

LONDON BOROUGH OF RICHMOND UPON THAMES

Minutes of the Orleans Infant School

LEA - 2	PARENTS - 4	COMMUNITY - 3	STAFF - 3	ASSOCIATE - 0
Alan Blackbeard - AB	Clare Taylor – CT (Chair)	Philip Morgan - PM	Rebecca Mole (Deputy Headteacher)	
Ally Sailisbury - AS	Matthew Engelke – ME (Vice-chair)	Rhian James - RJ	Judith Stollard - JS	
	James Bowring - JB	Yeing-Lang Chong – Y-LC	Helene Beavan - HB	
	Mark Dickinson - MD		Jane Evens – JE (Headteacher)	

The governors discussed and resolved the following agenda items:

Agenda Item		Action
1.	Apologies for absence Apologies were received and accepted from Mark Dickinson	
2.	Declarations of financial interest - None	
3.	Co-ordinator presentation – Rebecca Mole, Inclusion	
3.1	The groups of children worked in under inclusion are: <ul style="list-style-type: none"> • SEN (Special educational needs) • EAL (English as an additional language) • Gifted and talented • Ethnicity • FSM (free school meals) • Looked after children • The presentation focused on SEN, EAL and gifted and talented. 	
3.2	SEN numbers in school <ul style="list-style-type: none"> • The school has 6% overall of SEN children in school. 5 statemented children including 1 that will be new in the nursery school in September. • In year 2 10% are SEN children. The rise in figures between Reception and Year 2 occurs as often clear issues concerning the child's development appear, for example dyslexia that can only be formally diagnosed at the age of 7 or 8 will not become apparent until year 2. 	
3.3	Where we are now with SEN <ul style="list-style-type: none"> • RM took governors through the whole process of how SEN is monitored, aims, targets and the children's progress. • All staff are responsible for all the SEN children in the school and in particular the SEN children in their class. For example, in the use of the creative curriculum and other measures that are put in place to develop the children's learning. • The children on the SEN register have made greater 	

	<p>progress this year than the SEN children last year.</p> <ul style="list-style-type: none"> • RM to email the SEN results to governors. (Action RM). 	RM
3.4	<p>What Next for SEN</p> <ul style="list-style-type: none"> • The schools aims to have the children set their own targets. • The school will embed the pupil voice. • A continued use and development of intervention programmes. • Development and monitoring of targets on individual education plans. 	
3.5	<p>EAL</p> <ul style="list-style-type: none"> • 15% of the children are EAL. There are a significant number of children coming into nursery with EAL. This enables the school to give the children support early in their school life. There was a child who entered into year 2 half way through the year. The school has given him extensive support during the remaining of the year. • The school has 27 languages amongst the children in school. 	
3.6	<p>Governor Question (CT) – Will the strategy of EAL support change for key stage 2 children? The support would be more intensive and require extensive settling in measures.</p> <ul style="list-style-type: none"> • The tools used for support include: visual, pictorial, expressive and creative teaching methods and communication. The school has access to interpreters, e.g. for parents visiting who cannot speak English. • The school has a very strong sense of community and both parents and children support parents and children with EAL. • One of the schools LSAs (learning support assistants) is excellent at a wide range of languages so helps where is necessary. A new TA who joins in September also has excellent language skills. • The programmes that the school are developing are very effective and the school is seeing positive results. • EAL pupils in year 2 have progressed more this year than last year. • Year 1s EAL writing is up on last year. 	
3.7	<p>What next for EAL</p> <ul style="list-style-type: none"> • RM will continue to develop her knowledge of how to support SEN. 	
3.8	<p>Gifted and Talented</p> <ul style="list-style-type: none"> • 2% of the school's children are gifted and talented. • RM gave a breakdown of the gifted and talented children in school. 	
3.9	<p>Governor Question – Do the other children react in any way to the knowledge of their gifted and talented peers. The children are aware of their peers that are more able and gifted and talented. However the school strongly practises support and development for all and the key reward for the children is effort.</p>	
3.10	<p>What next for gifted and talented</p> <ul style="list-style-type: none"> • Continued development of challenges in lessons. • TA development in supporting the pupils • A basic skills assessor has visited the school and has reported good progress with the gifted and talented pupils. 	
3.11	<p>Governors Question – Will the school become involved in the programmes on offer for key stage 2 children including the</p>	

