

LONDON BOROUGH OF RICHMOND UPON THAMES
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 |
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| - | 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), Mrs L. Ho, SENCO (for Item 3)

| Item | | Action |
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| 1. | APOLOGIES Apologies for absence had been received and were accepted from Ms R. Prinsloo (RP) and Mrs N. Owen. | |
| 2. | DECLARATIONS OF INTEREST Mr M. McKiernan declared an interest with respect to the academy item on the agenda in terms of his previous work with the Regional Schools Commission for South East London involved in academy conversions. | |
| 3. | SPECIAL EDUCATIONAL NEEDS (SEN) PRESENTATION Mrs L. Ho (LH) delivered a presentation on SEN provision at the school, highlighting the issues facing the school, which included the increasing mental health needs among children locally. There are currently 4 pupils with CAMHS but very long waiting lists of up to 12 and 18 months in the Richmond and Hounslow boroughs respectively for other children waiting for referral. <i>Mrs R. Mole (RM) arrived at 7.25 pm.</i> The school is fortunate to have a play therapist at the moment but, as this comes at a big cost to the school, she could not guarantee that this would continue. She outlined the context, which included the implications for Children in Need and adopted children in terms of their increased statistical likelihood to have SEN, the increased statistical likelihood of children with SEN to be excluded, the long-term outlook for autistic children in terms of their likelihood to find paid work and the increased numbers of pupils in need of support with social skills. To address some of these challenges, there is an increased usage of the sensory room and the school is looking into ICT solutions e.g. teaching pupils to touch-type and/or a programme that transcribes pupils' speech. <i>Mrs C. Green (CG) arrived at 7.30 pm.</i> | |

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| | <p>She outlined the number of pupils with SEN in the school, noting that the largest group was in Year 4 and that 4 pupils in Nursery, who meet the threshold for an EHCP, are being referred for an assessment. The earlier children are identified the better for their long-term outcomes. It was noted that pupils have to be 2-3 school years behind their peers to meet the threshold for an EHCP and that schools can only make referrals to an Occupational or Speech & Language Therapist while pupils are in Nursery. Thereafter pupils would have to see an OT or SaLT outside of school. This year 26 children have been referred to her by teachers and 8 by parents. (She highlighted that it was a new development for parents to approach her.) This year she has made 4 referrals to CAMHS, 8 to an OT, 10 to a SaLT, 5 to the play therapist and 10 to an Education Psychologist (EP.) <i>Mrs Y-L Chong (YLC) arrived at 7.40 pm.</i></p> <p>Q: Is the trend that there are more pupils coming in needing these resources? A: Yes, that is the changing picture. There are pupils coming in whose SEN needs are unknown as well as those who are known. There have been several requests from parents who would like to name the school on their EHCP. Q&A: Governors asked and the Head replied that the school cannot forward plan for SEN provision because the needs of individual children can be very different so the Learning Support Assistants recruited would need to have very different skillsets. Q: Will Maths Mastery help with those children who have gaps to fill? A: We will have to review this at the end of the year but the recent questionnaire suggested that it has helped children who previously found Maths difficult. Q: If early intervention is the key, do the Early Years staff have the right skills to pick it up? A: Yes, the Nursery Teacher is very interested in SEN and she has introduced interventions in basic listening skills. The Reception teacher, Rebecca Johnson, is also very experienced. Q&A: Governors asked about the 8 pupils who were referred by their parents and LH explained that often those children seem fine in school but are bottling up the difficulties they are facing, which leads to a meltdown at home.</p> <p>LH explained the way that SEN interventions are tracked: pupils are assessed at the beginning and end of every term and their progress RAG-rated. Any interventions that have been RAG-rated red would be amended for that pupil. The team is currently in the process of looking at this term's data with a view to planning next term's timetable for interventions. <i>LH left at 7.50 pm</i></p> | <p>Inform</p> <p>Inform</p> <p>Inform</p> <p>Account-ability</p> <p>Inform</p> |
| 4. | <p>CONSTITUTION</p> <p>There is currently one LA Governor vacancy and one Co-opted Governor vacancy although, as this was Mr M. Engelke (ME)'s last meeting, there will be 2 Co-opted Governor vacancies at the beginning of next term. The Chair had circulated the CV of a candidate, who has met with her. Mrs R. Gibbs (RG) and the Head and for whom 2 satisfactory references have been received. Governors agreed that her skillset (as an academic with a PhD, experience working at university level and in project and event management in education) would replace the gap being left by ME's departure and unanimously agreed to appoint as a LA Governor with immediate effect, subject to a satisfactory DBS check and LA approval.</p> | |

