

Orleans Primary School

Hartington Road, Twickenham TW1 3EN

**Minutes of Full Governing Body meeting held on
Wednesday 7th February 2018 at 7.15pm at the school****Constitution, Membership and Attendance –**

LA – 1	PARENTS - 2	CO-OPTED – 8	STAFF – 1 + Head teacher
-	Rebecca Gibbs -RG	Matthew Engelke	Jane Evans (Head teacher)
	Caroline Green – CG (Vice Chair)	Alex Axiom - AA (Chair)	Naomi Owen
		Yeing-Lang Chong – YLC	[Rebecca Mole – Deputy Head (Associate)]
		Reegan Prinsloo (RP)	
		Alan Watkinson (AW)	
		Nora McGlone (NM)	
		Mark McKiernan (MMK)	
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(Bold=absent)**Apologies:**

None

Also attended:

Mrs V. Prince – Clerk, Mrs R. Mole (Deputy Head & Associate Member), Ms M. Hedges (for Item 3)

Item		Action
1.	APOLOGIES There were no apologies for absence but Ms R. Prinsloo (RP) would be a bit late as it was Parents' Consultation evening.	
2.	DECLARATIONS OF INTEREST There were no declarations of interest with respect to items on the agenda.	
3.	SUBJECT COORDINATOR PRESENTATION: Maths Mastery Ms M. Hedges (MH) delivered a presentation on the new Maths Mastery programme. She explained its provenance, benefits and the teaching method (which involves the children being taught at a slower pace to build a depth of understanding and really embed knowledge). She outlined the government's plans to fund schools to adopt this approach, which is being used by leading performers in Maths including Singapore, Shanghai and Hong Kong. <i>RP arrived at 7.25 pm</i> MH described the 'ping pong' approach to teaching, which has led to noticeable improvements in her class. All teachers have had the opportunity to observe some teachers from Shanghai (who were over on an exchange programme) delivering Maths Mastery lessons. <i>Ms Y-L Chong (YLC) arrived at 7.30 pm</i> Several schools are now adopting this approach but Orleans is further into the journey than many others. There is an online teacher toolkit and ongoing CPD and support as part of the programme and the school has a designated person who observes lessons to make sure it's being delivered as it should be. The programme is rolled out from the bottom of the school and is currently only being used by Reception and Year 1. The motto is 'Keep up, not catch up' so systems are in place to ensure that no children get left behind – there is pre-teaching for specified children and same day interventions at assembly time for	

	<p>children who haven't grasped a concept yet and 10-15 minute Maths Meetings every day to reinforce key concepts. Although the rest of the school is not yet using Maths Mastery, MH is encouraging all teachers across the school to use Maths Meetings as a strategy for reinforcing basic concepts and skills. It has worked really well for Disadvantaged Pupils because it engages them.</p> <p>Q: What is the plan for rolling out for the next year groups? A: We roll out for another year group each year and we pay for each additional year (but not as much as when first start) so next year we will pay for Year 2 to join.</p> <p>Q: Are we budgeting for that? A: Yes.</p> <p>Q: How do we plan for getting new staff up to speed? A: Teachers are increasingly trained that way at university now so a lot of NQTs will have been trained in it already. But CPD is provided for teachers as part of the programme.</p> <p>MH was thanked for her presentation and left the meeting.</p>	<p>Inform</p> <p>Account-ability</p> <p>Inform</p>
<p>4. 4a</p> <p>4b</p> <p>4c</p>	<p>CONSTITUTION AND MEMBERSHIP</p> <p>Mrs J. Stokes and Mr M. McGrory have stepped down as LA and Co-opted Governors respectively. Mrs N. McGlone (NM) has indicated that she will be stepping down at the end of the academic year due to work commitments on return to work and Mr M. Engelke (ME) will be stepping down at the end of this term because he will be returning to America. There is therefore one Co-opted and one LA Governor vacancy currently but there will be three Co-opted vacancies. However, the Chair has advertised locally and is pursuing various options (including SGOSS and Inspiring Governance.)</p> <p>It was noted that Mr A. Watkinson (AW)'s term of office expires on 29th June 2018. He indicated his willingness to stand again and Governors said they would welcome this.</p> <p>In light of the fact that several new Governors will be appointed over the next few months, the Chair has reviewed the Code of Conduct spelling out the expectations for meeting attendance and training. Governors approved her proposal that Governors commit to attending 9 out of 12 FGB and committee meetings in a year (or 6 out of 9, for those members of the PC&C committee). In addition, the expectation is that all Governors will attend at least one training session per academic year. All present signed to confirm their willingness to abide by the Code of Conduct.</p>	<p>Approve</p>
<p>5.</p>	<p>MINUTES AND MATTERS ARISING</p> <p>The minutes of the last meeting were approved as a true record.</p> <p>Item 13, Action ongoing: YLC to circulate her visit report on Broad and Balanced Curriculum</p> <p>Item 13, Action ongoing: Head to circulate AW's PE Visit report</p> <p>Item 13, Action Ongoing: AW to schedule date for Succession Planning Visit</p>	<p>Approve</p> <p>YLC</p> <p>Head AW</p>
<p>6.</p>	<p>HEADTEACHER'S REPORT</p> <p>This had been circulated. The Head highlighted the following:</p> <ul style="list-style-type: none"> Monitoring and performance appraisals for both teachers and support staff continue to be very strong. A thorough Website audit has been carried out by the Head's PA and 	

