

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

**Minutes of Full Governing Body meeting held on
 Wednesday 08 February 2017 at 7.15pm at the school**

Constitution, Membership and Attendance –

LA – 1	PARENTS - 2	CO-OPTED – 8	STAFF – 1 + Headteacher
Janie Stokes (JS)	Rebecca Gibbs - RG	Rhian James (RJ)	Jane Evans (Headteacher)
	Caroline Green - CG	Matthew Engelke (Chair)	Ellie Goulborn (EG)
		Roy Vella – RV	[Rebecca Mole – Deputy Head (Associate)]
		Reegan Prinsloo (RP)	
		Alan Watkinson (AW)	
		Nora McGlone (NM)	
		Yeing-Lang Chong – Y-LC	
		Alex Axiom (Vice-Chair) AA	

(Bold=absent)

Apologies:

Yeing-Lang Chong, Jane Evans, Roy Vella

Also attended:

Caroline Perry – Supply Clerk, Beckie Bennett for Item
5, Rebecca Mole (Deputy Head & Associate Member)

1.	APOLOGIES FOR ABSENCE Apologies had been received from Yeing-Lang Chong, Jane Evans and Roy Vella.	
2	DECLARATIONS OF INTEREST There were no declarations of interest with respect to items on the agenda.	
3.	MEMBERSHIP AND CONSTITUTION a) It was noted that Sue Gil-Garcia had stepped down as Parent Governor due to work commitments. The Chair thanked her for her service. b) Caroline Green was welcomed to the meeting as newly elected Parent Governor (and also OPPTA Co-Chair).	
4.	MINUTES OF THE LAST MEETING AND MATTERS ARISING The minutes of the last meeting were agreed to be a true copy and were signed. Item 3., the SIP had advised that staff book a training session on readiness for Ofsted. RM agreed to circulate details of courses. Item 10., the Clerk had sent the training log to the Chair and Skills Audit to Governors. Item 11., RJ reported that the H&S audit was in hand. The Chair had reviewed the format of the monitoring visit forms but considered that these did not need revising. Most importantly, the content should relate to the SDP. Item 8., the Radicalisation and Extremism Policy had been considered in Committee. Item 10., the Skills Audit was completed.	Approve RM
5.	SUBJECT LEADER PRESENTATION Beckie Bennett (BB) was welcomed to the meeting to report to Governors on how	

