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**Minutes of Beechfield Local Governing Committee Meeting held  
on Tuesday 1<sup>st</sup> February 2022 at 7pm via Zoom**

Name	Governor Type	Attended
Lesly Adams (chair)	Co-opted governor	Attended
Iram Ali	Staff (Teaching) Governor	Attended
Prof Ramanarayanan Balachandran	Parent governor	Attended
Jennifer Batanga	Parent governor	Attended
James Brown	Co-opted governor	Attended
Emma Hill	Co-opted governor	Apologies
Gillian Jackson	Headteacher	Attended
Emma Lad (Clerk)	Clerk	Attended
Jade McNamara	Staff (Support) Governor	Attended
Tanya Mortlock	Other	Attended
Kennedy Rodrigues	Prospective governor	Attended - observer
Laura Springate	Marketing manager	Attended - presenting
Sarah Wynne	Co-opted governor	Attended

Governor challenge is highlighted in yellow

Governor actions are highlighted in italics

**Questions, answers and comments from Governor Hub in appendix A**

BFS – Beechfield School   CTS – Cherry Tree School   LHS – Laurance Haines School

**Meeting started at 7.05pm**

**Action:**

**1. Welcome, apologies and consent**

The meeting was quorate. Laura Springate was welcomed to the meeting to present on Marketing.



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**2. Welcome the prospective governor, Kennedy Rodrigues, to the meeting – brief introduction to be given**

Distributed via Governor Hub ahead of the meeting and taken as read: Kennedy Rodrigues Profile

**3. Notification of any other business**

There was no notification of any other business

**4. Conflict of interest with agenda items to be declared**

Kennedy Rodrigues to leave for agenda item 17

**5. Minutes of the last meeting and matters arising**

Distributed via Governor Hub ahead of the meeting and taken as read: BFS Minutes 09.11.21 (approved in principle)

The governors approved the minutes and the chair will sign via Governor Hub. All matters arising were completed or agenda items. (See appendix A)

**6. Presentation from Laura Springate, Marketing Manager**

Distributed via Governor Hub ahead of the meeting and taken as read: Marketing 2021-22 BFS, Governor visit report on marketing 25.1.22

The Marketing manager shared and explained the presentation explaining the marketing strategy at Trust level and the impact for the schools.

A demo of the new school front page for the website was shown to governors which will go live from next week. It allows for areas relevant to parents such as admissions to be accessed easily.

G: Regarding the webpage, the entry portal, did you use professionals to come up with the wording and the psychology of the wording?

LS: We worked with a company called E for Education to create the original website. However, it was necessary to scroll for a long time to get to all the information. The new format means the parents can access information quickly and it also works well on a mobile.

G: Could there be more input from the HT to allow for more unique information to be included in the front page?

LS: The HT has been involved in the writing of the wording.

G: My initial thoughts regarding the social media campaign are very good. I would encourage you to use social media regarding what the school is focusing on but also



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lettings. It would be a good idea to let the community know that the school can be used. If this information is on twitter then we can retweet it.

LS: On the BFS plan, I have asked for more information including photos and capacity etc so that an online letting enquiry can be made and to allow for optimisation of social media advertising. We can then also track the success.

The BFS Marketing plan was reviewed and discussed by governors.

- The document has been created by the Marketing manager and HT. The document can be accessed by any of the office staff.
- The actions are ongoing at present but there will be training sessions for the staff to use the analytics for social media.
- An admissions feedback survey will also be sent to all new parents to feedback on the websites and social media they engaged with during admissions.
- *An updated version of the plan and link to the demo website will be sent to the clerk for distribution via Governor Hub*

**Marketing manager/ Clerk**

*Laura Springate left the meeting at 7.30pm*

### 7. Communication from the Trust

Distributed via Governor Hub ahead of the meeting and taken as read: Trustees minutes 09.09.21, AGM notes, Risk Register

- a) Response from Trust regarding LGC comments
- b) Information and documentation from the Trust
  - i. Trustees minutes 09.09.21
  - ii. AGM notes
  - iii. Risk Register – main areas of concern were explained by the Chair
    - The falling birth numbers in Watford is having an impact.
    - Succession planning
    - Recruitment has been positive.