	<p>the school is compliant</p> <ul style="list-style-type: none"> • Overall attendance figure has gone up and at the January census persistent absence figures had dropped again (to 3.2). • The school was luckier than a lot of other schools in terms of having started the year fully staffed. However, there are now two TA vacancies that have been advertised 2-3 times. • The school continues to offer a wide variety of clubs, particularly in view of the fact that it is such a small site. <p>Q&A: Governors asked for clarification of the definition of EAL as 15 of the 30 pupils in one class were identified as EAL. They were informed that this was taken from the forms parents fill out when they apply but some of these may be bilingual so are fluent in English. However, this was taken into consideration when mixing classes.</p> <p>Q: So it's not an issue?</p> <p>A: One of the main issues is mid-year arrivals where a child lacks any sort of English and arrives half way through the teaching for the year or if he/she is not used to formal schooling. Also the curriculum varies in different countries so children come in at different levels. There can also be problems in acquiring children's assessment information from schools abroad.</p> <p>Q: What is the criteria for Gifted and Talented (G&T)?</p> <p>A: Children who are really excelling at a particular subject so can take it to a deeper level and need that constant challenge.</p> <p>Q: So there's no cost attached to it?</p> <p>A: No. It's about giving them a different activity in the classroom or signposting them to activities in the area to support that talent.</p> <p>Q: Is it celebrated?</p> <p>A: No.</p> <p>Q: Why is it on our chart then?</p> <p>A: We need to keep track of them and our provision for them but the focus has to be on stretching them in the classroom. In fact, the Maths Mastery programme really stretches the G&T children.</p> <p>Comment: AW said he believes that it is a lot to do with perseverance, the will to succeed and showing them a goal to reach for.</p> <p>Q: What are we doing generally to encourage Disadvantaged pupils (DPs) and pupils with SEN to engage in these clubs?</p> <p>A: We will approach the parent if we think a club is suitable for a particular child and we will try to find funding for them to do that club. We will target those parents before the letter goes out. And we negotiate with club leaders – rather than putting the rent up, we ask them to give a free place to a couple of children.</p> <p>Q: Are they represented about same as the other children in the clubs?</p> <p>A: Yes, about the same. We have been quite successful in getting funding to support them in those clubs. For example, we accessed external funding for someone to go into cooking club with a pupil, who would have otherwise had difficulty accessing it.</p> <p>The Head delivered an update on Fit for Sport (FFS), whose contract was due to finish the following day. They are in the process of tidying the hall so that it can be deep cleaned over half term for the new providers to come in. Contracts have been signed with Energy Kidz and the Head and School Business Manager (SBM) have been working v. closely with Energy Kidz to make sure they are providing what the school wants e.g. weekly timetable of activities and a lot of outside activity and team games, which EnergyKidz would not normally do. The Area Manager has done promotions and spoken to parents about what they can provide. The Head is very pleased with the current situation and it</p>	<p>Inform</p> <p>Inform</p> <p>Inform</p> <p>Inform</p> <p>Inform</p> <p>Account-ability</p> <p>Account-ability</p> <p>Inform</p>
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	<p>was noted that the SBM has been very dogged and efficient about addressing any potential issues. Many parents have expressed gratitude to the school for putting Orleans staff in with FFS so that parents could feel safe about leaving their children in the before and after school provision. FFS have paid the first invoice for overtime of these staff and another will be submitted after the end of the contract. Governors thanked the SBM for all the time and effort she has put in to sorting out the situation with FFS and securing a new provider.</p>	<p>Support</p>
<p>7.</p>	<p>SDP Progress towards targets was reviewed at the end of last term and, if it was to be RAG-rated, each objective would currently be on amber, which is right for the time of the year. Another review will be done at the end of spring term ready for summer. The Head highlighted the following:</p> <ul style="list-style-type: none"> • A curriculum review and moderation of Writing will be done after half term. • DP pupils have been really targeted for meeting EOY expectations in order to diminish the difference. It was noted that at this stage of the year 2-3 points of progress would be normal but two of the Year 6 DPs have already made over 3 steps. • To improve the quality of Maths lessons, triangulations will be taking place over the next 3-4 weeks, which is a very complex procedure designed to get a holistic picture of all the different areas. • Whole school assessment – Target Tracker is working really well and Tapestry continues to work well. Several parents have said they feel Target Tracker is much clearer and gives them more consistent information about their children. • Pupil wellbeing: there is a huge focus on the mental health aspect and staff are receiving training on how to support children who are struggling emotionally. <p>Q: Is home learning looked at as part of this? A: We will include it in the parents’ survey – we identified a couple of gaps in Year 5 so we re-looked at their home learning and will be introducing another aspect that we think parents want and that we think is right for the children. Q: What kind of impact does it have on teachers’ time and on attainment? A: It’s very difficult to make a difference to teacher work-life balance (which the DfE had asked schools to do) but the feedback from teachers is that it has made a difference. It’s difficult to measure the impact on learning – it’s more about time parents spend with their child to do it.</p>	<p>Inform</p> <p>Account-ability</p>
<p>8. 8a</p>	<p>COMMITTEES <u>Finance & Premises:</u> the draft minutes had been circulated and Mrs C. Green (CG) highlighted the following:</p> <ul style="list-style-type: none"> • The projected outturn had improved since last time from +£82K to +£85K, which means that a small surplus is now predicted for the end of 2018-19 as opposed to the deficit originally forecast in the 3 year plan. • Governors asked to look at the premises priorities so that they could have a bigger picture of anticipated expenditure. • Voluntary Giving Update – CG is still in the process of opening the bank account and will be using a generic online system called Golden Giving, which is suitable for ongoing giving and more cost effective for the school’s purposes than a bespoke system. • The reasons for the overspend on school lunches was discussed and 	

