



Be kind, work hard, love learning

Minutes of Beechfield Local Governing Committee Meeting held on Tuesday 7th February 2023 at 7pm via Zoom

Name	Governor Type	Attended
Lesly Adams (chair)	Co-opted governor	Attended
Prof Rama Balachandran	Parent governor	Attended
Jennifer Batanga	Parent governor	Attended
James Brown	Co-opted governor	Attended
Emma Hibberd	Co-opted governor	Attended
Gillian Jackson (HT)	Headteacher	Attended
Emma Lad (Clerk)	Clerk	Apologies
Sarah Wynne	Co-opted governor	Attended
Megan Daniel	Staff (teacher) governor	Attended
Casie Gow	Staff (Support) governor	Attended
In attendance		
Kayleigh Fitzgerald	EAL Lead	Attended
Rachael Morgan	EYFS lead	Attended
Rebecca Deacy	Sustainability lead	Attended
Mark Scoulding	Chair– Cherry tree School	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



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KEY:	Approval	Information	For feedback/questions	Action
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No	ITEM	Action
1	<p>Welcome, apologies and consent</p> <ul style="list-style-type: none"> • The meeting was quorate. • Kennedy Rodrigues has resigned as a governor • Apologies were sent by Emma Lad. The meeting was recorded in her absence and the recording will be deleted once minutes have been completed. • Welcome new governors <ul style="list-style-type: none"> ○ Casie Gow – Staff (Support) elected for a term of four years from 24/1/23 ○ Megan Daniel - Staff (Teaching) elected for a term of four years from 24/1/23 	
2	<p>Notification of any other business</p> <p>There was no notification of any other business</p>	
3	<p>Conflict of interest with agenda items to be declared</p> <p>There were no conflicts of interest declared by governors.</p>	
4	<p><u>Minutes of the last meeting (8.11.22)</u> and matters arising</p> <p>The minutes were approved by governors and will be signed by the chair via Governor Hub. All matters arising are agenda items or completed - See appendix A</p>	
5	<p>Communication from the Trust</p> <p>a) Information and documentation from the Trust Trustees' minutes</p> <p>b) Living wage update – CTS question. Being discussed at the chairs meeting.</p> <p>c) In the spotlight</p>	
Governance		
6	<p>Curriculum presentation (from matters arising)</p> <ul style="list-style-type: none"> • Kayleigh Fitzgerald - EAL Lead (since Sept 2022): <ul style="list-style-type: none"> ○ Ensure we are closing the gap for the children. ○ Celebrate cultures ○ Ensure there is quality first teaching with understanding within the staff to support EAL children seamlessly. ○ We are supporting the provision being embedded into the curriculum. ○ Current interventions have been to complete assessments of current language performance and fluency, which has already identified areas for intervention and improvements. Other support on reading is being deployed across the school and having a positive impact. ○ There have been trial interventions for phonics in year 2 and 5 which are now being rolled out across the school. 	



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- There is collaboration across the schools between the leads.
- A procedure is being implemented to support teachers planning for children new to English.
- There will continue to be professional development across the school and the school is aiming to achieve the EAL quality mark.
- We need to ensure we are celebrating the diversity within the school.

G: Being bilingual is a skill and so we need to ensure we are supporting children and celebrating their skill.

The Chair asked to be sent the notes from the presentation.

Q: What proportion of children in the school are EAL?

KF: About half (52%) of the children in school. There are children who have lower levels of need but there are children across the school who have no English when joining.

HT: Five children have come into year five who are new to country and have no English.

G: How are other staff finding the support?

RD: The children in year five are being appropriately supported to broaden their language at the appropriate levels.

G: We need to ensure that children are understanding diversity and science and maths?

KF: We are using Widget and the resources allow for support with higher level language through additional resources being used in classrooms to help visualise words, including science and maths. In particular, to help with higher order and more complex language and words.

- Rachael Morgan - EYFS Lead:
 - Many children joined the school who had not attended formal settings, showing behaviours not experienced before in the school and with additional needs.
 - Support from County has been used to focus on children with needs, including individual visits to better understand the context for children.
 - Whole-school training taking place to focus on elements of the curriculum, especially communication and language, in Early Years.
 - Terrific Talkers is being attended by TA's to support vocabulary.
 - Makaton (simplified sign language) training is also taking place in the school, as well as focusing on developing children's physical and fine motor skills to aid learning.
 - There is an intervention TA in the morning. The progress has been slow for some children. Good level of development is 48% and the school is hoping to see further improvements.
 - The majority of the cohort has made progress but the entry points were low across the cohort. They may have been new to English or being in a setting.
 - The indoor and outdoor provision is being monitored and reviewed regularly. The planning with TA's weekly has been very successful.
 - There are Parent reading workshops every week which is supporting children.
 - Moving forward there is further work on pencil grips to be completed.