### 8. Chairs update

Distributed via Governor Hub ahead of the meeting and taken as read: Chairs report

- a) Termly Chairs meeting report
    - *Governors were asked if they could take over the role of Governor Induction and training. Governors can contact the chair if they are interested in taking on the role.*
- All governors**
- There was a HIP visit on Wednesday last week and they spent 6 hours with the school leaders. Reading, science, and Early years were covered. They returned on Friday to speak to all the subject leaders.



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- The reading scheme is being used well with consistency and fidelity. There were some actions which have already started to be implemented.
- They monitored teaching assistants listening to children read and the feedback was very positive. The staff need to ensure that they are not asking children to guess an answer.
- Iram Ali gave feedback on the Science review. The curriculum's sequential planning, implementation and assessment were reviewed. Also, how children know more and remember more. Sustainability was discussed and how it could become embedded in the curriculum. A document is being created by the Trust which will form the curriculum work on this area.  
The HT explained children from year one to six came along and spoke to the HIP about their experience of science and their understanding of language used in science. On Friday the same review took place for all subjects.  
Overarching actions:
  - Language to be used
  - Fluency slides
- Early years was praised for its work. Reception has some development points which are being implemented at present.
- The Chair explained she visited the feedback session and it was positive across the board, particularly, in regard to the journey the school has been on. The aspiration and ambition for children has been maintained which is fantastic.

*The HIP report will be posted once available.*

**HT**

### 9. Headteacher report

Distributed via Governor Hub ahead of the meeting and taken as read: HT report February 22b, Attendance report Jan 22a, Behaviour report Autumn term 2021, HCC report BFS 2021 audit, IMAT covid-19 risk assessment 18<sup>th</sup> January 2022, Pastoral report Autumn 2 2021, stress wellbeing- risk assessment 2021-22, BFS PPG report

#### a) Health and Safety/ Safeguarding

- The HT explained there is a new Estates manager who started this week.
- A H&S Audit has taken place and there are some minor areas for improvement but no essential items.

**G: The actions from the external audit, have they been completed?**

**HT: Yes they are all up to date.**



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- A child was knocked over by a car yesterday at the school. They were taken to the hospital but were not injured. School crossing patrol was contacted but they do not have anyone available. A parent has offered to take on the role from March 2022.
- b) Finance report  
Jeanette is off on long term sick at present and the Finance manager from the Trust has been supporting in the short term. The Estates manager is going to be supporting with the spending of the premises funds to update the school.
- c) Risk register  
Covered under the Chairs report
- d) Premises
  - i. Update of Condition Improvement Fund (CIF) projects – nothing to report at present
- e) Pupil numbers  
39 children have the school as first choice for Reception next year which is a positive with the dropping numbers locally.
- f) Attendance  
Attendance has slightly dropped due to Covid and other illnesses but we are above the national average for attendance.
- g) Suspension/ exclusions  
There have been no suspensions or exclusions.
- h) Behaviour monitoring  
Behaviour has improved across the school. Lunchtimes in particular are working well as there are now staff who are present to support children.  
G: When do staff have lunch?  
HT: They are teaching assistants and they have lunch after the children.
- i) Equality, Diversity and Inclusion  
Jennifer supported the HT with a parental complaint.

The HT has been speaking to a member of the EDI team at County. The school needs to continue to develop an anti-racist culture in order to support EDI.

G: How often are the actions reviewed?

HT: Once approved, I will be responsible and it will be reviewed regularly.

G: Are the amber marked actions being completed?

HT: Yes, they are a priority.



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G: Can you think about what the learning outcomes should be rather than just the statistics or curriculum for example?

