

Beaver Road Primary School

Local Governing Body Meeting

online

Date of meeting: Monday 16th March 2022

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) 4/10 | apols (Ap) 31/1 | absent (o) 16/5 | 4/7 |
|----------------------|---------------------------|-----------------------|---------------------|--------------------|--------------------|-----|
| Lynne Allan Chair | Co-opted Governor | 25/2/26 | P | P | P | |
| Pauline Black Deputy | Co-opted Governor | 11/9/24 | P | P | P | |
| Anthony Boothman | Parent Governor | 22/4/24 | P | P | Ap | |
| Jane Carroll | Parent Governor | 18/11/22 | P | P | P | |
| Matthew Coupe | Parent Governor | 27/5/25 | P | P | P | |
| Michael Davenport | Staff Governor, Teacher | 10/2/23 | P | P | P | |
| Emma Forrester | Co-opted Governor | 24/3/23 | P | P | P | |
| Emma Foster | Co-opted Governor | 24/1/25 | P | P | Ap | |
| Louise Rifkin | Co-opted Governor (Staff) | 25/2/26 | P | P | P | |
| Sian Hanison | Co-opted Governor | 3/10/25 | P | P | Ap | |
| Liz Hardy | Headteacher | ex officio | P | P | P | |
| Rihula Mour | Staff Governor, Teacher | 10/2/23 | P | P | P | |

In Attendance

| Name | Role |
|------------|------------------|
| Tina Smith | Finance Director |
| Jenny Adie | Clerk |

Apologies: Anthony Boothman, Emma Foster, Sian Hanison; Liz Hardy to be late.

Apologies formally accepted.

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

No Pecuniary Interests declared.

3. Minutes of the previous Local Governing Body Meeting, on 31st January

The minutes were agreed as a correct record.

3.1 Matters arising from the minutes

Item 3.1.7, Inclusion: The letter about the Inclusion Joint Working Party has not yet been sent but there have been developments in School.

The School has appointed a Diversity Lead and a Parent questionnaire is going out Wednesday after agreement by LA and PB

PB suggested that they should wait for the questionnaire responses then write the letter.

Q. Should there be support in place for the Diversity Lead, which could be an isolating position?

LA told Governors that the Portico Trust Board has had a Diversity exercise for their Board, they had 50 applications, and interviewed 20, one third of their Trust Board is now ethnic minority; LA offered to assist, she will send the wording they used.

TS re. more diversity on the Trust

(Liz Hardy joined the meeting at 17.10)

LH had been on Diversity training, which recommended having a Diversity Lead. LH spoke to Paris Brown Gardner, a Teacher who has been a Diversity Lead in a previous school and who is doing a Masters on Diversity. She asked to be Diversity Lead and worked on the questionnaire for parents and Staff. She will start slowly, with just the questionnaire for this year. She will be part of the PSED Team, the role sits alongside the Rights agenda. It will be a new role, part of the School culture, it has not yet been shared with Staff. It is not yet on the website but the information will go up. Pauline Black is the Link Governor.

Q. Will the questionnaire be looking at race?

Diversity is much wider than race, they will be looking at all areas in the questionnaire. Paris Brown Gardner currently works in STEM, on Science and with the Maths Lead; she is passionate about getting more girls into STEM and wants to keep this role. She will help with the whole diversity agenda.

Q. The University has recently required an EDI question at interviews for all posts above a certain grade. Is this done at School?

LH has not seen anything specific about this; there is always a question around diversity but detail would depend on the role.

It has been agreed that the vacancy for the Trustee would be worded around diversity, Tina has not yet done this. She will show the letter to LA and PB.

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| ACTION | Tina Smith | To run the Trustee advertisement past LA and PB. |
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Item 4, Safeguarding training: There was an Action for all Governors to complete Hays Safeguarding training. Tina will check the position and chase for completion.

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| ACTION | Tina Smith | To check completion and email a reminder to those who have not yet done the training. |
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Item 8, Policy renewal list: Tina has started to put this together for the Trust Board, and will make a schedule of what is to go to each meeting; this will be done for September.

Item 9.2, NGA Learning Link: Tina looked at this last week, she has to set up Governors separately from Trustees, this will be done.