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| 5. | <p>MINUTES AND MATTERS ARISING The minutes of the last meeting were approved as a true record.</p> <p>Item 5, YLC's Broad & Balanced Curriculum report is still outstanding. Action ongoing</p> <p>Item 5, Mr A. Watkinson (AW) has undertaken a Succession Planning visit. Action: AW to write up his Succession Planning report.</p> <p>Item 8a, MMK did circulate information on academisation and this was included in the documentation for this meeting. Action complete</p> <p>Item 8c, The SFVS was circulated by email to all Governors, approved by a majority of Governors and signed off. Action complete</p> <p>Item 11, The Head confirmed that she had read the Keeping Children Safe in Education consultation documents. Action complete</p> | <p>Approve</p> <p>AW</p> |
| 6. 6a 6b | <p>PROCEDURAL The term dates for 2018-19 had been circulated and were approved.</p> <p><u>GDPR</u>: The Head informed Governors that the advice from Peter Cowley is that schools should be moving towards full compliance by 25th May 2018, even if they are not fully compliant. She was still considering who should be Data Protection Officer for the school. YLC has done training in GDPR as part of her work so Governors agreed to appoint her as GDPR Champion for the Governing Body with responsibility for overseeing and ensuring the school is compliant.</p> <p>Governors discussed the safest way for meeting documents to be circulated in future in order to ensure GDPR compliance and it was agreed to use the Governors' Secure Zone for all documents and that any documents that need to be sent by email (e.g. for quick response and/or approval) should be password-encrypted with a different password each time with the password sent by a WhatsApp group set up only for that purpose. Action: Clerk to set up WhatsApp group</p> | <p>Approve</p> <p>Clerk</p> |
| 7. 7a 7b | <p>SDP/SEF It was agreed to review the SEF at the next meeting. FGB Summer 1 Agenda</p> <p>The RAG-rated SDP had been discussed in detail at the Finance & Premises and Quality & Standards committee meetings. Next year's SDP will be written in the second half of the summer term with a view to rolling out in September. Summer 2 FGB Agenda Q: Who inputs into the SDP? A: The SLT and all staff. We will look at the evidence as to which initiatives have been successful, the results of triangulations and of SATs, children's progress against targets and, once I have formulated the staff structure for next year, that will dictate what CPD is required. The result of parent and pupil surveys will also feed into it, as will any recommendations from the School Improvement Advisor.</p> | <p>Inform</p> |
| 8. 8a | <p>FINANCE The budget plan was reviewed by the F&P committee and was circulated to Governors. CG reported that income was substantially up, as a result of the new National Funding Formula and a reduction of clawback under the Minimum Funding Guarantee. The estimates for Years 2 and 3 were</p> | |

