

Orleans Primary School

Hartington Road, Twickenham TW1 3EN

**Minutes of Full Governing Body meeting held on
Wednesday 15th October 2014 at 7.15pm at the school****Constitution, Membership and Attendance – (Bold=absent)**

LA – 1	PARENTS - 4	CO-OPTED – 7	STAFF – 1 + Headteacher
-	Matthew Engelke (Vice-Chair) - ME	Rhian James (Chair)	Jane Evans (Headteacher) - JE
	Alex Axiom - AA	Clare Taylor - CT	Loretta Lau – LL
	Rebecca Gibbs -RG	Yeing-Lang Chong – Y-LC	
	Sue Gil-Garcia - SGG	Rebecca Johnson - RJ	
		Ally Salisbury - AS	
		Roy Vella – RV	

Apologies:

Yeing-Lang Chong, Ally Salisbury

Absent without apologies:

None

Also attended:

Rebecca Mole – Deputy Headteacher

Vicki Prince - Clerk

1.	Apologies: Apologies for absence had been received from Yeing-Lang Chong and Ally Salisbury.	
2.	Declaration of Interests: There were none declared.	
3.	<p>Membership and Constitution:</p> <ul style="list-style-type: none"> Rhian James and Matthew Engelke were nominated and elected as Chair and Vice-Chair respectively. Sue Gil-Garcia was welcomed to her first meeting as new Parent Governor. It was noted that Alan Blackbeard had regrettably stepped down as LA Governor. He was thanked for his invaluable contributions. There have, so far, been 2 applicants for the vacancy and it was hoped that the post would be filled by the following week. The Statements of Interest have been circulated and those that have been signed will be filed at school. Clerk to follow up with other Governors. The Delegation Planner had been circulated previously and was approved subject to the Headteacher being identified as ICT and Mathematics contact. The Code of Conduct, have previously been circulated, was approved with the following amendments to page 1: remove the reference to Governor of the Month and add a bullet point to reflect the fact that the Governing Body 'oversees the financial performance of the school and supports its financial management'. Alex Axiom has agreed to serve as Chair of the Finance and Premises committee. Rhian James and Matthew Engelke would continue to chair Personnel, Children & Community and Quality & Standards respectively. Committee membership would remain the same, with the exception of Finance and Premises where the members would be as follows: Alex Axiom (Chair), Jane Evans (Headteacher), Clare Taylor, Rhian James and Sue Gil-Garcia. 	Clerk

