

BEECROFT PRIMARY SCHOOL FULL GOVERNING BOARD MEETING

Minutes of the meeting held in school on Wednesday 19 March 2025 at 3:00pm

PRESENT: Pat Gradys (Chair) June Turner (Headteacher)
Steven Campbell
Stephanie Carter
Steve Harris
Joanne Hazelgrave
Farah Hussain
John Liversedge
Sarah Lord
Qari Qasim
Sue Rushton
Emma Stuart

IN ATTENDANCE: Nicola Mitchell – associate member
Nicola Brown – Deputy Headteacher
Kirsty Heald – Clerk, Governor Support Service

Thanks were given to the governors and members of staff that had supported the school and the Headteacher.

ACTION

1.00 APOLOGIES FOR ABSENCE

1.01 There were no apologies for absence as all governors were present at the meeting.

2.00 MEMBERSHIP MATTERS

2.01 Potential associate member Nicola Mitchell was present at the meeting and welcomed to the governing body.

2.02 Nicola Mitchell left the meeting.

2.03 Resolved

That Nicola Mitchell was appointed as an associate member with voting rights at committee level.

2.04 Nicola Mitchell returned to the meeting and was informed of the appointment.

2.05 Governor induction training and governor safeguarding training had been booked for Nicola to complete.

2.06 There was one parent governor vacancy. The parent election process would be followed and an update provided at the summer term full governing body meeting.

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3.00 ELECT A CHAIR AND VICE CHAIR

3.01 Pat Gradys had been acting Chair since the Chair had resigned in the autumn term of the current academic year. Pat was prepared to become the formally elected Chair. There had been no other nominations received.

3.02 Pat Gradys left the meeting.

3.03 **Resolved**

That Pat Gradys was elected as the full governing body Chair for the remainder of the 2024 – 2025 academic year and for the 2025 – 2025 academic year.

3.04 Pat Gradys returned to the meeting and was informed of the election outcome.

3.05 It would also be necessary to elect a Vice Chair. There had been one nomination for Joanne Heselgrave.

3.06 Joanne Heselgrave left the meeting.

3.07 **Resolved**

That Joanne Heselgrave was elected as the full governing body Vice Chair for the remainder of the 2024 – 2025 academic year and for the 2025 – 2025 academic year.

3.08 Joanne Heselgrave returned to the meeting and was informed of the election outcome.

4.00 DECLARATION OF INTERESTS

4.01 The Deputy Headteacher had submitted an updated declaration of interests form.

4.02 Nicola Mitchell had submitted a completed declaration of interests form.

5.00 QUESTIONS ABOUT THE HEADTEACHERS REPORT

5.01 The Headteacher's report had been circulated to governors in advance of the meeting.

5.02 The Headteacher advised that there had been a change to management of the admissions process. It was now the responsibility of the Local Authority to allocate places for pupils where it had been managed more by schools previously.

5.03 The school had recently provided places to five pupils new to the UK with English as an additional language (EAL).

5.04 Since the Headteacher's report had been written, the number of pupils on roll in the school had increased from 337 to 346.

5.05 A sixth pupil had been directed to the school by the Local Authority, but the school had advised that it did not have the capacity to be able to provide the pupil with a place.

5.06 The Nursery cohort linked to a low birth rate year, but the school was expecting numbers to increase to the forty available places by April 2025.

