

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

**Minutes of Full Governing Body meeting held on  
 Wednesday 23<sup>rd</sup> March 2016 at 7.15pm at the school**

**Constitution, Membership and Attendance –**

LA – 1	PARENTS - 2	CO-OPTED – 8	STAFF – 1 + Headteacher
<b>Janie Emmerson (JE)</b>	Rebecca Gibbs -RG	Rhian James (Chair)	<b>Jane Evans (Headteacher)</b>
	Sue Gil-Garcia - SGG	Matthew Engelke (Vice-Chair) - ME	Loretta Lau – LL
		Roy Vella – RV	[Rebecca Mole – Deputy Head (Associate) ]
		Reegan Prinsloo (RP)	
		Alan Watkinson (AW)	
		Nora McGlone (NM)	
		<b>Yeing-Lang Chong – Y-LC</b>	
		Alex Axiom - AA	

(Bold=absent)

**Apologies:** Janie Emmerson, Jane Evans, Yeing-Lang Chong  
**Also attended:** Vicki Prince – Clerk, Rebecca Mole (Deputy Head & Associate Member)

1.	<p><b>APOLOGIES</b>                      Apologies for absence had been received and were accepted from the Headteacher, Mrs J. Emmerson and Mrs Y-L Chong.</p>	
2.	<p><b>DECLARATIONS OF INTEREST</b>                      There were no declarations of interest.</p>	
3.	<p><b>CURRICULUM COORDINATOR PRESENTATION</b>                      As the PE Coordinator is off sick, it was agreed to defer the PE presentation to the first meeting of the Summer term. <b>GB Summer Agenda.</b></p>	
4.	<p><b>MEMBERSHIP AND TRAINING</b>                      Ms N. McGlone (NM) advised that she has done her induction training.  <i>Mr R. Vella (RV) arrived at 7.21 pm.</i></p> <p>In the interests of improving procedural efficiency at meetings, agendas with timings allotted to agenda items were being trialled and the Chair clarified for Governors the remit of Governors versus the Headteacher and the role of Parent Governors. Governors were referred to the documents that had been circulated with the agenda: <i>NGA Governing Body Delegation Planner and Division of Responsibilities between Headteacher and Governing Body.</i>  <i>Mrs R. Prinsloo arrived at 7.24 pm</i></p>	
5.	<p><b>MINUTES AND MATTERS ARISING</b>                      The minutes of the last meeting held on 25<sup>th</sup> January were <b>agreed</b> to be a true record and were approved.</p> <p>Item 4, The Chair was still trying to finalise a date for RAISE Online training.</p>	<b>Chair</b>

