**Beaver Road Primary School**

**Local Governing Board Meeting**

**Monday 10th October 2022**

**Present and Apologies:**

Lynne Allan Co-opted Governor (Chair)

Emma Forrester Co-opted Governor (Vice Chair)

Jane Carroll Parent Governor

Sian Hanison Co-opted Governor

Matthew Coupe Parent Governor

Anthony Boothman Parent Governor

Liz Hardy Headteacher

Emma Foster Co-opted Governor

Tina Smith CFOO

Michael Davenport Staff Governor

Rihula Sameer-Mour Staff Governor

Pauline Black Co-opted Governor

**In Attendance:**

Serena Powell School Business Manager

Judy Thorp Clerk

1. **Present and Apologies**

The Chair welcomed Governors to the meeting and led the introductions. There were no apologies for absence received.

1. **Pecuniary Interest**

**Pecuniary Interests Register for 2022-23**

Governors were asked to complete and sign the pecuniary interest form and return to Tina Smith.

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

Governors confirmed there were no declarations of pecuniary interests in relation to any agenda item.

1. **Election of the Chair and Deputy for the 2022/23 School Year**

A nomination was received and seconded for Lynne Allan to continue as Chair of the Local Governing Board for the academic year 2022-23

**Approved:** Lynne Allan was elected as Chair of the Local Governing Board for the academic year 2022-23

A nomination was received and seconded for Emma Forrester to continue as Deputy Chair of the Local Governing Board for the academic year 2022-23

**Approved:** Emma Forrester was elected as Deputy Chair of the Local Governing Board for the academic year 2022-23

Emma Forrester will continue to be the link between the Local Governing Board and Trust Board. Her new role as Trustee will help to improve the link although it will require her to step down from her committee work and for this to be redistributed amongst LGB members.

**Update on Membership and Forthcoming Elections**

The LGB currently has five Co-opted Governor positions but can have up to six. There are two Staff Governors plus the Headteacher, and a minimum of two Parent Governors with three currently in post. This gives a membership of 12.

The term of office of Jane Carroll is due to end in November and therefore, a parent election will need to take place this term.

There is also a Co-opted Governor vacancy which will require some consideration in terms of the skills the board is looking for and any gaps in the current membership.

In addition, the terms of office of Michael Davenport and Rihula Mour are due to end in the spring term. A Staff Governor election process will take place in preparation for this.

In addition to ensuring Governors with the appropriate skills are appointed, it would be beneficial to increase diversity on the board. It was suggested that the advert could contain some specific, legally compliant wording, to applications from people who are representative of the school community and community of Manchester.

The school has used Governors for Schools in the past to support with recruitment of Co-opted Governors and there may also be an opportunity to approach the university.

1. **Full Governing Board**

**Terms of Reference**

There have been no changes to the Terms of Reference for this year.

**Approved:** Governors approved the Terms of Reference for 2022-23

**Code of Conduct**

The document refers to the Local Governing Board rather than Local Governing Body. Governors were asked for their preference. It was explained that Board is now the preferred term for many.

**Approved:** Governors approved the name Local Governing Board

**Approved:** Governors approved the Code of Conduct for 2022-23

1. **Committee Membership**

**Buildings and Resources**

The following Committee membership was agreed:

* Anthony Boothman – Chair
* Lynne Allan
* Michael Davenport
* Matthew Coupe
* Serena Powell – School Business Manager
* Liz Hardy – Headteacher

**Standards & Curriculum**

The following Committee membership was agreed:

* Rihula Mour
* Sian Hanison
* Lynne Allan
* Pauline Black
* Emma Foster
* Liz Hardy

**Link Governors**

The following Link Governor roles were agreed:

* Michael Davenport Art
* Matthew Coupe Assessment & PE
* Anthony Boothman DT and Health & Safety
* Pauline Black Safeguarding, Prevent, Equality, RRS
* Liz Hardy EYFS
* Emma Forrester SEND & Languages
* Lynne Allan English and Humanities (interim)
1. **Minutes of the Local Governing Board Meeting (6th July 2022)**

The minutes of the previous meeting were approved and signed as a correct and accurate record.

**Matters Arising**

***To confirm scheduling of safeguarding training for the Local Governing Board*** – Governors who need to update their safeguarding training and DBS will receive an email notification individually.

It is a requirement for staff to complete safeguarding training every two years, however, to ensure that staff remain up to date with the latest Keeping Children Safe in Education guidance, training is refreshed annually using alternate methods of face to face and online training. It is also recommended that Governors refresh their safeguarding training annually.