- 5.07 A new Nursery teacher had recently been appointed. The current Nursery teacher would move to Year One moving forward.
- 5.08 The Headteacher advised governors that the school was struggling to source, recruit and retain new teachers – something that was an issue across Leeds and nationally.
- 5.09 Details were provided of the ECTs that had left the school since the last meeting. There was one ECT still in place and governors were advised that they were working and progressing well.
- 5.10 Details of teaching and non-teaching staff that would be leaving the school were provided to governors – this included members of staff that would be retiring.
- 5.11 The Headteacher provided an overview of changes that had been made to ECT support processes to maximise retention wherever possible. Including what support was provided by other, more experienced members of staff. It was highlighted that more generally significant changes to the education related culture over the last several years generally had resulted in the school having to adapt to meet need. Details of the issues the school was experiencing in the recruitment and retention of ECTs was provided by the staff governor.
- 5.12 An open morning for prospective teachers and non-teachers had been scheduled for 04 April 2025 and governors were invited to attend.
- 5.13 **Question**
A governor queried if any new ECTs would be joining the school for the 2025 – 2026 academic year onwards.
Answer
The Headteacher advised that none would be joining the school as none had been offered/allocated via the required channels. Governors discussed where the school might be able to source ECTs. The Headteacher advised that they would like the school to be a teacher training school; something that had not been possible to date.
- 5.14 The Headteacher provided an overview of key points from the content of their report:
Extracurricular activity provision
PSHE and wellbeing
Pupil responsibilities
Parent assemblies
PE and sports opportunities
Enrichment
- 5.15 An item would be included on the agenda of the summer term full governing body meeting to provide a full report on the National Leader scheme. The Headteacher had worked in the role with other schools, but the scheme would end at the end of the 2024 – 2025 academic year. The item would provide opportunity to explain how the scheme worked and its impact.

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6.00 GOVERNOR MONITORING OF SCHOOL IMPROVEMENT PRIORITIES

6.01 Available governor monitoring reports had been circulated to all governors in advance of the meeting.

6.02 Attendance and standards

The school attendance lead provided an overview on attendance:

There was a direct link between high attendance and good attainment

A DfE document about the attendance/attainment link was available and content would be included in communications to parents to highlight the importance of maximum attendance wherever possible
Attendance data was shared

There were eight pupils with attendance lower than 94%

Persistently absent pupils were not achieving ARE in reading, writing or maths

Persistent absence had increased to fourteen pupils for the 2024 – 2025 academic year to date (since the report had been written, the number had reduced to eight)

Attendance policies and procedures were being followed and used as required at all times

Whole school attendance was above the Leeds and national averages

Periods of extended leave and term time holiday absence were factors negatively impacting attendance

Low income and/or low aspirations in some families were factors negatively impacting attendance of some pupils

6.03 Reading

Joanne Heselgrave had completed monitoring of reading and provided an overview of the content of their visit:

Phonics session observation

Discussion of the teaching of phonics

Phonics teaching in the Early Years phase was very rigorous and outcomes were high

Essential Letters and Sounds was the phonics scheme the school used

The scheme used and how phonics was being taught positively impacted fluency in reading as pupils moved through the school

Training and modelling was rigorous

Discussion about the processes for the teaching of comprehension and the teaching of vocabulary – both in Early Years and through the school

Discussion about work done by the school to develop and embed a love of reading in pupils

Discussion about how reading corners were organised

The school invested in a wide range of meaningful books for pupils

Discussion about the importance of rhyme, song and poetry

Discussion about the Nuffield Intervention Programme and how it was used and how it impacted – an overview was provided to all governors at the meeting

Discussion about how the school engaged parents – both physically in school and through other methods

Some reading diaries had been reviewed

Discussion about the dual language library that was in place for EAL pupils and their families

- 6.04 Key outcomes/data from the 2023 – 2024 academic year had been discussed during the monitoring session and was shared with all governors at the meeting.
Early Years (pupils achieving as required)
Reading – comprehension
81.4% - school
69.7% - national

Reading – word reading
86% - school
69% - national
- 6.05 Key Stage One phonics screening check (pupils achieving as required)
100% - school
80% national
- 6.06 Joanne commented positively on the interventions that were in place and the weaving of teaching across all areas of the curriculum. The Headteacher referenced the school's 'can do' attitude thorough school as being essential in the positive outcomes and successes.
- 6.07 PE
Sue Rushton had completed monitoring of PE and provided an overview of the content of their visit:
There was a progressive curriculum in place
The curriculum was one that pupils enjoyed
It was very positive to see inclusion of general physical exercise and specific sports awareness content
There was clear planning in place
Assessment processes were strong and effective
There was evidence of ongoing monitoring to maximise effectiveness
There was evidence of the effective use of PE and Sports Premium funding – processes were being followed as required and the report was up to date, in place and was published on the school website
The positive impact of the PE lead being a PE specialist was evident in all areas
- 6.08 Governors were advised that moving forward the plan was to ensure continuing high quality teaching and learning relating to PE even if staffing changes were required that meant the PE lead was no longer a PE specialist.
- 6.09 The Headteacher advised that the school recognised that some areas of the curriculum were more complex in terms of them being taught and fully understood in the same way a subject specialist would if the lead was not also a specialist. The benefits of having subject specialists in place for several foundation subjects were being seen across the school. Governors were advised that the school would work to ensure having subject specialists as the associated subject leads wherever possible.

