

LONDON BOROUGH OF RICHMOND UPON THAMES

Minutes of the Orleans Primary School
Of the Full Governing Body meeting at the school that took place
On Wednesday 28th November 2012 at 7.15pm

LA – (1)	PARENTS - 4	CO-OPTED (6)	STAFF – (2)	OTHER
Alan Blackbeard - AB	Clare Taylor – CT (Chair)	Helene Beavan - HB	Jane Evans – JE (Headteacher)	Rebecca Mole (Deputy Headteacher)
	Matthew Engelke – ME (Vice-chair)	Yeing-Lang Chong – Y-LC	Liz Thompson - LT	Sarah Samadizadeh – SS (Clerk)
	James Bowring - JB	Rhian James - RHJ		Rebecca Johnson – RJ (new co-opted governor)
	Mark Dickinson - MD	Philip Morgan - PM		
		Ally Salisbury - AS		
		Roy Vella - RV		

The governors discussed and resolved the following agenda items:

Agenda Item		Action
1.	Apologies for absence <ul style="list-style-type: none"> Apologies were received and accepted from Matthew Engelke, Philip Morgan and Ally Salisbury. James Bowring did not send apologies in advance but subsequently emailed the governing body to explain his absence. 	
2.	Declarations of financial interest - None	
3.	Membership <ul style="list-style-type: none"> Governors welcomed the new staff governor Liz Thompson. Helene Beavan will be standing down as a governor. Governors thanked Helene for all her time, commitment and valuable input as governor. Governors formally elected Rebecca Johnson as a co-opted governor. Governors welcomed Rebecca to the governing body. 	
4.	Co-ordinator presentation: Catrina Salisbury, Literacy Catrina gave an in depth presentation on literacy at the school.	
4.1	Literacy and the school <ul style="list-style-type: none"> The school aims to improve the attainment in writing across the school. The school is working on outstanding progress and beyond being achieved by all children. 	
4.2	The development of writing and aspirations <ul style="list-style-type: none"> Governors to note that phonics underpins the skill of writing. The school works on embedding phonics as a key foundation in the development of writing. The school has set outstanding expectations and aspirational targets. These targets are realistic and achievable. 	
4.4	Gender Gap Analysis	

4.5	<ul style="list-style-type: none"> The school continues to work on the gender gap. Governors to note that all schools have a gender gap at some level. The school is closely monitoring the gender gap at all levels. At present the nursery has no gender gap. The school is conducting an inset day on the gender gap. The school will look at individual children and how to increase their development. 	
4.6	<p>Governor Question</p> <ul style="list-style-type: none"> The largest gap appears in year 3. Is this to do with that specific co-hort? The school will be looking at this specific group of children and looking at individuals to determine why the gap appears in this group. 	
4.7	<p>Governor Question</p> <ul style="list-style-type: none"> What is a typical year group gap? The gap varies from year to year. One example is Barnes Primary School. They have a very good record for nil gender gaps. However at some level they do have a 20% gender gap. The key to the gender gap is to continue to address it. The gap will then reduce. If the gap is not addressed then the gap will increase. There are certain aspects of the gender gap that the school cannot control. For example, physical development. However there the school is doing and can do many things to decrease the gap. 	
4.8	<p>Actions for writing development</p> <ul style="list-style-type: none"> Staff training on the “Big Write” learning initiative. Wave 1 intervention audit/training. Phonics audit Reading training for parent helpers. Curriculum evening. Phonics training for parents of vulnerable children Aspirational targets Visits to other schools with smaller gender gaps. Contact and comparison with other professionals and through lead teacher work. Comparison of strategies with other professionals. Intervention timetables tailored to individual pupil’s needs. The school carried out a learning walk; visiting every class and focused on “Big Write” The school uses: VCOP, games and characters, big write sessions. The school celebrates writing. Peer and self-assessment and individualised writing target. 	
4.9	<p>Governor Question: Would the children benefit from helping with their peers across year groups? JE and RM agreed that this concept was a very good idea. JE will look into this with Catrina Dougal. (Action CS).</p>	
4.10	<p>What the children think</p> <ul style="list-style-type: none"> Catrina Dougal presented governors with a video featuring the children, to show the children’s understanding of writing and their development and progress. Also their attitude and thoughts on their learning in writing. 	
4.11	<p>Next Actions for literacy</p> <ul style="list-style-type: none"> To continue visiting other schools and cross referencing learning programmes and techniques. To continue to monitor the children’s development. To carry out another set of the Wave 1 intervention programme. To look at the middle and high achievers in writing and to measure their development during January. 	
	<p>Governor Question: Has the school developed the key stage 2 programmes and development. The school has the curriculum</p>	