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| ACTION | Tina Smith | To send the NGA Learning Link to all Governors. |
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3.1.1 Vision and Values

Governors talked about the Vision and Values in the autumn term. LH had said the School would work with Staff and children on this. They would talk to the children about what it meant to them, and what was important to them. This was done in many ways, for example Year 4 did it pictorially. The Heads of Year picked out key elements and LH has gone through all the responses organising and re-wording them, in the children's voices. There was mention of love, friendship, care, kindness, fairness, the importance of good relationships with other children and with adults. LH wants to share this now rather than Governors read it remotely and separately.

LH screen shared a document on the drive to which she would like Governors' contributions.

Q. Do House Values link in as well?

LH can put a bit about Houses in the 'Characteristics' section.

'blue' on the document is parts already agreed.

'green' sections have been co-created with children and Staff.

LH read through **Respect and Rights** and asked for comments

Q. Why has LH chosen to put the children's quote/strapline at the bottom of the section rather than at the top?

No reason, she will move the quote to the top of each section.

Q. It is powerful as written, but where is all the detail best put? This is long and wordy.

This is not a vision statement, it is an explanation of 5 Key Values, what the values mean to the children, Staff and Governors.

Q. Where will it go?

On the website.

Q. About the final sentence: 'if something will cause offence do not say it out loud' - should this be more about thinking before you speak? Think carefully about the impact of our words on others? Freedom of speech should be considered as well.

There was discussion, Governors agreed re-wording.

Q. The quote from the children 'love, dignity and respect are our biggest drivers' has been separated; could this look as if this is what the children said, the rest has been written by Staff?

A sentence can be put at the top about the document all being co-created with the children, and each value is introduced with a direct quote from our children.

Safe Positive Environment (value 2)

Q. There may be some children, with rising food poverty, for whom 'well fed' is a difficult wording?

Q. Could 'nutritious' be put in?

No-one said nutritious, LH could put it in.

Q. Value 1 says 'we' a lot, the second sounds more as if adults wrote it?

There was discussion of the wording, who is saying it, who is providing the meals and the environment, the adults, or the children; there is some confusion in using everyone's voice.

It should be written in language that the children will understand, 'well fed' comes from the children, 'well resourced' from the adults, LH is trying to include everyone's language.

Q. If they want to get children's view across, they could put in images?

Only Year 4 did it pictorially, some of their images can go in.

It is more about the content, what the Values say, than exactly how it is written; healthy, safe, wellbeing, being clean, organised or tidy, well-resourced are from children or Staff; safeguarding of children and families comes from Staff.

Enjoyment, Development and Achievement

Governors thought this was straightforward, there were no comments on the wording.

Characteristics

All the wording is from the children except the first sentence. The children talked about loyalty, truth and honesty.

Collaboration

Article 12 is included at the end.

Q. Is Beaver Road reflected in these values?

LH collated all the comments, many were repeated, then she had to slim them down and choose the words.

It is the one section discussed above that sounds like a different voice.

It does not sound as if it is written by one person, but by the whole community, which is what LH wanted. The new version will be put on the shared drive. LH asked Governors please to send any suggestions by the first week after half term. LH wants to put the Vision and Values up on the website with the School Improvement Plan.

4. Headteacher's Report

Report on the drive.

There will be a data update at the next meeting. Year 6 SATS were last week, KS1 SATS are happening now; the Phonics papers arrived today. Thank you to the Year 6 Team, and to Staff across the School; there were 36 children with adult support of some kind.

They now know that the SATs will be externally moderated by the LA.

Covid update

The situation has finally calmed down, the spring term was the worst they have had for Staff absence. Attendance is in line with local figures, though less than the 96% target; this is the same in most schools.

Q. About the Communication Consultant?

There will be an SLA for communications. They do need the work done, but rather than advertising and employing someone before they know what the new role will be, they will use an SLA, find where the role will sit and what it will be, and develop it, working with a specialist.

Q. On what basis, how many hours?

They will get the specialist to help to identify what is needed. Sam Crowe, the PTA Lead, helped with the Trust profiles. They have asked her if she will come in as a Consultant to help to identify what is needed. It was suggested that the role is advertised on an online marketplace where they can describe the role and ask for offers to do it, and how to do it. This will be a cost-effective way of bringing in the role. They will decide the role, the money to put to it, then ask for tenders from a firm rather than an individual. This is an unusual role for a school, though it is used in business.

Q. Will it be a Trust role rather than a School role? Will there be enough work for a full-time post?

It will not be full-time; the role may change as the Trust grows but they do not yet know.

