs Wood.

ST said that they only started this week with zoom calls, she will be able to report back. Videos are very time consuming to make, and Staff have to assemble all the resources.

It is easy to underestimate the time commitment to make a good video, and it has to be good.

If parents want online lessons, maybe they need to go to a private school. This does not fit with Beaver Road pedagogy, and the rights of Staff. They have done phone calls, videos, some members of Staff have done far more using various ways of communicating, on zoom, Tapestry, the website and through SeeSaw. Children have seen their Teachers. A few members of Staff have not wanted to do videos, but the majority have, loads have been done, out of goodwill. They would do what they have done now because is manageable for Staff. They do not know any local primaries who have gone down the road of live lessons.

Everyone is aware of the frustrations and difficulties. Governors know Staff are always open to a good idea, looking for things outside what they have already done. Governors are supportive and appreciative of what the School is doing.

4.3 Planning for September

They are planning for full return, doubling bubbles to full classes. The guidance is in line with NGA guidance to Governing Bodies; wherever possible children are not to mix with other groups, they will be in their own classes as much as possible. The staffing structure planned can go ahead, and SEN TA support can be used across a Year Group. Children will not have to be escorted to toilets any more. Year Groups will have separate areas on the playground. School will be able to offer Year Group bubble After-School provision. They do not want to relax too much, with the risk that if there was an outbreak they would have to close the School, but if they had to close a Year Group they would revert to online learning for the Year Group for the time needed.

With the large Year Groups there is still a requirement to offer the whole curriculum. They are planning to put Nursery all together in free-flow provision. They understand that youngest children are the most immune and this provision is best for the children. Reception will have free-flow in two groups, one of 3 classes and one of 2 classes. Year 1 will be 3 classes/2 classes. Groups will use different toilets, and have access to different opportunities.

One of the Year 2 classes will have to go in the Year 3 block Art room due to work on classroom floors, they will be part of the Year 3 bubble; the other 3 classes will be a Year 2 bubble.

Q. Does that mean that this Year 2 class will have After-School provision with Year 3s?

Yes.

They do not currently have capacity for After-School provision for Nursery, but these are very young children being gradually inducted, they will look at demand, and at taking-on more Staff and starting provision after half term. If not all the 30 Reception After-School places are taken up, they may offer some to Nursery, but do not want to mix bubbles.

The LA Director of Education said schools can have 2 extra INSET days. Support Staff do not work INSET days and the School needs to work with them, they need to organise the classrooms again. An additional INSET day will be taken on Wednesday 2nd September, for health and well-being. This needs Governors' approval.

Q. They need another 2 INSET days in the academic year?

They have put in 2 in September, then another one, later on in year; they need to agree the date.

There was a request for dates as soon as possible so parents know the date they need to take off work.

Governors agreed the additional INSET day on 2nd September.

Attendance from September will be mandatory, this is a DfE decision. School is in communication with parents, and is encouraging children to come back, but there are about 20% who do not want to come back. They need to take a measured approach, and work with parents with exceptional reasons, for example health conditions.

Q. It will be difficult to manage the 20% refusing to send their children back?

Many Parents across the City are refusing to send their children back. This is why the City Council asked about Beaver Road's reassurance to Parents.

The Chair suggested writing a letter from the Governors supporting the School's arrangements for September.

Governors agreed that a letter from Governors supporting the School's arrangements for September should be sent to parents.

Risks and Systems of control

Many systems are in place, and working well.

Governors' feedback on opening arrangements is needed, to take to the Trust Board meeting tomorrow.

Q. About attendance: what is the guidance relating parents of children who do not have an exceptional reason for not sending their child back to School?

The advice is full use of the Attendance Policy, Parents who do not bring their child to School, with no valid medical reason, are liable to be fined.

Q. It will be communicated through letters an emails, that there have to be exceptional circumstances?

Yes. They plan to say that unless an exceptional circumstance has been agreed with the School, attendance is mandatory.

Q. Do they feel confident about the advice given on how to make those decisions?

Yes. They have contacted families with eligible reasons for not returning, and will be contacting families who have chosen not to send their children back. They have to be sensitive with the BAME community, there may for example be extended families with vulnerable older relatives; they will speak to families.

Q. Is there any appeals process for parents? If the worst happened, could a family take this up? Is there an escalation process?

SH told Governors that at The Christie hospital they have dealt individually with Staff with reasons for not coming in, with Risk Assessments for individuals, contact, timing for review, and a document recording what has been done, and they escalate appropriately.

School has already completed Risk Assessments for children and Staff with known conditions. They would do a Risk Assessment for all who applied for exceptional circumstances. This could safeguard the School and be positive way forward in communication with parents. LH will put this in the letter to parents.

Under the Year Group bubble arrangement they can deliver PPA, and open on Fridays; they have the cleaning required. Do Governors agree? They will organise PPA so Staff have a whole day once a fortnight, so PPA Staff need not go from one group to another in the same day. It is in the guidance that they can go to different groups on different days. PPA providers would like to be

able to give full morning PPA, they will try this now and may use it in future.