	<p><i>Roy Vella arrived at 7.25 pm</i></p> <ul style="list-style-type: none"> • The Committee Terms of Reference, which had been circulated previously, had been amended to reflect the priorities of the School Development Plan (SDP) 2014-15 and were approved. • The Governors' Visiting Policy – this was approved with one amendment stipulated at Item 2.5 (that a Visit report be sent to the Headteacher first and only then to any staff involved.) 	
<p>4.</p> <p>4a</p> <p>4b</p> <p>4c</p> <p>4d</p>	<p>Changes to the Primary Curriculum</p> <p>The Curriculum Leaders each presented the Department of Education (DfE)'s main changes to the curriculum for their subject and the way in which it was being applied at Orleans.</p> <p><u>Mathematics</u>: Marie Hedges outlined the aim and main changes of the new curriculum with respect to Mathematics and circulated a breakdown by year group. Governors were informed that the new curriculum covered fewer topics in more depth and introduced topics 1-2 years earlier than previously e.g. pupils were to be given a more in-depth understanding of fractions and decimals and there would be a greater emphasis on problem solving and reasoning. More able pupils – rather than being moved on more quickly to new topics – would be given time to engage in more in-depth exploration.</p> <p>Q: What has been removed from the curriculum? A: Things that are not used day-to-day. They will instead be covered at secondary school.</p> <p><u>Literacy</u>: Governors were informed that there was to be greater emphasis on grammar and spelling with grammar being taught earlier, grammar tests at the end of Key Stages 1 and 2 and set spelling lists that children were expected to know by certain stages. At KS2 children were being taught to self-edit and to use dictionaries to check spelling. There was to be a big emphasis on reading for pleasure including poetry and fiction, with contemporary and classic poetry to be performed aloud. The prescribed use of phonics at KS1 was already in place and the school was monitoring how this was working.</p> <p><u>Humanities</u>: There are to be big changes to the history curriculum, with the DfE stipulating that there be a strong foundation in British history, which – at primary level - will cover early civilization to 1066. However, although possible topics are suggested, schools have greater freedom as to what topics are covered. Orleans has elected to keep elements of the previous history curriculum which had worked well e.g. Tudors and KS1 would still focus on significant events and individuals e.g. Florence Nightingale. In Geography there was to be an emphasis on locational knowledge and would involve a lot of map work. In KS1 children will develop knowledge of their immediate locality and in KS2 this will be broadened to incorporate the United Kingdom, Europe, North and South America.</p> <p>Q: Will Africa and Asia only be covered in KS3? A: To a certain extent. Children will learn where they are but will not learn about them in depth until KS3.</p> <p>Q: There has been some criticism of the new history curriculum being too provincial. How will you guard against this? A: We will try to incorporate other civilisations e.g. Mayans and Egyptians, which works well as a Year 3 topic.</p> <p>Q: Is there a steer as to time period? A: Although history will essentially be taught chronologically, we will keep the strand in Year 4 of World War II but will look at one particular aspect: the Battle of Britain.</p> <p><u>Science</u>: There will be a more detailed programme of study, especially at KS2, with a greater emphasis on biology. Physics topics will no longer be taught at KS1 as it was felt that the complexity of the subject had resulted in too many misconceptions. However, when it is introduced at KS2, it will be covered in more depth. There will</p>	

<p>4e</p> <p>4f</p> <p>4g</p> <p>4h</p> <p>4i</p>	<p>be an emphasis on developing scientific vocabulary and learning to spell scientific words because just one spelling mistake at GCSE could result in the whole answer being marked wrong. Governors were also told that the school was applying for the Primary Science Mark and was aiming for Gold.</p> <p><u>ICT/Computing:</u> ICT was now to be called Computing. The DfE had introduced the changes to the Computing curriculum because it was felt that, although children were using computers, they did not understand how they worked. The new curriculum was therefore broken down into 3 main areas: Computer Science, Information Technology and Digital Literacy. Orleans' response to the new curriculum had been developed by subscribing to a programming scheme run by www.Primarycomputing.co.uk and the lessons developed were working very well.</p> <p><u>Art and Design Technology:</u> There was to be more emphasis on art history and children making links between their own work and that of other artists. There will be less emphasis on visual and tactile elements although these will be continued.</p> <p>Q&A: Governors asked how much art would actually be taught and were told that specific topics would be covered in blocks e.g. four afternoons a week.</p> <p>Q&A: To what extent do you draw on existing resources and apps?</p> <p>A: Where we can, we draw on in-house expertise e.g. our ICT technician will be team-teaching a module on website design.</p> <p><u>Music:</u> At KS1 there will be a greater exposure to classical music and at KS2 a greater emphasis on notation i.e. writing and reading music.</p> <p><u>PE:</u> At PE there will be a greater emphasis on competition.</p> <p><u>Modern Foreign Languages (MFL):</u> MFL was now compulsory in primary schools and there will be increased focus on speaking, pronunciation and written language. Form teachers will teach MFL at KS1 but a specialist French teacher has been employed for KS2.</p> <p>Q&A: Asked how much time was devoted to MFL per week, the Headteacher advised that it was 1-1¼ hours per week.</p> <p>Q&A: The Headteacher, when asked whether she was confident about the new curriculum, confirmed that the school had spent a lot of time planning it and talking to other schools. The school also benefited from subject leaders who were very knowledgeable in their areas and who took the initiative.</p> <p>Action: Governors to email any further questions to Headteacher. <i>Subject Leaders were thanked for their time and left the meeting at 7.45 pm</i></p>	<p>Govs</p>
<p>5.</p>	<p>Minutes of the last meeting and Matters Arising</p> <p>The minutes of the last meeting held on 9th July 2014 were agreed to be at true record and were signed with amendments.</p> <p>Item 5, The Clerk confirmed that she had amended and circulated the training log to show when training needed renewing.</p> <p>Item 6, A letter had been sent out to new parents requesting their NI number and another was in hand to be sent to <i>all</i> parents. Action: Crona Spicer to do.</p> <p>Item 6b, The subject of possible donations to an unrestricted fund was to be discussed further at the next GB meeting. SGG gave the Headteacher details of a local giving website to be passed on to OPPTA.</p>	<p>CS</p>
<p>6.</p> <p>6a</p>	<p>Headteacher's Report</p> <p>The Headteacher had previously sent out her report (see Appendix 1) and highlighted the fact that results in Year 2 had been generally high in comparison with other outstanding schools, equaling or surpassing the LA average in all areas. However, there was still a gender gap, which widened higher up the school.</p> <p>Q&A: Governors asked why there were many more boys than girls and discussed whether there might be value in finding out the gender ratio at other outstanding schools in an attempt to normalize the scores for a more exact comparison</p>	