6.10 Geography

Sarah Lord had completed monitoring of geography and provided an overview of the content of their visit:

The curriculum being delivered was high quality

There was positive pupil engagement in the subject

There was evidence of multiple pupils completing work at a level that was higher than their chronological age

The School Development Plan had been reviewed – including review of actions taken, if/how objectives were being met and where there was still work required in relation to geography

Work of pupils in all cohorts had been reviewed

Discussion about how the curriculum threaded through and developed across all cohorts

A learning walk looking at geography displays had taken place

Mapping was working well through school – examples were provided

The geography medium term plan was working well

The school museum was working well

Ongoing work to allow pupils experience of geography teaching out of school was taking place

Key Stage Two floor books had been implements in the 2024 – 2025 academic year – an overview of how they were being used was provided by the Deputy Headteacher

6.11 Science

The school science lead provided an overview on the most recent Science governor monitoring visit in the absence of the Science governor (the Headteacher advised that the plan was for the new parent governor to monitor science as the previous one had):

Discussion about teaching and learning relating to vocabulary – in books and across school

Pupil books had been reviewed

There was evidence of sequential learning

There was evidence that high quality texts were being used

Discussion about how the school encouraged and developed pupil questioning and exploration

High quality equipment was in place and being used

The Science lead worked with all new staff to support and maximise effective teaching and learning

A learning walk had been completed

6.12 Data

The Headteacher referenced the data report that had been created by the school's consultant (Ian Stokes). The report had been shared previously and in advance of the 19 March full governing body meeting. It was highlighted that the content of the report evidenced the increase of positive outcomes since the Covid-19 pandemic and that the greatest barrier to learning was lower than required attendance.

6.13 SEND

The Deputy Headteacher provided a SEND update to governors and advised that in relation to SEND, the number of pupils on the SEND register had reduced since the last academic year. The school was

reviewing learning plans and an overview of the process that was being followed was provided to governors.

6.14 School Council / Pupil Voice

The Pupil Voice governor had recently visited the school when they had met and spoken to pupils. They had been joined on the visit by Farah Hussain.

6.15 An overview of the visit was provided to governors:
Details of the conversations that had taken place with pupils during the visit were shared

John visited the school regularly for multiple different reasons and commented positively on the calm classroom environments observed during each visit

The conversations that had taken place evidenced that pupils were very knowledgeable across all areas of school life

The environment in the School Council meetings was calm, proactive and positive

Farah had found the visit positive and had enjoyed speaking to and engaging with pupils positively; with them answering questions and speaking generally about the school

6.16 John recommended that all governors visited the school and spoke with the School Council and looked round the school – activities that would support and benefit governor awareness and understanding of the context of the school and its pupil.

6.17 Farah referenced carbon literacy and advised that she would like to deliver a presentation about it to the School Council. Farah also advised that she would potentially like to become the school's Carbon Literacy and Sustainability lead. She also had links to an individual who would be able to visit the school and speak to pupils about sustainability and would liaise with the school as required for all associated elements moving forward.

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7.00 **MINUTES OF THE LAST MEETING**

7.01 **Resolved**

That the minutes of the last meeting were agreed as a true record and the Chair was authorised to sign them.