Curriculum

They are developing a Recovery Curriculum to narrow the gap. Staff have great ideas for what they can do moving forward, and will share with parents. There is a twilight session on Wednesday, and time to develop ideas over the summer holidays then share them on the INSET days. There will be a whole-school approach, with Year Group Leaders and Subject Leaders working together, and with parents, on how to catch up.

They will still do staggered starts, and socially distance where they can, and there is contingency planning for possible remote learning. They are exploring goggle classroom but are not sure it does more than they already do. They will look into it more rather than confuse parents with an additional system. They will be offering a broad and balanced curriculum. There are some strict regulations around Music, which will follow. The Music Lead is off sick; they are working with PPA Providers on the possibility of some Music provision.

Q. About PE?

This will be done outside or in a big indoor space, non-contact, in classes. They have a Hall as a gym in the First School, each group of children will be using it one day per week, with cleaning between groups. At the Juniors they do not have Hall provision, but have muggers. They will use the climbing frames and muggers for children to access PE, and clean them as needed.

Q. About external Agencies coming in? Sports, Drama Club?

Lettings are happening again, if Providers are following the guidance, and are working with only one Year Group. They are asking for updated Risk Assessments from Providers, and checking them against the guidance.

Q. About After-School Club capacity: what % of users at the moment will that be?

They should be able to cover the majority of those currently using the provision. They will give priority to regular users, and then places to those who use the provision ad hoc. They will not be able to have on-the-day bookings, only a week in advance. There will be 90 places at the First School, 45 at the Juniors. There is usually a maximum of 45 children now, sometimes lower, to 35. The First School is busier, they may have a waiting list.

Q. Holiday Club is done on first-come, first-served basis, is there a more equitable way to allocate places?

They will do it on Year basis; those using it on a regular basis will be contacted first.

Q. But many Parents' requirements are very different now. Could they get requests in then look at it? Parents with more than one child will need to get places in each Year Group Club. It could also be useful to give information on what other provisions are running, so parents know the alternatives?

They plan to do this. First they will ask what people need for the 6 weeks, to every Year Group, then give places first those using the Holiday Club on a regular basis. Tina Smith has looked at use over the last few years, and has tried to put places where needed and to be as fair as possible. They are starting with groups of 15, but there are not usually 15 Year 6s; if there is also a small number of Year 5s they could put them together, this is within the guidance. If there is more demand, they could employ more Staff.

Q. Do Nursery Parents know there will no After-School provision?

Not yet, but School will send a letter; they will be admitting children gradually and will tell parents they cannot offer After-School provision straight away.

Q. Do Parents know Breakfast Club is not on offer?

It was in the last letter to parents that it was not likely they could provide Breakfast Club. They cannot use the Kitchen for Breakfasts, and the Club is done communally and as a drop-in. They will look at After-School provision and see how it is working, At present Breakfast Club would not be viable; there may be TAs who want extra hours, they may be able to use them. They cannot work on both at once, they will ask parents to help each other out in the mornings, and look at risk, how it is working, then look at managing Breakfast Club in Year Groups, or maybe EY, KS1 and KS2. It is difficult to manage a drop-in. They will look at reintroducing the provision in the future.

5. Resources Committee meeting, 6th July

Minutes sent out in advance of the meeting.

The School has won the two bids put in. Work was planned for the summer holiday, they are now in talks with Project Managers and Suppliers. There is presently a 6-week lead time on building products. Work will take 20 weeks. They plan to start at half term then move around the classrooms in 2-week blocks.

The accounts show the challenges of not receiving wrap-around income. TS has budgeted for essential spending only, they have furloughed some eligible Staff, and have money back from some SLAs; there is a net loss of about £35,000. There is a £29,000 in-year deficit, at worst-case scenario. They will have about £17,000 income from Holiday Club now it can run.

The Committee discussed Audit outcomes, and the Health and Safety Walkround.

The budget for next year is going to the Trust for discussion tomorrow, there are still figures to be finalised, then it will go to a Finance meeting on the 20th. Income will be put at worst-case scenario, with limited After-School places, no Breakfast Club, the assumptions will be in the budget. It will come to Governors in September. TS will forward information to Resources Committee members after the budget is finalised at Trust Finance.

There is more information to come on the amount needed to finance work done at Trust level.

6. Scheme of Delegation

Minutes of the meeting on 29th June sent out with papers.

There were no objections after the Local GB meeting; the Scheme is to go to the Trust Meeting tomorrow, with comments from the Local GB meeting incorporated. TS will send the Scheme out to Governors after approval at Trust Board meeting.

ACTION	Tina Smith	To send the final Scheme of Delegation to Governors after its approval by the Trust Board.
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7. Any Other Business

Goodbye to David How, attending his last Local GB meeting before retirement as CEO.

David How left the meeting at 18.57. He wished everyone the best, he will see Staff and Governors around Didsbury.

8. Schedule of meetings for the 2020/21 school year

Sent out with papers.

Meeting time to be 5pm, this suits those Governors who are at work, and also Staff.

Governors agreed the meetings time and schedule.