	<p><b>Action continuing.</b> Item 4, The Chair will do the Annual Statement of Governance in May. <b>Action continuing.</b></p> <p>Item 5, It had been agreed with the Headteacher to refer Baseline Assessment Comparison to the first Quality and Standards meeting of the summer term.</p> <p>Item 9, Mrs A. Axiom (AA) has done two visits on transition and reported verbally. <b>Action: AA to do written report as evidence</b></p> <p>Mrs R. Mole (RM) will be taking the lead on transition during the Summer term and she reported that she has met with the Orleans Park staff member in charge of vulnerable pupils and the Year 7 coordinator. She reported that there were 3 or 4 children on the waiting list for Orleans Park but all bar one had places at other schools. 3 children had received offers from Tiffin.</p> <p>Item 9, Mrs R. Gibbs (RG) had reported verbally on her meeting with the SENCO. <b>Action: RG to write up report and send to Headteacher.</b></p> <p>Item 10, The Clerk had sent Keeping Children Safe in Education to Governors and all present signed to confirm they had read it. <b>Action complete</b></p>	<p>Chair</p> <p>AA</p> <p>RG</p>
6.	<p><b>ASSESSMENT PROCEDURES</b></p> <p>Mrs R. Mole (RM) updated Governors on the current position with regard to the new assessment system, Learning Ladders, which has taken some time for staff to input pupil data onto the system. However, the online version will go live on 11<sup>th</sup> April and parents will receive explanatory letters that week and passwords on 11<sup>th</sup> April to enable them to access their child's progress records. On the portal, there will also be suggestions of resources and activities for parents to do with their children. The records will be updated at set points throughout the year and the school will report to parents at the end of the year. For Years 2 and 6, the school will report the actual marks children get in their SATS. An explanation of the assessment system and what would constitute good progress is included in the Assessment Policy. Teacher assessments of Writing have been moved from 30 May to 30 June for this year only to give teachers time to teach children the new curriculum requirements. Staff have attended a lot of moderation events with the LA and the local school cluster so are now much more confident as to what Working Within looks like etc.</p> <p><b>Q&amp;A:</b> Governors asked whether judgements were subjective and were informed that it is a tick-list, for which teachers have to show evidence (which could be from any subject) that the child is consistently achieving a particular requirement.</p> <p><b>Q:</b> How can you benchmark against other schools if they are not using the same system?</p> <p><b>A:</b> That is why we are attending as many events as we can. But, although schools may be using different assessment systems, the criteria for Working Within is the same for everybody.</p> <p><b>Q:</b> Is it a lot more work than you thought it would be?</p> <p><b>A:</b> Yes, because it is new and they were very late in getting the information out. Nobody knew what the expected standards would look like or how the work should be set out until 6 months into the year.</p> <p><b>Q:</b> Will it be easier next year?</p> <p><b>A:</b> Although the curriculum is harder than before, it will be easier in the sense that we now know what Working Within looks like etc. However, this is only an interim assessment document so it could change again. We are fortunate in having such resilient children.</p>	<p>Inform</p> <p>Challenge</p> <p>Support &amp; Inform</p> <p>Support &amp; Inform</p>
7. 7a	<p><b>FINANCE</b> <u>Budget Approval</u></p> <p>The budget plan 2016-17 had been reviewed and approved by the Finance and Premises committee and circulated to Governors before the meeting. It was noted</p>	

7b	<p>that it had been necessary to make significant reductions to this year's budget allocations in order to balance the budget.</p> <p><b>Q:</b> Why are we spending 10 times as much this year on supply staff?</p> <p><b>A:</b> It is the supply costs for Year 6 and for the NQT who left. However, it is offset by an underspend in permanent staff.</p> <p><b>Q&amp;A:</b> Governors asked whether more should be budgeted for Agency supply costs given that it has been substantially more in previous years but it was noted that this budget line (E26) could only really be judged in relation to permanent staff costs and that, to reduce supply costs, the school has a policy of covering the first day of absence in-house (unless there is more than one staff member off at once.)</p> <p><b>Q:</b> Looking at the LEA disbursement at I01, how certain are we about the figures for future years?</p> <p><b>A:</b> They are conservative guesses.</p> <p><b>Q&amp;A:</b> Governors asked how the changes to the funding formula would affect the school and it was agreed to put that question to Steve Llewelyn.</p> <p><b>Action: AA to ask SL how the funding formula changes will affect the school.</b></p> <p><b>Q:</b> What has been cut from the previous year's budget?</p> <p><b>A:</b> Curriculum resources has been reduced and also grounds maintenance because most of the major work has now done. Agency supply staff has been reduced in favour of more directly employed supply staff. We're also going to look at increasing income but this has to be balanced out by the cost of hiring the room out.</p> <p><b>Q&amp;A:</b> Governors asked whether anybody was looking at income generation from corporate or local sponsors and whose remit that was. AA thought it might be the remit of the School Business Manager or OPPTA. <b>Action: RM to talk to the Head the next day about where that responsibility would fall.</b></p> <p>With respect to the playground refurbishment, AW observed that he knows the company doing the refurbishment does offer training in maximizing the use of the playground equipment and markings as part of the package but does need chasing up to ensure they deliver that training. With respect to reducing the budget for lunchtime activities, he said he knew a number of potentially cheaper options and would arrange a time to discuss this with the Head. <b>Action: AW to discuss with Head possible alternatives for leading lunchtime activities.</b></p> <p>AA proposed, with RV seconding, that the budget be approved. Governors unanimously ratified the proposal.</p> <p><u>In-Year Financial Monitoring</u></p> <p>AA advised that a year-end negative variance of £24K was predicted, which will reduce the carry-forward to £118K. The £97K from the LA for the additional classes was still outstanding.</p>	<p>Challenge</p> <p>Challenge</p> <p>Challenge</p> <p>Inform</p> <p>AA</p> <p>Inform</p> <p>RM</p> <p>AW</p> <p>Approve</p>
8.	<p><b>SPORTS PREMIUM</b></p> <p>The school was continuing to use this to fund the specialist PE teacher to support staff in delivering high quality PE provision and she has had a big impact on helping teachers to plan and deliver good lessons. She is utilizing opportunities for children to experience different sports like fencing, helping raise the profile of sport in school and school teams are doing really well. Through her, the school has also accessed a new netball coach, who has had a noticeable impact on the standard of netball in school. RG observed (and RP corroborated) that playing in matches has been a very positive experience for the B and C team members, who feel valued.</p>	
9.	<p><b>PUPIL PREMIUM GRANT</b></p> <p>RM circulated an overview of PPG need and actions to address progress and</p>	