<p>3.12</p> <p>3.13</p>	<p>enrichment programme; for example Primary Maths Challenge for years 4, 5 and 6. – Yes, the school will look into all development programmes and competitions.</p> <p>Governor Question – How much help does the school receive from the local authority for SEN? – The school staff receive training from visiting experts. There are specific courses run on various SEN subjects and areas. The school has access to an occupational therapist, psychologist, vision loss and hearing loss expert, speech and language therapist and a physiotherapist.</p> <p>The school has had issues with the occupational therapist as there has been a high turnover of therapists. This is very difficult for the children as it is important that they build up a relationship with one therapist. The school is regularly giving feedback to the LA/NHS regarding this issue.</p> <p>Governor Question – Does the school get extra funding for SEN support? The school is provided with additional funding where children have statements allocating them a number of hours of 1 to 1 adult support. However, all other work with SEN children comes from the general school budget.</p> <p>RM and JS work closely on all causes and concerns of the children.</p> <p>JE/CT explained to governors that despite the rhetoric regarding offered resources it is often a real fight for parents and the school to get significant and sufficient resources for all children. JE explained the process of the SEN panel.</p> <p>Governors thanked RM for her presentation.</p>	
<p>4.</p> <p>4.1</p> <p>4.2</p>	<p>Membership</p> <p>Governor Constitution</p> <ul style="list-style-type: none"> • From the 1st September the school will have a new constitution as it moves to become Orleans Primary School. CT has drafted a new constitution in accordance with the School Governance Constitution Regulations 2012. • The discussed this draft and agreed that the new constitution will be as follows: • 4 parent governors – currently MD, ME, CT, JB • Headteacher - JE • 1 staff governor – currently JS • 1 LA Governor – currently AB • 7 Co-opted governors – AS, RJ, PM, HB, Y-LC • Governors discussed and agreed that since the staff governors would be a support staff member, it would be appropriate to have 2 co-opted governors from the teaching staff, 1 from key stage 1 and 1 from key stage 2. JE to consider and discuss with staff and governors in September which 2 members of staff to appoint to these roles. • Since the co-opted governor category is a new governor category, all co-opted governors (AS, RJ, PM, HB and Y-LC) were re-appointed effective 1 September 2012. All other governors will carry on their present terms. • There are now 2 vacancies for co-opted governors – one will be for a member of the teaching staff from KS2 (see above). In addition, the governing body will appoint a new co-opted governor to to sit on the quality and standards committee. <p>SEN Governor</p>	<p>JE</p> <p>CT</p>

4.3	<ul style="list-style-type: none"> The governing body requires a governor to focus on SEN and work closely with RM, also to visit the school at least once per term. AS volunteered to be the SEN Governor. 	
4.4	Staff Governors <ul style="list-style-type: none"> HB and JS discussed with governors the need for all staffs to have the opportunity to become a governor if they wish. JE to discuss the governor opportunities with the staff. 	
4.5	Governor Terms <ul style="list-style-type: none"> Governors discussed and agreed to change governors' terms to 3 years for all governors. 	CT
4.6	<ul style="list-style-type: none"> CT to finalise new constitution and circulate to governors. (Action CT). 	
4.6	<ul style="list-style-type: none"> CRB checks – MD has submitted his CRB application, Y-LC has submitted her CRB application. AS has received the application to send it into school. (Action AS). 	AS
5.	Governors Training Governors have attended the following courses: <ul style="list-style-type: none"> CT - Chairs best practice 24th May. Changes to Law and Education 13th June. JB -On-line training and reported it as being very good Y-LC - National Training Programme for Governors Parts 1 & 2, Performance Management of Head teachers for Governors. OFSTED Update – CT updated governors on the outcome of the OFSTED consultation on “A Good Education for All” and the changes being made to the inspection regime from September 2012. It was noted that although OFSTED reserved the right to conduct no notice inspections, in most cases the school would be informed of an inspection the afternoon before. 	
6.	Approval of minutes 23/05/12 The minutes of the meeting held on the 23 rd May 2012 were approved and signed by CT.	
7.	Matters Arising from the minutes	
7.1	Action points <ul style="list-style-type: none"> 9.2 – JE will include comparison figures of last year's results in the next headteachers report. 9.12 - JE is working on the community cohesion contacts and benchmarking, work in progress. 11.2 – completed. 	
7.2	Governor question – JB – How is the new website developing? – Very well, schedule is on track.	
8.	Reports from committees All committee reports and had been circulated to and read by governors (see attachments). Points noted at the meeting were:	
8.1	Finance and Premises <ul style="list-style-type: none"> Parents pay is very effective and the school plans to include the costs of parent pay into the amount charged to parents. Governor question JS – the one off payment for all support staff. Is this for all support staff? – Yes, this is a discretionary payment for all support staff. <ul style="list-style-type: none"> Reception entry – to be discussed in agenda item 11. 	
8.2	Quality & Standards	