EForrester said this goes into the accounts as a professional service, not on payroll; it can easily be changed according to need.

Website

Everything the School does is on the website. LH would welcome any comments or suggestions from Governors about how well it works, how it is to use, taking the opportunity when someone is coming in to change the website. Ofsted will be on the website for the month before they come in, the website must be a reflection of the School. Prospective parents look at it. It has worked because they are more oversubscribed than they ever have been

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| ACTION | All Governors | To email to Liz Hardy any feedback on the website. |
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CPOMS

CPOMS has been updated following Team Teach training. There is a rise in the need for training to meet increased behavioural need.

MD had done the Team Teach training with the other Deputy and Assistant Headteachers; it includes safe physical handling of a child who might hurt himself or others, done within a structured remit

A Governor commented that the CPOMS category descriptors are helpful.

Q. What does CPOMS stand for?

Child Protection Online Monitoring System; it is an internal system to log concerns. Teachers log incidents, the system notifies the Safeguarding Leads. Any Lead can read any entry, they will not all get every email. The Family Engagement Officer can monitor the system to see particular families needing support. There is a new category for responses to parent emails after complaints had not been responded-to, to cover recording in this area.

Ofsted Inspection data

This has changed, Governors need to know it, it is what Ofsted judgements will be based on.

Q. How does attainment in Phonics work? 13 children in Year 2 took the check, 9 met the standard?

Phonics screening is in Year 1, it has not taken place over the last couple of years. Any child who does not pass the check in Year 1 has to take it again in Year 2. In autumn 2021 all Year 2 children took the Phonics test as they had not been able to take it in Year 1.

Q. Absence in autumn 2020 is in the lowest 20% of all schools?

This is good, it is absence; it means attendance is better than at most schools.

Q. About finance: in 2019/20 school received a sum that was £2million more than the national average, was this due to the bids?

Yes; the School had grants for major building works.

Q. Should Governors have a session to understand this data, if this is what Ofsted will be using?

Governors need oversight, they do not all need to know all of it. Inspectors will ask 'how do you know'. Governors do know, they see the information and the documents.

LH asked Governors to look at the data and to ask if there are areas they do not understand.

Q. Maths is in red for 2019, where does LH think this will be now?

They have made great progress with Maths, not just the data but also quality of teaching; this has been a priority over the last 3 years. SATs will not be published this year. They do not know what the national benchmark will be, because of Covid. They have their own assessments of how children will do, they think they will do well, but do not know how this will compare with national. Children in different areas and different parts of the country have missed very different amounts of education due to closures, illness, and parents keeping them home.

MD told Governors that at the end of the first term they meet with the Staff Teams and ask Teachers to make projections. For Year 6 the prediction is around 81%, aspirational but achievable; internal data suggests that they will do well.

Nursery and Reception admissions

School was oversubscribed in Nursery for the first time.

They currently have 148 children for reception; they hope to be full for September.

Q. About Leavers: in an employment situation an exit interview is done; does Beaver Road do anything similar with Leavers?

Yes, parents fill in a Leavers form, the majority have left the area.

Q. They know there are Leavers in Year 5 who have not left the area?

Yes, 3 or more children have left for private school or grammar school.

Q. Is there a reason for this? or a pattern?

LR told Governors that having been at Beaver Road a long time, she has noticed that children tend to leave for grammar school in Year 5. A child getting a place in Year 5 is guaranteed a grammar place. Children may go at this stage to prepare for examinations in Year 6 to get to the grammar or private school where they want to go.

Moor Allerton say where their children go on to; none to Parris Wood, some to Didsbury High, moving at Year 5 may be a choice based on where parents want their children to go to High School. Didsbury High market themselves as a free alternative to the private schools, and without the grammar school entrance examination.

Beaver Road can prepare children for private or grammar if that is what their parents want, it would be good to know why children move.

There are different reasons every year, some leave because they are not happy, some for private schools, they fill in a form with reasons. It happens every year, LH is not concerned, they cannot compete with a private school where classes are half the size. Some children leave because they have moved, to a school in their local area.

LH asked Governors if they know the reasons for leaving?

They need to look at where Leavers are coming from, one class in particular this year. Children have left to go to other schools locally; some movement is due to classroom behaviour, disruption in class. It may be that plus they want to get into grammar school.

This would be more reason to drill down into reasons. LH is not aware of major incidents.

