



Be kind, work hard, love learning

**Minutes of Beechfield Local Governing Committee Meeting held on
Tuesday 1st July 2025 at 9.30am at the school**

Governor	Governor Type	17 Sep 2024	05 Nov 2024	04 Feb 2025	01 Jul 2025
Lesly Adams	Co-opted governor	Attended	Attended	Attended	Attended
Romeena Ahmed	N/A	N/A	Attended	Attended	Attended
Prof Rama Balachandran	Parent governor	Apologies	Resigned	Resigned	Resigned
Jennifer Batanga	Co-opted governor	Attended (online)	Attended	Attended	Attended
James Brown	Co-opted governor	Attended (online)	Attended (online)	Attended (online)	Attended (online)
Meredith Correyo	Parent governor			Attended	Attended
Emma Hibberd	Co-opted governor	Apologies	Attended	Attended	Attended
Gillian Jackson	Headteacher	Attended	Attended	Attended	Attended
Emma Lad	Clerk	Attended	Attended	Attended	Attended
Walaa Mohran	Staff (Teaching) Governor	Attended	Attended	Attended	Attended
Midhat Talibi	Co-opted governor	Attended	Attended	Attended	Attended
In attendance					
Ruth Dufton	Prospective governor				Attended
Staff attended as required	Presenting				Attended



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Matters arising BFS LGC 1.7.25		Action
4	<i>The Minutes were approved and will be signed via Governor Hub.</i>	Chair
8	<i>Governors were asked to send any updates or changes they would like next year to the chair.</i>	All governors
12	Behaviour Policy 30 Jun 2025	HT
	Home Learning Policy June 2023 30 Jun 2025	
<i>The HT will update on Governor Hub and Every.</i>		
15	<i>Emma and Midhat will send their governor visit reports to the clerk.</i>	Emma/ Midhat

Governor (G) challenge is highlighted in yellow

Governor actions are highlighted in italics

Please see Appendix A: Discussion from Governor Hub ahead of the meeting

Meeting started 9.30am

		Action
1.	Welcome, apologies and consent The meeting was quorate. Ruth Dufton was welcomed to the meeting and governors introduced themselves.	
2.	Notification of any other business - None	
3.	Conflict of interest with agenda items to be declared - None	
4.	Minutes of the last meeting for approval and matters arising <i>The Minutes were approved and will be signed via Governor Hub.</i> Matters arising were completed or agenda items.	Chair
5.	Communication from the Trust <ul style="list-style-type: none"> Trustees' minutes 	
6.	Review statutory data – covered under agenda item 7	
7.	Subject leader update – 5 minutes each Melissa Cahill – SENCO <ol style="list-style-type: none"> Inclusion Lead Covered in the HT report and the reports posted to Governor Hub. <ul style="list-style-type: none"> 28 children have EHCP's. There are also two waiting for final approval, 2 in process and further for next year. There are 7 children in year 6 who will move on and 1 child who is moving to special school. 100 children will be coming into nursery and reception who need to be assessed to see if they have additional needs alongside children who join mid-year. 	



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- Speech, language and autism referrals have been made.
- The schools have been paying for speech and language support which has been very helpful this year.

G: Have they offered training?

MC: Yes, they have offered training to all the staff to support in class.

HT: There has been collaboration between the pastoral and SEND teams in school.

LC: We support children throughout their time in school and with their changing needs and referrals to the appropriate service.

- There are 86 children with additional needs in the school which totals around 20% which is above national and local rates. The school also has above national rates for EHCP's substantially. This impacts the outcomes for the school overall.

G: The progress is significant even though the school has so many children with additional needs.

G: How are children identified?

MC: We identify with the class teacher and then we speak to parents etc.

G: Does the school receive additional funding?

HT: No, we have the same funding until the children have an EHCP. The children have very varying and severe needs which the school must support.

G: Have the children got one need?

HT: We identify under their main need and there is a speech and language therapist to help as we have 35 children with speech and language issues.

MC: The speech and language therapist just completes assessments and offers advice. The TA's then deliver.

G: Will the TA's for children in year 6 have additional children to support?

HT: A TA has resigned and there are other children who have complex needs and so we are moving them to other areas in the school.