G: Were many children working at much lower levels?



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RM: There was a large disparity of abilities across the groups, with whole-class and streamed activities, both in school and externally, to develop the gross and fine motor skills. We are encouraging parents to work on gross motor skills at home. There are times throughout the day for work on fine motor skills.

G: What's the take up of parent sessions?

RM: We have moved it to 3pm to try and encourage more parents to attend. We are also adding more information to Tapestry and letting parents know when events are coming up.

G: Do you have members of staff who can translate for parents?

RM: We try and we also have an app to translate.

G: Do the EAL parents participate the same as other groups?

RM: The parent workshops are by choice and we encourage parents. In early years we also speak to the parents at different times. We put all the information on Tapestry so that they can translate.

G: Can we use automatic caption generators which would translate. The governors would support funding this as part of the parental interventions.

- Rebecca Deacy - Sustainability Lead:

- I am new to the role. There is a DFE initiative for the school to become more sustainable.
- The vision is to embed sustainability into all aspects of the school life, in and outside the school.
- Working with the Trust to find opportunities to embed elements of sustainability into the curriculum and school life.
- It should be in all aspects of the curriculum.
- We have started a travel plan to try and decrease the number of cars driving to and from school. We have established the Eco-Council in the school to help identify and promote ideas to improve sustainability actions. This includes encouraging travelling to school by walking or biking etc.

G: We already had an Eco council?

RD: There are new representatives and Trust Eco Warriors who are implementing change across the schools.

G: I am the allocated governor and the Forest school and allotment are large developments.

RD: The school has received a grant to build an allotment and each class has a planting bed to plant food. We are also growing the vegetables for the Christmas dinner. A green schools project has started with the year 5 children. The children will become climate change experts. The project has collected lots of information for the schools climate footprint. Year 5 then look at ways to reduce this and support the school community to improve. There have been two teacher training sessions as part of the green schools project. The training has been very beneficial. The second talk was on the curriculum and how sustainability can be linked through all subjects. As part of the project other schools have held sustainable events so we are planning this for the summer term.

G: It would be good if the children are able to present as this is another life skill for them to gain.

RD: The children are becoming more confident and their understanding is clearer which is a positive improvement. The Resources from the Green School are fantastic.



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G: JH have you been part of any cross Trust links?

G: Yes, there is a meeting every three months. The question has always been how do we bring sustainability into the curriculum and this has now changed. We are looking at the school and the carbon footprint reduction so it is interesting to see how we can move forward.

RD: The school does have a green energy rating at present for energy consumption.

G: The behavioural aspect is what we are addressing but we also need to talk about how technology can help. Can we also look at water conservation as part of the plan moving forward?

G: Last year the school had workshops for different year groups on how to recycle water and reduce use. The children were very knowledgeable and increased their understanding. The other schools in the Trust will be having the same courses over the next term. My children have also fed back that they were asked to reduce water use and they had a thorough understanding of what we needed to do.

G: Minimalism is also important and ensuring that the school is recycling.

- Megan Daniel - PE and Sports Premium:
 - Outline of interventions to promote children's physical and mental wellbeing, using Sports Premium grant for greatest impact.
 - Provide a range of opportunities they may not have been able to access previously.
 - We are working with Challenge this year and we have worked closely to develop long term plans and continuity through the year groups.
 - Last year we have introduced floor books (evidence logs of progress during lessons also used for music) to develop links to prior learning.
 - We have developed the range of breaktime activities through purchasing new resources and improving equipment. This has resulted in more structured breaks and fewer behaviour incidents.
 - There has been a lot of high quality teaching and staff are feeling more confident in their provision.
 - SEND provision has also been enhanced through movement breaks.
 - Staff training is being planned with external providers.
 - Extra-curricular activities, for example, during the holidays and we also have a rotating after-school clubs offer with a £1 cost. There are Pupil premium and SEND children attending the clubs.
 - An area for future focus in improving girls' participation in activities, such as through support from Watford FC and other external providers, and walk to school, linking with sustainability.
 - The PE leads all work together for the sports tournament.