<p>Writing was progressing at this point in the year. She was accompanied by three NQTs – Sarah Connolly (Reception); Emma Reynolds (Year 3); Rachel Verge (Year 6). Each of the NQTs shared their experiences of Writing in the school:</p> <ul style="list-style-type: none"> • Each paid tribute to the support offered by the school. The mentoring system was highly effective and helped in planning and modifying lessons. Communication and collaboration were excellent amongst staff; there were plenty of observations and opportunities to observe teachers in different parts of the school. Successes were celebrated amongst staff. • The quality of Writing in school was noted by the NQTs. There were opportunities to extend children’s skills and much progress had been seen. • Support from the Borough was also excellent particularly through training. INSET days had also been useful in looking at assessments together with regular staff meetings. <p>Beckie Bennett then gave an overview of the data for each of the Year groups together with progress from Autumn to Spring. The school was hoping for at least Working Towards progress at this point in the year. Years 1 and 2 were making good progress. In Year 3 it was noted that there was a specific set of categories children had to meet. Some children Working Within in Year 2 had an impact on Year 3 data. Year 4 was showing some children in the Mastered and Exceeding categories although these would be checked against criteria to confirm these were secure judgements. Year 5 represented a significant jump in expectations. There were many children at cusp point of moving to the next bracket within this year group. In Year 6 there were a number of children at pre-key stage, mostly because of punctuation. Having identified this, the school was tracking back and focusing on punctuation from Year 2 onwards so punctuation remained consistent. Increased training from the Borough was also helping towards these targets. BB anticipated that by the end of the year these results would look different; staff had a good understanding of where they needed to go. BB discussed the gender divide. In Year 1 boys had made accelerated progress. In Year 2 however, girls were out-performing boys in Writing. Staff were trying different methods of engaging boys e.g. introducing Pokemon materials to inspire them. Most pupils in Year 4 were making good progress although girls continued to outperform boys. Narrowing the gap remained a focus. In Year 5 girls were also outperforming boys. In Year 6 children were making progress necessary to meet their targets. BB outlined measures to improve Writing:</p> <ul style="list-style-type: none"> • Restructuring units i.e. allowing time to edit and redraft, single paragraphs only; • Allowing time for peer editing; • Planning units and Writing Apps; • Staff upskilling e.g. SPAG training for TAs and LSAs ongoing; • Peer observation of good practice and Writing; • Introduction of Cold Writes in marking; • In house moderation and looking at non-negotiables; • Good moderations from the Borough and excellent training; • Choosing high quality pictures for Writing exercises; • Moderation within comparable group of schools; • Supporting staff within school. <p>Q: How were staff meeting the challenges of the gender gap in Writing? A: Staff were using a number of strategies. They had also looked at other schools to observe their strategies for teaching Literacy and, in particular, how to engage boys. Teachers were open to new ideas. The NQTs had the opportunity to implement their own ideas. Staff also placed an emphasis on high level questioning. Peer editing also played an important part. All these measures</p>	<p>Inform</p>
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	<p>produced some high quality Writing. Helping boys to plan their work was a useful strategy in order to harness their good ideas. SATs were new to the school this year. Towards this, Year 6 had a heavy focus on English and Maths in the mornings. Children were becoming familiar with applying the necessary skills. Children had been tested at the beginning of the year to identify areas where they were struggling.</p> <p>Q: Is there something parents could do to support in home learning?</p> <p>A: In Year 3, boys had been enthused by writing newspaper items and plays – so it was about finding a <i>hook</i> they enjoyed and encouraging them eg favourite books. Some boys chose to work on computers for their Writing eg short pieces of 500 words or so.</p> <p>Q: Do children learn how to type?</p> <p>A: Typing was not on the curriculum. There had been a club but the children's hands were not big enough; touch typing would have to wait until they were older.</p> <p>Q: How does the school address the needs of PPG and SEN children?</p> <p>A: There was a focus on these children this year. Monday afternoons were devoted to supporting those children in Writing in Year 6. Within lessons, staff were making sure that those children were given attention and felt included. Material was adapted to those children in the classroom. The achievements of SEN children were celebrated by their peers.</p> <p>Q: Was there a divide with PPG children within class?</p> <p>A: No, all children were working together to improve and support each other with generally constructive feedback. In Year 3, they had just spent a week on inclusion which went very well.</p> <p>The Chair thanked BB and colleagues for their presentation.</p>	<p>Inform</p> <p>Inform</p> <p>Inform</p> <p>Inform</p>
6.	<p>HEADTEACHER'S REPORT</p> <p>The Headteacher's Report had been circulated previously. RM highlighted a few points.</p> <p>Parent exit surveys had been conducted.</p> <p>The SDP priorities remained a focus. This year Maths, Behaviour and Safeguarding remained priorities. Following the Early Years review, the school had invested in a tracking system called Tapestry to which parents can log in. Parents and carers can also share additional information regarding transfer from Nursery to Reception.</p> <p>The Whole School Reivew had been carried out by inspectors from AfC. One of the action points from this was for Leanne Ho, the SENCo, working with LSAs, to plan specifically for pupils with special needs. Staff had done some training on Lego therapy, among other specific interventions.</p> <p>The SEF had been completed – this looked at the school's strengths and areas for development.</p> <p>The website had been checked to ensure compliance to key statutory information.</p> <p>The school's SIP had attended for a morning during the Autumn term. This offered some challenging questions which had resulted in some longer-term actions.</p> <p>The Autumn Term had also seen a morning's whole school personal welfare session. A survey had been carried out looking from all perspectives, identifying areas that were working well and some that needed to be developed.</p>	

