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**Minutes of Beechfield Local Governing Committee Meeting held
on Tuesday 17th September 2024 at 7pm at the school**

		17 Sep 2024	05 Nov 2024	04 Feb 2025	01 Jul 2025
Governor	Governor Type				
Lesly Adams	Co-opted governor	Attended			
Prof Rama Balachandran	Parent governor	Apologies			
Jennifer Batanga	Co-opted governor	Attended (online)			
James Brown	Co-opted governor	Attended (online)			
Emma Hibberd	Co-opted governor	Apologies			
Gillian Jackson	Headteacher	Attended			
Emma Lad	Clerk	Attended			
Walaa Mohran	Staff (Teaching) Governor	Attended			
Midhat Talibi	Co-opted governor	Attended			
Sarah Wynne	Co-opted governor	Apologies			

Governor challenge is highlighted in yellow

Governor actions are highlighted in italics.

Questions, answers and comments from Governor Hub in appendix B

BFS – Beechfield School

CTS – Cherry Tree School

LHS – Laurance Haines School

Meeting started at 7.03pm

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. Apologies were sent by Rama and Emma H. <i>Sarah Wynne has stood down from the governing body. The clerk will remove her from Governor Hub.</i> 	Clerk
2.	Notification of any other business	



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	There was no notification of any other business.	
3.	Conflict of interest with agenda items to be declared There were no conflicts of interest with agenda items declared.	
4.	<u>Keeping Children Safe in Education 2024.</u> <i>See appendix A for changes. All governors will review via Governor Hub.</i>	All govs
5.	Election of Chair and Vice chair Lesly Adams was elected chair for a term of one year. Jennifer Batanga was elected vice chair for a term of one year.	
6.	Minutes of the last meeting for approval and matters arising – see appendix B Minutes to be signed via Governor Hub <i>The minutes were approved by governors and will be signed via Governor Hub by the chair. All matters arising were completed or agenda items.</i>	Chair
7.	Communication from the Trust <ul style="list-style-type: none"> • Trustees' minutes • Governance framework including Schedule of delegation • Academies Trust handbook 2024 • Academy Trust governance guide 	
8.	Governor Hub review and update: <ul style="list-style-type: none"> • Personal details review • Equalities information update • Annual declarations to be read and approved: <ul style="list-style-type: none"> ○ Register of business interest ○ Keeping Children Safe in Education (KCSIE) ○ Online safety policy ○ Code of conduct ○ Whistleblowing policy ○ Child protection policy <i>Governors will complete via Governor Hub once the clerk send reminders</i>	Clerk/All govs
9.	Chairs update <ul style="list-style-type: none"> a) Termly Chairs meeting report – now taking place on the 9th of October. The clerk updated the Governor Hub calendars. From the Trustee meeting <ul style="list-style-type: none"> • Digital strategy update • SEND update 	



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	<p>b) Governors' recruitment and induction <i>Advert to be sent to the parents regarding applying for the vacancy.</i></p> <p>c) Governor Hub skills audit to be completed by all governors <i>The clerk will send the results from last year and asked all governors to review and update if they feel they have improved their skills.</i></p> <p>d) Governing body roles allocation</p> <ul style="list-style-type: none"> • Quality of Education – Emma H • SEND (& Vulnerable Groups) - Jennifer • Behaviour & Attitudes – Emma H • Personal Development (Inc. Inclusion & Wellbeing) - Midhat • Leadership & Management - Lesly • Safeguarding - Lesly <p><i>The governors will contact the HT to book their visits for the term.</i></p>	<p>Chair</p> <p>Clerk/ All govs</p> <p>All govs</p>
<p>10.</p>	<p>Finance report</p> <p>Overview of the approved budget</p> <p>The governors thanked the SBM for the report</p> <p>G: Can we have an overview of SEND funding and the funds released by the Trust from the reserves?</p> <p>HT: I will present at the next meeting.</p>	<p>HT</p>
<p>11.</p>	<p>Headteacher report</p> <p>Questions answered via Governor Hub ahead of the meeting - see appendix E</p> <p>a) Review of data for 2023/24 The governors congratulated the school on the results. There were a lot of children, particularly girls, who joined from out of country who impacted the results. The children were proficient in their own language but struggled to gain the nuances when joining in year 5 or 6.</p> <p><i>The school will be removing children from the data if they arrived in the country in the last two years. The school will update and then present the results to the board.</i></p> <p><i>Target setting will take place next week and be presented at the next meeting.</i></p> <p>b) Secondary transfer data</p> <p>A secondary transfer meeting is taking place next week for year four and</p>	<p>HT</p> <p>HT/ Clerk (Agenda)</p>