G: Are we still doing the daily mile?

MD: Yes, we are ensuring that children are completing it in the afternoon.

G: What is the range of sports on offer?

MD: The curriculum is very broad, including gymnastics for many age groups, with older groups taking part in tennis sessions. The HT is negotiating access to the MUGA in the park, for other sports. Other activities include dance, rounders, handball, swimming etc.

Governors commended the fantastic range of activities available and the dedication to enhancing, and widening, the offer for children.



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	<p>G: We can see you have collected pupil voice. This area could add value when encouraging people to come to the school. Is there something else we could be offering that is outside of the usual sports offered?</p> <p>MD: Children's opinions have been collected using Pupil Voice to find out what children would like to do including less obvious sports. We are hoping to build links to other sport areas in the future. The cost and insurance can be prohibitive so we need to be clear before starting anything on the costs.</p> <p>G: There are some charities which help with the costs.</p> <p>G: The culture in schools can make girls feel like it isn't feminine to be good at sport and we need to stop that.</p> <p>MD: Yes, this is why we encourage teachers to take part in lessons as they are mainly women.</p> <p>G: We need to remember the Ofsted comments relating to sport.</p> <p>HT: The boys have been encouraged to take part in other sports in the school and although they would like to move back to football it is a positive that they are engaging.</p> <p>G: We need to ensure there is equity and diversity in the sports offered.</p> <p>The staff were thanked for their time and presentations.</p> <p><i>KF, RD & RM left the meeting at 8pm</i></p>	
7	<p>Chair's update</p> <p>a) Termly Chairs' meeting report: The Chairs meeting has not taken place this term yet.</p> <ul style="list-style-type: none"> The Chair outlined the concerns about the level of work required by Governors to adequately support the school and provide the required levels of support for the Trust. The additional meetings and trying to manage is becoming more complicated in the Chairs opinion. The governors have not all been able to complete their visits in the first half of the term as they feel there has not been time. Trying to schedule meetings which can be in the morning is sometimes an issue for those who work. The Trust is trying to ensure there is clear communication. Kennedy left due to a new position with the council but he also felt the meeting with the Trustee for the link role added a new level of complication. Sarah will be moving to a remote governor due to relocation and visits could become more difficult. <i>Governor visit requirements will be raised at the Chairs' meeting as the Chair wants to ensure there is appropriate levels of requirement</i> <i>Succession planning is very important to make sure that there is appropriate support required for all the roles. The Chair, Rama and HT will be approaching possible candidates.</i> Mark was thanked for all the work carried out by the Salvations army to support the schools. Communication – the Chair felt that there wasn't very equal communication 	<p>Chair</p> <p>Chair/ HT/ Rama</p>



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	<p>with the Trust. This will be brought up at the Chairs meeting. It was felt the changes were not explained to governors (roles, role descriptions and Trustee meetings). The changes were implemented without further discussion. <i>The Change management will be discussed at the chairs meeting.</i></p> <ul style="list-style-type: none"> The cost of the school day for families will also be discussed further. <p>b) <i>Governors' recruitment and induction</i> <i>Casie and Megan have been sent a request by the clerk to complete their onboarding.</i></p>	<p>Chair</p> <p>Casie Gow/ Megan Daniel</p>
<p>8</p>	<p>Finance report – sent via Governor Hub</p> <p>a) Overview of the Autumn term reforecast <i>December management accounts have been distributed. The reforecast will be distributed via Governor Hub. The GAG funding will be made clear in March 2023.</i></p>	<p>HT</p>
<p>9</p>	<p><u>Headteacher report</u></p> <p>Please see appendix B – Discussion via Governor Hub ahead of the meeting.</p> <p>a) Pupil numbers – including reception 2023 applications The school has 57 spaces in the school but this year there are 55 first choice reception allocations. The HT was very pleased with this as this is a low birth rate year and this is the highest ever number of first choice application. This is down to the fantastic team in the school and members of the community going the extra mile to support. This is a testament to team work.</p> <p>Governors congratulated the school team for all their work.</p> <p>b) Feedback from Staff exit interviews</p> <p>There have been no staff leavers to report since the last meeting. From the previous interviews communication was key and how to ensure information is communicated appropriately. The HT gave an example of where she thought she had given information but she hadn't and how there are always improvements to be made. The school is carrying out interviews tomorrow for the phase leader roles. The HT and COO will carry out the interviews. G: Are these internal candidates? HT: Internal and external.</p> <p>c) Safeguarding</p> <ol style="list-style-type: none"> <u>Autumn termly Safeguarding report</u> Any Safeguarding issues to discuss – no further issues to discuss <p>d) Health and safety</p> <ol style="list-style-type: none"> <u>Annual term H&S report</u> 	



