

LONDON BOROUGH OF RICHMOND UPON THAMES  
**Orleans Primary School**  
Hartington Road, Twickenham TW1 3EN

**Minutes of Full Governing Body meeting held on  
Wednesday 25<sup>th</sup> March 2015 at 7.15pm at the school**

**Constitution, Membership and Attendance – (Bold=absent)**

LA – 1	PARENTS - 4	CO-OPTED – 6	STAFF – 1 + Headteacher
Janie Emmerson (JE)	Matthew Engelke (Vice-Chair) - ME	<b>Rhian James (Chair)</b>	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	<b>Ally Salisbury - AS</b>	
		<b>Roy Vella – RV</b>	
		<b>Reegan Prinsloo (RP)</b>	

**Apologies:** Rhian James, Reegan Prinsloo, Ally Salisbury, Roy Vella  
**Absent without apologies:** None  
**Also attended:** Rebecca Mole – Deputy Headteacher, Vicki Prince - Clerk

1.	<b>Apologies:</b> Apologies for absence had been received from Ally Salisbury, Rhian James, Roy Vella and Reegan Prinsloo. In the absence of the Chair, it was <b>agreed</b> that Matthew Engelke would take the chair.	
2.	<b>Declaration of Interests:</b> There were none declared. It was noted that all Declaration of Interest forms have now been completed.	
3.	<b>Membership and Training</b> Rebecca Gibbs (RG) and Janie Emmerson (JE) have both completed Getting to Grips with Governance. The Chair and the Headteacher had both attended the Governance Conference the previous evening.	
4.	<b>Co-ordinator Presentation: PSHE</b> Rebecca Mole (RM) delivered a presentation on PSHE outlining the main themes and areas covered through the new PSHE curriculum, adapted from the Barnet Schools Wellbeing Programme, which will come into effect in September 2015. The new Curriculum Map was circulated to Governors (See Appendix 1.) RM explained that it was one of the key areas at the Foundation stage in terms of personal, social and emotional development and the way this could impact on children's learning. By the end of Reception the aim was for the children to be developing self-confidence & self-awareness; learning to manage their feelings and behaviour; and making relationships. The three main themes through KS1 and KS2 are Health & wellbeing; relationships; living in the wider world. <b>Q:</b> PSHE seems to be one of those subjects into which all the big current issues get incorporated. How often do you review it in terms of the latest issues and the time that you have in the curriculum to cover it? <b>A:</b> We take quite a holistic view so we also cover issues in Assemblies, which we have also looked at in terms of how they fit with the rest of our curriculum.	Support & Inform