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	<p>five and a transition worker will be meeting with some families.</p> <p>c) SEND update</p> <p><i>G: There was data missing from summer 2023 on the SEND report can we add it in?</i> <i>HT: I will update and send out via Governor Hub.</i></p> <p><i>G: Is the rate of EHCP success usual and what will happen when the Trust SENCo leaves?</i> <i>HT: We are above average, and we have a high level of children to apply for as the cohort changes during the year. There are also children coming from local schools who have not had an EHCP put in place. It is very important to ensure that children have their EHCP's in place for when they go to secondary school.</i></p> <p>12 children have started in other year groups alongside the 60 children in reception. Governors discussed the implications of spaces in the school and the high SEND need.</p> <p>d) Equalities</p>	HT
12.	<p><u>Stakeholder engagement</u></p> <p>Pupil survey</p> <p><i>G: The results are good overall but how will you address any issues identified in the survey?</i> <i>HT: We have reviewed at staff meeting and we will be speaking to children in PSHE regarding their concerns. We are also reviewing some of the questions because we are concerned the questions weren't specific enough.</i> <i>G: What are you doing about the 'being hurt at school'?</i> <i>HT: We have children with a range of challenges in the school and we continue to support understanding of appropriate behaviour across the school. We are also working with children to let us know if they are hurt or upset. Some children because of their SEND can lash out at children and staff.</i> <i>G: Do we need further training for support staff where they are being hurt by children?</i> <i>Staff G: We are supported, and we try and not take it personally.</i> <i>HT: The children have additional needs, and we need to inclusive, but it can be hard for staff.</i> <i>G: Is there any further support we can be offering for families?</i> <i>HT: We offer training and support for families where we can.</i> <i>Staff G: We support with differentiation and scaffolding in the classroom. We provide calm stations, sensory breaks and small group work to support the children. As a staff we are happy when there are improvements for the children, and it makes it worth it.</i> <i>HT: There is no funding from HCC for SEND children at the beginning and end of the day and because of that we cannot have support staff in the classroom earlier</i></p>	



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	without it impacting the budget. We are already funding lunch cover.	
13.	<p>Policy tracker review and policies due – see Appendix C</p> <p>a) Trust policies approved – refer to Every</p> <p>b) School policies – refer to Every</p> <p>The governors approved the policies presented via Governor Hub</p> <ul style="list-style-type: none"> • Equalities policy • Uniform policy • Behaviour 	
14.	<p>Risk register</p> <p>SEND continues to be a risk for the school but nothing else was identified.</p>	
15.	<p>Training</p> <ul style="list-style-type: none"> • Governor training booked /to be booked/ completed with National College <p><i>Governors were asked to complete the three courses on their Watchlist by half term.</i></p> <ul style="list-style-type: none"> • New governor training <p>There are 6 sessions of EDI training across the year. The first session is the 17th October at 3.30pm.</p> <p><i>The HT will send via Governor Hub</i></p> <ul style="list-style-type: none"> • Ideas/requests for future sessions <p>Protected characteristics</p>	All govs
16.	Governor monitoring reports	
17.	<p>Clerks update</p> <ul style="list-style-type: none"> • Newsletters <p><i>G: Can we ask parents what they want on the newsletter?</i> <i>HT: Can the clerk please take to the Trust to update the parents survey.</i></p> <ul style="list-style-type: none"> • Alex Bottom from Hillier Hopkins will be attending the Resources Committee meeting on the 25th of November at 11am. Everyone is welcome to join this meeting for an overview of the accounts and audit process. 	Clerk
18.	<p>Any other business</p> <p>None requested at the beginning of the meeting.</p>	



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19.	Future Dates – see appendix D 18 th October – Harvest Festival EDI training dates: 330-445 Thursday 17 th October Cultivating a sense of belonging Thursday 12 th December Cultural Intelligence Thursday 13 th February Disrupting unconscious bias Thursday 27 th March Psychological safety Thursday 15 th May Challenging derogatory and non-inclusive language Thursday 3 rd July Religion and beliefs in school	
20.	Items to be sent to CEO, Chair of Trustees and Trust Governance professional by the clerk <i>G: Can we ask parents what they want on the newsletter?</i> <i>HT: Can the clerk please take to the Trust to update the parents survey.</i>	Clerk
	Meeting ended: 8.11pm	