	<p>attainment. 34 (8% of) pupils are in receipt of Pupil Premium and 4 are adopted.  <b>Q&amp;A:</b> Governors asked and it was clarified that only children adopted within the UK count within these figures and that adopted children brought a slightly different ratio of funding.</p> <p>Class teachers drew up action plans for all PPG pupils identifying specifically devised and targeted interventions and these are reviewed throughout the year. Team around the Child (TAC) meetings have taken place for 3 PPG pupils, who are not currently making expected progress, to explore in depth what more can be put in place. It was noted that higher achievers were also targeted to ensure they get what they need within the classroom, which may be Quality First teaching rather than an intervention group. RM advised that she has attended Designated Teacher Training for Looked After Children (LAC).  <b>Q&amp;A:</b> Governors asked and it was confirmed that fostered children are included in LAC category but that there were currently no fostered children.</p>	<p>Inform</p> <p>Inform</p>
10.	<p><b>SEN UPDATE</b></p> <p>RM circulated the SEN update report. Governors were informed that Leanne Ho has taken over the full-time role of SENCO for the whole school with RM as Inclusion Manager. Currently 37 (8% of) pupils are on the Special Needs register, 9 of whom have a statement and 28 school-based SEN, who are dealt with through in-house interventions. The SENCO has attended the SENCO Conference and the Richmond SENCO meeting for the Spring term. The application for a Education Health Care plan (EHCP) for pupils in Years 2, 3 and 5 were successful and a final EHCP has gone to panel. Only Year 1 and Year 2 statements will be converted to EHCP during this year. RM and the SENCO were working with staff to write and update IEPs to ensure targets for pupils with statements or on the SEN register are SMART. They were also working closely with outside agencies like Speech and Language, Physiotherapists or Educational Psychologists etc to coordinate the provision outlined in statements but, due to shortage of therapists from outside agencies, there was currently no consistency to the provision.</p>	
11.	<p><b>COMMITTEE REPORTS</b></p> <p>Minutes from the Quality and Standards Committees had been circulated beforehand and were taken as read. Questions/comments were invited.</p> <p><u>Quality and Standards:</u> Under Item 3, it was <b>agreed</b> to alter the wording to 'RG had a productive meeting with the SENCO and, as a result, felt she was more informed about the students.' <b>Action: Clerk to make the amendment.</b></p> <p>With regard to the inverse gender gap in Mathematics, ME reported that he was following up on finding a university student/academic to research why this might be happening. He also reported that he and the Chair have collaborated on writing a letter to all staff as an expression of gratitude for all their hard work this year in introducing and embedding a new curriculum and assessment system.</p> <p><b>Q&amp;A:</b> Governors asked about the outcome to the Parents Survey via Survey Monkey and was informed that there had been 174 online responses, which was a good response rate albeit not substantially up on last year's. The Headteacher was currently going through all parents' comments.</p> <p><u>Finance and Premises:</u> It was noted that Ms Jenny Wyle should always be referred to as a specialist PE teacher and not as a specialist PE coach. AA raised the issue of whether to endorse the continued use of the School Fund to purchase tea and coffee for staff and refreshments for GB meetings. Although they noted that the School Business Manager had been advised at a Finance Officers' meeting that this was not an appropriate use of the fund, Governors <b>agreed</b> that it was important for staff well-being and morale to continue to use it to provide tea</p>	<p>Inform</p> <p>Approve</p>