	<p>Hopefully we have got the issues covered somewhere, no matter what comes up. It is also about teaching children resilience – rather than addressing every little thing, we try to give them the skills to cope.</p> <p>RM highlighted the fact that this year will be the first time the school teaches SRE as a discrete area. Since developing the SRE Policy in 2013, the school has spent a long time reviewing it and ensuring the teachers are trained and confident. The Headteacher stressed the importance of the relationship aspect of it, citing Ofsted's 2012 report on PSHE, which had stated that PSHE teaching was 'not yet good enough' and contained insufficient detail. The school has taken that on board, learned from that to ensure the subject is covered thoroughly.</p> <p><b>Q:</b> What happens if a parent does not want their child to do SRE?</p> <p><b>A</b> (from Headteacher): They have the right to withdraw their child from the SRE aspect but not the science. The difficulty lies in separating the two. My advice to parents would be not to withdraw their child: because they will hear things in the playground anyway, it is better for them to be part of the well-planned and well-executed series of lessons. I have rung a number of Year 5 parents to check they have received and read our letter and to gauge their feelings.</p> <p><i>Yeing-Lang Chong arrived at 7.40 pm</i></p>	Support & Inform
5.	<p><b>Minutes of the Last Meeting and Matters Arising</b></p> <p>The minutes, having been circulated previously, were agreed to be a true copy and signed with 2 amendments to pages 2 and 3.</p> <p>All actions arising had been completed with the exception of the investigation into the Gender Gap in Mathematics, which was ongoing.</p>	
6. 6a	<p><b>Committee Reports</b></p> <p><u>Personnel, Children and Community (PC&amp;C)</u></p> <p>The minutes had been available to Governors before the meeting and YLC highlighted the following points:</p> <ul style="list-style-type: none"> <li>• Governors had agreed to stop using Parentmail</li> <li>• Governors had reviewed a number of policies to do with Human Resources (HR) because the school was buying into Schools HR, an external company to which many of the people previously in the LA HR - and with whom the school had had a good relationship - have moved.</li> <li>• Governors had monitored progress against SDP objectives.</li> </ul> <p><b>Q&amp;A:</b> Governors challenged the Headteacher regarding the overlap in certain objectives between the PC&amp;C and Q&amp;S Committees. She stated that the two committees were looking at the objectives from a different perspective: PC&amp;C look at them in terms of personnel and her performance management while Q&amp;S look at them from a children and learning angle. Governors agreed that it was helpful for PC&amp;C Governors to have had those discussions rather than just reading them in Q&amp;S Minutes. However, ME, having noted that some of the Q&amp;As seemed to relate to children &amp; learning, reminded Governors to be mindful, when reading across different committee minutes, of maintaining a coherent strategic direction.</p>	Challenge
6b	<p><u>Finance &amp; Premises (F&amp;P)</u></p> <p>The minutes had been circulated to Governors before the meeting, Alex Axiom (AA) highlighted the following:</p> <ul style="list-style-type: none"> <li>• The School Business Manager (SBM) felt let down by Parentmail with regard to the texting service and, following discussion, it had been <b>agreed</b> to cancel in favour of Parentpay and that the SBM should investigate with Legal the possibilities of seeking a refund.</li> </ul> <p><b>Q&amp;A:</b> Governors opined that, as other schools use Parentmail apparently with success, it might be advisable to check exactly what had been provided by them and what the correspondence had been before</p>	Challenge

	<p>contacting Legal. It was noted, however, that Nelson and Greycourt schools had both also stopped using Parentmail. Governor asked that, in future, any problems be raised with them sooner. <b>Action: Headteacher to obtain further details from SBM of what the correspondence had been and report back.</b></p> <ul style="list-style-type: none"> <li>With regard to the discussions around the cleaners' hourly rate, the SBM and Chair of Governors (CoG) have established with the cleaning company that it would cost considerably more to ensure that the cleaners receive the London Living Wage (LLW).</li> </ul> <p><b>Q&amp;A:</b> Governors said, before making a decision, it would be useful to know exactly what the cleaners were currently receiving and asked why this question had originally come up. They were informed that it had been cascaded down from the LA that schools should pay the LLW where possible and, although all staff directly employed by the school, received the LLW and, although the school paid the equivalent of the LLW to the cleaning company, it had not been clear what the cleaners themselves received. Governors stated that this would need to be considered in terms of the three main Service Level Agreements (SLAs) - Fit For Sport (FFS), the catering company and the cleaning company – and that it was a two-step process: first, to find out what the gap, if any, is between the actual hourly wage and the LLW prior to the second step of discussing at the May Governing Body (GB) meeting whether the school could afford to pay the LLW to the employees across all three SLAs, in light of the impact this might have on an already tight budget. It was noted that, although the school could directly employ cleaners at the LLW, the Human Resource aspect of managing them would impact on resources in other ways.</p> <p><b>Action: SBM to establish the gap between hourly wage of cleaners, ISS and FFS employees to feed back to governors.</b></p> <p><b>F&amp;P and GB Summer 1 Agenda Item</b></p> <ul style="list-style-type: none"> <li>Governors had agreed to the principle of offering FFS Summer Camps but not to their original proposal.</li> <li>Offering rugby parking had been discussed but it has been decided not to pursue in light of the relatively small amount it would raise and the difficulty OPPTA would have in providing manpower.</li> <li>It had been confirmed that the CCTV camera is now up and operating.</li> </ul>	<p>Head</p> <p>Challenge</p> <p>SBM</p>
6c	<p><u>Quality and Standards</u></p> <p>The minutes having been circulated, ME highlighted the following:</p> <ul style="list-style-type: none"> <li>Looking at the Spring 1 data, Governors had noted a significant anomaly between the Year 1 high-end results and previous years, which ME was to explore further with the Headteacher. This suggests that, in future, it may be advisable to look at in-year (as well as end-of-year) comparative data.</li> </ul> <p><b>Action: ME to discuss Year 1 high-end data with Head</b></p> <ul style="list-style-type: none"> <li>Following Governors' earlier observation of a reverse gender gap between boys and girls in Mathematics, it has emerged that the gender gap was, in fact, greater than previously thought.</li> </ul> <p><b>Q:</b> What are you doing to counter this?</p> <p><b>A:</b> We have put interventions in place and are taking steps to ensure Quality First teaching and improve Wave 1 teaching.</p> <p><b>Q:</b> Are you doing anything that you would not normally do?</p> <p><b>A:</b> Instead of using a TA, we are using an experienced teacher to deliver interventions.</p> <ul style="list-style-type: none"> <li>Governors had looked at the Learning Ladders assessment system, which was being trialled in Years 4 and 5 in Reading, Writing and Mathematics separately to iron out any issues.</li> </ul> <p><b>Q:</b> Are any other Richmond schools using it?</p>	<p>ME</p> <p>Challenge</p> <p>Challenge</p>