Emily: We are using our class TA to cover the one to one as the children would disrupt the whole class.

HT: We have a meeting every Monday morning to try and make sure that we have appropriate support.

G: What would help?

MC: More TAs would be helpful but that would require more funding.

HT: The staff cannot be employed full time and so it is impacting as we only have them 9.30am to 1.30 or 2.30pm.

G: How does training work?

MC: There is lots of training but the staff are needed in class and can't work out of hours due to their own families and so they complete National College training in their own time. The TAs are very understanding and work well with the children.

b. Pastoral Lead Lara Carvalho – Pastoral Lead

Early intervention is key for the children and families. There are referrals for all families to request support. This includes Child protection referrals which can be low level support initially. Families come to speak to us about food banks, housing and mental health for example.



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The lead explained she has sat for three hours to support with a housing application because there was no one else to support. The parents don't know how to access the services and how to manage.

Interventions in school are offered for children by Mrs Ward. She is supporting 20 children this month.

G: Is it disheartening when you offer parent sessions and they don't turn up?

Lara: The mental health workshops mean we must share the parent's data which parents don't like.

HT: The inclusion team in the school is integral to the running of the school. Lara has been sitting in the office in the morning which is helping.

Lara: I have been able to support attendance and work out systems for parents to support each other. I also support in class when needed.

HT: The families come and tell Lara about what is happening. The SLT have all stood up and helped as there has been no AHT.

Parent G: My youngest child always had issues coming to school and since I was offered support there have been less issues.

Lara: There are a lot of women in our community who need support, and this impacts the children in the family. The therapy being offered in school is key to supporting the children's issues.

c. SBO – Jeanette White – Finance report

- Update on pay
- Update on management accounts for May 2025. The school is on target with a surplus of £20,000 at present.
- The schools financial year runs with the academic year as they are a academy school.
- The General Annual Grant (GAG) has increased because of the increase in pupil numbers. There is a surplus at the end of the three years as a result. The AHT has been seconded to Holywell which means there have been savings and there have been additional estates spending.
- The staffing costs are around 80% of the school budget.
- Pupil premium rates have increased to £1115 and there are 105 children in receipt of pupil premium.
- Sports premium will be continuing this year. It has been supporting the sports provider and additional equipment. The report will be on the website by the 31st July 2025.

10.23am Midhat joined the meeting

- SEND funding is as predicted and £216,000 additional funding for children with EHCP's. It should increase to £240,000. This supports the additional staff required.
- Lettings – there has been £15,000 income from this area with lettings to Slimming World, Scouts and other smaller rentals. It is a lot of work but bringing extra income into the school. The school are responsible for lettings.
- Jeanette was thanked for all her hard work by the governors and the Trust because the finances are healthy and on track with the number of unknowns.
- Attracting new pupils to the school has made the biggest difference and then the work to ensure the families stay in the school.
- Staff stability is also helping and reducing workload.



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d. Estates Manager – David

- Asbestos was the main issue this year to be resolved. There are now only three classrooms with asbestos in the school. It makes the school a safer place as it doesn't have to be managed and can't cause health concerns.
- Safeguarding is key in the school and there is an improved entry system. There are also three doors which have key cards to get into the building.
- There are 222 trees on site. The school is keeping them in good order and there are annual tree surveys because the school is a high-risk area. It costs £1000 per year.

G: Where is it funded from?

SBM: There are reserves in case we have one of works, but we budget in line with the survey.

- The telephone and wireless network have been updated. There is now good coverage in the school. There is a guest network which is secure.
- The HT has a wish list and there will be a new sound and lighting system in the hall, another set of toilets, new playground marking, trampoline in the bungalow garden and some carpet replacement.
- There are not enough drains for the school.

G: Can we get a CIF bid for the drains?

David: No, it is not covered at present.

SBM: We have had to ensure there are funds allocated.

HT: The school is in a good place and the works are being completed as we can.

G: Are we still using the Community Pay Back scheme?

David: The scheme is not working as well anymore because of changes in the management.

G: The flower beds are not looking as good anymore. Can we do anything?

David: We can investigate other options.