4.12	<p>prepared up to year 6.</p> <p>CT commented that the pupils need to progress to a level 4B in preparation for key stage 3. How is the school working in order to achieve this level? The school is already forward planning and looking at year 4. The school is working successfully towards these levels using intervention techniques, closely monitoring progress and ensuring that each child continues to strive towards the optimum level. Also the school's communication to parents is consistent and extensive in order to enable parents to help their children reach their optimum levels.</p> <p>Governors thanked Catrina Salisbury for the presentation.</p>	
5.	<p>Governor Training</p> <p>Governors updated SS on the training they have attended since the last meeting.</p>	
6. 6.1 6.2 6.3	<p>Chairs Report from the Chair's forum</p> <p>School Admissions</p> <ul style="list-style-type: none"> • The London Admissions report showed the London Borough of Richmond upon Thames as 1st in London for parents getting their first choice of school. <p>Education Richmond</p> <ul style="list-style-type: none"> • The LA is encouraging initiatives which involve schools working together to share best practice. • The school is working its Quindrat at present. • One aspect involves looking at SDP priorities to understand whether training with other schools in these areas could be helpful. <p>Governor question regarding the OFSTED report that published all the school's results, but Orleans was not featured. Results are for KS2 SATs. Orleans will not have children conducting these until May 2016.</p>	
7.	<p>Approval of minutes 10/10/12</p> <p>The minutes of the meeting held on the 10th October 2012 were reviewed. MD suggested two amendments, these were included and the amended minutes approved and signed by CT.</p>	
8. 8.1 8.2	<p>Matters Arising from the minutes</p> <p>Action points</p> <ul style="list-style-type: none"> • 3.1 – Completed. • 3.1 – Completed. • 3.2 – Completed. • 6.1 – Completed. • 7.1 – Completed. • 8.7 – Completed; JB's involvement and advice was very helpful and of great use. <p>Governor question regards to point 8.7 – Did we feedback that we had restrictions when making the final decision on the server? JE confirmed that the school did feedback to Peter Cowley on this issue. JE also informed governors that the LBRUT's restriction goes beyond the borough. The school is connected to the London Grid which involves school in the 33 London Boroughs. When the issue of ICT servers comes up for review the issue will come to the headteachers forum.</p> <ul style="list-style-type: none"> • 9.3 – To action. RV to meet up with JE. JE to also contact AS. (Action JE/RV) • 9.5 – Completed. • 10.4 – Completed. • 11. – Completed. 	JE/RV

8.	Reports from Committees Quality & Standards	
8.1	RJ reported on the committee. Key points: <ul style="list-style-type: none"> • The committee discussed school parties and encouraging healthy eating. • The school discussed the preservation of PE in the curriculum during the building works. RM clarified that everything is being done to preserve PE and ensure that it is still executed. If for any reason PE is not carried out, wherever possible the school will re-schedules. If PE is scheduled to be taken outside and it is raining, this is a different matter and there is little the school can do. Year 3 is currently going to Orleans Park to carry out PE and this is working very well. 	
8.2	Governor Question: Are all staffs in the school comfortable in delivering PE? Yes the staffs have been trained on delivering PE. RM also clarified that from year 4 children will come into school in school uniform and get changed for PE.	
8.3	Governor Question: How does the school split the children and the times for e.g. swimming sessions that cannot have all children going swimming all at one go? Maybe the school needs to clarify to parents who the school decides on the scheduling and explains why some classes and year groups to certain activities and some don't and how the school comes to the timetabling decisions? Governors discussed this issue and JE explained that the swimming arrangements are agreed based on advice from swimming teachers at the pool. In terms of PE more generally, it was agreed to tie this into the parent survey in January to get some feedback on this. All governors who have questions regarding PE to email to MD. MD will meet with Michelle (Co-ordinator for PE) and JE to discuss the queries that have arisen. MD to arrange a meeting. (Action ALL/MD/JE)	ALL/MD/ JE
8.4	Target setting <ul style="list-style-type: none"> • The committee spoke about targets and governors discussed and clarified that strategy of target setting. 	
8.5	Governor question: How is Herge Class doing and are they going to be mixed up and rebalanced next year. JE discussed Herge class with governors. The school took the decision not to mix the classes up at this stage. Herge class has made outstanding progress. Their class teacher has Alex Jones has been excellent at behaviour management. JE confirmed that the children in Herge Class are in a fantastic position and they will catch up.	
8.6	Governor question: What is the proportion of EAL/statement/FSM in Herge Class? Is it more that most classes? Herge class does have slightly more EAL and significantly more SEN children compared to other Year 1 classes. There are also some behavioural issues which are being addressed.	
8.7	Clubs The school has focused in the continuation and balance of the differing types of clubs that the school offers. These consist of internally and externally provided clubs.	
9.	Finance and Premises	
9.1	The finance committee reported to governors, key points involved: The budget <ul style="list-style-type: none"> • The schools finances are looking healthy. The school has a carry forward of £215,500K. However, the majority of these reserves are allocated. The school will be running these reserves to approx. £60K over the next 3 years. 	