	<p>because this might affect the priorities in the SDP.</p> <p>Action: Headteacher to find gender ratio at other local outstanding schools</p> <p>Q&A: Governors noted that the Level 3+ Writing was relatively low compared with some other local outstanding schools and discussed possible reasons and strategies to resolve this. The Headteacher said that Writing was an area for development in the SDP and stressed that Orleans' philosophy for narrowing the gender gap, including in Writing, was to look at children as individuals with individual targets to ensure that the school has the highest expectations of <i>all</i> children to give them the best life chances. The school strives to ensure staff are really knowledgeable about ways to push children forward, with boys being held to the highest standards and not stereotyped as being less good than girls at writing.</p> <p>It was clarified for Governors that, although Ofsted had particularly liked that Orleans regularly benchmarked itself against other local outstanding schools, these tables did not drive strategic decisions. They were used for context.</p> <p>Q&A: Governors commended the Headteacher for making comparisons to the borough – rather than national – average (the borough average being higher) but asked whether comparisons might also be made with other schools in the borough with outstanding teaching and progress and correspondingly high proportions of Level 3+ but not necessarily rated outstanding by Ofsted. The Headteacher concurred that there were problems with benchmarking as several schools in the borough have not yet been inspected under the new Ofsted inspection framework (whereas Orleans has) so there was not complete parity. However, the other schools benchmarked against in this report did have a similar demographic to Orleans so, in that sense, the comparisons were useful.</p> <p>Q: Do high levels of achievement correlate to Outstanding? A: No, it is high levels of progress. Q: How will these ways of measuring progress be different in the future? A: There will be standardized tests and there will be ways to measure schools against each other but we don't yet know what they will look like.</p> <p>It was noted that in the Phonics screening results had been pleasing, although there had been a slightly higher percentage of Working Towards amongst both boys and girls but interventions were in place for those children who have to re-take the test. The Headteacher was generally pleased with the Early Years results, which were much improved on last year and procedures were now more robust.</p> <p>Q&A: Governors asked the Headteacher to elaborate on the slightly lower percentage of children at or exceeding expected levels of Physical Development from the previous year. They were told that this referred to both fine and gross motor skills and were assured this would be monitored although this was likely to be just the nature of the cohort.</p>	Head
6b	The Head highlighted certain innovations, which included the Head's Award, a project for Years 5 and 6 and the introduction of the post of Lunchtime Play Supervisors to supervise organized play, in addition to the Fit for Sport activities already available.	
6c	The Year 4 Sleepover had been excellent preparation for the Year 5 Residential, which has just taken place and from which there has been much positive feedback to both staff and Governors. Governors commended the school on the fact that there had been such a high uptake and that so many children had had the confidence to go.	
6d	The Director of Achieving for Children has recently visited to assess how the school was coping with the transition to primary and had been very impressed by the children. Governors thanked the Headteacher for her informative report.	