**GQ: If Governors have completed safeguarding training through their own work, do they need to complete it again?**

No, Governors can share their certificate with the school, and this will be added to their training record.

Lynne Allan advised Governors that she had recently completed Exclusion training and recommended that all Governors complete this module.

Tina Smith informed Governors that a training log would be added to Google Drive for Governors to list any relevant training attended.

**Action:** Tina Smith to add the training log to Google Drive

All Governors will be issued with an ID badge to allow them access to the school.

**Action:** Serena Powell to provide all Governors with an ID badge

***Governors to complete the skills audit*** – There are still several skills audits outstanding

**Action:** Liz Hardy to email Governors individually

Two Governor profiles remain outstanding.

**Action:** Governors to email their profiles to Liz Hardy

***Attendance Policy to be presented to the next meeting*** – Agenda item today

1. **Headteacher Report**

Governors were advised that the Headteacher Report would be a verbal report today with reference to the additional documents shared.

The end of the summer term was an extremely difficult period with the funeral of a member of staff taking place in the final week of term. The loss of this member of staff was traumatic and had a significant impact on colleagues’ emotional and mental wellbeing with morale being low across the whole staff team. For leaders, the need to keep the school moving forward until the end of term was extremely challenging.

The summer break allowed staff to reflect and rest following the challenges of the summer term. On reflection, leaders identified that staff had tried to do too much during the summer term, aiming to reintroduce all of the activities that had been put on hold or delayed due to COVID. Various special days and events had been reintroduced and although they were lovely there were too many. SLT have reviewed this and streamlined the annual calendar for this year. For example, there would be fewer non-uniform days, with special days such as mental health awareness day today being acknowledged by children wearing a yellow accessory alongside the uniform.

**GQ: Will there be a rationalisation of charitable donations being requested from parents?**

Yes, the school will continue to engage in national charity events such as Children in Need, but pupil representatives will be working together to decide which other charities the school will support this year in an effort to streamline the plan.

The school will conduct the Ofsted staff questionnaire this term for the first time. A parent questionnaire has been completed and responses are currently being collated. Feedback will then be presented in the form of ‘you said, we did’. The number of responses was low and therefore, the process will be carried out again at parents evening.

The autumn term to date has seen less COVID related absence although there are still cases being reported.

Attendance will be a focus this year, but it is positive to note that there are already improvements with the overall attendance last week being 96.7%. A new policy is in place with Stephanie Reading being appointed as Senior Leader with responsibility for overseeing attendance. This will add another tier to the process.

The school uses various rewards although this is always a challenge in primary school as it is ultimately the parent who is responsible for bringing their child to school each day, particularly in lower year groups, to school. Rather than just a 100% attendance reward, there will be rewards for improved attendance etc.

**GQ: Do you notice patterns in attendance when children move up from the first school?**

Attendance is usually better in the Junior school as the children do not suffer as many illnesses such as colds and stomach bugs as the younger children. Parents are also more willing to send older children into school with minor illnesses.

It is important to encourage all children to have good attendance as they can fall behind in their learning very quickly due to the pace with which it is delivered. Attendance is tracked robustly so that leaders know who to target and support.

Rather than illness, the main issue with attendance is families taking holidays during term time and children being absent for special events.

**GQ: Are you continuing to use the house system to track attendance?**

Yes, this is monitored on a weekly basis

**Overall school performance data and progress 21/22 (all unvalidated to date)**

Michael Davenport provided an overview of the latest school performance data.

The data was presented to the Trustees last week. Governors were advised that the data remains unvalidated at this stage. It is expected that the validated information will be available in late October when the school will receive its Analyse School Performance (ASP) report and the Integrated Dataset (IDS). However, there are unlikely to be any significant changes to the data presented today.

The data is broken down into the statutory testing areas including EYFS Good Level of Development (GLD), Year 1 Phonics, KS1 SATs, and KS2 SATs.

The report shows that the school did not meet its targets in all areas. However, this is largely due to targets not being reviewed/changed from the beginning of the year to reflect changes in the cohort – this will change next year. It is not a requirement for schools to set targets, however, Beaver Road has continued to do this to be aspirational and to give teachers a clear path to work towards. Targets are agreed at the end of the autumn term between teachers and Heads of Year, and these are then presented to Senior Leaders in pupil progress meetings. Targets are based on the teacher’s assessment of children during the autumn term, as well as prior attainment. For instance, if a child achieved age related expectations in Year 2, they should continue on the trajectory to achieve age related expectations as they move through KS2. Anything below this would represent negative progress.