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	<p>ii. Any H&S issues to discuss – no further issues to discuss</p> <p>e) Premises</p> <p>i. Update of Condition Improvement Fund (CIF) projects - update on bids submitted – no further discussion</p> <p>f) Inclusion lead report/ Inclusive classrooms</p> <p>g) Pastoral report</p> <p>h) Pupil premium grant data</p> <p>i) Attendance – pupil attendance including persistent/severe absence</p> <p>j) Behaviour monitoring</p>	
<p>10</p>	<p>Stakeholder engagement</p> <p>Staff survey/ Pupil voice:</p> <p>G: Lara is doing a brilliant job, with some very positive external feedback. Governors briefly discussed the scope of developing links with local businesses, interests and stakeholders in the community.</p> <p>G: The People Strategy arranged by the Trust allows staff representatives from each school to attend meetings and discuss how the schools are progressing and where improvements can be made.</p> <p>G: We need to ensure that the engagement with the wider community is a focus moving forward. And have a clear report of the activities for governors understanding</p> <p>HT: We have links with Asda, Salvation Army, links with external agencies, links with other community groups. The work is becoming embedded in the schools work. I will ensure the member of staff responsible presents an updated report at the next meeting.</p> <p>MS: My experience with the Salvation Army is that we decided to focus outward. Relationships are organic and can take a long time to build up and require a long term investment. Inviting people to events is usually the starting point and allows for the drawing of people together. The Salvation Army is now part of the Cost of living crisis team in Watford and we have been able to involve the police which is a positive step forward.</p> <p><i>The HT will speak with Lara about including more updates on her activities developing and embedding the links with the wider community.</i></p>	<p>HT/Lara</p>
<p>11</p>	<p>Review of School Plan</p> <p>The governors have previously discussed community engagement and the plan is on track.</p>	



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12	<p>Policy tracker review and policies due</p> <p>a) Trust policies approved and available via Governor Hub policies folder</p> <p>b) School policies Marking and Feedback was approved for review in October 2023. The HT will update Every and school website. Collective act of worship approved for two years until January 2025. The HT will update Every and the school website.</p>	HT						
13	<p>Risk register</p> <p>Governance succession planning for key governance roles – Red risk. Governors have previously discussed the risk.</p>							
13	<p>Training</p> <p>a) Ideas/requests for future sessions</p> <p>b) Governor training booked /to be booked/ completed Training Spreadsheet</p> <p>c) It was confirmed that Rama has completed cybersecurity training</p> <p>d) New governors were reminded to complete their declarations and confirmations on Governor Hub and induction training.</p>	Casie Gow/ Megan Daniel						
14	<p>Governor monitoring reports</p> <p>New report format – link here to access</p> <p>EDI – visit completed 4.11.22 and met with Trustee Facilities – visit completed October 22 and met with Trustee Finance – met with Trustee Grant funding – visit completed 31.10.22 and met with Trustee People Strategy Safeguarding – visit completed 6.10.22 and February 2023 and met with Trustee Sustainability – visit completed 26.01.23 and met with Trustee</p> <p><i>Governors were reminded to complete their Spring term visit and send reports to the clerk.</i></p>	All gov's						
15	<p>Clerks update</p> <p>Distributed via Governor Hub ahead of the meeting.</p>							
16	<p>Any other business</p> <p>None requested at the beginning of the meeting.</p>							
17	<p>Future Dates</p> <table border="1" data-bbox="204 1984 1362 2036"> <thead> <tr> <th data-bbox="204 1984 533 2036">Date</th> <th data-bbox="537 1984 687 2036">Start</th> <th data-bbox="692 1984 1362 2036">Meeting</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Date	Start	Meeting				
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	Tue 28 Feb 2023	19:00	Trust Governance Training	
	Tue 6 Jun 2023	19:00	Local Governing Committee – hybrid	
	Tue 13 Jun 2023	19:00	Trust Governance Training	
	Fri 7 Jul 2023	All day	Local Governing Committee - Governor day	
	Meeting ended: 8.40pm			