	<p><b>A:</b> Some, but we will wait to see which schools we can compare with.</p> <p><b>Q:</b> How will we compare with other schools that are using a different system?</p> <p><b>A:</b> The baseline at Years 2 and 6 will be national.</p> <p><b>Q:</b> Are you informing parents too?</p> <p><b>A:</b> There will be an introductory session for parents next term.</p> <p><b>Q:</b> Why did you choose this system?</p> <p><b>A:</b> It is clear, easy to use, has a bolt-on for parents to access their children's learning and can be linked to end-of-year reports.</p> <p><b>Q&amp;A:</b> Governors asked for further details regarding the Headteacher's disappointment with Achieving for Children and were informed that, as a transitioning school, she had felt it would have been helpful for support to have been forthcoming without her having had to broker it with other Headteachers.</p>	<p>Challenge</p> <p>Challenge</p> <p>Support &amp; Inform</p> <p>Support &amp; Inform</p> <p>Support &amp; Inform</p>
7.	<p><b>Governors' Visits</b></p> <p>ME confirmed that he had conducted a Literacy visit, where he had met with the Literacy Co-ordinator and had reviewed SPAG, KS2 provision and the range of texts available in the library and classrooms and had met with library monitors.</p> <p><b>Q&amp;A:</b> Governors asked whether the Literacy Co-ordinator was happy with the range of texts and were informed that she was but still wants to build at the top end. The Headteacher confirmed that she was pacing development well and had a clear vision of what the school needs.</p> <p><b>Q&amp;A:</b> Governors opined that it was important to balance the need for challenging books for Year 6 with the recognition that content needed to reflect the fact that they were still only 10 or 11. The Headteacher confirmed that the Literacy Co-ordinator was refining what would be appropriate in the older age group of books.</p> <p><b>Q:</b> Is she providing books for those who struggle?</p> <p><b>A:</b> Yes, there is a big range and there is a bit of flexibility in terms of what books children can borrow although a Year 3 child could not borrow a Year 6 book because of the content. Governors opined that there were non-controversial books that younger children could read and it would not be right to put boundaries on their ability to comprehend. The Headteacher affirmed that all this would be taken into account and said there was also a recommendation that every Year 3 child had to be an active user of the school library.</p>	<p>Support &amp; Inform</p> <p>Challenge</p> <p>Support &amp; Inform</p> <p>Challenge</p>
8.	<p><b>Draft Budget Review</b></p> <p>AA reported that, when planning the budget, Steve Llewellyn (SL) had assumed a 1% incremental pay rise for teachers but none for the support staff, who had received a 2.2% pay rise in January. However, in view of the expected budget squeeze, Governors had <b>agreed not</b> to assume a 1% increase in income. Although this would create a deficit in the third year, there were no consequences to a third-year deficit so Governors had agreed this to be more prudent. It had also been <b>agreed</b> to pay an hourly rate top-up on SMSA salaries now at the top of the SMSA pay-scale to bring them in line with the LLW and to backdate this to November, when the LLW had increased. Governors had also ensured that the playground and any premises work has been budgeted for. With respect to the ICT rolling replacement programme, as Year 6's laptops would be coming out of this year's budget, it had been agreed that £17.7K and £17.9K were sufficient for the second and third years. Governors had discussed and agreed that the school was getting value for money with SPARK School Improvement and the bought-in professional PPA Cover through Orleans Park French lessons and specialist music lessons.</p> <p><b>Q&amp;A:</b> Governors challenged the F&amp;P Committee to confirm that there were no concerns with the £23K deficit in the third year. F&amp;P confirmed this but said there was a need to cut costs and be aware of the likelihood of shrinking budgets.</p>	<p>Challenge</p>