<p>9.2</p>	<p>Premises work</p> <ul style="list-style-type: none"> The committee took advice from an M&E consultant on whether to do work on the wiring and the heating of the school. It was decided not to carry out the wiring upgrade since this is not urgent and as the system is surface mounted, there is little advantage to doing it as part of the main building project. However, it has been decided to upgrade the new heating system in the Victorian block as the system is past its expected life span and there are significant benefits to including it in the current building project. There should be long term savings from improved efficiency. The incremental cost of the work is approx. £95/100K less the amount needed to do some work to the heating system anyway as part of the build. The committee recommends contributing £20K towards to the work and asking the LA to cover the remaining balance. CT has spoken to Beverley Butler about the proposal. <p>The governing body all agreed to the proposal and to the £20k contribution. CT will now write to the LA to formally request the balance. A decision will be made at the meeting of the Capital Strategy team.</p>	
<p>9.3</p>	<p>Governor Question: Why is the school's reserve so high? MD explained the reserve to governors.</p> <p>Governor Question: How big is a healthy reserve? Governors discussed school reserves and the need to keep the reserves below a certain level in order for the reserves not to be clawed back by the government/LA. As long as 92% of funds are allocated the funds will not be clawed back.</p> <p>CCTV system Governor discussed and agreed to provide the school with a new CCTV system. The school will get quotes on the systems available. (Action JE)</p>	<p>JE</p>
<p>9.4</p>	<p>TA pay The governors agreed to a discretionary TA payment to all the support staff, this will be in the December's pay. The government recommended this payment to all staff on scale 4 or below. The school is paying it to all staff since setting it at scale 4 would be incredibly divisive. It also reflects the more challenging working conditions that the staff are working under at Orleans during the build and aims to maintain morale.</p>	
<p>9.5</p>	<p>Personnel, Children and Community Committee CT reported on the committee. Key points.</p> <ul style="list-style-type: none"> Behaviour and anti-bullying policies approved. The committee reviewed the leadership & management and behaviour & safety sections of the SEF (school evaluation form). The committee reviewed teacher performance and salary progression. All the teachers have achieved their objectives and are good or outstanding. Pay progression is therefore recommended for all teachers. Pupil attendance is excellent. Instances of poor attendance are quickly followed up and referred to the EWO where necessary. JB and AB will be working on a parental engagement audit. 	
<p>10.</p>	<p>Reception Arrangements from September 2013 onwards Governors discussed in depth whether the reception children joining the school in September should go full time or continue to be part-time up until January.</p>	

	<p>Governors discussed all aspects of the children going full time and part time based on a paper submitted to governors before the meeting. A key point is that more and more prospective parents are now requesting full time from September. St Mary's and St Stephens have taken children full time from September 2012 will almost 100% take up confirming that parents like the arrangements. Evidence from one school suggested that children may develop more quickly going full time. JE confirmed that the children certainly develop their social skills more. The funding was also discussed as well as the provision that is put in place for the children and the differing ages within the cohort including the younger children of the year. It was emphasised that the school will need to look at the planning for the autumn term in detail to ensure sufficient quiet time, quiet areas etc for those children who are tired in the afternoons. It was also noted that communications with parents are important. Governors voted with a majority vote for going full time in September. While the expectation is that children will go full time, governors agreed that the school will discuss individually with parents if they don't want their children to go full time.</p> <p>Governors agreed to communicate to parents explaining the reasons for the move to full time. (Action JE/CT)</p> <p>The reception arrangements will be discussed further in Quality and Standards committee. A letter will be circulated to parents before 15th January. The information will also be put on the school's website. CT and JE to discuss and carry out the communication to the parents and the community</p>	<p>JE/CT</p>
<p>11. 11.1</p> <p>11.2</p>	<p>Update on the expansion to a 2FE primary school – Key points:</p> <ul style="list-style-type: none"> • CT updated governors on the building work. The work is on schedule to be completed during August 2013. • Thames Water has agreed in principle the build over agreement but confirmation is still required. • The school now has a permanent site manager. This has proved to be an improvement on the running of the project. • There has been an extra space fenced off for deliveries for the building work. • The LA has therefore agreed to the funding of an extra lunchtime supervisor for the management of playtime and astro turf being installed in the area around the Den. • There was an incident when the builders cut through the gas pipes, water and the fibre optics. However, this has now been resolved. There were no health and safety issues that came of the incidents – should there have been any concern, the school would have been evacuated immediately. <p>Governor question: Can the school look into putting Perspex peepholes in for the children to witness the building work? JE to look into getting peepholes for the children to view the building work.(Action JE)</p> <p>The school will invite a parent who is in construction or is an architect to talk to the children during “bring a parent to school week”.</p>	<p>JE</p>
<p>12. 12.1</p> <p>12.2</p>	<p>SEN update RM updated governors on SEN. Key points.</p> <ul style="list-style-type: none"> • RM gave a breakdown of the figures from last year. • The school has had a 1% increase in SEN children from 6% to 7% children. The nursery is up from 4% last year to 8% this year. <p>Governor question: Can we accommodate all the SEN children? Yes will can.</p>	