	<p>Attendance remained a focus, especially for PPG children. The school had a red hot list of those children falling below the 95% threshold.</p> <p>Q: How was attendance looking for this term? A: Attendance stood at 96.4% in the Autumn Term. However, there were a few ski trips looming. Red hot letters go out on Friday to those who have missed school. Caroline Thomas in the office is also very good at following up any attendance issues. The EWO also visits the school to conduct a monitoring visit each half term.</p> <p>Under Leadership and Management, focus had been on upskilling SLT. NQTs were performing very well, keen to present their ideas and accept training.</p> <p>There was an impressive range of clubs in school. 90% of parents said their children attended clubs. The school was keen to include PPG children; Samba Soccer had offered some free places.</p> <p>The Board were informed about and asked further details on a fixed term exclusion.</p> <p>A snapshot of the RAISE online and FFT summary was included to the rear.</p> <p>Q: Governors asked for the definition of the G&T register. A: This related to pupils who performed outstandingly in different areas – Maths, English, PE. RE said there was quite a bit of movement on this list. Q: Are you helping those children to excel in Arts and Sports? A: Many are already taking part in extra-curricular activities in these areas. Sometimes it is about signposting parents towards specialist training. Q: Are all PPG pupils invited to the Home Learning Club? A: At KS2, two children are not invited – as it was felt that this was not the most appropriate learning environment for them. However, they have been signposted to alternative provision. Specifically, there was a virtual learning package the school had invested in and some of the children were very engaged with this. It was agreed to discuss this in further detail at the next meeting.</p> <p>It was also agreed to discuss Nursery provision at the next meeting and the possibility of linking with another Nursery in the context of Government provision of 30 hours of Nursery education. Agenda Item Spring 2 FGB</p> <p>The Chair raised the issue of adding children of staff to the admissions criteria. Some other local schools had also done this. This could be a useful recruitment and retention tool as part of a marketing strategy. The Chair sought agreement from the Board to make a preliminary approach to the Borough about this but in the meantime, he invited Governors to consider the issue.</p>	<p>Inform</p> <p>Inform</p> <p>Inform</p> <p>Inform</p> <p>Challenge</p> <p>Inform</p> <p>Challenge</p> <p>ME/All</p>
7.	<p>COMMITTEE REPORTS All Committee minutes had been circulated.</p> <p><u>Finance and Premises:</u> AA reported that interviews for the School Business Manager were taking place in February. In the meantime, the job share was working well. AA agreed to speak to JE about advertising more widely. NM had gone through the audit and highlighted a few points. Anita and Tony had looked in the loft although the historic information was not found. Faults in the ordering system had also been discussed. However, there was still a positive £26K</p>	<p>AA</p>

	<p>showing and another £12K income was yet to come in. The overspend items were discussed e.g. agency staff cover costs, rises in DBS check costs, NQT induction and learning resources on over spend (this money will come back in). The underspend in property maintenance had been dealt with by purchasing some new mop heads!</p> <p>Work had been agreed by the Local Authority in respect to the Year 1 conservatories and tiles on the hall roof. Drainage problems persisted.</p> <p>The Committee had looked at financial benchmarking data although there was nothing significant to note. RM said that staff were aware of budget restrictions and were being cautious.</p> <p>Q: The Chair queried the higher expenditure on supply staff. A: Maternity cover was covered by agency staff. With a high level of NQTs, there would be a high level of PPE time – and the school tried where possible to cover this with permanent staff. Some of this would come out of PPG spend. On the first day of any routine absence, the school would also try to cover this internally.</p> <p><u>Quality and Standards:</u> ME reported that the meeting was mostly devoted to mid year attainment data. This gave rise to an idea for a data design day to present the data in a more accessible format. The Radicalisation and Extremism Policy was agreed.</p>	Challenge
8.	<p>SAFEGUARDING UPDATE</p> <p>It was noted that Leanne Ho had been appointed as the third Safeguarding Lead in the absence of RM and JE. It was noted that JE was very thorough in ensuring the safety of the children and this extended to online safety and empowering children with strategies for keeping safe.</p> <p>Q: What happens if a child highlights an issue concerning internet safety from home? A: Staff would ask the child if they had told their parents. On line safeguarding was dealt with in the same way as any other safeguarding area. RP reminded Governors that it was about educating the children as to what was acceptable.</p> <p>Q: How early was on line safety introduced? A: The first week was internet safety week. In Reception there was a simple story for illustrating children should tell adults straightaway if they have concerns. Peter Crowley of the Borough delivered sessions to Years 2, 5 and 6. RM reported that the guidance for volunteers had been updated and also the induction pack for new staff. She also reported on the feedback from the whole school survey. In response to some children’s concerns about the toilets, these had been updated accordingly – all to ensure that children feel safe. RM agreed to clarify the numbers of children who responded about the playground.</p> <p>Governors were pleased to note that all children knew what behavior was expected. There were lunchtime monitors and a traffic light system operated. Children had fed back that they would like a slightly less formal approach to the lunch time staff. Training would be given to lunchtime staff as appropriate. It was noted that some staff were unaware of the full range of the school’s measures in tackling attendance issues.</p>	<p>Inform</p> <p>Inform</p> <p>RM</p>
9.	<p>SEN UPDATE</p> <p>This report had been circulated previously. This included results over a period of time.</p>	