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6.	Appendix A: Matters arising from 2.7.24	
	None	

Appendix B: Safeguarding - Changes to [Keeping Children Safe in Education 2024](#)

As the changes are mainly technical, there aren't many actions you need to take. As governors or trustees, the most important changes are that you should:

- Assure yourselves that your child protection policy is up to date with the latest technical changes, such as the updated definition of safeguarding
- Be aware that the sections on 'children who are lesbian, gay, bisexual or gender questioning' and 'preventing radicalisation' are still **under review** and may change, but we don't know when this will be
- Make sure that where your school places a pupil with an alternative provision provider, it continues to be responsible for the safeguarding needs for that pupil. Check with senior leaders that they're satisfied the placement meets the pupil's needs
- Refer to the data protection guidance from the Department for Education (DfE) to help you comply with data protection law

Part 1: safeguarding information for all staff

An updated definition of safeguarding

- This is now in line with the working together to safeguard children 2023 guidance. Safeguarding and promoting the welfare of children is now defined as:
 - Providing help and support to meet the needs of children as soon as problems emerge (this bullet point is new)
 - Protecting children from maltreatment, **whether that is within or outside the home, including online** (this last part has been added)
 - Preventing the impairment of children's mental and physical health or development
 - Making sure that children grow up in circumstances consistent with the provision of safe and effective care
 - Taking action to enable all children to have the best outcomes

This is in paragraph 3.

An updated list of early help indicators



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- Your school and staff should now also be alert to any child who:
 - Has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in alternative provision or a pupil referral unit
 - Has a parent or carer in custody (previously it was 'family member in prison'), or is affected by parental offending
 - Is frequently missing/goes missing from education, home or care (the word 'education' has been added)

This is in paragraph 18.

There's more detailed information on early help in the [working together to safeguard children guidance](#), which includes a more comprehensive list of indicators that a child may need early help.

New wording and changes in terminology

- When referring to 'abuse and neglect', the guidance now also includes 'exploitation' throughout (for example, see the heading at the top of page 11)
- The definition of abuse now also has 'including where they see, hear or experience its effects' in relation to domestic abuse (paragraph 24)
- 'Unexplainable and/or persistent absences from education' has replaced the phrase 'deliberately missing education' when referring to safeguarding issues (paragraph 29)
- 'It is important that **when** staff have any concerns about child-on-child abuse they should speak to their DSL' – this has replaced '... **if** they have concerns ...' (paragraph 31)
- The definition of child criminal exploitation and child sexual exploitation now says CCE and CSE '**may involve** an exchange for something the victim wants, and/or for the financial advantage or increased status of the perpetrator or facilitator'. Previously the definition didn't include the word 'may' (paragraph 34)

Part 2: the management of safeguarding

The section on children who are lesbian, gay, bisexual or gender questioning has been updated

For now it **remains under review** until the response to the [gender questioning children consultation](#) and final guidance have been published.

The phrase 'gender questioning' has replaced the word 'trans'.

This section reflects that the Cass review:

- Identified that caution is necessary for children questioning their gender as there are still unknowns around the impact of social transition, and that children may have wider vulnerability, such as complex mental health and psychosocial needs, and in some cases autism spectrum disorder and/or attention deficit hyperactivity disorder
- Recommended that when families/carers are making decisions about support for gender questioning children, they should be encouraged to seek clinical help and advice. This should be done as early as possible when supporting pre-pubertal children



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Your school should take a cautious approach to support a gender questioning child and:

- Consider the broad range of the individual's needs
- Do this in partnership with their parents (except in rare circumstances where involving parents would bring a significant risk of harm to the child)
- Include any clinical advice that is available
- Consider how to address wider vulnerabilities, such as the risk of bullying

It's also important for staff to 'create a culture' where pupils can speak out or share any concerns with staff (previously it was to 'provide a safe space' for pupils to do this).

Once it's published, your school should refer to the guidance on gender questioning children when deciding how to proceed.

A new paragraph on using the DfE's data protection guidance

Governors, trustees and staff should use the DfE's data protection guidance for schools to help you and your school:

- Comply with data protection law
- Develop data policies and processes
- Know what staff and pupil data to keep
- Follow good practices for preventing personal data breaches

This is laid out in paragraph 93.