HT: Yes, we can look as it would help to be proactive.

j) Exit interview feedback (from matters arising) – nothing further to report

k) OTHER

G: When will we be completing the next staff wellbeing survey?

HT: The Trust is actioning an EDI survey from an external consultant.

G: Can you explain how for some years the Pupil premium Grant (PPG) children are out performing their peers?

IA: The children in year 5 and 6 have had more access to education during covid as a result of their ability to work independently. As a result we have been able to continue their learning. Those families have also been very supportive and this has impacted on their children's learning. The parents have engaged with the school and speak to the school regarding any areas of development. There are also children who may not be PPG now but they are still counted as PPG as a result of the families previous position.

HT: There are 97 children who are PPG and 90 are current free school meals. The gap is also reduced as lots of children are not working where they should be at present.

G: Whole school progress and attainment, writing is 47% at expected levels but writing is not on the School Plan. I asked the HIP and they felt the school was supporting writing well. Should it be on the school plan?

HT: We can end up with everything on the School Plan. We are using talk for writing and once the momentum builds we will see the impact. Writing is low across the country. We have to work on other areas to support the writing such as reading.

G: Would it be more appropriate for elements of writing to be on the plan?

HT: I will speak to the SLT, however, it is all encompassing in terms of spelling, comprehension etc.

G: We have seen the impact of focused interventions from the school previously. It could be helpful to add to the School Plan.

HT: I will review with the SLT and come back to governors.

### 10. Review and update School Plan

Distributed via Governor Hub ahead of the meeting and taken as read: BFS plan 2020-21 review July 21, BFS plan 2021-22 with Autumn review

The plans have now been colour coded to show the progress across the year. The areas which are red are not starting until the Spring term.



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**11. Governor visit reports**

Area for review	Governor allocated	Visit completed
Curriculum	Emma Hill	Autumn term visit completed
Early Career Teachers	Lesley Adams	Autumn term visit completed
Environmental governor	Jennifer Batanga	<p>Visit report 4.5.21 Autumn term visit completed report on GH</p> <p>G: The main challenge is bringing sustainability from the ECO council to the whole school? HT: I am meeting with the leads and CEO to create a plan which can be implemented across the schools. This will allow for a coherency to the schools councils, curriculum and other groups.</p> <p>The governors will work to increase the community work in the school which can focus on the school surroundings.</p> <p>The ECO council will be completing a litter picking event in February which could include more of the schools community.</p>
EYFS	Lesly Adams	Autumn term visit completed Spring term visit completed report on GH
Health and safety	Sarah Wynne	Autumn term visit completed report on GH
Inclusion	James Brown	Autumn term visit completed report on GH
Marketing	Rama Balachandran	Spring term visit completed report on GH
Pupil premium	Lesly Adams/ Rama Balachandran	Autumn term visit completed
Safeguarding/ Children	Sarah Wynne	Autumn term visit completed



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Looked After		
Sports premium	Rama Balachandran	Autumn term visit completed

Health and wellbeing has been removed as a role as it is covered by the Safeguarding and health and safety governor roles.

## 12. Policy tracker review and policies due

Distributed via Governor Hub ahead of the meeting and taken as read: Equality plan Feb 22

- a) Trust policies approved and available via Governor Hub policies folder
- b) School policies
  - i. Equality policy  
The policy was approved subject to a week for governors to comment via Governor Hub

## 13. Training

- a) Ideas/requests for future sessions – None presented
- b) Governor training booked

<b>James Brown</b>		
	Chairs' Strategic Information Briefings	1 Mar 2022

- c) Governor training completed

<b>Ramanarayanan Balachandran</b>		
	Safeguarding children	16 Dec 2021
<b>Gillian Jackson</b>		
	Knowing your School, and Ofsted – governance	26 Jan 2021

- d) Trust training for all governors:

*24<sup>th</sup> February 2022 at 6pm via Zoom – Income from grants*

*27<sup>th</sup> April 2022 at 6pm via Zoom - Finance*

**All governors**

## 14. Clerks update – Distributed via Governor Hub





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a) Explanation of the Resources section on Governor Hub

**15. Any other business**

**16. Future Dates** (See supporting documentation)

8.36pm Kennedy left the meeting

**17. Appointment of governors – Lesly Adams (Co-opted governor), Rama Balachandran (Parent governor), James Brown (Co-opted governor) and Kennedy Rodrigues (Co-opted governor) – Kennedy to leave for the discussion**

Lesly Adams (Co-opted governor) – appointed for a period of four years  
Rama Balachandran (Parent governor) – elected by the parent body for a period of four years  
James Brown (Co-opted governor) – appointed for a period of four years  
Kennedy Rodrigues (Co-opted governor) – appointed for a period of four years

*Clerk to update Governor Hub and create a welcome meeting with Kennedy Rodrigues.*

**Clerk**

The chair thanked everyone for their attendance and work for the school.

**The meeting ended at 8.43pm**

**Appendix A: Matters arising**

<b>Action</b>	<b>Update/ notes/ agenda item to be covered under</b>
<p>Item 6: Governor recruitment – There is a possible suitable applicant who the HT will ask for a bio and then the chair will follow up <b>Chair/ All governors/HT</b></p> <p>Item 6: The chairs meeting is taking place next week and the chair asked for any questions to be sent to her ahead of the meeting <b>All governors</b></p> <p>Item 8: HT to provide an update on the 2020-21 School plan outcomes next meeting</p>	<p style="text-align: center;">Item 1</p> <p style="text-align: center;">Completed</p>



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<p style="text-align: right;"><b>HT/ Clerk (Agenda)</b></p> <p>Item 10: Marketing plan review – Rama Balachandran (from matters arising) – carry forward</p> <p style="text-align: right;"><b>Rama Balachandran</b></p> <p>Item 10: Forest school/ rewilding playing areas – Emma Hill (from matters arising) – carry forward</p> <p style="text-align: right;"><b>Emma Hill</b></p> <p>Item 10: G: Could we work with local organisations to start rewilding? HT: Yes, we can speak to the staff involved and work with the Eco-council to move forward.</p> <p style="text-align: right;"><b>Jennifer Batanga</b></p> <p>Item 10: Governor allocated areas visited and not covered under other agenda items</p> <p style="text-align: right;"><b>All governors</b></p> <p>Item 12: Mid-year exit surveys will be reviewed at the next meeting and the HT will feedback to the governors any themes.</p> <p style="text-align: right;"><b>HT/ Clerk (Agenda)</b></p> <p>Item 17: Rama Balachandran – Safeguarding training – completing on modern Governor</p> <p style="text-align: right;"><b>Rama Balachandran</b></p> <p><b>Item 18:</b> The clerk and Chair attended a webinar Experiences of Ofsted. The slides are here: <a href="#">21.11.10 Experiences of Ofsted: Autumn 2021</a></p> <p>The webinar is an hour long and governors were encouraged to take the time to listen: <a href="#">Click here to listen to webinar</a></p> <p style="text-align: right;"><b>All governors</b></p> <p><b>Item 20: Items to be sent to Trust/ LGCs</b></p> <ul style="list-style-type: none"> <li>• Skills audit responses completed</li> <li>• No further risks to be reported</li> <li>• No Health and safety concerns to be reported</li> <li>• The Health and safety policy was approved by governors</li> </ul> <p>The clerk was asked to report the above to Trustees</p> <p style="text-align: right;"><b>Clerk</b></p>	<p style="text-align: center;">Item 10</p> <p style="text-align: center;">Item 11</p> <p style="text-align: center;">Item 11</p> <p style="text-align: center;">Item 11</p> <p style="text-align: center;">Item 11</p> <p style="text-align: center;">Item 11</p> <p style="text-align: center;">Item 9</p> <p style="text-align: center;">Completed</p> <p style="text-align: center;">Completed</p> <p style="text-align: center;">Completed</p>
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## Appendix B: Discussion from Governor Hub

### 6. Presentation from Laura Springate, Marketing Manager

Have a look at this:

[Marketing 2021-22 BFS.docx](#)

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Hello Sharon,

Thank you for sharing.