10.	<p>POLICIES The Radicalisation and Extremism Policy may need to come back to the Full Governing Body.</p> <p>Governors approved the Governors' Allowances Policy.</p>	
11.	<p>SKILLS AUDIT CG agreed to complete the Skills Audit. One category to flag was the area of financial oversight and knowing your community. Links with businesses and the local community category was felt to be strong. Low expertise on being board members was perhaps a criteria for the next round – but this was an area outside the control of Governors.</p> <p>The Chair felt that, in general, skills were covered by Governors.</p>	CG
12.	<p>GOVERNOR VISITS RV's reports on Maths and Equality had been circulated previously. It was agreed to ask RV for further detail on the visits to be included in the reports. RB's thorough report on SEN had also been circulated. Some SDP issues and questions had arisen including the possibility of a forum for parents of children with SEN and to inform parents in general e.g. explaining the role of LSAs in class. RM suggested that this could be done in curriculum evenings. She noted that information was also in the school's Local Offer. The Chair suggested that JE, RM, RG and Leanne Ho discuss this matter further. AA again raised the subject of exclusions within this context and how those are communicated to children. RM did note that the Behaviour Policy was widely available.</p> <p>Governors, however, agreed the importance of anonymity and confidentiality in this context.</p> <p>Under Safeguarding visit, it was noted that AA and the Chair were the safeguarding leads on the Governing Body. They had completed a safeguarding checklist for Governors. No major issues were identified and all actions had been met. One of the main points had been to ensure that all staff were aware of safeguarding procedures. RM reported that visitor badge signs were clearly visible at the gates and entrance areas.</p>	JE/RM/ RG
13.	<p>LA INFO There were no items to report.</p>	
14.	<p>GOVERNOR TRAINING AA and RG had attended the Effective Challenging training. NM had attended Safeguarding training. Governors discussed the area of accountability and proving adding value throughout the year. It was agreed that this would be best done at each meeting.</p>	
15.	<p>WHAT HAVE WE DONE IN THIS MEETING? Governors agreed that at this meeting they had achieved the following:</p> <ul style="list-style-type: none"> • Through the NQTs' presentation they had expanded their knowledge of Writing and were pleased to receive feedback on the support the NQTs had experienced. • Governors had also received a thorough update on Safeguarding • Through the Skills Audit they had identified some needs which have 	

	<p>already been met.</p> <ul style="list-style-type: none"> • A robust discussion was had concerning SEN • Staff had been challenged on PPG with respect to the focus of Writing. 	
16.	<p>ANY OTHER BUSINESS</p> <p>RG expressed a wish to handover the OPPTA Link Governor role. CG agreed to take this on in the interim.</p>	
17.	<p>DATE OF NEXT MEETING</p> <p>The next meeting will take place at 7.15 pm on Wednesday 22nd March 2017.</p>	

The meeting ended at 10.00 pm

Signature: _____

Date: _____

See below for actions and agenda items arising

Actions Arising:

Item	Action	By Whom	By When
4.	Circulate details to staff of training courses on readiness for Ofsted	RM	March
6.	<ul style="list-style-type: none"> • Feed back to JE re reporting on exclusions • Discuss changing admissions arrangements with LA and consider this possibility 	RM Chair/All	ASAP ASAP
8.	Clarify numbers of children re playground survey	RM	ASAP
11.	Complete skills audit	CG	ASAP
12.	Discuss parents' forum re SEN with Leanne Ho	JE/RM/RG	

Agenda Items Arising:

Item	Action	By Whom	By When
6.	Feedback on virtual learning package	RM	Spring 2
6.	Nursery provision and linking with other nurseries	Chair	Spring 2
11.	Review Health & Safety Visit Report	F&P	Spring 1