

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

**Minutes of Full Governing Body meeting held on
 Wednesday 7th December 2016 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)
	Sue Gil-Garcia - SGG	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:

Sue Gil-Garcia, Roy Vella, Alan Watkinson

Also attended:

Vicki Prince – Clerk, Leanne Ho (SENCO) for Item 4,
 Rebecca Mole (Deputy Head & Associate Member)

1.	APOLOGIES FOR ABSENCE Apologies had been received from Roy Vella, Alan Watkinson and Sue Gil-Garcia.	
2	DECLARATIONS OF INTEREST There were no declarations of interest with respect to items on the agenda. Janie Stokes and Yeing-Lang Chong (YLC) completed the Register of Interest forms for 2016-17.	
3.	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 3e and Item 10, The Clerk had sent Governors' Contact Sheet and KSIE out to Governors. Actions Complete Item 3f, The Head's PA has uploaded Governors' details onto Edubase. Action complete. Item 7, The Head has approached the SIP about delivering training to Governors but she would prefer Governors to attend a training session through AfC. Action: Head to go back to her about all-Governor training. <i>YLC arrived at 7.25 pm.</i>	Head
4.	SEN UPDATE Leanne Ho (LH), SENCO, was welcomed to the meeting. Her report had been circulated to Governors and she highlighted the following: <ul style="list-style-type: none"> Overall, 6% of pupils have SEN, with peaks in two year groups. At Quality & Standards committee, Governors had queried the higher percentages in some year groups versus the much lower overall percentage and it was explained that these represented percentages of the total number of SEN pupils rather than the whole school population. 	

	<ul style="list-style-type: none"> • There were 5 children with statements, 6 with EHCPs and 2 going through the process of applying for an EHCP. By the end of the academic year, all children with statements should have been transferred to EHCPs. Although the number of pupils on the SEN register is below National Average (NA), the number with an EHCP is above average, with a high proportion of pupils with Downs Syndrome or social emotional needs. • All pupils on the SEN register access interventions of varying frequency. <p><i>Alex Axiom arrived at 7.30 pm</i></p> <p>Q: Is there a reason why the number of SEN pupils has gone up since last year?</p> <p>A: Every cohort is different and there just seem to be higher numbers in Reception. We have been asked to take on some pupils with significant special needs, some of which we have had to decline because we could not meet their needs.</p> <p>Q&A: Governors asked for further clarification and were informed that the school has to provide evidence of why they cannot meet the pupils' needs. In this case, it was because the school's small site meant that it did not have the space within the classroom elsewhere for the specialist equipment required for these children.</p> <p>Q&A: Governors expressed surprise at the high percentages of SEN in some classes and asked whether there were adequate resources to accommodate this. LH explained that it depends on the level of need of each child and it was about ensuring the teacher is knowledgeable about each child's needs and understands the support needed. It was clarified that these were not percentages of pupils in the class but of pupils with SEN. However, on average at least 2 children in every class with dyslexia so it is about finding the right strategies for them and withdrawing them for effective, targeted interventions. Every child on the SEN register has an Individual Education Plan (IEP) to aid teachers and we involve parents in drawing that up.</p> <p>Q: It sounds like you have to work closely with each teacher in terms of knowing the targets for each pupil. How does that work? How can you keep track of the requirements of the curriculum for each class? Do you have to have an intimate knowledge of the assessment system the school uses?</p> <p>A: Yes, I look at where the child was on entry, the age range the child should be working at and the age range at which he/she is actually working. We look at the barriers to learning, which sometimes is behavioural and we identify achievable targets, incorporating advice from all the outside agencies and linking to targets in their EHCP.</p> <p>The SEN Policy had been circulated to Governors for approval. Governors asked and were informed that LH had amended the school's policy in accordance with the code of practice, adding in links to the Local Offer and including more about mental health. Governors approved the policy.</p> <p>LH was thanked for her presentation and left the meeting at 7.45 pm.</p>	<p>Inform</p> <p>Inform</p> <p>Challenge</p> <p>Inform</p> <p>Approve</p>
5.	<p>CONSTITUTION</p> <p>Rebecca Gibbs (RG) had been successfully elected as Parent Governor for a four year term of office commencing 26th October 2016.</p>	
6.	<p>PROGRESS AND ATTAINMENT</p> <p>The Chair referred Governors to the RAISE Online and FFT data, which had been circulated beforehand, and gave a brief introduction explaining the key areas that Governors should drill down into. Rebecca Mole (RM) then delivered a presentation explaining how data is analysed – via in-school analysis, LA-supplied data benchmarking the school against other local schools, RAISE online</p>	