A new paragraph on alternative provision

- This clarifies that where a school places a pupil with an alternative provision provider, the school continues to be responsible for the safeguarding of that pupil. Your school should be satisfied that the placement meets the pupil's needs (paragraph 171)

Extra wording in the section on elective home education (EHE)

It now says that:

- Elective home education can mean that some children are not in receipt of suitable education
- Many home educated children have a 'positive learning experience' (previously it said 'overwhelmingly positive learning experience')

This is in paragraph 179.

Removed information on plans for further guidance on sexual harassment and sexual violence

- KCSIE 2023 stated that further guidance on teaching relationships education specifically to prevent sexual harassment and sexual violence would be published. This has been removed (paragraph 132 of KCSIE 2023)

Part 3: safer recruitment

There are no changes to this section.

Part 4: safeguarding concerns or allegations made about staff



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There are no changes to this section.

Part 5: child-on-child sexual violence and sexual harassment

Updated definition of early help

- Early help is now defined as 'support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse' (paragraph 497)
- This reflects the working together to safeguard children guidance

Statistic clarification

- The guidance says that **children with disabilities** are 3 times more likely to be abused than their peers. This previous wording was 'children with special educational needs and disabilities' (paragraph 456)

Annex A: safeguarding information for school and college staff

The changes in terminology around the safeguarding definition and 'unexplainable and/or persistent absences from education' in part 1 have not been reflected in Annex A. We've contacted the DfE to check whether these should also be updated for Annex A.

Annex B: further information

Preventing radicalisation

The section on preventing radicalisation is still under review after the government published a [new definition of extremism](#) on 14 March 2024.

For now, changes include:

- An updated definition of radicalisation, which is defined as 'the process of a person legitimising support for, or use of, terrorist violence'
- 'Susceptible to radicalisation into terrorism' has replaced the wording 'susceptible to an extremist ideology'
- When referring to the Prevent duty, 'the need to prevent people from becoming terrorists or supporting terrorism' has replaced 'the need to prevent people from being drawn into terrorism'
- Some information around possible indicators has been removed. Instead, your school should refer to the DfE's guidance on [managing risk of radicalisation in your education setting](#)

Child criminal exploitation (CCE) and child sexual exploitation (CSE)

There's a small update to the indicators of county lines. Be aware of children who:

- Go missing **from school or home** and are subsequently found in areas away from their own
- Have been the perpetrator or **alleged** perpetrator of serious violence (e.g. knife crime), as well as the victim

Children and the court system

- Separate age-appropriate guides for schools to support children have been published: [5 to 11 year-olds](#) and [12 to 17 year-olds](#)

Annex C: further information



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Availability

- Clarification that availability of the DSL in exceptional circumstances could include Skype

Holding and sharing information

- The final bullet point in the section on holding and sharing information has been updated to include that the DSL should keep written records of all concerns, discussions and decisions, including the rationale for those decisions
 - This should include instances where referrals were or were not made to another agency such as LA children’s social care or the Prevent program

13. Appendix C: Policy review 2024/25

Document	Category	Beechfield School
Behaviour Policy	Pupil Related	30.06.24
Business Continuity Plan	Local Governing Committee	31.10.24
Collective Act of Worship Policy	Pupil Related	31.01.25
Equality Statement including accessibility plan	Pupil Related	28.02.24
Health and Safety (Local) Policy	Estates Management	30.11.24



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Home Learning Policy	Pupil Related	30.06.25
Home School agreement	Pupil Related	14.11.24
Marking, Feedback and Presentation Policy	Pupil Related	31.01.25

19. Appendix D: Governor dates 2024/25

AUTUMN 1			Start	Finish	Venue
Tuesday	8/10/2024	Trustee/Governor development	19.00	20.00	Teams -online
AUTUMN 2			Start	Finish	Venue
Tuesday	5/11/2024	Beechfield LGC	19.00	20.30	Teams -online
Wednesday	6/11/2024	Chairs	10.00	11.30	Beech House
SPRING 1			Start	Finish	Venue
Wednesday	29/01/2025	Chairs	10.00	11.30	Beech House
Wednesday	29/01/2025	AGM	18.00	19.00	Beech House/Teams
Tuesday	04/02/2025	Beechfield LGC	19.00	20.30	Teams -online
SPRING 2			Start	Finish	Venue
Tuesday	4/03/2025	Trustee/Governor development	19.00	20.00	Teams -online



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SUMMER 2			Start	Finish	Venue
Tuesday	03/06/2025	Trustee/Governor development	19.00	20.00	Teams -online
Wednesday	18/06/2025	Chairs	10.00	11.30	Beech House
Tuesday	01/07/2025	Beechfield LGC	10.00	3.00	Beechfield School

Appendix E: Discussion via Governor Hub ahead of the meeting

James Brown1 day ago

A few comments and questions:

Will Herts and national KS1 results be available for comparison with ours?

