

Orleans Primary School

Hartington Road, Twickenham TW1 3EN

**Minutes of Full Governing Body meeting held on
Wednesday 14 October 2015 at 7.15pm at the school****Constitution, Membership and Attendance –**

LA – 1	PARENTS - 4	CO-OPTED – 6	STAFF – 1 + Headteacher
Janie Emmerson (JE)	Matthew Engelke (Vice-Chair) - ME	Rhian James (Chair)	Jane Evans (Headteacher)
	Alex Axiom - AA	Yeing-Lang Chong – Y-LC	Loretta Lau – LL
	Rebecca Gibbs - RG	Roy Vella – RV	[Rebecca Mole – Deputy Head (Associate)]
	Sue Gil-Garcia - SGG	Reegan Prinsloo (RP)	
		Alan Watkinson (AW)	
		Nora McGlone (NM)	

(Bold=absent)**Apologies:**

Rebecca Gibbs, Janie Emmerson

Absent without apologies:

Sue Gil-Garcia

Also attended:

Vicki Prince – Clerk, Helene Beavan for Item 2

1.	APOLOGIES Apologies for absence had been received and were accepted from Mrs R. Gibbs and Mrs J. Emmerson.	
2.	COORDINATOR PRESENTATION – RELIGIOUS EDUCATION (RE) <i>Roy Vella (RV) arrived at 7.21 pm</i> Ms H. Beavan, Subject Leader on Religious Education was welcomed to the meeting. She outlined the current context for the teaching of RE, the focus for daily school assemblies and the objectives of the KS1 curriculum. Through a Powerpoint presentation, video and a display, she showed the sacred texts, key festivals and celebrations from different religions that children look at and the hands-on activities by which children explore these subjects. <i>Ms Y-L Chong arrived at 7.25 pm and Ms. R. Prinsloo at 7.30 pm</i> It was noted that the main aim of the curriculum was to teach children tolerance and respect for each other's beliefs; to live by a code, whether religious or of their own making, and to explore big subjects like death. She also outlined how British Values are promoted through the school curriculum. She advised Governors that the KS2 curriculum would be a focus for this year. Q: Do children declare themselves or is there a privacy issue? A: If we are doing a special festival, we ask parents if they want to share personal experience or practice and we always encourage a child to share if they are keen to do so. However, we would never identify a child within the class as being of a particular religion and would respect their privacy if that was their preference. We preface everything with 'Some people believe ...' because we have to be aware of the trend towards increasing religious diversity and secularism in the local area.	Inform
3.	DECLARATION OF INTERESTS There were none declared.	