4. Appendix A: Matters arising from 08.11.22

Action	Update/ notes/ agenda item to be covered under
<p><i>G: How are you planning to continue to monitor the progress and how will it be fed back to us? TM: I am only in BFS two days per week but I am reviewing books and completing writing moderation so will be able to feed back to the next LGC meeting. EF: We also have examples of levels of work which we will share with teachers for each year group.</i></p> <p><i>Annual report completed by the HT and safeguarding governor – to be uploaded to Governor Hub</i></p> <p><i>Governors thanked the HT for the reports and asked that she meet with Kennedy Rodrigues regarding the results of the staff exit interviews. The chair will pass on the action to Kennedy Rodrigues</i></p> <p><i>Health and safety policy – approved for use until November 2023. The HT will upload the approved version to Every.</i></p> <p><i>Governor training booked /to be booked/ completed – Training Spreadsheet to be reviewed</i></p> <p><i>The following governors were asked to complete the cybersecurity training by the 15th November 2022 and make the clerk aware: Rama Balachandran, Kennedy Rodrigues</i></p> <p><i>Autumn term visit to be booked:</i></p> <p><i>Equality, Diversity and inclusion – James Brown</i></p> <p><i>Finance - Lesly Adams/ Rama Balachandran</i></p> <p><i>People strategy – Kennedy Rodrigues</i></p> <p><i>Sustainability – Jennifer Batanga</i></p> <p><i>PE/ EAL/ Sustainability presentation next meeting</i></p>	<p>Clerk (Agenda) – agenda item 6</p> <p>HT - completed</p> <p>HT/ Kennedy Rodrigues/ Chair - completed</p> <p>HT - completed</p> <p>All governors - ongoing</p> <p>Rama Balachandran, – agenda item 13</p> <p>Selected governors – agenda item 14</p> <p>Clerk (Agenda) – agenda item 6</p>



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Discussion from Governor Hub ahead of the meeting:

James Brown 2 days ago

A Few Comments / Questions Ahead of the meeting

- Attendance Report - "Advised to follow fixed penalty procedures for term time holidays as this is one of the main barriers to improving attendance at Beechfield" - Have any fixed penalty notices been issued or planned to be issued ?
- Termly Safeguarding Report to the Governing Body – Under "Were any updated/new policies shared with staff?" is says "No" - Then "Yes Trust CP policy" (in comments) I Guess the No is typo ?
- Pastoral Report shows extensive support being done, what more is needed?
- SEND – is the additional staff training required for "Next Steps" planned ?
- Inclusive Classrooms: "Extensive work has been put in." Are you seeing the benefits of this work?
- "Pupil Voice January 2022 – Feeling safe in school" Is this the right date or is in January 2023 ?

Heads Report

- Progress against OFSTED Actions – Do you have more planned over what is stated?

Best Wishes,
James

Gillian Jackson

Hi James,

Thank you for reading the reports.

1. Attendance: We haven't given any fines yet but will keep this under review. Many families haven't been abroad since Covid so I feel it is actually beneficial in some cases for them to go especially if they have 100% attendance. For some families who regularly go abroad/away (a few days here and few days there) it could be a deterrent and it is being considered.

2. Yes the No meant Yes!

3. Pastoral report: I think it is the nature of the job that more can be done. We need to continue to get as many families as we can the 'early help' they need especially when there is poverty and mental health as barriers. We also have some families who are very good at asking for help but need to ensure somehow that we get to everyone who needs it!



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4. SEND - yes we have started the staff training for this but will continue over the rest of this academic year. So far we have had training on inclusive classrooms and supporting children with SpLD. We have further training planned such as: domestic violence and how to support children who live in households where this happens, attachment and trauma training, speech and language support.

5. Inclusive Classrooms - we started this 2 weeks ago and can already see things in place, however, this will continue to be an ongoing focus. Things we have seen change already are things such as: staff changing their layout in their classrooms, thinking carefully about where pupils with SEND are sitting, using a blue background on their smartboards so the writing stands out, using a dyslexia friendly font, using widgeit (symbols to support understanding of vocabulary).

6. Pupil voice - sorry should say Jan 23!

7. Ofsted Actions - the impact of what we are doing needs to be evaluated before we do anything else towards these.

See you online tomorrow
2 days ago

Emma Lad 2 days ago

Hello,

A reminder that the board meeting is tomorrow (Tuesday 7th February) at 7pm online via Zoom.