	<p>and coffee for staff. With respect to Governor refreshments, it was felt that Governors were volunteers and it was therefore acceptable.</p> <p><b>Q:</b> What is the Lone Working Policy?</p> <p><b>A:</b> It refers to occasions when someone is working on their own on the premises.</p> <p><b>Q:</b> What's a tolerable or low risk for a fire safety inspection?</p> <p><b>A:</b> It means there's no risk to life and refers to instances such as a sign facing the wrong way.</p>	<p>Inform</p> <p>Inform</p>
12.	<p><b>STRATEGY</b></p> <p>With regard to the annual review as to whether to consider moving to Academy status, the Chair, Headteacher and ME met just after Christmas to discuss looking for suitable partners in a MAT and, in light of the recently published White Paper, it was <b>agreed</b> that this was now a priority but should not be an overnight decision. The Headteacher is continuing to look for suitable partner schools.</p>	
13.	<p><b>GOVERNORS TO CONSIDER...</b></p> <p>Governors <b>agreed</b> that at this meeting they had achieved the following:</p> <ul style="list-style-type: none"> <li>• Approved the budget to ensure it is fit for purpose to continue to provide a high quality education for the children</li> <li>• Reviewed and monitored the expenditure of the Sports and Pupil Premium</li> <li>• Looked at assessment systems to gain a better understanding of them</li> </ul> <p>It was <b>agreed</b> to retain timings on future meeting agendas as this had helped the meeting to run to time.</p>	
14.	<p><b>DATE OF NEXT MEETING</b></p> <p>The next meeting will be on the 20<sup>th</sup> May.</p>	

The meeting adjourned at 9.15 pm.

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

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

#### Actions Arising:

Item	Action	By Whom	By When
5	<ul style="list-style-type: none"> <li>• Identify date for RAISE Online training</li> <li>• Annual Governance Statement</li> <li>• Write up report of Transitions Visit</li> <li>• Write up report of meeting with SENCO</li> </ul>	<p>Rhian James</p> <p>Rhian James</p> <p>Alex Axiom</p> <p>Rebecca Gibbs</p>	<p>ASAP</p> <p>May 2016</p> <p>ASAP</p> <p>ASAP</p>
7a	<ul style="list-style-type: none"> <li>• Ask Steve Llewelyn how changes to funding formula will affect Orleans Primary</li> <li>• Ask Headteacher where responsibility for income generation would fall</li> <li>• Talk to Head about alternative lunchtime activity providers</li> </ul>	<p>Alex Axiom</p> <p>Rebecca Mole</p> <p>Alan Watkinson</p>	<p>F&amp;P</p> <p>Summer 1</p> <p>ASAP</p> <p>Summer 1</p>

#### Agenda Items Arising:

Item	Action	By Whom	By When
3	PE Curriculum Presentation	PE Coordinator	GB Summer 1
5	Comparison of baseline assessment to other schools	Headteacher	Q&S Summer 1