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| 8b | <p>conservative, in terms of not assuming that income will continue to increase, hence the deficit in Year 3. The Head confirmed that each budget line had been rigorously reviewed and savings had been made through identifying duplications against certain budget lines (e.g. Play Therapy) and any unused budget lines reallocated. No cuts had been necessary in terms of staffing but there had been careful forward planning, including only what was necessary. CG highlighted that the committee had questioned whether, given this positive picture, it was still necessary to introduce the Voluntary Funding scheme but had concluded that it was because the future was uncertain, budgets are still very tight and there could be unforeseen expenditures.</p> <p>Q: Are we predicting any new teachers coming in? A (from Head): 31st May is the last day for resignations. I have done a lot of mentoring meetings with teachers and a couple have indicated they may be looking so I will be advertising for an experienced teacher just in case.</p> <p>Q: Could that then potentially increase expenditure against this budget? A: No, we have allowed for the recruitment of an experienced teacher. We have taken a strategic decision not to recruit a NQT this year because we have had 6 over the last few years.</p> <p>Q: At E27 (Bought-in Professional Services) shows it going down in the next year from £113K to £45K. Are we cutting someone? A: A child is leaving for whom there is additional support. This also reflects the cost of the 2 LSAs working with one child, which will not be necessary going forward as that child will be leaving. Admin costs will also reduce because the agency staff member in the office will be replaced by someone permanent.</p> <p>Governors approved the budget and it was signed by the Chair.</p> <p>Governors ratified the approval by email of the SFVS.</p> | <p>Inform</p> <p>Account-ability</p> <p>Account-ability</p> <p>Approve</p> <p>Approve</p> |
| 9. 9a | <p>COMMITTEES</p> <p><u>Finance and Premises (F&P):</u> The minutes had been circulated and CG highlighted the following:</p> <ul style="list-style-type: none"> • Governors had reviewed the budget plan and monitored the in-year budget, noting that the in-year surplus had significantly improved. Governors had wondered whether it was possible to predict better but accepted that there are always unpredictable elements/issues. Governors had also noted that the school is at capacity so there is no possibility of further expansion. • The Voluntary Fund application is still with the bank. She will circulate an email when she has further news. It was noted that a Governor would need to be appointed as Treasurer. • Governors had agreed to move to online consent via Parentpay whereby parents cannot consent for their child to go on a school trip until they have paid. This is to address the hard core of parents who do not pay (but could) and it is hoped that this will reduce office time spent in chasing payments. • The cleaning contract is being reviewed in light of the £30K bill. • The School Business Manager is looking to reduce the electricity bill from £17K to £10K. • The H&S report was circulated. | |
| 9b | <p><u>Personnel, Children and Community (PC&C):</u> The minutes had been circulated and the Chair highlighted the following:</p> | |