4.	<p>CONSTITUTION</p> <p>The Chair welcomed Miss N. McGlone (NM), a candidate the for Co-opted Governor vacancy, to the meeting and explained that she, Mr M. Engelke (ME) and Headteacher had met Miss McGlone and were recommending her to Governors for the vacancy on the Finance and Premises Committee. NM explained that she was an accountant by training, works in tax and was interested in using her finance background and expertise to get more involved in the local community and the governance of a school. <i>NM withdrew from the room while Governors deliberated</i></p> <p>Q&A: Governors asked the Chair how she had sourced NM and were informed that the Chair had put an advertisement on the St Margaret's website for a Governor with finance expertise. NM feels she has the time to invest and the Chair, ME and the Head were satisfied that she was the right person for Orleans GB.</p> <p>Governors voted unanimously to appoint NM with immediate effect.</p> <p>Action: NM to bring necessary ID for an enhanced DBS check on her next visit to the school.</p> <p>NM was appointed to the Finance and Premises Committee and was appointed Equality and Diversity Governor.</p> <p>Action: Governors to consider who should be OPPTA link governor.</p>	<p>Inform</p> <p>NG</p> <p>Govs</p>
5.	<p>MINUTES OF THE LAST MEETING</p> <p>These were approved with one minor amendment on the first page and were signed. All actions arising had been completed.</p>	
6.	<p>SEN UPDATE</p> <p>RM reported that she continued to support teachers through weekly informal observations and through six-weekly formal observations to assess whether interventions put in place have had an impact. Staff also have access to a school nurse on-site. Two applications for Education Health Care Plans (EHCPs) have been accepted and there were two outstanding, one of which will be re-submitted after Christmas.</p> <p>Q: What is the current process of transferring a statement to an EHCP? A: The Local Authority (LA) are processing Year 5 at the moment ready for Year 6. We don't have any statements in Year 5 so I am putting together the paperwork for Year 1 statements ready to submit to them in the summer.</p> <p>Q: Is there any change in terms of the provision they will receive? A: There is much more detail in EHCPs in terms of what the provision will look like in the classroom and they give a much more holistic picture of the pupil. It is also better from the point of view that all the health care and education professionals involved in the EHCP meet to discuss the child's provision.</p> <p>In terms of CPD, one teacher has done training in integrating Downs Syndrome into the classroom and this will be cascaded down to support staff working with children with similar needs. The school has invested in the silver package this year to enable staff to access training with an educational psychologist in supporting children with ADHD etc. The school is also working closely with a Speech and Language therapist, who will do training with staff in the new year, a trainee educational psychologist and occupational therapist.</p> <p>A new KS2 SENCO has been appointed from January.</p>	<p>Inform</p> <p>Inform</p>
7.	<p>SPORTS PREMIUM UPDATE</p> <p>Mr A. Watkinson (AW), Link Governor for PE, reported that he had recently met with the key staff responsible for delivering PE within the school: Mr B. Heaton</p>	

	<p>(the current PE leader), Ms O. Purcell (PE leader from January), Jenny Wile (a specialist PE teacher being funded through the Sports Premium) and Mr Matt from Fit For Sport (FFS). All had completed a self-review, which will be shared with the SLT with a view to deciding strategic expenditure next financial year based on strengths and weaknesses. Although competitive sport is important, he stressed that, with only two hours allowed for PE within the national curriculum, the school's prime responsibility is to encourage children who are not physically active to engage with PE and introduce them to different sports. He acknowledged the difficulty in balancing the view some parents have that all children should be given the opportunity to be on a team regardless of ability against the reality that league competitions within the Richmond borough cater for the top 20% of ability. To get the School Games Mark, schools have to enter a certain number of B and C teams but there wasn't the opportunity to do that within Richmond's existing structure so schools have to organise games with other local schools. The best way to engage <i>all</i> children is through a house system and he encouraged the school to build up that aspect.</p> <p>Q&A: The Headteacher asked whether the school could signpost parents to external after school activities because, being a small site, there is a limit to the number of clubs the school can sustain. AW concurred that advertising local clubs alongside school extracurricular clubs sends a strong message. He added that most successful school teams comprise children who play the sport outside of school.</p> <p>Q: What is Fit for Sport's role in this?</p> <p>A: It's to spread the load: he can accompany children to away-games to reduce the amount of teaching time the PE Leader would lose.</p> <p>Q: What was the purpose of this meeting and what is the process going forward?</p> <p>A: This was a preliminary meeting to get a flavor of where staff were with PE with a view to ensuring that children have high quality provision in their lessons. We will meet again to discuss whether there is a vision for PE that is understood by everybody in the school community. [The Headteacher confirmed that PE lessons are prioritised in the school and PE will be included within the survey going to parents at the end of January.]</p>	<p>Inform</p> <p>Inform</p> <p>Inform</p>
8.	<p>PUPIL PREMIUM</p> <p>Documents outlining the costs and impact of initiatives funded by the Pupil Premium had been circulated to Governors. RM reiterated the school's commitment to ensuring that disadvantaged children make progress equivalent to their peers and attain at least in line with national expectations. She highlighted the good progress made – particularly in reading - by the disadvantaged pupils in Year 3, contrasting this with the more varied picture in Year 4, where one third of the disadvantaged children are on the SEN register. She flagged up the difficulty of recruiting staff to provide the level of specialist support needed by some pupils.</p> <p>Q&A: Governors asked whether standards of provision for the rest of the class would suffer as a result of the efforts put into one child with SEN but were informed that other children with similar needs within the class benefit from the activities/work being done with him/her.</p> <p>Q: Who do the KS2 interventions?</p> <p>A: There is a TA in every year group and two staff members who deliver interventions throughout the school.</p> <p>Q&A: It was confirmed to Governors that there were no indications that Pupil Premium will be discontinued but it is not being increased annually as in the past.</p> <p>Q: Do other pupils know who are on Free School Meals (FSMs)?</p> <p>A: No, in KS1 all children receive FSMs and there's no indication in KS2 of who is on FSMs. We rely on parents to tell us.</p> <p>It was noted that, although the school receives this funding on the basis of the</p>	<p>Challenge</p> <p>Inform</p> <p>Inform</p> <p>Inform</p>