	<p>whether there was still an issue with lunches being cooked that had not been paid for.</p> <ul style="list-style-type: none"> The school needs to revisit the issue of becoming an academy because it is still on DfE agenda. Schools have to convert by 2022 and we don't want to be last man standing. It was agreed to discuss this at the next meeting. FGB Spring 2 agenda <p>Q: What are the other Heads saying? A: They're all aware of it. We had a talk from John Yeats, who was far more inspirational than talks we have had in the past and shared with us the many advantages in terms of sharing staff, CPD and resources</p> <p>Comment: ME expressed reservations because it changes the nature of governance and the leadership structure, which will be an important factor to bear in mind. It was agreed that MMK would do a talk on it and would send round some background information to Governors in the meantime. FGB Spring 2 Agenda.</p> <p>Action: MMK to circulate information on academisation.</p>	<p>Inform</p> <p>MMK</p>
8b	<p><u>Quality and Standards</u></p> <p>No minutes had been available because the meeting had only taken place on Monday. Mrs R. Gibbs (RG) gave a brief summary of what had been discussed:</p> <ul style="list-style-type: none"> Governors had reviewed the progress towards targets in the SDP and had been interested to hear about the peer to peer learning, which children themselves said really consolidated their learning e.g. Year 2 pupils are helping the Year 1 pupils with key words In the SEN report, Governors had noted the pressure to get statements transferred to EHCPs by end of March and the excellent training being given to the LSAs by a Babcock consultant in leading interventions and the new practice of having teachers, as the more skilled professionals, plan the interventions rather than the LSAs themselves The school is working hard to manage a difficult situation with one child which is impacting on SLT time, the difficulties in recruiting one-to-one help for the child, the lack of space in the school for a proper calm room and the lack of suitable specialist provision in the borough. (It was noted that AfC are looking at building an ASD unit at a school to address this.) Governors had discussed the consultation on the new Sex and Relationships curriculum and learned that the school has responded. Governors had learned about the tension in Years 2 and 6 between the Teacher Assessment Framework (TAF), which has a very rigid list of assessment judgements and Target Tracker, which has more fluid criteria. Governors had asked for more detail in the breakdown of DP data which they will look at by email Governors had approved three policies. 	
8c	<p><u>SFVS</u></p> <p>The F&P committee had reviewed and approved the SFVS, which was to have come to the FGB for ratification but needs to be typed up. It was agreed to ratify it by email.</p>	
8d	<p><u>Server Replacement</u></p> <p>The SBM had informed the F&P committee of the need to replace the server, for which it had not been practicable to get three quotes and the cost of which was above the threshold that the committee could approve. The committee had therefore asked her to write an explanatory document as to why only one quote</p>	