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| 9c | <ul style="list-style-type: none"> • Governors had looked at the staffing structure, induction procedures and CPD. • Governors had looked at the new Staff Exit Procedure, which has been changed in line with advice from Schools HR. The big change is that they should be conducted by the Headteacher and staff member's line manager/phase leader rather than the Staff Governor (with another Governor in attendance). This was intended to ensure that the exit process is not used as a venting process at the end of the employment because there are other procedures for that while the staff member is still employed. There is also to be more robust questioning process, which the staff member would be given beforehand. The Head stressed that the purpose of an exit interview is for her to discover why a staff member is leaving so that she can, if possible, mitigate that for other staff members. Governors had questioned whether it was not also important for a Governor to be present so that they too can be aware of any issues and had agreed that Governors should look to raise their visibility in other ways. <p>Q&A: Some Governors challenged this, opining that it is important for teachers to have the chance to speak to somebody outside of the immediate line of command, that there may be reasons why teachers do not want to use the other processes in place (e.g. grievance) and that it is possible that something strategic could come up at an exit interview.</p> <p>It was agreed to insert a line in the form saying 'If you have any issues not raised on this form, please feel free to contact a Governor'.</p> <p><u>Quality & Standards (Q&S):</u> The main focus of the meeting was reviewing the Spring data and Writing was identified as the weakest area across the school and noted that there will be a bank of exemplars across all years so that teachers can be secure as to what writing should look like. There were also examples of pupils previously secure but whose standard appeared to be falling. RM explained that this apparent drop in standards could be attributed to the change in the way pupils are being tracked and assessed whereby pupils had previously been judged to be Working Towards (End of Year expectations), Working Within, Mastered or Exceeding and the percentage under Working Towards would fall throughout the year while the percentage in the other three categories would rise. However, under the new system pupils are being judged against where they should be at that particular point in the year so the criteria against which they are being judged is always changing hence the fluctuation in the percentages achieving Age Related Expectations (ARE) – it is not that they are not making progress but that they may not have made quite enough progress to achieve ARE for that point in the year.</p> <p>Q&A: Governors challenged this, saying that if they are no longer at ARE for that point in the year (but had been at ARE against the previous term's measures) they are still slipping. However, RM said that it depends on how secure they were.</p> <p>RG said that the committee had also looked at why there was a less secure picture in certain subjects and had reviewed Year 6 progress towards targets. They had also looked at the funding and impact of Disadvantaged Pupil funding, noting the high spend for one child will not continue next year because more suitable provision has been found for him. (The Head explained that an emergency interim meeting had taken place to secure alternative provision from September with specialist facilities to meet this child's needs. In the meantime, a reduced timetable has been negotiated as a full-time timetable in</p> | <p>Challenge</p> <p>Challenge</p> |
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| | a mainstream school is too stressful for this child). The committee had also reviewed the Sports Premium and approved two policies. | |
| 10. | <p>SEND UPDATE</p> <p>This had been largely covered by LH's talk under Item 3. The Head highlighted that in this borough there can be external pressure from parents to apply for an EHCP, based on advice they have received from external agencies, who are not always reasonable in terms of what the school can achieve in a certain timeframe. The school also gets a lot of requests for places from parents who live far away and the school has to look at whether they can meet the needs of these children.</p> <p>Q: Was there a positive outcome to the external audit of SEND provision? A: It was conducted by AfC and was very positive. There were isolated instances where LSAs need to allow children more independence and that stems from them having worked with a child for too long – it is not good for a child to become too reliant on one person.</p> <p>It was noted that LH will work 4 days a week for the Summer Term (and put in an overtime claim for the fourth day) to meet all the demands on her time. The Head would like her to go to four days from September because, with a 3 day timetable, it is not always possible for her to give class teachers the level of feedback they require to meet the needs of some children in their class.</p> <p>Q: Have we budgeted for the extra day? A: Yes.</p> | |
| 11. | <p>DISADVANTAGED PUPILS UPDATE</p> <p>Attendance is still over 96%, which is very good. The Head is proactive about phoning parents about attendance and children are praised for good attendance. Mindfulness training is being put in place for DP+. To diminish the difference between DPs and non-DPs, pupils have been identified who need to make accelerated progress and the summer term funding is being used to employ someone to help them make accelerated progress across all three years, particularly Reading and Writing. Governors agreed that the funding impact sheet circulated had been very informative.</p> | |
| 12. | <p>SPORTS PREMIUM UPDATE</p> <p>AW's report had been circulated. He praised the PE leads who are very effective practitioners and highlighted that his key recommendation was to sharpen up the impact box as to what success is. The funding has been guaranteed for another year and they have decided that the key focus should be Teaching and Learning next year and to ensure there is a strong curriculum going forward as this is the best way to meet the Government criteria that it be used for sustainable changes to have impact beyond the life of the funding.</p> | |
| 13. | <p>SAFEGUARDING</p> <p>The Head confirmed that the Single Central Record is now up to date (since the Chair's visit the previous week) and that all staff are up to date with safeguarding training.</p> <p>Action: Head to ask office to check status of YLC's DBS application, which she had submitted a long time ago.</p> <p>The Chair said she had undertaken a brief visit as Safeguarding Governor to check on actions identified the previous term. She did check the Single Central Record and had asked how people would be made aware that their DBS needs updating. She had been informed that there is now a rota for parent volunteers</p> | Head |