Governors discussed the risks of volunteers on site.

e. Maths Lead – Swati Diwan

- The multiplication scores increased from 61% to 74.6% this year which is amazing and thanks to the hard work of the team.
- SATs are projected at 80% this year.
- There was a key stage two quiz this year which the children really enjoyed. There were activities for all the children even if they weren't in the team. It was a team effort and there was something for everyone.
- There was a maths after school club which looked at hands on maths activities.



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- Learning walks have been carried out regularly and there is a consistent maths practice in the schools.
- Mastering numbers is being utilised, and the school is still on a journey to mastery.
- The school follows White Rose but there have been simplified end points for staff which have allowed for small steps of progression and taking time to embed. We are working on teachers understanding not to rush.
- A staff survey has been completed, and they are using the end point documents to support. The children all love maths.
- The boosters are having an impact, and the results have improved from 64% to 69%.
- The school is working hard to bridge the gap between parents and the school techniques. The project run is an example of the work completed.
- Challenges for next year

- Arithmetic challenges and gaps in year 6.

G: There doesn't seem to be consistency between year 6 and secondary. Can we do anything about this?

Lead: Year 7 is a lot of repetition in the schools in year 7.

- Vocabulary – children who are EAL need to be supported to understand all the maths language.
- Some staff lack confidence, and training is being utilised to support where possible.
- Offering enough stretch for children who are greater depth.
- Convincing teachers to slow down and show fidelity towards mastering numbers.
- Parental engagement to support children's learning.

G: As parents, there is language that parents never heard. Is there any way to support and explain what the parents need to know?

Staff G: We do have expectations explanations at the meet the teacher events. There is also an explanation of what is happening with the homework.

HT: There is also a calculation policy on the website.

- Next steps
 - Fidelity towards mastery
 - CPD for staff
 - Rolling out Mastery numbers in year three and reception
 - Vocabulary documents for each year group.

G: What happens if you don't finish the curriculum if they are going slow?

Lead: they may not have covered all the steps and then that can be passed onto the next years teachers. They will catch up in the end and children need to understand.



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- f. Reading Lead – Rachel Morgan/ Romeena Ahmed
- Read, Write Inc is used in the school. There has been whole school training which has impacted across the school. 87% in phonics screening this year and everyone except one child passed in year two. Phonics videos are being sent home in year one which is supporting.
 - Year two - Children that didn't pass phonics in year one carry on in intervention groups in year two. This year the children completed catch-up, keeping up which is taught in the afternoon and allows for the gap to be closed.
 - Year three – whole class reading looking at inference and comprehension.
 - Fresh start is used in KS2. There is one child in KS2 who has moved to Reading Revival which has impacted positively.
 - There are targeted interventions in the afternoon and the children from older year groups come and read with the younger children. The reading prefects also come and read with the children.
 - The school is working with the library for the summer reading challenge.
 - The reading café wasn't utilised by parents and there wasn't uptake. Parent governors suggested moving the café to different days of the week.
 - Next steps: Whole school sets of guided reading books and reading spine. This would be where it was all captured in one place.
- g. EYFS Lead
- Smooth transition into the nursery and reception.
 - External review visits have taken place and suggestions have been implemented.
 - Challenges: 19 children entered nursery in nappies and children not having the ability to write.
 - Read, Write Inc have a handwriting scheme which will be introduced for five minutes per day.
 - Next steps: Communication and interactions with children and adults, oracy, talk for learning, and 'Going on an adventure'. This will allow children and families to speak about their day more effectively.
- G: We have always tried to ensure the Early years are supported so that children have a sound base. With the additional needs of children this can be a challenge.**
- A new teacher will be teaching reception who has completed their training at the school.
- h. Writing Lead – Emily Fuller
- Talk for writing training across the school including SEND talk for writing.
 - There has been support for new teachers in the school.
 - There is a 25-day plan which is being used to plan the unit.
 - Grammar toolkits have been created.
 - Presentation has improved across the school – examples show at the meeting