	<p><b>Q&amp;A:</b> Governors discussed the protocol with respect to parent contributions and it was confirmed that these were all recorded and audited and the CoG, Headteacher and SBM were all made aware of them. At the time that this was last discussed by the GB, Governors had agreed that the school benefited more from the community-building aspect of PTA fund-raising events than it would from introducing a school fund as certain other schools have.</p>	Challenge
9.	<p><b>SEN Update</b>  RM circulated a report on SEN (see Appendix 2) outlining the number of children on the SEN register and identifying actions taken to meet SEN provision. It was noted that School-Based SEN has replaced School Action and School Action Plus.  <b>Q:</b> How has the multi-professional collaboration worked for the Educational Health Care Plan (EHCP)?  <b>A:</b> In theory it is a good idea that the EHCP draft review meeting should include the Speech and Language (SLT) and Occupational (OT) services but, in practice, their high turnover meant that they could not attend the meeting.  <b>Q:</b> What happens when children transfer to secondary school?  <b>A:</b> There will be an annual review every year early in the year to review their provision and assess whether it needs to change in terms of whether they should move on to mainstream or special school.  <b>Q:</b> If one-to-one help was in place, would that help move with them?  <b>A:</b> Sometimes but that would not be good for them because children might become too reliant on that person.  RM was thanked for the report.</p>	Support           Inform           Inform
10.	<p><b>Review Question of Academy Conversion</b>  The Headteacher reported that she and the CoG had attended the Governance in Turbulent Times briefing, where this issue had been covered. Although it had been made clear that in all likelihood all schools will eventually have to become academies, in her opinion, as a transitioning school, it was not right for Orleans Primary at this time; it is a very complicated process and the Governing Body would have to look at different models before going anywhere near this.  <b>Q:</b> Is there any appetite among local primary schools to do this?  <b>A:</b> Waldegrave School has taken over Nelson and other primaries have joined on a hub-and-spoke model. Trafalgar will be converting but St Mary's is not interested because they have so much support from the Diocese already. One of the reasons for becoming a Multi-Academy Trust (MAT) is that you can make better use of your funds by sharing skills and expertise across the schools in the MAT. However, a lot of work is involved in reaching that point and it would not work for our locality team at the moment or for us at this time. The message from last night is that MATs are here to stay but make sure this is right for your school before you commit.</p>	
11.	<p><b>Confidential Minutes</b>  Please see separate minutes.</p>	

The meeting finished at 9.35 pm

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Actions Arising**

<b>Item No.</b>	<b>Actions Arising</b>	<b>Responsible person</b>
6b	<ul style="list-style-type: none"> <li>Obtain from SBM specifics of correspondence with Parentmail</li> <li>Establish precise gap between actual hourly pay of cleaners, catering and FFS staff and LLW for discussion at Summer 1 F&amp;P and feeding back GB</li> </ul>	Head  SBM
6c	Discuss Year 1 high-end data with Head	M. Engelke

**Agenda Items Arising:**

<b>Item No.</b>	<b>Agenda Item</b>	<b>By Whom</b>	<b>When</b>
6b	Review question of whether to pay any extra to ensure cleaners, catering and FFS staff receive the LLW	F&P	Summer 1
6b	Receive report on outcome of above discussion	GB	Summer 1

**List of Appendices**

Appendix 1    New PSHE Curriculum Map  
Appendix 2    SEN Report to Governors