	<p>(validated and unvalidated) and FFT Aspire Dashboard – and the relative merits of each method. RAISE outlines the context of the school and is particularly useful in terms of comparing the progress of pupils from the previous end of Key Stage, something that the school cannot currently do because of the change in assessment system. FFT gives an overview of the progress and attainment of both individuals and groups of pupils and can be used to set targets or flag up areas that might affect a child's progress. Data from RAISE and FFT is used to develop priority areas for the SDP. For example, at end of KS1 pupils did very well at achieving Greater Depth but Value Added (from end of Reception) was just average. This then is an area that staff are exploring to establish what happened and put strategies in place going forward. At KS2, although the average scaled score was +2.9 overall for Reading, Writing and Maths, the percentage achieving expected standards in Writing was -11% and the percentage of boys achieving expected standards was -6% so these are areas to focus on.</p> <p>Q: What if a child has a bad day when sitting the exams? A: There is an element of that but we do what we can to mitigate that – our children were very well-prepared mentally for the tests. KS1 is teacher-assessed and is supported by evidence in pupils' books but in Year 6 it is how you do on the day. [Reegan Prinsloo (RP) observed that Year 2 teachers had been moderated a lot last year so she was confident they were robust in their judgements.</p>	Inform
7.	<p>PUPIL PREMIUM</p> <p>The Chair prefaced RM's report to Governors by stressing the importance of focusing on raising the attainment of Disadvantaged pupils, highlighting the fact that, although they comprise a small percentage of total number of pupils and although narrowing the gap is a national problem, it is important for Governors to understand what steps Orleans can take to narrow the gap. However, he had attended a staff meeting on Pupil Premium and had been pleased to see teachers' depth of knowledge of individual pupils discussed. He would be following up to track what difference this new approach makes.</p> <p>RM reported that closing the gap between Disadvantaged and non-disadvantaged children remains an area to focus on: progress from KS1 to KS2 was -3.4 in Writing for Disadvantaged pupils versus -2.4 for all, -0.1 in Reading versus +3.8 for other pupils but +2.5 versus +2.1 for other pupils.</p> <p>Q: Why was the progress in Maths so much better? A: It could be something to do with the way the subject is taught. Maths is a more finite concept. We are already getting a similar picture with this year's cohort so we are looking at what we can do differently. Q: What are we doing this year to support PPG? A: Staff have met to pool our knowledge of each child to identify the barriers to learning for each PPG child. Previously we had done this as individuals but never like this as a collective. (The Chair of Governors attended the meeting.) We collated that information, set an end of Key Stage target and tracked back to see where each child should be by end of each year. We completed an audit of Pupil Premium to identify any additional areas like attendance to ensure all parts of the jigsaw are in place. We spoke to the pupils themselves to see what they like at school, what stops them from learning, what helps them to learn. As a staff and then as a SLT we have explored different strategies to support Disadvantaged pupils to make better progress and compiled a strategy which highlights the barriers that we have identified and sets targets and actions. Q: What are the next steps?</p>	<p>Challenge</p> <p>Challenge</p> <p>Challenge</p>