I am happy for these ECO points.

- Investigate gardening awards from RHS there are different levels
- Eco and sustainability

These were some of the points i discussed with Tina Scott and i am happy that it will be part of the Marketing plan.

Thank you to RAMA for suggesting the RHS award as something that the school and ECO council to look at.

**James Brown**

Is there any money available in budget for capital projects or will it all need to come from fundraising ?

**Gillian Jackson**

Hi James, probably from fundraising

Really like the marketing plan - very detailed practical and clear.

A couple of questions -

We have the Eco School Silver Award ...how are these other awards fit in with this?

For the website - since the changes I found it quite difficult to navigate to the Pupil Premium section - it's now under Grants as opposed to Statutory Info... could we take another look at this please

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**Gillian Jackson**

Hi Lesly,

The PPG is under statutory information and then Grants. The Trust requested all three schools have this information under a 'Grants' heading.

The other awards will run along side Eco Schools.

**Lesly Adams**

Thanks Gillian - I do feel it would be helpful for the PPG/ Sports Premium Grant/ Catch up Grant would be better mentioned under statutory...not everyone will appreciate that these are 'grants'. What do other people think ? Am I being too picky ??

**James Brown**



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Couldn't the wording just be changed slightly - say to "Grants & Premiums"

### 9. Headteacher report

Hi everyone

I have uploaded lots of documents for you to read. I hope you find them interesting and they give you a good overview of what has been going on in school. I look forward to your challenging questions!

Headteacher report

<https://app.governorhub.com/document/61e709383949055171cbdf79/view>

Attendance report

<https://app.governorhub.com/document/61e7098879232381d3abf785/view>

Behaviour report

<https://app.governorhub.com/document/61e709b122a81a52cec0b2b8/view>

Pastoral report

<https://app.governorhub.com/document/61e709ecf75bbb4456d11581/view>

Health and Safety report from HCC with action plan at the end

<https://app.governorhub.com/document/61e70a1e538e2ea759cad5bb/view>

stress risk assessment

<https://app.governorhub.com/document/61e70a4b853d8bc0284b14b6/view>

updated Covid risk assessment from the Trust

<https://app.governorhub.com/document/61e70a8cae28ff843d088427/view>

Last year's school plan colour coded

<https://app.governorhub.com/document/61e70b4a79232381d3ac949d/view>

I will add the current year's school plan later on as I am reviewing it this week.

Thanks



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Gillian

**Sarah Wynne**

Hi Gillian, great to see the improvement in behaviour and more brilliant work from the pastoral team. Also that there are already actions against the H&S report.

Just a question on the stress risk assessment - who are you expecting to be the Mental Health First Aiders? Are there people you have in mind or going to ask for volunteers?

Thanks!

**Gillian Jackson**

Hi Sarah, Rachael our EYFS lead is a mental health first aider and we will also get our new pastoral lead trained.

**James Brown**

Re H&S

(1) Have all pre Feb Actions been completed ? e.g. were staff reminded about accident reporting issues at the staff briefing ?

(2) Is there anything significant to report from 20th Jan Audit (See H.T Report)

3 days ago

**Sustainability**

Hi

Has there been any training for staff on how to deliver lessons on climate change/environmental sustainability ?

**Tanya Mortlock**

Hi Lesly,

We have just discussed this in the assistant head's meeting. We have got some coverage within our Geography curriculum; however, we need to think carefully about re-working our Science curriculum medium term plans (with Iram-subject lead) following the DfE guidance as their focus is on science and embedding it throughout the curriculum. This will be a focus this half term and next.