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	<ul style="list-style-type: none">• Challenges: EAL writers, children joining in year, limited life experiences for children, vocabulary, handwriting and spelling.• Priorities: embed oracy curriculum, tightening teaching of spelling and handwriting, hook lessons, year group toolkits. <p>i. KS1 Lead – Walaa Mohran</p> <ul style="list-style-type: none">• The success has been the team this year. They were children centred and wanted the children to be progressing. All the assessment tools were used to ensure the support was targeted and tailored. Teachers were supported and trusted in their own judgement.• Parental engagement was high across the school and there were shared resources which allowed parents to support. Tailored support and continuity between home and school has supported children to thrive.• Technology was utilised to support children’s learning.• Assessment for learning each day and working at the children’s pace. The resources made it clear what we needed to achieve each day and over the term. <p>G: Do we send hard copies to parents for communication? Walaa: We communicated with parents and that allowed for us to have a clear understanding of what they could access. It has been discussed frequently by the team and reviewed.</p> <p>G: Do we know if the parents with hard copies completed at the same rate as those online? Walaa: We do monitor. Emily: There is an expectation for children to complete in year six and then we can support.</p> <ul style="list-style-type: none">• Pupil premium children achieved more highly than their peers.• Next steps: ‘Aim week’ which allowed us to assess and identify gaps. Then there could be interventions to support. Expand on trip opportunities. Build on AI and maintain strong parental engagement.• The HT explained that Walaa has increased the expectations in the phase. <p>j. LKs2 Lead – Romeena Mohran</p> <ul style="list-style-type: none">• The support from the TA’s has been difficult because of limited resources.• Multiplication tests – 74.6% achieved. This was supported by the chrome books for the year group and being able to access them every day.• More Chrome books would support interventions. It is part of the Trusts Digital Strategy.• Magma was trialled in certain year groups which follows the White Rose maths scheme and there is real live marking. The teacher can see if there are issues and send updates or speak to the child. It helps with assessments and flags any misconceptions.• Immersive learning and cultural capital – children really enjoyed the trips this year and were then able to complete work in class because of the visits. This has helped where children don’t have a lot of experiences.• Challenges: Parental involvement and lack of Chromebooks in year three.• Next steps: teaching timetables in year 3 more rigorously. <p>k. UKS2 Lead</p> <ul style="list-style-type: none">• Improved lunchtime behaviour with the use of the MUGA.	
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	<p>G: Swimming lessons. I didn't know that was offered for children? HT: I will explain to parents as we need to ensure children can swim 25 meters when they leave school.</p> <ul style="list-style-type: none"> • School events for the classes were explained. • Visit from Vellore Institute of Technology India and UCL which the children really enjoyed. • Predicting 70% achieving at expected levels in RWM combined. • Isle of White trip was a success. <p>G: How is transition? HT: There are lots of events and children with SEND have additional events.</p> <ul style="list-style-type: none"> • Challenges: staffing, additional needs, social media and behaviour outside of school • Next steps: smooth transition, consideration of SEND staffing, targeting arithmetic, develop relationships with the local PCSO. <p>The HT and governors thanked all the presenters for their hard work.</p>	
8.	<p>Chairs update</p> <p>End of year governance review</p> <ul style="list-style-type: none"> • Holywell – there was an update at the Chairs meeting and due diligence is being completed at present. The schools will support. • Finances are healthy which is a real positive for the school. <p><i>Governors were asked to send any updates or changes they would like next year to the chair.</i></p>	All governors
9.	<p><u>School plan review</u></p> <p>The HT gave an overview of the priorities in line with the Trust priorities.</p> <p>The governors congratulated the leadership and management because the staff want to stay in the school and value each other. The presentations were clear that the team are all supporting each other. The staff fed back that they feel valued and heard this year.</p>	
10.	<p><u>Headteacher report</u> / <u>Health and safety</u></p> <p>Discussed under agenda item 7</p>	
11.	<p>Stakeholder engagement</p> <p>The school has been nominated for a pastoral award and has been shortlisted as National Pastoral Primary school of the year. The Trust has just won an award for EDI which is fantastic and reflects the work in the schools.</p>	
12.	<p>Policy tracker review and policies due</p> <p>a) <u>Trust policies approved</u> – refer to Every</p> <p>b) <u>School policies</u> – refer to Every</p>	