8.3	<ul style="list-style-type: none"> • P.2 Moderation – governors discussed the need for more documentary evidence at foundation stage. Also, moderation will be in the SDP and further development work will commence in September. • Following a communication audit, it has been agreed that email communication between staff will be used more in school. • A date in September has been set for the training of an online staff diary. • It was noted that supply staff had been used more over the 2011/12 year to release present staff to plan the key stage 2 curriculum. Chris Draper is working on the figures/budget for this expenditure. <p>Personnel, Children and Community</p> <ul style="list-style-type: none"> • The school carried out teaching observation. The school has 7 outstanding teachers and 4 good teachers. This is great progress from last year. • The committee will implement the teacher appraisal and capability policy from September. • A Staff work life balance audit demonstrated areas for improvement which are being worked on and progress will be considered at the next committee meeting. 	
8.4 1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 8.5	<p>SDP</p> <ul style="list-style-type: none"> • The SDP has been circulated to all governors. • The school will be working on moving the school beyond outstanding; set as a three year objective • Governors went through a summary version of actions achieved and those for development in 2012/13. • The school will continue to work on the gender gap in writing and maths. • The school is still developing Integriss (learning programme). • JE to give full details of results at the next governing body meeting. • The school has made strong progress in the development of community cohesion but there is still more to be done. The school has made contact with a school in Chiswick and a school in Acton. Jenna Martin will take charge of the school's community cohesion from September. • The school no longer uses the Learning Platform since it was felt not to add benefit to the children but required considerable time from the staff to update. All the facilities of Learning Platform will be provided by the school's new website. • The new guidance for safer recruitment is embedded by the school. • Narrowing the Gap – JE will update governors in September. • The school has made a very good start on the Creative Curriculum – this is a rolling programme. • The new Primary Learning and Teaching Policy to be completed. To go in the SDP for 2012/13. • The good to outstanding teachers have made fantastic progress. It has really shown how much the teachers want to be consistently outstanding. The children are really benefiting. <p>Governor Question – AS what is the process for governors to challenging results? CT explained that there are 3 levels of scrutiny: the extremely detailed discussions between JE and the chair of the Q&S committee prior to a full discussion with the full Q&S committee, then a summary of results is provided to the full governing body. What comes to the full governing body has already been</p>	

	scrutinised in depth by the Q&S committee but it is nonetheless important that all governors are aware of standards and progress of children at the school.	
9.	SIP <ul style="list-style-type: none"> The SIP is now termed the LA inspector. JE and CT met with Mike Slaughter the school's inspector. He is very pleased with the school's progress and very impressed with the thoroughness of the school's procedures. JE to explain to governors in the autumn term what outstanding progress will look like in Key Stage 2 – this may be by reference to number of levels progress achieved or by the average point score achieved. 	JE
10. 10.1 10.2 10.3 10.4	2FE Expansion Update Building work <ul style="list-style-type: none"> CT updated governors on the progress of the building work. The school has had difficulty with the current builders employed for the work on the school entrance. In the next contractors the school will be looking for a strong site manager with good communication skills Governor Question – ME – Why we the contractors different from the first contractors? CT and JE did not attend the interview for the second contractors who were appointed by the LA. However, they will be at the interview for the third building contract. Governor Question – Has the school had any complaints from the parents? No 2FE Planning <ul style="list-style-type: none"> Contractors will be on site over the summer for the demolition phase i.e. demolition of the Blue Gym, Calgary classroom & storage sheds and moving the demountable. The storage situation for the duration of the building work has been carefully planned. The new contractors for the construction phase have been interviewed and a final decision will be made over the summer. The school conducted a year 2 to 3 transition meeting with parents which was very good, offering lots of details and reassurance. There has been a request that some of the playground surface be astro turfed. The school has asked the architects/LA project manager to look into this further, in particular in relation to costs, maintenance and life-span of the surface. Cupcakes will be accommodated in the main hall. Managing the space and the building work will be challenging next year. JE has carried out an excellent job organising the space effectively. The school will have an official opening after all the building work is complete. 	
11.	Changes in funding: potential impact on Reception arrangements. <ul style="list-style-type: none"> Currently the school census on which funding is based takes place in January. This is changing to October. In October, Reception children are still part time. The DfE have stated (but not yet confirmed) that these children will still be funded as full time places. However, if the DfE changes its mind, there could be a cost implication of around £30,000 for the 	

	<p>school.</p> <ul style="list-style-type: none"> • At present the school feels it is right for children to be children part-time up until January (see discussion at February 2012 full governors meeting). Therefore assuming the DfE confirms its current position CT recommended continuing with this plan. Governors agreed. • However, if the DfE changes its mind, CT recommended taking Reception children full time from September. Communications with parents in the event of this happening were discussed. Governors supported this decision. • There is a meeting going ahead regarding the funding arrangements and the school will be informed of the outcome. • Governors will discuss the situation for Reception children from September 2013 onwards either in late 2012 or early 2013. 	
12.	<p>Next Full Governing Body Meeting and subsequent meetings – to take place at the school on a Wednesday at 7.15pm</p> <p>10th October 2012 28th November 2012 6th February 2013 20th March 2013 22nd May 2013 10th July 2013</p>	
13.	<p>Any Other Business</p> <p>JE thanked all governors for all their hard work and time this year and noted the staffs' appreciation.</p>	

Summary of Actions		
3.3	RM to email SEN results to governors	RM
4.1	JE to consider and discuss with staff/governors which members of staff to appoint to the governing body for KS1 and KS2	JE
4.1	CT to advertise position of co-opted governor	CT
4.5	CT finalise new constitution and circulate to governors.	CT
4.6	AS to send CRB application into school.	AS
9	JE explain to governors who outstanding progress is measured in KS2	JE