It must be difficult dealing with the neglect and abuse of pupils. How are those that do so supported?

How do our levels of SEND and numbers of Pupils with EHCPs compare with other Watford Schools particularly those in the Trust?

I believe the writing and reviewing of the EHC Plans is very time consuming does this task divert staff from other important tasks ?

Gillian

Dear James,

Thank you for your questions.

There is no comparison data for KS1 because the statutory tests have been abolished. We have chosen as a Trust to continue to do them so we can plan for these children accurately in KS2.



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Yes it is tricky because the children and families seem to have so much need. Lara Carvalho the Pastoral Leader does a superb job of ensuring the children and families get what they need. She does many referrals to Early Help (service before Children's services), the Salvation Army support and so do some of the DSPL 9 services. She also signposts to other community services such as CAFCASS (families who are splitting up), Citizens Advice Bureau, mental health services, council services etc. She is a listening ear for many families who talk to her about divorce, separation, mental health issues, housing eviction, temporary housing, lack of food etc. She supports with filling in forms etc I really don't know what the school would do without her.

Writing EHCs is extremely time consuming. Melissa is overwhelmed with paperwork. This does mean she spends less time in class but funding needs to be a priority.

Beechfield are fortunate in that I have the SENCO qualification so I can support alongside Melissa and also this year we have Lizzie - her support is invaluable too. Tanya (Assistant Head) and Rachael M (EYFS Lead) are both undertaking the National Professional Qualification in SEND with a view to increasing SEND capacity going forwards.

SEND as you know is a national issue. We are seeing more and more complex SEND in mainstream schools. Only yesterday I had a phonecall from a parent who has recently moved to Watford from Hong Kong. They have a child with ASD and global delay. The child was in specialist placement in Hong Kong but has been allocated a place at Beechfield. Melissa and I will be supporting this family today and putting a plan in place for them.
about 12 hours ago

Emma Lad1 day ago
Hello all,

Linked here: [24.09.17](#) is the documentation for the meeting, **tomorrow**, 17th September 2024 at 7pm at the school.

I look forward to seeing you.
Emma



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Emma Lad4 days ago

Have a look at this:

[Newsletters and term dates](#)

Fiona Lawrence4 days ago

Hello everyone!

I have just uploaded our first newsletter of the year.

This can be found in Documents, Newsletters, 2024-25 folder.

Kind regards

Fiona

James Brown4 days ago

As usual I cannot attend in Person but should be available if a Zoom option is available. Thanks.

Emma Lad6 days ago

[Date for your diary:](#)

Alex Bottom from Hillier Hopkins will be attending the Resources Committee meeting on the 25th November at 11am.

Everyone is welcome to join this meeting for an overview of the accounts and audit process.

Have a lovely afternoon

Emma

Lesly Adams6 days ago



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Thank you Gillian,

Could you please comment on a few things ...

-SEND -how do we evidence the impact of our SEND provision v the [cost](#)

[-Is](#) the funding identified separately?

- The SEND training budget is not filled in , but I note there seems to have been an increase in SEND training for TAs, which is something we [wanted](#).

[-How](#) has Rebecca G-S training on Speech and Language impacted?

-No referrals to Speech, Language Communication and Autism Team documented when Sp and L is showing as an identified need (28pupils)?

The Behaviour Policy seems to not be due for review until June 25?

The Uniform Policy - I really like it..very empathetic and supportive.

The Pupil Survey - shows most pps feel happy and safe BUT some also say they have been hurt/worried/found school difficult - do we know who these particular pupils are and how are we supporting them ?

SAFEGUARDING - 10 families referred for domestic abuse- this seems very high ?

SECONDARY TRANSFER - I am curious to know to what extent our curriculum feeds into/prepares for the curriculums of the various secondary schools our pupils go to? Do we have a means of knowing this?

KS2 results - again well done to all especially with 17 pps joining since y5...

RWM +6.9% above National.