You can access the meeting using this link

Join Zoom Meeting

<https://us02web.zoom.us/j/88588450504?pwd=NnYyQ1daQmx1SIJlVWmlWdnhSc3FtUT09>

Meeting ID: 885 8845 0504

Passcode: 310865

See you tomorrow
Emma

Sarah Wynne 3 days ago

Hi Gillian,

The pastoral report is great - Lana has definitely hit her stride! It would be good to get some more information on the "Early Help Safeguarding" and what this looks like?



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Thanks,
Sarah

Sarah Wynne

Sorry- meant Lara! Should have proof read before I posted!

3days ago

4

5 Gillian Jackson

Hi Sarah,

Early Help is support with anything that stops it moving on to a child protection issue. So it could be things such as: getting a family worker to support with housing issues, applying for the right benefits, supporting with parenting, routines, managing a household budget, accessing physical health and mental health care services.

2 days ago

Jennifer Batanga4 days ago

Good Afternoon,

The report for my visit is in the link below:

<https://app.governorhub.com/document/63dea92b26a8985a48ff31b5/view>

During my visit, there was a test fire alarm.

All children and staff followed the procedure and evacuated the building and lined up in their respective lines- It was impressive to see.

Thank you

Jennifer

Jennifer Batanga4 days ago

Good Afternoon Gillian,

i was reading the attendance report, and after the meeting with the Herts office, there is this statement "*Advised to follow fixed penalty procedures for term time holidays as this is one of the main barriers to improving attendance at Beechfield*". What does this mean -

Thank you

Jennifer



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Gillian Jackson

Hi Jennifer,

The attendance officer suggested that school considers fining families who choose to go on a holiday during term time as this may act as a deterrent to them going. The problem for us is that the fine (which is per parent) is still often less than the saving they make on aeroplane tickets flying during term time!
2 days ago

Lesly Adams 4 days ago

Thanks Gillian for answering so clearly and in detail.

Further comments/questions on the various reports

Please thank all the staff for their excellent and informative reports

Please can we remind them that in order for governors to give these reports the attention they deserve it is essential that they be available **7 working days prior to the meeting.**

· **Pastoral report** – it is truly heartwarming to read about the care and support that Lara is providing to our vulnerable families...on site support, external agencies, food vouchers and lots of Christmas presents! Many thanks also to the Salvation Army for their considerable support. I must confess to a tear in my eye when reading some of the report!

· **What is ELSA support ?**

· I would love to meet Toby the therapy dog!!

· Progress against the **SCHOOL PLAN OBJECTIVES** is looking good, parental engagement is increasing – but what about our **engagement with the local community?**

· **BEHAVIOUR REPORT** – please could we have the number of pupils involved in each incident going forward .That would help us to get things in perspective.

· **ATTENDANCE** – at first glance data is disappointing as it is lower than previously but on further reading it is obvious that there are lots of measures/support being put in place and the Attendance Officer is complimentary about the way the school is dealing with it.

· **PPG /RECOVERY GRANT/SPORTS PREMIUM** - Rama and I will be able to comment further after our meeting on the 6th March

· **FINANCE** – good to see we are on track -please can you explain the shortfall in the ERASMUS money?

· **PUPIL VOICE** – very detailed..thank you to the author – is there any further progress to report against the actions noted?

COLLECTIVE WORSHIP POLICY - really like both the content AND the user friendly wording

Gillian Jackson

Hi Lesly

ELSA is emotional literacy support. Michelle Ward out pastoral TA said that she has been doing this work already, however, this is the formal name for it after the training. It is talking about feelings, recognising how you feel about certain events, how your body feels and strategies for dealing with these.

Nothing further yet to report about the pupil voice apart to say that today i had 7 children come to ask when they can play football again!

2 days ago



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Gillian Jackson 5 days ago

Dear All

I have uploaded the following reports from Tanya.