MD knows that there is a child in one class with support, School is working with the family and other professionals. The Parent Engagement Officer has been working with some families, and collects forms. Behaviour may be a factor, but children are leaving in Year 5, not in previous years, it may also be because the parents want grammar school. There has been nothing official, no complaint, from any parent; the School just hears that the child has a place at Moor Allerton. Some of those leaving have made a difference to behaviour in class.

Q. Is the form tick boxes or free text?

Both, parents can give reasons.

School still has a waiting list and the places are being filled. There are vacancies in every cohort, but they are being filled. Families are coming from Hong Kong.

Q. Have they had any applications from Ukrainian refugees?

Not yet, but they do know of some moving into the area. There are children in the Britannia Hotel who might come to Beaver Road.

5. Governing Body Committee Reports

5.1 Buildings and Resources Committee 10 March

TS gave an update on the SIF bids. The Fire Safety bid was successful; the Electrics bid was not, they will appeal.

All the fire doors will be updated, the siren will be heard in all the classrooms.

Utility bills have currently doubled, the budget will be £60-70,000 over on these bills this year, with an effect on the carry-forward; there is not yet any information on possible support. The Facilities Manager will go on training about sourcing cheaper energy. School had already sourced energy at a lower price than MCC.

Q. Are they going ahead with the defibrillator purchase?

Yes, they have an SLA for both buildings and are waiting for the instalment date; the cost is very little more than buying outright, the defibrillator will be kept updated and the SLA includes training.

5.2 Standards and Curriculum Committee 17 February

Lynne Allan reported.

The Committee heard an excellent presentation on the Early Years curriculum, including information on outdoor provision and on the NELI language programme.

They talked about the need to be mindful that ethnicity is different from EAL. Beaver Road has children from 14 of the 17 ethnic groups.

The Assessment and Progress update was discussed. They know that Maths, Disadvantage and Attendance have all improved over the last 3 years.

The Clerk shared another school's policy on harassing communications, also shared with the Chair of the Trust.

6. Trust Board Feedback

EForrester could not attend the last meeting. LH reported.

The last meeting was just before Easter. The School has not been successful with the Crown Street School bid. There has been no feedback on the bid yet, and it has not yet been announced which Trust has been successful.

The Education White Paper includes information on 'families' of schools going into Trusts; all schools are to be in a Trust by 2030. It is not yet known what the LA will do; they have written to schools to say they know they are all at different points. The Government may change. LH and TS are going to a conference of Trusts. There are many maintained schools in Manchester that will be forced at some point to join a Trust, LH thinks Beaver Road is a Trust that many schools will want to join, because of its values and ethos; they are in the process of writing growth plans. They know that the LA are already in discussion about what schools will join which Trusts, and that they want schools to join Manchester Trusts, so Beaver Road will be in a good position.

There are a few Church MATs, for example Didsbury CE locally. Catholic schools have to stay in Catholic Diocesan MATs.

Q. About Parrs Wood: are they joining a Trust?

Parrs Wood is merging with the Education Partnership Trust which runs Whalley Range and Levenshulme High schools.

7. Governance

7.1 Link Governor visits

Link Governors are expected to make one visit per year, LH has not received many reports yet.

LH asked Link Governors please to send their Reports if they have done the visit, and please book the visit if not yet done.

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| ACTION | Liz Hardy | To check visits and remind Link Governors. |
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7.2 Skills Audit Summary

Sent out with papers

There are requests for EDI information and training.

In areas for more contribution, some Governors have work commitments that mean that they cannot give more time

3 Skills Audits are not yet in, will those Governors please complete them. LH will follow up those not yet sent in.

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| ACTION | Liz Hardy | To follow-up return of Skills Audits. |
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7.3 Training

The Clerk sends training information as it is received.

There is a Complaint still in process. There is Governor training available for dealing with complaints, the Chair asked Governors please to consider if they can attend training.

There is online training on NGA site, taking about 45 minutes; one of the Trustees has done the training and said it is very good.

8. Any Other Business**8.1 Parent Governor end of term**

Jane Carroll is coming to the end of her term of office, in November 2022. Jane said her son will be in Year 6, and she has too many commitments to give the time to carry on. Could there be an election this term rather than next term?

The summer term is very busy, the autumn term can give an opportunity to include new parents and information can go to parents at events at the beginning of the new school year.

8.2 School Business Manager

The SBM has handed in her notice and will leave at the end of August. They will be advertising shortly.

9. Next Meeting

Monday 4th July