8.00 **REVIEW ACTIONS AND MATTERS ARISING**

8.01 **Terms of Reference document update to reflect agreed committees (item 7.01 refers) – this had been actioned.**

8.02 **Appointment of committee Chairs at the relevant committee meeting (item 8.01 refers) – this had been actioned.**

8.03 **Investigation of statutory requirements linked to the complaints process (item 9.05 refers) – this had been actioned.**

8.04 **Completion of the Headteacher's performance management (item 11.01 refers) – this had been actioned and had been completed on 04 November 2024.**

- 8.05 **Date confirmation for the Headteacher's performance management completion (item 11.03 refers)** – this had been actioned.
- 8.06 **Name spelling amendment (item 12.01 refers)** – this had been actioned.
- 8.07 **Strategic planning (SEF and SIP) full governing body agenda item (item 15.01 refers)** – this had been actioned.
- 8.08 **All governors would sign to confirm they had read, understood and agreed to follow the content of the Keeping Children Safe In Education guidance (item 18.05 refers)** – this had been actioned.
- 8.09 **Completion of Prevent training by all governors (item 18.07 refers)** – this would be actioned on the 02 April 2025 training date.
- 8.10 **Approval of the Teacher Pay policy (item 19.02 refers)** – this was outstanding. The final version of the policy had not been made available to schools by the Local Authority and the policy could not be approved at the current time.
- 8.11 **Formal minuting of the approval of the Complaints policy at the 20 November 2024 full governing body meeting (item 19.04 refers)** – the 20 November meeting had been cancelled. The specifically named delegated governors had met on 07 October 2024 as planned and had reviewed the content of the existing policy and agreed and approved an updated Complaints policy.
- 8.12 **Specifically named governor review of the existing and approval of an updated Complaints policy (item 19.05 refers)** – this had been actioned.
- 8.13 The Headteacher provided a brief update on the malicious complaint the school had been dealing with – a complaint that had progressed through stages one, two and three and had the DfE had determined that 'it would not be expedient to revisit the issues raised therefore we are closing this down'. Thanks were given to all governors for the support they had provided throughout the process. The school was unsure whether further actions may be taken by the complainant moving forward.
- 8.14 **Full governing body complaints training options investigation (item 20.02 refers)** – this had been actioned.
- 8.15 **Governor collation of evidence of school successes and areas of achievements inclusion in the governing board action plan for the 2024 – 2025 academic year (item 21.04 refers)** – the item would be included in the summer term full governing body meeting agenda.
- 9.00 COMMITTEE REPORTS**
- 9.01 An update on the status of statutory items from each committee in

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agenda

relation to whether they had been actioned was provided.

9.02 Resources committee

The Schools Financial Value Standard (SFVS) had been approved and submitted.

9.03 The report from the annual governor inspection of premises had been received.

9.04 The Data Protection policy would be approved and adopted later in the meeting.

9.05 The Freedom of Information policy would be approved and adopted later in the meeting.

9.06 The Whistleblowing policy would be approved later in the meeting.

9.07 The Headteacher advised that it would be necessary to schedule a Resources committee meeting later in March 2025 to ensure all statutory requirements were met – both generally and in relation to governor approval of the budget for the 2025 – 2026 financial year.

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9.08 TLPS committee

SEND provision met requirements and the SENCo was qualified.

9.09 School food and milk met national standards.

9.10 Stakeholder feedback had been considered – an ongoing action for the school and the governing body.

9.11 The Early Years provision met statutory requirements.

10.00 SAFEGUARDING/CHILD PROTECTION

10.01 The school safeguarding lead provided an overview on safeguarding.

10.02 It had become a statutory requirement for all governors to complete online safety training in 2024. The lead advised that all governors would need to complete the training and provide the completion certificate by the end of the 2024 – 2025 academic year.

10.03 An overview of safeguarding and child protection processes and support in place through school was provided to governors.

10.04 Place2Be was used to provide support to pupils and families. It was a positive tool the school to support where waiting times for help from other parties were very long and seemed to be increasing. The safeguarding lead provided details of how the school accessed the provision and what support options it provided.

10.05 A governor positively highlighted the school using Place2Be – something that was a reflection of the shrewd financial management in place and should be praised and celebrated as it was not something used in all schools. They queried if it might be beneficial for the school