Tanya

**Jennifer Batanga**

Hi Leslie, Tania,

This is a link that i shared with Tina once from Hertfordshire Council. They have different age related material about Climate change/ environmental sustainability

<https://www.hertfordshire.gov.uk/about-the-council/news/news-archive/encouraging-climate-conversations-with-children>

Jennifer

**OTHER**

Help for children living in poverty



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It is estimated that 31% of children were living in poverty in 2019-2020..that is approximately 9 children per class of 30...a staggering statistic and one which is worsening at the moment with the rise in energy prices and increase in the cost of living. The pastoral lead's report showcases all the wonderful support that many of our families receive from her ( food parcels, Christmas gifts, emotional support amongst others.)and the links she has made with external agencies who have provided these gifts of food and toys etc.. Could you please remind us what else we have in place to support our families ?Help for those not eligible for FSM ?Is everyone who is eligible identified and signed up ? How do parents know what support is available and how to access it ?How do we know that our staff- teachers, office staff and catering staff are able to identify signs that suggest a family might be struggling financially? Do we have affordable healthy school meals? affordable school uniform? Affordable sports kit? Is "The Cost of the School Day" affordable for all?

### **Gillian Jackson**

Hi Lesly, thanks for your questions.

In regards to those who not eligible for FSM. It is actually quite difficult for these families. I will give you an example from yesterday. We had a family who owe some dinner money, they aren't eligible for Pupil Premium as the parent is working. The parent told us they are earning £9000 a year. We can't let them off the dinner debt so they will need to give packed lunches to stop the debt increasing. They are not able to claim pupil premium as they don't receive benefits. We checked the with the children that they are not hungry at home and the class teacher. To help families in need we can provide food bank vouchers for support, refer to pastoral team for Easter and Christmas boxes. It is a difficult situation, we have some families that want to work but they are actually worse off than if they were on benefits.

All those eligible are signed up for PPG, we talk to families regularly about whether their circumstances are changing and help those that need it with applying. All new families eligibility is checked.

The staff are really good at communicating concerns. Sometimes we only find out through a home visit though. Lockdown and delivering laptops was really good for this. The induction meetings for new pupils also really help with this. I get to talk to all the families.

The pastoral team have some support from Asda with regards to school uniform. Some families use their PPG to buy school uniform and school shoes, coats etc.

The Trust allow us 100 per PPG family.

The school office are really good at talking with myself and Tanya about families who may need help. Marissa applied for hardship grants from county to support with paying for school journey to the Isle of Wight for some Year 6s.



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Swimming and school trips all add up and it is difficult. We try to give families notice about these and let the parents pay in weekly instalments should they need to.

### **Lesly Adams**

Thank you Gillian for such a detailed response. It's good ( but not surprising) to know that everyone is aware and talking to each other about how to help our families in need. I would just like to go back to the practical question of the cost of our school uniform...how does it compare? Is it as affordable as we can possibly make it ? What about the items with the school logo? Do we 'insist 'on this or will an ordinary blue jumper suffice ( or is the Beechfield blue' a very specific colour and therefore difficult to obtain elsewhere?)and also what about sports clothes ? How prescriptive are we with these ?

### **Gillian Jackson**

Hi Lesly,

We want the blue jumper, the PE jumper is optional. The school jumper is not expensive and we will also soon have a second hand stock we will be able to donate to people who would benefit.

### **PUPIL PREMIUM PLAN**

Hi Tanya,

When/before you write your Pupil premium report for the next governors' meeting, please could you answer the following queries

- how do you know that the PPG children are reading to an adult in school 3 times per week ( from the plan)
- how do you know that higher level language is being modelled orally and on the wall/in books?
- how are you trying to address the enrichment of life experiences/life skills when outside visits are still limited by Covid..
- Is there any specific training happening for class teachers on managing SEND and PPG in the classroom?
- The EYFS /PPG plan budgets for training in EYFS strategy for you as PPG lead and also a TA in EYFS - is there anything else specifically for EYFS in the PPG budget
- Can you please explain for me the progress scores being, for example, 4.55 v 0.60 national ( these are 'steps' are they not?)
- In the review of last year's plan why is there no data for KS1 progress ?