Attendance

<https://app.governorhub.com/document/63dd632809711f7377d5acd7/view>

Behaviour

<https://app.governorhub.com/document/63dd63929996bd8b5936cee0/view>

PPG

<https://app.governorhub.com/document/63dd6368ae56d0fcc96fe12b/view>

Have a good weekend

Gillian

Lesly Adams 5 days ago

Thank you once again Gillian for such a broad and detailed report- showcasing all the good things that are happening at BF but not omitting the areas you consider can be improved

- Under pupil mobility – can you explain the figures? You say we have 402 on roll and capacity for 420...but the pupil numbers (minus Nursery) add up to 363? So 'on roll' includes Nursery? We have therefore 57 vacancies in main school?
- HOWEVER 55 first choice applications for Reception next academic year is FANTASTIC and very hopeful for future numbers! Well done !!
- PPMs appear to be very focused, detailed and individualised – are they having the Impact you want when they must be very time consuming?
- Could you please clarify for me the number of 1 :1 and the number of TAs separately, sometimes the wording (1:1 TAs is a little confusing)
- We are aware of the situation with regards to 1:1s..difficulty in recruitment/retention/low salary etc.. and I shall be discussing this again at the postponed Chairs Meeting on the 9th Feb
- I note that Y1 Y2 Y5(5 new to English pupils have joined) are a cause for concern and see the measures you have put in place. I think it is helpful to remember the wonderful progress that our pupils make (eventually!)
- BEHAVIOUR – could you please tell us a little about ACORNS/off site provision.
- HLTAs working as class teachers in Y4 and Y1– please explain in light of Y1 being a target group
- SPORTS CLUBS – after school clubs- the attendance has dropped now that there is a (low?) cost. What financial implications does this have ? Also, the choice of activities seems quite limited, how are these decided upon? Assume they are all ages and both boys and girls?
- IMPACT of the FOREST SCHOOL LEADERS TRAINING?



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- One of the exit interviews I did flagged up the question of whether Boxhall Profiles, which are very time consuming for teachers to fill in, are actually necessary for ALL pupils, or could it be reduced to those causing concern of any kind?
- The allotment – sounds both fun and well planned for already !

Gillian Jackson

Dear Lesly,

Thank you for reading it all!

Yes there are 57 vacancies - that's a lot of pupil funding.

Pupil Progress meetings do take a lot of time but they are important so that all children who need support are identified. We still need to develop the next stage of this process further. By this I mean using diagnostic assessments for all interventions so we know exactly what gaps to fill rather than providing generic catch up, and then evaluating in detail what has worked and what hasn't. Although we are doing this I feel it isn't consistent yet, or done in enough depth and could be improved.

The number of 1:1s for pupils with additional needs is 15 currently and I am in the process of employing 2 more.

The number of general teaching assistants is 13.

Acorns is a Tier 4 behaviour support run by DSPL 9. This stands for Developing Specialist Provision Locally- 9 is the Watford area. Acorns is a behaviour centre that runs from the Lincolnsfield Centre in Bushey. They support with children who are at risk of exclusion. They provide different services to mainstream schools to support pupils such as:

Inreach support - they send Acorns workers into school to advise what provision the school can put in place.

Outreach - they offer sessions at the Lincolnsfield Centre.

They also offer counselling therapy sessions.

Usually parents are expected to take their children to these sessions to give schools a bit of respite, however, in our case the parents of both children who are eligible to go refuse/can't take them. Therefore our brilliant staff (Lara and Lorna) take them in their car (they have business insurance) and school pays the petrol costs.

When myself and Tanya observed the teachers who applied for the jobs to cover the Year 1 and Year 4, quite frankly they were not good enough and we didn't even interview them. Our HLTAs were better quality. Therefore, although it is not ideal to have unqualified staff teaching, it was a better option that what was on offer. There really is a shortage of quality teachers especially one term into the academic year. Tanya is supporting the Year 4 HLTA and I am supporting the Year 1.

Sports Clubs not being full - it has no financial implication as they were free before so whoever comes along and pays gives us an income that we didn't have before. Charging for clubs has seen a decrease in take up. With regards to what is on offer the children were asked and the clubs change half termly.



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No impact of forest school training yet as they haven't been on the training - it is planned. However, Lorna is running a twice weekly nurture group in the woodland for some of our pupils with social and emotional difficulties.

We have to use Boxall Profiles if we are in the Nurturing Schools Programme so there is no choice currently. Also if used properly they have good impact. Lara is continuing to embed Boxall across the school.

Have a good weekend.
5 days ago

James Roach 6 days ago

Have a look at this:
[In the Spotlight January 23 Final.pdf](#)

Emma Lad 6 days ago

Hello All,

The **governor visit form** has been updated to include a section on EDI. Can you please use this version of the proforma for all future visits?