- 10.06 to communicate to parents that Place2Be and Play Therapy access in school was not the norm in all schools. The Headteacher highlighted that the school was managing to provide services that would usually only be available via medical, Social Care, life support pathways or similar.
- 10.07 Governors were advised that the school had paid in advance for Place2Be and the Playworker to deliver the play therapy as it was unclear what the future of the school would be like financially.
- 10.08 Weekly safeguarding communications were issued to families.
- 10.09 The school was supporting a lot of families in relation to wellbeing at the current time and the work taking place was detailed to governors; something that included regular telephone calls to vulnerable families. The work being done was to help pupils but also to help families support pupils attending school.
- 10.10 Work was ongoing to support pupils around friendships after the need had been identified by teachers and support staff. This included factors like educating them about what healthy friendships looked like, how to manage conflict and any other areas of need that were identified. The work was taking place across the whole school.
- 10.11 The Key Stage Two mentors scheme was working well. The scheme provided younger pupils with access to a pupil higher up the school for support and guidance.
- 10.12 There were no pupils on the Child Protection register, children in need or children looked after in school at the current time.
- 10.13 The Annual Safeguarding Return for the 2024 – 2025 academic year would be completed and submitted by the required deadline as required. The full governing body Chair would support the process.
- 11.00 POLICY APPROVAL**
- 11.01 Special Educational Needs and Disabilities (SEND) policy
The SEND policy was not due for review at the current time.
- 11.02 SEND Information Report
The SEND Information Report was not due for review at the current time.
- 12.00 REVIEW OF INFORMATION ON THE SCHOOL WEBSITE**
- 12.01 The Deputy Headteacher and Steve Harris had completed the review of the school website earlier in the current academic year. Steve completed the initial review that was then checked with the Deputy Headteacher. All was in place as required and all statutory requirements were being met.
- 13.00 GOVERNOR DEVELOPMENT**
- 13.01 The Governor Support Service governor development programme for the 2024 – 2025 academic year had been circulated to governors.

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13.02	All governors would be required to complete online safety training before the end of the current academic year.	All
13.03	All governors would complete Prevent training on 02 April 2025.	All
13.04	There was no update to provide in relation to the governing board action plan at the current time.	
14.00	GOVERNOR OVERSIGHT OF THE SATS PROCESS	
14.01	The SATs testing would take place during week commencing 12 May 2025.	
14.02	Resolved Monday 12 May – Sarah Lord Tuesday 13 May – John Liversedge Wednesday 14 May – Pat Gradys Thursday 15 May – Joanne Heselgrave	SL JL PG JH
15.00	CHAIR'S BUSINESS	
15.01	The full governing body Chair referenced multiple policies requiring approval that had not been included in the agenda for the meeting. The policies had been circulated to governors for review in advance of the meeting.	
15.02	<u>Charging and Remissions policy</u> Resolved That the Charging and Remissions policy was approved and adopted.	
15.03	<u>Freedom of Information policy</u> Resolved That the Freedom of Information was approved and adopted.	
15.04	<u>Data Protection / GDPR policy</u> A spelling error in section 9.4 of the policy was highlighted. The spelling did not alter the meaning of the content.	
15.05	Resolved That the Data Protection / GDPR policy was approved and adopted.	
15.06	<u>Whistleblowing policy</u> Resolved That the Whistleblowing policy was approved and adopted.	
15.07	The Chair referenced the toothbrushing scheme the school would be engaging in and raised concern about whether delivery might impact on teacher and/or Teaching Assistant capacity in other areas. An overview of how the scheme would work was provided. Impact of the implementation of staff was something that would be reviewed as required moving forward.	
16.00	ANY OTHER URGENT BUSINESS	
16.01	There was no other urgent business.	

17.00 DATE AND TIME OF NEXT MEETING

17.01 Wednesday 18 June 2025 at 3pm.

17.02 Thanks were given to the school's Office Manager for their work collating and circulating documents for each governing body meeting.

17.03 Governors discussed alternative, more time and cost effective options for document provision for the meetings. The Headteacher queried if governors would be happy to use Leeds for Learning to access meeting documents electronically. The clerk explained how using Leeds for Learning to upload and circulate governing body meeting documents; including advising that either they or the Headteacher (or staff members with financial management access) had the required access to upload documents.

17.04 Resolved

That governing body meeting documents would be circulated electronically using Leeds for Learning (there would be the option for the provision of paper copies of any documents if requested).

17.05 The meeting finished at 4:30pm.

Chair's signature:

A handwritten signature in black ink, appearing to read 'T. M. Gray', is written over a faint, circular stamp.

Date:

18/6/25