	<ul style="list-style-type: none"> • Governors discussed the increase in SEN children as children move up the school. Often there are SEN issues that cannot be fully diagnosed and identified until they children reach certain ages, for example, dyslexia. • RM explained to governors in detail the strategies used and the help and support from outside agencies that the school uses in order to support individual children and their needs. • RM explained to governors how the school clarifies SEN to the families of individual children and how the children formally enter the SEN register. • The school is in regular contact with Sarah Herbert the LA's Head of Learning Needs. She also provides excellent SEN training for staff in supporting children and their development. • Sarah Herbert, will be coming in to conduct training on Dyslexia. • Also the school will be working on the inclusion of all children in PE. • Catrina Salisbury is conducting work on SEN, EAL and FSM children and working closely with their parents to assist in their literacy development. This has proved to be very positive for the children and the parents. 	
13.	<p>OPPTA (Orleans Primary Parent Teacher Association) Update</p> <ul style="list-style-type: none"> • The school has its Christmas Fair coming up. A different format is being used this year with a puppet show for the children. The fair is also being held later in the day. 	
14. 14.1	<p>AOB</p> <p>Cupcakes – JE discussed Cupcakes with governors.</p> <ul style="list-style-type: none"> • JE has informed Cupcakes about the impending tender for wrap around care for the school. • JE has informed Cupcakes that they will be given notice in March. • Cupcakes asked JE to put forward the following points to the governing body: Cupcakes has given a good service for 8 years to the school. Cupcakes would like the school to approach Cupcakes and tell them what they school would like from wrap around care. Cupcakes have asked to consider preserving the continuity of the service. 	
14.2	<p>Governor Question: How would the school continue to provide wrap around care if as a result of the notice being given Cupcakes staff left and took other employment? JE confirmed that the school's staff would step in to cover in order to preserve the service for the summer term.</p>	
14.3	<p>Governor Question: What is the planned timing of the tendering process? Tendering documents need to be drawn up and sent out in the spring term. A provider needs to be in place for September 2013.</p>	
14.4	<p>Governor Question: What are the legal implications regarding Cupcakes and their length of employment? Cupcakes are an independent organisation from the school. The school will look at legal implications as part of the process.</p>	
14.5	<p>Governor Question: Why is the school putting the wrap around care out to tender? As part of the school becoming a primary school it is reviewing all aspects of its provision – curriculum, resources, clubs etc. JE and CT recommend that this should include our wrap around care to ensure that parents are able to access the best quality and value provision. This may well be Cupcakes, but the school would like to be able to compare with other providers.</p>	

14.6	<p>All governors agreed that the wrap around care should go out to tender. While acknowledging the service that Cupcakes has provided to parents over the last 8 years, in order to ensure that parents are offered the best quality and value provision, the school needs to be able to compare the Cupcakes offering with other providers. This would not be possible if the school simply approached Cupcakes and asked them to provide a particular service.</p> <p>The tender will go out and then the school will then feedback to governors.</p>	
15.	<p>Next Full Governing Body Meeting and subsequent meetings – to take place at the school on a Wednesday at 7.15pm</p> <p>6th February 2013 20th March 2013 22nd May 2013 10th July 2013</p>	

Summary of Actions		
5.	SS to update the governors training record.	SS
8.2	JE to arrange a meeting to discuss the breakdown of school results and Sats with RV and AS.	JE
8.3	All governors who have questions regarding PE to email to MD. MD to meet with Michelle (Co-ordinator for PE) and JE to discuss the queries that have arisen. MD to arrange a meeting.	ALL/MD/JE
9.3	The school will get quotes on the CCTV systems available.	JE
10	Write to parents explaining new Reception arrangements	JE/CT
11.2	JE to look into getting peepholes for the children to view the building work.	JE