	<p>was being presented. This had been circulated to Governors with a quote of £2,740 for labour and a quote of £7,717 for the hardware from ClickonIT, who currently provide IT support to the school. The issue is that the server has to be set up in a way that ClickonIT can support and no other provider approached can offer that.</p> <p>Q: What is the lifespan of the replacement? A: It has a 5 year warranty. This one lasted 6 years</p> <p>The Head said that the SBM has really negotiated with ClickonIT and that they had originally been chosen to provide IT support because there was very good feedback from a number of schools in the borough to whom they already provided support. Governors said they would have liked a comparative quote but accepted the SBM's explanation. Governors approved this request.</p>	<p>Inform</p> <p>Approve</p>
9.	<p>DISADVANTAGED PUPILS UPDATE</p> <p>The number of DPs has gone down. Detailed scrutiny of their progress has taken place at Pupil Progress meetings and teachers have identified that some find social times of day difficult so they have invited some to a pastoral group at lunch time. Interventions in Early Years are also focusing more on social skills.</p> <p>DPs' Attendance was a focus because it was well below other pupils' attendance last years. Currently, however, it is 96.5% which is above the target. This is down to the Head taking a personal interest and phones up parents, which has a bigger impact than just sending a letter.</p> <p>Mindfulness training has been reinforced with some pupils who were noted to be less resilient than they had been when was doing the training. <i>ME left at 9.05 pm</i> Pupils all said they found the tutoring useful and that it had helped them. Sports Premium – website compliant.</p>	
10.	<p>SPORTS PREMIUM</p> <p>AW advised that the strategy document is website compliant but the next stage is to go through document to look at the impact on whole school plans.</p> <p>Q: Are we confident we can measure impact? A: Yes, it is measurable. If you look at each individual aspect of the Sports Premium plan, you can look at its impact on poor behaviour at lunchtime, impact on attendance, the amount of people having negative experiences etc.</p>	<p>Challenge</p>
11.	<p>SAFEGUARDING</p> <p>One of the areas the school has worked hard on is ensuring that children feel safe in the playground and Mrs R. Mole (RM) read examples of some of the comments made by children during the Playground Survey, which demonstrated that there has been success in this area. Staff are constantly monitoring accidents in the accident book and that is reported to F&P as well. There is also a focus on ensuring that the behaviour policy is used in the playground in a more positive way –children are going to be encouraged to feed back to lunchtime supervisor by saying 'we really like it when you' and 'we really don't like it when you ...' which is more powerful. Work has also been done on raising the profile of LSAs so children are more sure of their names.</p> <p><u>Safeguarding Governor Visit Report</u> had been circulated.</p>	