[Governor Trustee Visit proforma update with EDI.docx](#)

Thank you
Emma

Gillian Jackson 7 days ago

Please find the Pastoral Lead report below
<https://app.governorhub.com/document/63dab1ee7df33acdc126672d/view>

Gillian Jackson 7 days ago

Please find an Inclusion Lead report below
<https://app.governorhub.com/document/63da75f0cd278b23db7f0404/view>



Be kind, work hard, love learning

Gillian Jackson 11 days ago

Dear all,

Just in case you haven't seen the newsletter and the information regarding the teacher strikes....

There are 4 proposed dates for teacher strikes. The first one is being held on Wednesday 1st February.

As far as we know Beechfield is planning to be open. No staff have come forward to say that they will be striking on that day, however, the teachers in the NEU are able to just not turn up for work that day. I am hoping this doesn't happen but will let you know.

The other issue is all of the teachers and support staff that have children in other schools. They are in the same predicament as Beechfield, not 100% sure whether their schools are open or closed. If their children's schools are closed then they may not be able to come to school if they don't have childcare.

I have completed a risk assessment based on which staff may not be in and currently we can still open if the teachers are all in.

I will keep you updated.

Gillian

Gillian Jackson

We have closed one class today due to teacher strikes. The parents were informed yesterday. The children who are Free School Meals were invited in for lunch but none took up that offer. The child with additional needs who has a one to one was also invited in, however, he is poorly today. No parents have made any comment regarding this.

7 days ago

Gillian Jackson 11 days ago

Dear All,

Happy New Year!

I have uploaded the following in preparation for the meeting on Tuesday 7th February.

I hope you find it interesting to read.



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Headteacher report

<https://app.governorhub.com/document/63d5300b2b647bb6e6de431a/view>

School Plan with review

<https://app.governorhub.com/document/63d530582b647bb6e6de59d3/view>

Health and Safety Audit Spring

<https://app.governorhub.com/document/63d5308fc462d600031d5f8e/view>

Termly Safeguarding

<https://app.governorhub.com/document/63d530bf8a9c7cddcdb64a83/view>

Polices: Collective Worship and Feedback

<https://app.governorhub.com/document/63d530fbc462d600031d7f13/view>

<https://app.governorhub.com/document/63d531658a9c7cddcdb67424/view>

Premises report from Estate Manager David Greenfield

<https://app.governorhub.com/document/63d531e0c462d600031dab8c/view>

Pupil voice

<https://app.governorhub.com/document/63d5320ec462d600031db787/view>

Inclusive classroom checklist

<https://app.governorhub.com/document/63d5323f8a9c7cddcdb6a0e8/view>

Management Accounts December 22

<https://app.governorhub.com/document/63d5326cc462d600031dd98a/view>

Happy reading!

Gillian

Emma Lad 13 days ago

Hello all,

I have uploaded the agenda here: [23.02.07](#) for the **LOCAL GOVERNING COMMITTEE**
ON the 7th February 2023 at 7pm via Zoom



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Join Zoom Meeting

<https://us02web.zoom.us/j/88588450504?pwd=NnYyQ1daQmx1SIJlVWmlWdnhSc3FtUT09>

Meeting ID: 885 8845 0504

Passcode: 310865

Please try to send any governor visit reports to me ahead of the meeting (clerk@inclusivemat.co.uk) or let us know if you will be unable to attend

Have a good day

Emma

Emma Lad 19 days ago

Hello All,

I hope this finds you all well and enjoying the momentary sunshine.

I have reviewed the **training** and **visits carried out** by governor and trustees and updated the relevant documents on the [Inclusive MAT resources tab](#) on Governor Hub.

Please can you take time to review the updates:

[Training – governor/ trustee spreadsheet](#) – I have sent reminders to statutory courses still to be completed individually. Please let me know when you have been able to complete the courses.

[Monitoring visit reports / Monitoring – governor descriptors and visit report proformas](#) – if you completed a visit last term please can you send me the visit report. I have also sent out reminders to the monitoring groups for when to book visits by this term.

Other:

[AGM documentation](#)

[Newsletters](#)

Have a lovely weekend and let me know if there is anything I can help with (clerk@inclusivemat.co.uk)

Thank you

Emma

Emma Lad 23 days ago

Hello,



BEECHFIELD
SCHOOL

An **INCLUSIVE** | **MAT** School

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All the documents from the AGM before Christmas have been uploaded here: [2022](#) for you to review

Have a good week
Emma