Science is -6% though, how are you planning to address this?

PPG results especially good - above non PPG - this has been a focus for years so well done.

BOYS have outperformed girls, even in reading which historically was definitely not the case..so how have you achieved this and can we now apply an equally successful method for the girls ?

MULTIPLICATION test - great results at 80% getting more than 24/25. Is this now a National requirement/test ?



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I heard on the radio the other day about a 'new idea'...teaching kindness in schools - who would have thought ?????

At the TRUST meeting the other day Trustees said they recognise how important it is to have an increased focus on digital /IT technology- teaching and equipment.

They also said that we should all publicise more actively the AWARDS we get, but also those we are 'working towards'

They also recognise the importance of EVERYONE being supported in their Health and Wellbeing.

Most of the meeting was discussing the branding and marketing of our Trust and what we, as a Trust, can offer as a collective- who is our 'target audience' and how do we appeal to them.

The CHAIRS MEETING is unable to take place now before our governors' meeting next week.

Gillian Jackson

Hi Lesly,

Thank you for your questions.

Melissa will answer the SEND questions and i will upload her answers!

Yes 10 domestic violence is a lot.

We looked at the pupil survey in our senior leadership meeting. We have decided we will address some of the issues regarding: worries, sleep and loneliness initially through our Hello Yellow Day and will then continue to build on this throughout the year in PSHE etc. We can't see the individuals but we can see classes.

Secondary transfer - we have been talking about this in the Watford Heads Group and Cheska (lead for this group) is meeting with the Secondary Heads Forum this month to talk about transition and curriculum.



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The gap between boys and girls at KS2 was because the new arrivals were mostly girls with no English. So it is cohort specific.

Multiplication was a government test but I think this government are looking into abolishing it. However, I think it is very valuable to ensure children know times tables as it reduces cognitive load in Maths if they know them well.

See you Tuesday.

Gillian

Gillian Jackson

SEND -how do we evidence the impact of our SEND provision v the [costs](#) the funding identified separately?

The cost goes towards us providing support for our children with EHCPs - many need one to one support and are waiting for specialist provision

The SEND training budget is not filled in , but I note there seems to have been an increase in SEND training for TAs, which is something we [wanted](#).

Training plan is saved in documents section

[-How](#) has Rebecca G-S training on Speech and Language impacted?

Rebecca has done ELkan training and it has been useful in building a repertoire of strategies

-No referrals to Speech, Language Communication and Autism Team documented when Sp and L is showing as an identified need (28pupils)

Speech and language referral 10

VI team 1

Colnbrook 5



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Speech Language Communication Autism 3

Gillian Jackson 7 days ago
Good afternoon

Here are the final two documents for governors

Equality

<https://app.governorhub.com/document/66e04a13b9a2eeeb6a618b86/view>

Finance

<https://app.governorhub.com/document/66e04a29cb6b760b273bc2c2/view>

Happy reading!

See you all next week in person at BFS - Tuesday 17th September.

Gillian

Emma Lad 8 days ago

3 September 2024: Ofsted publishes results of its 'Big Listen'

Ofsted has outlined the main changes that it's making in response to its [Big Listen](#).

What's happening, and when?

- Piloting over **this autumn term**: Ofsted will announce all inspections for that week on a Monday, with inspections taking place over the following 2 days
- Starting from **this September**: a pause to the publication of inspection reports when safeguarding concerns are highlighted in otherwise high-performing schools until the next visit (within 3 months)
- **Early 2025**: consultation to begin on a new inspection framework
- From **September 2025**: report cards will be introduced for all inspections, replacing the single headline judgements



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What else is changing?

Ofsted announced that it is also:

- Consulting on an increased focus on inclusion in the upcoming report cards system, to scrutinise how providers are meeting the needs of disadvantaged and vulnerable children
- Introducing new annual safeguarding, attendance and off-rolling reviews for schools (date currently unknown)
- Developing an 'area insights' service, to gather and share local data (introduction date currently unknown)
- Starting an 'Ofsted academy' focused on sharing best practice from the sector (launch date currently unknown)
- **For early years providers:** streamlining the Ofsted registration process, and a review of how Ofsted registers, inspects and regulates multiple providers (date currently unknown)
- **For children's care providers:** stronger regulations, including new legislation to help tackle unregistered settings and oversight of children's homes at group level (date currently unknown)

Read the [outcome of the Big Listen](#) consultation.