Thank you

### **Tanya Mortlock**

- how do you know that the PPG children are reading to an adult in school 3 times per week ( from the plan)  
Monitoring, recording in reading diaries, class charts where adults tick off who they have read with each week to ensure they know who needs to be listened to
- how do you know that higher level language is being modelled orally and on the wall/in books?



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Vocabulary has been identified by SLT for each subject for teachers to use in each lesson. In English, texts have been selected through Pie Corbett recommendations as well as some choices made by me and Gillian that have 'richer' literacy for the children

- how are you trying to address the enrichment of life experiences/life skills when outside visits are still limited by Covid.  
Through knowledge based curriculum. Projects, e.g. Watford FC mental health, Year 6 puppets, Year 5 mindfulness, mini police project, virtual Erasmus 'trips'/experiences. Some trips are starting to be booked for this year, which is exciting.
- Is there any specific training happening for class teachers on managing SEND and PPG in the classroom?  
Lizzie and Michelle are running sessions for teachers wanting to develop their knowledge in how to support children with SEND. Half termly progress reviews to identify support needed for children, with a focus on PPG. I have met with every teacher to discuss each individual PPG child to make sure the support they have is tailored for them individually. It took a long time but it was really worthwhile to hear what their individual needs are and how they are being supported.
- The EYFS /PPG plan budgets for training in EYFS strategy for you as PPG lead and also a TA in EYFS - is there anything else specifically for EYFS in the PPG budget  
EYFS PP is £300 per pupil - we have 12 children. Rachael is going to provide some information about how these children are supported; I will post this when she does.
- Can you please explain for me the progress scores being, for example, 4.55 v 0.60 national ( these are 'steps' are they not?)  
0 progress means, for example, if a child was 'age related' at KS1, they are still 'age related' at KS2, then their progress score would be '0'. We then get a calculated score after the SATs results have been released. If the score is above 0 then they have made more than expected/average progress.
- In the review of last year's plan why is there no data for KS1 progress ?  
I think this could be because KS1 SATs were made non-statutory from 2017 and therefore progress scores are not released as they are for KS2.

Hope this is helpful. Tanya

### **Lesly Adams**

Thank you Tanya

### **OFSTED FEEDBACK**

Dear All,

One of the local Headteachers had Ofsted last week. This is what she sent through with regards to the governors:

Ofsted asked to see some Governor minutes  
How do they challenge?  
How do they know what is going on?  
Safeguarding-how is this reported to governors?  
How do they know this is accurate?  
Have governors completed safeguarding training?  
Do you have a link governor?





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Do they see external supports?  
Do they visit?

I have uploaded today the current school plan with a review  
<https://app.governorhub.com/document/61eaf2cd44bd21b023ae65ca/view>

Also the new equalities plan - it is at the end of the policy document.  
<https://app.governorhub.com/document/61eaf2f576bc3b0cc30e78ae/view>

Have a good weekend

Gillian

**Sarah Wynne**

This is great intel on what Ofsted might ask - in terms of external supports for Safeguarding, what would they be referring to? It's not something I currently do but happy to start!

**Gillian Jackson**

It will be the family support worker and children's services. We currently have two families being supported by a family support worker through intensive family support. We don't have any children at the moment classed as Section 17, Child in Need, all of the cases were closed. We have one child under Section 47 Child Protection which is Children's Services.

**James Brown**

Equalities Plan: (1) I think the creation date has a typo . (2) I think "template" should be removed from the name ? (3) how often is progress reviewed on actions ? (I assume HT is responsible?) (4) How often will progress reported to LG.B. annually ? (5) Are amber marked actions for curriculum being sorted ?

3 days ago