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	<p>The following policies were approved for use:</p> <table border="1"> <tr> <td>Behaviour Policy</td> <td>30 Jun 2025</td> </tr> <tr> <td>Home Learning Policy June 2023</td> <td>30 Jun 2025</td> </tr> </table> <p>The HT will update on Governor Hub and Every.</p>	Behaviour Policy	30 Jun 2025	Home Learning Policy June 2023	30 Jun 2025	HT
Behaviour Policy	30 Jun 2025					
Home Learning Policy June 2023	30 Jun 2025					
13.	<p>Risk register</p> <p>The governors discussed the risks to the school including falling pupil numbers, cybersecurity risks and the risks associated with children's SEND needs.</p>					
14.	<p>Training</p> <ul style="list-style-type: none"> • Governor training booked /to be booked/ completed with National College • New governor training • Ideas/requests for future sessions 					
15.	<p>Governor monitoring reports</p> <p>Leadership management</p> <p>Emma and Midhat will send their governor visit reports to the clerk.</p>	Emma/ Midhat				
16.	<p>Clerks update</p> <ul style="list-style-type: none"> • Newsletters • Recycling requirements – explained to governors 					
17.	<p>Any other business – none requested.</p>					
18.	<p>Future Dates (See below)</p>					
19.	<p>Items to be sent to CEO, Chair of Trustees and Trust Governance professional by the clerk</p>					
	<p>Meeting ended: 12.08pm</p>					

Appendix A: Discussion ahead of the meeting via Governor Hub

Fiona Lawrence 2 days ago

Good afternoon,

I have just uploaded our newsletter for you all sent out to parents and staff this afternoon.

Kind regards

Fiona

Everyone

- James Brown



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I had expected to find it in the Newsletters folder but I see it is the Documents at the top level.
2 days ago

Emma Lad 6 days ago
[Reminder of training this week](#)

Our final DEIB session takes place next week:

When - Thursday 3rd July 2025 - 3.45 - 5.00pm

Who - Hannah Wilson

Focus - Establishing the place of religion and belief in schools

Link - <https://www.diverseeducators.co.uk/our-establishing-the-place-of-religion-and-belief-in-schools-training/>

The session includes:

- Understanding and responding to the equalities issues regarding religion
- Being clear on the implications of the Equality Act and the Public Sector Equality Duty
- Exploring what inspectors will be looking for when they visit
- Becoming aware of the impact on policy and practice in school

Please do not contact Hannah Wilson or Diverse Educators directly to ask to register for the session or for a link.

Hope to catch up soon,

James Roach
Chief Executive Officer
Inclusive Multi Academy Trust

Everyone

Emma Lad 6 days ago
Hello all,

I have uploaded the documentation for the meeting tomorrow, 1st July 2025, at 9.30am at the school, here:
[25.7.01](#)

A reminder of the dates for next year
Thank you
Emma

Everyone



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4. Matters arising from 04.02.25		
1	<i>Romeena Ahmed was appointed as a staff governor for a term of four years. The clerk will update Governor Hub and the website.</i>	Clerk – completed
4	<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 – completed
7	<i>Skills audit to be reviewed and updated by all governors – governors to let the clerk know if they feel there has been any improvement. All governors were asked to complete their visits and send reports to the clerk to upload to Governor Hub.</i>	All governors – completed
10	<i>Governors approved the following policies for use which the HT will update on the website and Every: Collective Act of worship approved until January 2027/ Marking and feedback until February 2027</i>	HT - completed

12. Policy review 2024/25	
Document	Beechfield School
Behaviour Policy	30 Jun 2025
Business Continuity Plan	31 Oct 2025
Collective Act of Worship	31 Jan 2027
Equality Statement including accessibility plan	30 Sep 2028
Health and Safety (Local) Policy	30 Nov 2025
Home Learning Policy June 2023	30 Jun 2025
Home School agreement	14 Nov 2025
Marking, Feedback and Presentation Policy	28 Feb 2027



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18.		Governor dates 2025/26		
Date	Start	End	Committee	Location
Tue 16 Sep 2025	19:00	21:00	Beechfield School	school
Thur 20 Nov 2025	19:00	21:00	Beechfield School	online
Tue 3 Feb 2026	19:00	21:00	Beechfield School	online
Tue 30 Jun 2026	09:00	15:30	Beechfield School	school