2 September 2024: Ofsted gets rid of single headline judgements

Ofsted has ended single headline judgements with immediate effect. Instead of an overall rating, state schools inspected this academic year will receive ratings for the 4 existing areas:

- Quality of education
- Behaviour and attitudes
- Personal development
- Leadership and management

Ofsted will continue to identify schools that would have received an overall 'inadequate' rating under the previous system.

Schools that receive 2 consecutive 'requires improvement' ratings (or its equivalent under the new system) will get support from a high-performing school. This replaces the previous system where the government would intervene directly.

School report cards will come into effect from September 2025.

Read more about this in the DfE's [press release](#).

We're still expecting a new School Inspection Handbook this month – select 'save for later' at the top of this article to be notified when the new handbook is published.

Gillian Jackson 10 days ago



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Dear All

Here is the SEND report

<https://app.governorhub.com/document/66dc48689fb5aab43517b58d/view>

Gillian

Gillian Jackson 11 days ago

Dear All,

We have had a good start to the year and the children have settled in well. We have concentrated on expectations and routines for the first few days which has had a good impact.

We have had a couple of staffing issues. One of our new teachers is very unwell so we have asked Stephanie Lindsay (left in the summer for a break from teaching) if she would return to Beechfield and cover for 4 weeks initially and we will take things from there. She has agreed and has been in school today. I will write to the Year 3 parents today to inform them. We also have a teaching assistant who has been signed of initially for 33 days and a cover teacher who is going for an operation on 12th September and doesn't know how long the recovery period will be.

All new staff are doing their induction currently and also seem to have settled in well.

Please see the links below for the documents needed for the first governor meeting.

Policies - Behaviour and Uniform

<https://app.governorhub.com/document/66dacd3bb7cfe862fbef7d95/view>

<https://app.governorhub.com/document/66dacd33d4c66fcededad341/view>

Equalities Policy is still in process with the Trust

Pupil Survey results



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<https://app.governorhub.com/document/66dacdb696054af73829fc67/view>

Secondary transfer information

<https://app.governorhub.com/document/66dacdf83091d7518791d9e5/view>

Annual safeguarding report

<https://app.governorhub.com/document/66dace11d4c66fcededb2067/view>

Data

<https://app.governorhub.com/document/66dace07d9ace460074ef2ed/view>

<https://app.governorhub.com/document/66dacdff9ace460074ef011/view>

<https://app.governorhub.com/document/66dace16613c930d898b580d/view>

Finance and SEND report to follow asap.

I hope you find all of this interesting!

Gillian

Emma Lad11 days ago

Mistake on previous training request

Hello

Apologies, I had added the wrong course for Cybersecurity. I have now updated.



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CONTENT IN THIS WATCHLIST

NAME

- ☰ 1 NCIS Cybersecurity
- ☰ 2 Annual Certificate in Safeguarding for Governors for Primary Schools & Academies (2024-2025)
- ☰ 3 Annual Certificate in the Prevent Duty for Primary Schools & Academies (2024-2025)

Have a lovely day
Emma

Emma Lad11 days ago
Hello all,

I hope this finds you well.



Be kind, work hard, love learning

I have updated the training on the [National College](#) with the courses for 2024/25. An email with the link to training has been sent to you. Please let me know if this hasn't come through.

There are three courses which ideally should be completed by the 1st November 2024.

CONTENT IN THIS WATCHLIST

NAME

- ☰ 1 Annual Certificate in Safeguarding for Governors for Primary Schools & Academies (2024-2025)
- ☰ 2 Annual Certificate in the Prevent Duty for Primary Schools & Academies (2024-2025)
- ☰ 3 Annual Certificate in Cyber Security for Governors for Primary Schools & Academies (2024-2025)

Please can you complete as soon as possible and let me know once completed.

For those of you who complete with another school, if you can email when completed and I will make a note

Thank you



BEECHFIELD
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Emma

Emma Ladabout 2 months ago
Hello all,

I have uploaded the agenda, linked here: [24.09.17](#), for the meeting on the 17th September 2024 at 7pm at the school.

I look forward to seeing you. Have a lovely summer
Emma

Emma Ladabout 2 months ago
Please take a look at the newsletters for BFS and CTS linked here: [11. July](#)

Have a lovely summer
Emma

Fiona Lawrenceabout 2 months ago
Hello everyone!
I have just uploaded our last newsletter of the year.
Kind regards
Fiona