However, it is important to note that the school has high mobility. This means that the cohort is likely to have significantly changed from its last statutory testing point. It is usual for the school to lose children in Year 5 as parents move them to a grammar school in preparation for high school.

In future, the school will be tracking mobility much more robustly and, where necessary, reviewing and adapting targets to reflect the current cohort. When setting targets, teachers will look at individual children and determine whether they are on track to achieve the target. If not, they will assess whether the child is likely to achieve with some additional support.

Overall, progress has been excellent with Maths and Reading both achieving +1.8. Writing will require some focus next year with progress being reported as -0.4 which is likely to be below the national average or average depending on the range.

The school does not always fill its places in September which results in some children joining at various points during the year. This makes it very difficult to predict end of year outcomes and therefore, it will be important to review the targets in the Spring term and adapt as necessary in agreement with SLT to reflect the changes in cohort.

Future reports will include a transience section to monitor term by term cohort changes and which groups this is affecting, for instance EAL or SEN, so that these groups can be targeted. The COVID section of the report will be removed.

Last year’s Year 6 and Year 2 cohorts had the highest number of EHCPs and the challenges this presented were far higher than any other year group. The cohorts have been tracked throughout their time at the school and regular reports were shared with Governors. The national average for EHCPs is around 2.5% yet these cohorts had almost 11% with 21% in total being on the SEN register. These children may still make excellent progress although they may not always achieve age related expectations.

The Year 2 cohort (current Year 3) missed a significant amount of their foundation stage learning throughout the pandemic. This is a national issue and has resulted in gaps being noted in basic skills such as being able to hold a pencil correctly or basic reading skills. It is likely that it will take many years for these children to fully catch up because of the loss of these basic skills. Research is showing that by trying to re-teach these skills, there is a risk of jeopardising the current learning and therefore, teachers are advised to make links wherever possible and fill in gaps as they go through the year. The current Year 3 cohort will be a key focus this year given that half of the cohort are not currently on track in Writing, a significant number are not yet at age related expectations in Reading and will require some intensive intervention.

**GQ: Is this a trend in other schools?**

Yes, information from new teachers that have joined from other Manchester schools suggests that this year group is an issue for many and that the data at Beaver Road is higher than many other local schools.

The Government is planning for KS1 SATs to become non-statutory in the future and for progress data to be based on the Early Years baseline to Year 6.

In Phonics, the school achieved 75% which was positive given the high levels of transience in the Year 1 cohort last year. This included a number of international new arrivals who spoke little or no English.

**GQ: Are you continuing to see high numbers of INA pupils?**

Yes

In terms of progress, the school would aim for all children to make at least expected, but ideally accelerated progress from the previous year as this would demonstrate that high-quality teaching is supporting children to close the gaps in learning. Progress is monitored robustly throughout the year.

It is not yet known how the Government will track progress of children who missed their statutory EYFS or KS1 testing due to the pandemic, but it is likely that an algorithm may be created for this purpose.

Teachers, Heads of Year, and Senior Leaders will monitor any slight variations in progress in order to delve more deeply into the context and determine whether any action is required and if so, what this will be.

In terms of the combined data for age related expectations and greater depth, it is evident that Writing is the lowest of the three areas and is affecting the overall combined results. Writing is a school priority which will be led by Rihula Mour working with year group staff to identify where efforts need to be focused, for example, is there a need to improve children’s reading skills before writing can be improved. It is likely that this will be a long- term journey.

From the most recent Reception baseline assessment, Writing has been identified as the lowest area in terms of the children’s fine motor skills.

Greater Depth Writing is low particularly in the lower year groups. As well as focusing on children working below age related expectations, teachers will also be encouraging higher ability pupils to achieve greater depth.

A breakdown of each key group, for example, pupil premium, SEND, EAL, boys and girls will be presented to the Curriculum Committee. There are also Head of Year reports for each of these groups which provide more detail.

Pupil progress meetings are held three times per year to review the position of every child and identify those that are not making sufficient progress. This then forms an action plan of interventions and strategies to ensure pupils make the necessary progress to bring them back on track. These meetings focus on core subjects although similar monitoring systems are in place for all subjects. This is important as Ofsted will want to be assured that children are receiving a broad and balanced wider curriculum that is of a high-quality. Inspectors will ask to speak to Subject Leads and will question the use of data to ensure Subject Leads have a robust knowledge of their curriculum, that they are collecting the relevant data and are using it in the right way.

The school collects data at three specific points during the year but SEND data is collected half termly in line with this being a priority on the School Improvement Plan. This means that teachers can focus in detail on children who are likely to be making smaller steps of progress.