	<p>number of pupils who are eligible, it isn't only used to benefit those pupils. Over the next two years the Quality and Standards committee will be tracking the impact of Pupil Premium by looking at anonymised case studies.</p> <p>Q: Is impact only measured in terms of academic attainment or is there any focus on broader skills?</p> <p>A: It's based on Value Added in terms of attainment and progress. Ofsted will be looking at whether these children are on track to get good GCSEs by the time they leave school in order to improve their life chances.</p>	Inform
9.	<p>MULTI-ACADEMY TRUST (MAT) CONFERENCE</p> <p>ME and RM reported back to Governors on this conference, which they had attended on behalf of the school. After explaining what a MAT was and how governance would work within this model, they highlighted the key message of this conference as being that, since all schools will have to become academies eventually, it would be better to choose the right time rather than be pushed. It is important to join with schools who share a similar ethos and vision. The main benefits of becoming an academy are economies of scale in terms of insurance and utility rates etc. and the ability to share resources sports grounds, specialist teachers etc. The Headteacher concurred that it would be better to choose and that local Heads have already talked about this issue within their locality team but there were many aspects to consider. Although it was noted that it should be the Headteachers who start the academisation process, it was agreed that the Chair, Head and ME would meet in January to review this question in more detail.</p> <p>Action: Head, Chair and ME to discuss academy issue.</p> <p><i>RV left at 9.15 pm.</i></p>	Head/ Chair/ ME
10.	<p>SCHOOL IMPROVEMENT PARTNER (SIP) REPORT</p> <p>This had been circulated to Governors and was noted to have been a very helpful report. The Head said that, although this report had not identified anything of which the SLT were not already aware, the thoroughness with which the SIP had reviewed the data and followed things up gave the Head confidence that she would notice any anomalies, should they arise.</p> <p>It was agreed that the Q&S committee would review this report to ensure everything has been done Q&S Spring 1 Agenda Item.</p>	
11.	<p>SAFEGUARDING</p> <p>The Chair advised Governors that she had inspected the Single Central Record, which is a record of everybody who comes into school. The Senior Admin Assistant works on this most days and is completely up to date with who has had DBS checks. The Chair confirmed that she was satisfied that the records were very thorough and up to date.</p> <p>The Clerk advised that, from 1 September 2016, <i>all</i> Governors and, for appointments starting from 1 April 2016, all <i>new</i> Governors will need to have an enhanced DBS check. These have to be renewed every 5 years. It was agreed that this needed to be reviewed. PC&C Spring Agenda Item.</p> <p><u>Safeguarding Policy:</u> The Head advised that this has been reviewed and now contains reference to the school's safeguarding procedures for FGM and Sexual Exploitation.</p> <p><u>PREVENT:</u> The school has also developed a policy on PREVENT, which the Chair and ME have seen. All volunteers will see this document and the Head will write to parents in the Spring term explaining why this was necessary.</p> <p><i>Reegan Prinsloo left at 9.37 pm</i></p> <p><u>Counter-Terrorism Training:</u> The Head has attended Counter-Terrorism training</p>	