7.	<p>School Development Plan (SDP) 2014/15</p> <p>The SDP (see Appendix 2), which will form the basis for a three year rolling programme and is formulated on the outcomes of last year, had previously been circulated for Governors' approval and the Headteacher discussed the main objectives and priorities.</p> <p>Q&A: As Objective 4 (To continue to move the teaching from Good to Outstanding) was the third year of a 3 year objective, Governors asked what would happen thereafter and were told that it might continue or might become part of another objective as things could change e.g. hiring new staff, who would need time to become accustomed to the Orleans ethos and children and/or the need to continually develop <u>teachers' skills</u>.</p> <p>Governors unanimously approved the SDP.</p>	
8.	<p>Reports from Committees</p> <p><u>Finance & Premises Report</u></p> <p>The minutes from the meeting had been circulated to Governors. CT, who had chaired the meeting in AA's absence, highlighted the following:</p> <ul style="list-style-type: none"> • All recommendations from last autumn's audit have been addressed • All utility bills have been sorted out and there is now one supplier for each, to be billed on actual usage rather than estimates • The final bill for the playground has not yet been presented and there was still some outstanding work, which will be done in the Easter holidays to avoid disruption for the children. • The LA Health & Safety advisor has reviewed and remarked on the school's low accident rate. • The budget was as expected for the time of year. <p><u>Quality & Standards Report</u></p> <p>The minutes had been circulated and ME highlighted the following:</p> <ul style="list-style-type: none"> • Attainment and progress data (already referred to in Headteacher's report) had been discussed. ME would be meeting with the Headteacher to explore further ways to reduce the gender gap. • Governors had reviewed use of the Pupil Premium, which has increased significantly this year (from £900 to £1300) and for which adopted children would now be eligible. As it was only the third year of the funding and with so many factors involved, it was difficult to measure impact. However, questions had been asked around the effectiveness per head and, for future monitoring purposes, RM was asked to prioritise interventions in terms of impact. 	
9.	<p>LA Information</p> <p>The Chair drew Governors' attention to the fact that there was a new person on the Action for Children team - Julia Hunt – who would be sending the weekly bulletins. SGG confirmed that she was receiving these already. The Chair also highlighted that – unlike with staff training - the school would not be charged for any training that Governors were unable to attend at the last minute so Governors should not be deterred from booking training for fear of incurring a charge. Only food would be charged for if insufficient notice was given.</p>	
10.	<p>OPPTA Link Governor Report</p> <p>At the OPPTA AGM, the school had put forward 4 options for fundraising. This had included a canopy for the Nursery, which had proved too expensive. OPPTA was keen to fund projects which would benefit a spread of age ranges across the school so they have instead committed money for a climbing frame for the middle age range, for which the school have been quoted £10K; £5K has been committed to revamping the Reception garden and £2K to the playground space behind Year 6.</p>	

	This is all money they would aim to raise during the coming academic year. However, 13K originally raised for the Pirate Ship (when Orleans was still an Infants school) has already been put aside for the playground project and will go towards the outside classroom (being installed during the Easter holidays). Events planned during the year will include a Quiz night, film nights, a Christmas fair, the Crown Road Fair, the Christmas market and a dance and comedy night. There had been a good turn-out at the AGM. OPPTA have requested a page on the school website.	
11.	Date of the Next Meeting The next meeting will take place at 7.15 pm on Wednesday 3 rd December 2014.	

The meeting ended at 9.35 pm.

Signature: _____

Date: _____

Item No.	Actions Arising	Responsible person
3	Send out Statement of Interest forms to Governors who still need to sign it	Clerk
4	Email Head with any questions regarding new curriculum	Governors
5	Send out letter to all parents re Pupil Premium (asking for National Insurance numbers)	Crona Spicer
6a	Find out gender ratio at other local outstanding schools	Headteacher

Appendices

- Appendix 1 Headteacher's Report
- Appendix 2 School Development Plan 2014-15