	<p>A: To monitor progress using Learning Ladders in January, review the impact of the strategies in place this year and decide whether to continue with those interventions or try a different strategy. We will also monitor planning and books to look at the quality of their learning, see if PPG pupils are being consistently and effectively planned for and whether the feedback from the teacher is targeted at that child.</p> <p>Q: Is there much support from the borough to advise you on closing the gap?</p> <p>A: Yes, through our SIP, who is a very good critical friend. We also have lots of opportunities to pair with other schools. A lot is down to schools to make those connections to share good practice - we are looking at the practice in another school to see what is so effective in diminishing the difference between Disadvantaged and other pupils. Locality teams can be helpful but they are not funded anymore.</p> <p>Q&A: Governors commended RM on having completed the Pupil Premium strategy statement already but commented on the difficulty in linking causally the impact of different interventions. However, they acknowledged the importance of having a clear understanding of the data with respect to Pupil Premium.</p> <p>Q: Now that the children are older, how do other pupils respond to or how aware are they of why a child is being taken out for a group or special activity.</p> <p>A: Children are very aware if they have a different life to those around them but we are vigilant about making sure that does not become an opportunity for leaving a child out of games etc. With respect to intervention groups, pupils are very aware of any behaviour issues and the impact it has on their learning so we are developing different strategies for the very few children for whom the behaviour policy does not work.</p>	<p>Inform</p> <p>Support</p> <p>Inform</p>
8.	<p>SAFEGUARDING</p> <p>Keeping Children Safe in Education Part 1 has been handed out to all staff to read and the SLT have emphasised to staff the changes, which include the fact that individual staff members can escalate something if safeguarding leads have not. This had been circulated to Governors and all Governors signed to confirm they have read it.</p> <p>It was noted that the Head is the Designated Safeguarding Lead and RM is Deputy. AA and Chair are safeguarding governors.</p> <p>The Safeguarding Policy had been circulated and was approved. It was noted that there is a separate policy on radicalisation and extremism, which will come to next FGB. FGB Spring 1 Agenda Item</p>	<p>Approve</p>
9.	<p>COMMITTEE REPORTS</p> <p>All Committee minutes had been circulated.</p>	
9a	<p><u>Finance and Premises:</u> AA highlighted that the School Business Manager(SBM) is leaving and aspects of her role will be covered by Steve Llewelyn from Edexcel and somebody from Archdeacon Cambridge. The Head stressed the need to keep strict rein on budget while the school is without a SBM.</p> <p>Q&A: Governors referred to the problems encountered with accessing the previous SBM's emails when she left and asked what was being done to ensure this did not happen again and that any outstanding actions do not get forgotten. The Head said there will be a hand-over. The school is advertising with Reid so that they have access to a wider pool of applicants.</p>	<p>Challenge</p>

9b	<u>Personnel Children and Community:</u> AA reported that the committee had reviewed 21 policies and talked about exit interviews and attendance targets, which the school is confident of meeting. Referring to the fact that the minutes state her DBS check is outstanding, Rhian James said she has checked with the Admin Assistant, who has confirmed that her DBS is valid.	
9c	<u>Quality and Standards:</u> The Chair reported that the committee had a report from the SENCO and a big discussion on attainment and progress.	
10.	<p>GOVERNOR TRAINING</p> <p>The Chair and Head went on a day's training in Leading in Partnership, which had been a very inspiring, useful day, particularly in terms of the big picture and how to be an effective Chair through distributed leadership/accountability. The Head is in discussions to have Michelle Robins run a bespoke session here.</p> <p>YLC advised that she had done training in Exclusions. Action: Clerk to send Governor Training Log to Chair Action: Clerk to send anonymised Skills Audit to all Governors for discussion at next FGB meeting. FGB Spring 1 Agenda.</p>	Clerk Clerk
11.	<p>GOVERNOR VISITS</p> <p>The Chair advised that one of the action points arising out of the Leading in Partnership training is to revise the Governor Monitoring Visit forms. Action: Chair to revise monitoring visit forms.</p> <p>RhJ did a Health and Safety walk with the SBM and no major issues had been identified. Action: RhJ to complete visit form. Janie Stokes (JS) to send her most recent version of H&S Audit form to RhJ to ensure any outstanding issues have been addressed. F&P Spring 1 Agenda</p>	Chair RhJ JS

The meeting ended at 9.40 pm.

Signature: _____

Date: _____

See next page for actions and agenda items arising

Actions Arising:

Item	Action	By Whom	By When
3	Follow up with SIP about running session for Governors on readiness for Ofsted	Head	January
10.	<ul style="list-style-type: none"> Send Governor Training Log to Chair. (<i>Post-meeting note: action complete 14/12/16</i>). Send anonymized Skills Audit to Governors for discussion at next FGB 	Clerk Clerk	ASAP ASAP
11.	<ul style="list-style-type: none"> Revise monitoring visit forms Complete H&S Visit Report Send most recent version of H&S audit to Rhian James 	M. Engelke Rhian James Janie Stokes	ASAP ASAP ASAP

Agenda Items Arising:

Item	Action	By Whom	By When
8	Radicalism and Extremism Policy	FGB	Spring 1
10.	Skills Audit	FGB	Spring 1
11.	Review Health & Safety Visit Report	F&P	Spring 1