The next Curriculum meeting will share with Governors the process of monitoring the quality of education and the detail behind the headline data presented today. National data should also be available to compare against.

The school is slightly below the national average for Writing in KS1. Having been externally moderated last year, it is positive to note that the judgements were agreed. This process is important as writing is teacher assessed. In some circumstances, a moderator may recommend that the judgement is increased to age related expectations or greater depth, however, if the school does not feel that the child is secure at that level, the judgement will not be increased. It is important that the assessment of the child reflects their ability as this could otherwise place additional pressure on the child when they transition to secondary school. KS1 data is also teacher assessed although SATs papers are used to inform the judgements.

The data for 2022 will not be published and therefore, the most recent published data is from 2019.

**RRS Reaccreditation Report**

**Eco Schools Green Flag Award**

Governors noted that these reports are extremely impressive and reflect the quality of the work taking place in school.

**Staff Handbook**

The handbook contains information about the school’s plans for moving forward including the School Improvement Plan priorities. Action plans have not yet been finalised.

**Joining a strong MAT– information for Governors and Leaders circulated by the LA**

The White Paper published last term shared the Government’s vision for all schools to be a part of a strong, sustainable MAT by 2030.

As a small Multi Academy Trust, there is a need to grow. Plans were stalled for many academies during COVID, but these are now gaining momentum. There are a lot of primary schools in Manchester that are not yet linked to a MAT.

A meeting has taken place today with the RSC Representative and a further meeting is scheduled with Amanda Corcoran, Director of Education next week. M20 Learning Trust is currently considering various growth plan options and it is likely that some significant development will occur in the near future in addition to changes to the structure of the school. The current structure includes Liz Hardy as Executive Headteacher (CEO) and substantive Headteacher of Beaver Road, however, as the school reaches five form entry, there will need to be a new Head of School or Headteacher position to enable Liz Hardy to focus on other priorities regarding the growth of the MAT.

There are opportunities for growth within the city, with many primary schools currently considering their options. It will be important for the MAT to have a clear plan in place for how it can become a strong and sustainable Trust quickly. The Trust Board is currently discussing this issue and considering growth plans.

There is a push for mixed phase MATs and a focus on building strong MATs with capacity to incorporate struggling schools. At this stage, M20 Learning Trust would not be deemed a strong MAT due to its size.

Manchester is keen to grow more local MATs rather than having its schools join the larger nationwide MATs. However, for any growth, there must be a viable plan.

1. **Trust Board Feedback**

**Scheme of Delegation**

The document has been updated to reflect the Articles of Association and has been adopted by Trustees.

**Noted:** Governors noted the updated Scheme of Delegation

1. **Policies**

The policies were shared prior to the meeting with a request for Governors to read those most relevant to their committee or Link Governor role.

**Attendance Policy**

There is further work to do on the appendices which will be adapted as the year progresses. The main content of the policy has been finalised and is presented for approval. The policy has been produced in conjunction with Manchester City Council and reflects the Manchester Inclusion Strategy.

**Approved:** Governors approved the Attendance Policy

**Safeguarding Policy**

The policy has been updated to reflect the latest Keeping Children Safe in Education guidance.

To ensure staff and pupils are safeguarded when going out to extra-curricular activities and competitions, there must be a parent on board the minibus as well as the teacher driving the bus.

A Governor requested that the acronyms used in the policy were expanded to include the full titles. Examples include CPOMS, FGM and PEP.

**GQ: Could you explain the reference to Governors being responsible for reviewing the effectiveness of online safety arrangements?**

The Safeguarding Link Governor would monitor this although it is ultimately the role of the whole Governing Board to ensure appropriate filtering systems and practice is in place.

**Approved:** Governors approved the Safeguarding Policy

**Keeping Children Safe in Education**

It is a statutory requirement for Governors to read part 1 of the KCSiE document.

**Action:** All Governors to read part 1 of Keeping Children Safe in Education

**SEND Policy**

There have been no changes. Governors had no comments or questions.

**Approved:** Governors approved the SEND Policy

**Staff Code of Conduct**

**GQ: In the same way as a Governor, Trustee or Member is required to sign the Conflicts of Interest Policy, do you have something in place for staff members, particularly as some staff have children attending the school and may be friends with other parents?**

This year, Leaders will be required to sign the document but not all staff. Teachers work to the Teacher Standards and Teaching Assistants work to the TA Standards. In the event that there was a situation, and the member of staff knew the family, they would be expected to take a professional approach, report the conflict to Senior Leaders and not be involved in investigations or discussions about the case.