	<p>and has been trying to make contact with the person who has to deliver the training to staff. However, she was concerned that he was proving elusive.</p> <p><u>Serious Case Review</u>: The Head had also done training on Serious Case Review and one of the things highlighted was the failure of communication between agencies. It was agreed that PC&C Committee need to review how doggedly the school pursues cases that have been referred to Social Services and how they have been escalated. PC&C Spring Agenda Item.</p> <p>It was noted that all Governors have to do Safeguarding training every three years. It was agreed to provide this as All-Governor training. Action: Chair to get some dates for Safeguarding training.</p>	Chair
12. 12a	<p>COMMITTEE REPORTS</p> <p><u>Finance and Premises</u></p> <p>The minutes having been circulated, Mrs A. Axiom (AA) highlighted the decrease in the deficit since the last meeting, which would be further improved by the receipt of outstanding funds from OPPTA. However, Governors had discussed the £1.5K outstanding on school meals and had agreed that parents should be given a deadline of the end of term to pay any outstanding debts. A balanced budget was predicted for the end of the financial year.</p> <p>Governors had also looked at the Letting Policy in line with the Charging Policy and noted that Orleans' lettings were expensive relative to other schools in the area. It had been agreed that the School Business Manager would look into this.</p> <p>Q&A: Governors expressed concern that the new School Business Manager was unable to access the email records of her predecessor and, in light of the obstacles this had created in terms of the transition process, suggested that the school look at ways of pre-empting this happening again.</p>	Challenge
12b	<p><u>Quality and Standards</u></p> <p>The minutes had been circulated previously and were taken as read.</p>	
12c	<p><u>Personnel, Children and Community</u></p> <p>The Chair reported that a large number of policies had been reviewed, many of which were key policies that Governors had scrutinised to ensure they were fit for purpose and, where appropriate, in line with Schools HR policy. Governors had also looked at the SEF in terms of Leadership and Management and at attendance figures.</p>	
13.	<p>TRAINING</p> <p>YLC reported that the Grievance and Disciplinary training she was booked on had been cancelled. AA has done training in Performance Management of the Headteacher and in Financial Efficiencies.</p> <p>The Chair highlighted the ICT and Online Safety course in January.</p>	
14.	<p>CLERKS' BRIEFING</p> <p>The Clerk reported that an Annual Statement of Governance needs to be put on the school website. Action: Chair to do Annual Statement of Governance.</p>	Chair
15.	<p>ANY OTHER BUSINESS</p> <p>ME proposed, and all other Governors seconded, a vote of thanks to the Headteacher and the Chair for handling the departure and replacement of the Year 6 teacher so skillfully to ensure that this final stage of the transition to a primary school goes as smoothly as possible. RM was also thanked for stepping</p>	

	into the breach and taking on the maternity cover of the other Year 6 class. It was noted that the meeting with the Year 6 parents had gone so well because they were reassured by the united front of Governors and Headteacher.	
16.	DATE OF NEXT MEETING The next meeting will take place at 7.15 pm on Wednesday 10 th February 2016.	

The meeting finished at 10 pm.

Signature: _____

Date: _____

Actions Arising:

Item	Action	By Whom	By When
4	<ul style="list-style-type: none"> Complete DBS form and bring in ID To consider whether would like to be OPPTA link 	Nora McGlone All Govs	ASAP
9	Meet to discuss Academy issue	Head, Rhian James, Matthew Engelke	January
11	Arrange all-Governor Safeguarding training	Rhian James	ASAP
14	Do Annual Statement of Governance for website	Rhian James	ASAP

Agenda Items Arising:

Item	Action	By Whom	By When
10	Review SIP Report	Q&S	Spring 1
11	<ul style="list-style-type: none"> DBS Checks for Governors Serious Case Review 	PC&C PC&C	Spring 2016 Spring 2016