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| | <p>to check DBS of parent volunteers. The office can advise Governors when theirs is due for renewal (in line with the decision taken by the GB to renew it every three years.) Rather than formally questioning staff and children on safeguarding, the chair will informally ask questions on the school's safeguarding policy and procedures when she is in school.</p> <p>.</p> <p>The Head reported that emails had been sent to 24,000 schools alleging that a bomb had been planted at a school and the police ascertained quite quickly that it was a hoax. However, on receipt of the email, the school followed its procedure, called the police at once, searched the school but did not evacuate because they had been advised it was a hoax. There had been another hoax today and the school took the right action and emailed all parents in Year 6 whose children are allowed to walk home alone, giving them the option of collecting their child. All parents had been informed of the hoax and all policies and procedures are in place and, if it was necessary to evacuate, the first choice is Orleans Park but, in the case of the bomb threat to schools, they would have evacuated to Moorhead.</p> | |
| 14. | <p>ACADEMISATION Governors had read the information circulated by MMK but the Head and Chair said they would particularly like to know the implications for this school. MMK advised, in that instance, that the GB should decide its priorities and vision, and speak to different Trusts. It was agreed to defer a further discussion to the next meeting (when there is no Subject Coordinator presentation) so that due time can be allowed. Summer 1 FGB Agenda</p> | |
| 15. | <p>GOVERNOR VISITS AW has just done his visit on Succession Planning and will report back to the next meeting. FGB Summer 1 Agenda</p> <p>The Chair did a visit on Behaviour and will write up the report for the next meeting. FGB Summer 1 Agenda</p> <p>RG did submit a Literacy Report. Action: Head/RG to send to Clerk for circulation</p> <p>YLC reported back on her Curriculum Visit, the report for which had just been circulated. The Head will report back to GB on the outcome of the curriculum review of RE, which is currently underway and which was noted to be the first since the school has become a primary but will take place every two years going forward.</p> <p>Mrs N. McGlone confirmed that she did the Assessment Procedures visit but still has to write the report. Q&S/FGB Summer 1 Agenda</p> <p>She also attended the Spring Festival in school earlier that day and reported back on what a positive experience that was.</p> <p>MMK has to reschedule his visit on Inclusion because he was ill on the day. Action: MMK to reschedule Inclusion visit.</p> | <p>Head/ RG</p> <p>MMK</p> |
| 16. | <p>GOVERNOR TRAINING YLC did the training on GDPR in schools and had already shared the knowledge gained from this under Item 6b.</p> | |

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| | <p>The Chair attended the Joint Governors' Partnership meeting the previous evening, when the discussion had focused on budgets in the borough with an overspend of £2.1m forecast, the majority of which is on the High Needs budget.</p> <p>Q&A: Governors asked if this was a result of under-funding or over-spending and were informed that it was over-spending because parents in this borough know their rights and use lawyers to enforce them.</p> <p>Discussion had also taken place around the Apprenticeship Levy and the way in which it can be used. It was agreed to discuss this further at F&P committee.</p> <p>F&P Summer 1 Agenda.</p> <p>CG is on the waiting list for training in Financial Management.</p> <p>The Clerk has undertaken training in GDPR for schools and Safeguarding.</p> | Inform |
| 17. | <p>GOVERNORS TO CONSIDER:</p> <p>Governors agreed they had achieved the following at this meeting:</p> <ul style="list-style-type: none"> • Approved a balanced budget • Discussed and agreed raising the visibility of Governors. • RG agreed to be the Governor of the Month for April • Challenged the staff exit process and agreed a compromise • A number of Governor visits have taken place, including NM's attendance at the Spring Festival to raise Governor visibility • Discussed the Single Central Record and what is in place to ensure DBS checks are kept up-to-date • Received a report on the school's response to the recent bomb scares and were satisfied that policies and procedures are in place. | |
| 18. | <p>DATE OF NEXT MEETING</p> <p>The next FGB meeting will take place at 7.15 pm on Wednesday 23rd May.</p> | |

The meeting finished at 9.50 pm.

Signature: _____

Date : _____

See next page for Tables of Action and Agenda Items Arising

Actions Arising:

| Item | Action | By Whom | By When |
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| 5. | <ul style="list-style-type: none"> Write up report on Succession Planning visit | Alan Watkinson | ASAP |
| 6b | Set up Whats App group for circulation of password for documents | Clerk | ASAP |
| 13 | Ask office staff to check status of Yeing-Lang Chong's DBS application | Head | ASAP |
| 15 | <ul style="list-style-type: none"> Send Literacy Report to Clerk for circulation Reschedule Inclusion Visit | Jane Evans/Rebecca Gibbs Mark McKiernan | ASAP ASAP |

Agenda Items Arising:

| Item | Action | By Whom | By When |
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| 7a | Review SEF | FGB | Summer 1 |
| 7b | Approve SDP 2018-19 | FGB | Summer 2 |
| 14 | Review academisation agenda | FGB | Summer 1 |
| 15 | <ul style="list-style-type: none"> Succession Planning Visit Report Behaviour Visit Report Assessment Procedures Visit Report | FGB FGB Q&S/FGB | Summer 1 Summer 1 Summer 1 |
| 16 | Apprenticeship Levy | F&P | Summer 1 |