**GQ: How would the conflict of interest be documented?**

There is no requirement for this to be documented but staff would be required to use their professional judgement and report to Senior Leaders.

In all cases, staff are expected to work to the Teacher or TA Standards.

**GQ: In terms of social media, would it be beneficial to remind staff about appropriate use, particularly if they are friends with parents?**

Staff are allowed to be friends with parents on social media but not with children. They must also ensure they are not sharing content or involved in discussions that would risk bringing the school into disrepute. Staff are reminded annually about appropriate use of social media, and information is also contained within the staff handbook and as part of the staff induction programme.

**GQ: Do you have school mobiles for staff to use?**

Yes, staff are advised not to give out their personal mobile number to parents, but this is their own personal choice.

Pauline Black offered to share the Social Work Standards.

**Action:** Pauline Black to share the Social Work Standards with Liz Hardy

**Approved:** Governors approved the Staff Code of Conduct

**RSE Policy**

The policy has been reviewed and updated. There were no questions or comments.

**Approved:** Governors approved the RSE Policy

**Communication Policy**

The policy has been reviewed and updated. There were no questions or comments.

**Approved:** Governors approved the Communication Policy

**Curriculum Policy**

This is a new policy which is extremely detailed and informative. Governors had no comments or questions.

**Approved:** Governors approved the Curriculum Policy

**Designated Teacher for Looked After Pupils and Post Looked After Pupils**

The policy has been reviewed and only dates updated. Governors had no comments or questions.

**Approved:** Governors approved the Designated Teacher for Looked After Pupils and Post Looked After Pupils

**Equality Policy**

There are no changes to the content of the main policy, but the Equality Objectives will be updated for the current academic year.

**Action:** Liz Hardy to email the Equality Objectives to Governors for comments by Monday 11th October or the policy and objectives will be confirmed as approved

**First Aid Policy**

The policy has been reviewed and updated to reflect the practices in place on both sites.

**Approved:** Governors approved the First Aid Policy

**Prevent Duty Policy**

The policy has been reviewed and updated. Governors had no comments or questions.

**Approved:** Governors approved the Prevent Duty Policy

**ICT Acceptable Use Policy**

There have been no changes to the policy. Governors had no comments or questions.

**Approved:** Governors approved the ICT Acceptable Use Policy

**Invacuation, Lockdown and Evacuation Policy**

This is a new Trust policy which has been adapted to reflect the practice on each site. The first school is due to have a new fire alarm system installed and this will include a specific alert for invacuation. The primary school does not have an alert at the moment, and this is something that is being explored. The policy currently states that staff will be alerted verbally but this will change once an alert system has been agreed.

The first invacuation will be carried out next half term and a lockdown will then be trialed in the spring. Fire evacuations take place on a termly basis and are carried out at various times of the day to ensure the procedures are effective in all situations. This includes lunchtime, before and after school. Having the younger children on one site has been an issue in terms of ensuring the evacuation is carried out within the designated time but this is something that is being addressed with staff.

**GQ: How frequent will your invacuations and lockdowns take place in the future?**

It is planned that they will be carried out on a termly basis in the same way as a fire evacuation. However, for this year, there will be one in autumn and one in spring.

**GQ: How often do you test the equipment?**

It is tested every Wednesday.

Governors agreed that it is important for staff, parents, and children to understand the reason for the exercise however, it is also important not to cause any unnecessary anxiety to children. Children with additional needs, or those who may have experienced trauma in Russia/Ukraine conflict could be particularly affected and this must be handled sensitively.

It was suggested that the policy should state Headteacher or Designated Individual throughout.

**Approved:** Governors approved the Invacuation, Lockdown and Evacuation Policy subject to the amendment above

**Conflict of Interest Policy**

This is a new policy. There were no further comments or questions in addition to those discussed under the Staff Code of Conduct

**Approved:** Governors approved the Conflict of Interest Policy

1. **Governance**

**Training**

Training was discussed earlier in the meeting under item 6.

1. **Any Other Business**

There was no other business to discuss.

1. **Dates and Times of Future Meetings**
* 3rd November 2022 Pay Sub Committee
* 17th November 2022 Building & Resources Sub Committee
* 1st December 2022 Standards & Curriculum Sub Committee
* 23rd January 2023 Local Governing Body Full Committee
* 2nd March 2023 Building & Resources Sub Committee
* 9th March 2023 Standards & Curriculum Sub Committee
* 4th May 2023 Local Governing Body Full Committee
* 15th June 2023 Curriculum & Standards Sub Committee
* 22nd June 2023 Building & Resources Sub Committee
* 3rd July 2023 Local Governing Body Full Committee