	<p>The Head confirmed that Alex Jones and Kate Sanderson-Turner, who run Healthy Minds agenda the school, has fed back on the consultation on Mental Health for Young People It was noted that mental health has already been a focus of the school's for the last couple of years.</p> <p>The Head advised that she has read the 'Sexual Violence and Sexual Harassment' document thoroughly and has inserted in safeguarding policy the action that the school would take and she had highlighted the new paragraphs in the Safeguarding Policy, which had been circulated to Governors for review. is on the agenda.</p> <p>Governors approved the Safeguarding policy and the Chair will sign a clean (non-highlighted copy).</p> <p><u>Keeping Children Safe in Education consultation</u> Action; Clerk to send the Head the consultation documents Action: Head to read the KSIE documents.</p>	Clerk Head
12.	<p>POLICIES <u>Governors' Allowances</u> policy was approved.</p> <p>Governors ratified the approval by the Quality and Standards committee of the Online Safety policy, with the following amendments: to move the Safeguarding Lead's name nearer to the front because she is referred to a lot and to change the name on page 12. Q&A: Governors asked how the school ensures that parents can't download photos of children on Tapestry and were informed that parents can only access photographs of their own child Q&A: Governors asked about the curriculum for online safety and the Head said it had been reviewed to ensure its rigour.</p>	Approve Account-ability Inform
13.	<p>GOVERNOR VISIT REPORTS Pupil Wellbeing/Mental Health report had been circulated. Action: YLC to write report on Broad and Balanced Curriculum. Action: AW to do visit on Succession Planning and Professional Development</p>	YLC AW
14.	<p>GOVERNOR TRAINING <u>Training:</u> The Chair, RG and CG undertook training in Online Safety. RG reported back on the main message she had brought away from that training: that schools have to find a way of encouraging parents to engage with this issue because schools cannot effectively tackle it without parents' engaging with it at home as well.</p>	
15.	<p>GOVERNORS TO CONSIDER: Governors agreed that they had achieved the following at this meeting:</p> <ul style="list-style-type: none"> • They had learned that the school is up to date on Sexual Harrassment and the Mental Health agendas. • They had received a detailed update on the progress towards targets in the SDP. • They had learned about the Maths Mastery programme. • They had updated the Code of Conduct to ensure commitment to attend meetings and engage with appropriate training. • They agreed to learn more about the academisation process with a 	

	view to creating a strategic plan going forward.	
16.	DATE OF NEXT MEETING The next meeting will take place at 7.15 pm on Wednesday 28 th March 2017/ The meeting finished at 9.30 pm.	

Signature: _____

Date : _____

Actions Arising:

Item	Action	By Whom	By When
5.	<ul style="list-style-type: none"> Head to send out AW's PE Visit Report Write up Broad and Balanced Curriculum report Schedule visit on Succession Planning 	Head Yeing-Lang Chong Alan Watkinson	ASAP ASAO After half term
8a	Circulate information on academisation Action complete 18th February 2018	Mark McKiernan	19/2/2017
8c	Circulate typed up SFVS for ratification Action complete 13/3/2018	Jane Evans/Lauren Drake	19/2/2017
11	<ul style="list-style-type: none"> Send Headteacher KSIE consultation documents Action complete 10/2/2018 Read the KSIE consultation documents 	Clerk Head	10/2/2018 22/2/2018

Agenda Items Arising:

Item	Action	By Whom	By When
8a	Review academisation agenda	FGB	Spring 2