

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

**Minutes of Full Governing Board meeting held on  
 Wednesday 13<sup>th</sup> July 2022 at 6.30pm in the school**

Constitution, Membership and Attendance (Bold=absent)

LA - 1	PARENTS - 2	CO-OPTED - 8	STAFF – 1 +Headteacher
Tony Bendelow - TB	Caroline Green – CG	Alex Axiom - AA	Jane Evans - JE
	Julia Shute - JS	Mark McKiernan - MM	Wendy Rochester – (School Business Manager) - WR
		Yeing-Lang Chong Y-LC	
		Yervand Sarkisyan - YS	
		Alan Watkinson - AW	
		Dinaz Zaq - DZ	
		Reegan Prinsloo – RP	
		Philip Moshi - PM	

**Apologies:**

**Absent without apologies: None**

**Also attended:**

Item no.	Discussion	Action by
1.	<b>Apologies for absence (Statutory):</b> None.	
2.	<b>Declaration of Interests (Statutory):</b> There were no apologies for absence although Yervand Sarkisyan (YS) had indicated that he was running late.	
3.	<b>Membership and constitution (Statutory):</b>	
a)	The governors thanked Yeing-Lang Chong for her 9 years of service. The chair proposed that Y-L C continue as an associate member of the board so that she can help recruit the new headteacher. Y-L C has agreed a term of 4 years and was appointed by the board as associate member.	
b)	WR was welcomed to the board as staff governor.	
c)	Sibel Tunali's appointment begins on 1 <sup>st</sup> September. It was agreed that Alan Watkinson would mentor Sibel.	
d)	It was noted that the following governors' terms of office expire in the next academic year: <ul style="list-style-type: none"> <li>• Reegan Prinsloo – 4<sup>th</sup> December 2022</li> <li>• Tony Bendelow – 31<sup>st</sup> August 2023</li> </ul> The governors noted it was the headteachers last meeting and thanked her for her time at the school.	

<p><b>4.</b></p>	<p><b>Minutes of previous meeting and matters arising:</b></p> <p>Governors <b>approved</b> the minutes of the last meeting held on 25th May 2022.</p> <p>The outstanding action points were discussed during the meeting. All other actions are either completed or will be covered in this meeting.</p> <p>The chair also signed the minutes of those meetings which were taken remotely during the pandemic. The minutes signed were:</p> <p><b>Academic Year 21-22</b>  13th October 2021  15th December 2021  9th February 2022  30th March 2022</p> <p><b>Academic Year 20-21</b>  21st October 2020  14th July 2021</p> <p>N.B. All FGB minutes have now been signed and are in the file in the Headteacher's office.</p>	<p>Approve</p>
<p><b>5.</b></p>	<p><b>Headteachers written report:</b></p> <p><u>Attendance:</u>  Overall attendance is just above 95%, which is fine. There is parity between boys' and girls' attendance. Attendance of all SEN groups was also around 95% but that of some pupils with additional needs was slightly down. However, the school is aware of the reasons for this (mainly medical appointments). Attendance for all ethnic groups is fine.</p> <p><u>Nursery:</u>  From September we have 25 children for our morning nursery and currently only 8 for the afternoon nursery. This could have a significant financial impact.</p> <p><b>Q: Has this been reflected in the budget?</b>  <b>A:</b> JE told SL and this has been noted in the budget. However, a lot can happen between now and September. Marketing plans have been done but haven't yet gone to local playgroups. The possibility of changing to all day nursery is being explored. Anita Board from AfC is in charge of the change from morning/part-time to full-time. It is a complex change and it involves taking money from parents. This means that the nursery would need to be set up as a business. JE has contacted Anita to set up meeting for the beginning of September to discuss whether this is viable for Orleans.</p>	

**Q: What is causing the shortage of pupils? Is it a low birth-rate year?**

A: Numbers are dropping across the borough. The school has to look and see if this change is viable with the space that we have, as we are not the largest nursery. There has to be processes in place as to how you offer those places (first come/first served?) Policies, procedures and structure needs to be put in place. Another school had problems recently when they didn't have policies in place.

**Q: Could the nursery be run by an external provider?**

A: The borough don't want to let the nurseries go as it gives the ability to offer spaces to vulnerable pupils if needed.

**Q: Do you have to offer the whole week?**

A: This is something for the team to decide. Anita can answer questions on this. There is one looked after child in the nursery.

#### Staff wellbeing

This has been a busy year. There have been lots of staff absence because of Covid, the school recently experienced a second peak. We have tried to remain focussed on staff wellbeing and work/life balance. This will be in the SDP.

#### Mental Health

JE completed the senior mental health training for the school. JE is asking the SLT to see if someone would be interested in doing this training. This is a big commitment, not just a one-day course. As a result of doing this course JE was able to write the pupil wellbeing policy and the intervention policy for mental health. However, there is still more to do. When an Ofsted happens this is one of the threads that inspectors will look at and they will want to know what more can be done and what provisions the school has in place. This needs to be high on the agenda and this will be in the SDP.

#### ELSA training:

The current ELSA is leaving. To replace her two LSA will be undertaking the Emotional Literacy Support Assistant training in line with the Mental Health Strategy. The expectation is that staff will stay for 2 years minimum after their training.

**Q: Will they be working extra hours to undertake the training?**

A: Yes – however they cannot do the ELSA work until they have completed the training and been signed off by an educational psychologist. They will try to mirror Amanda Johnson. The children currently seek her out all the time: they bring themselves in and sit down and talk through issues they are having.

#### Data protection:

A subject access request came in today. We now have 30 days to put this together. This is a freedom of information

	<p>request under GDPR to find out specific information in relation to their child. WR dealing with this.</p> <p><b>Q: When are we implementing the CPOMS system for managing safeguarding? We also have to ensure that the school has a way of linking to previous paper-based records to allow any patterns in safeguarding to be identified.</b></p> <p>A This is booked for September and all the staff will get training. We have extensive paper files and we are running lists on these files. We need to find out how much we should upload on to the system. We will retain paper copies until this is sorted out.</p> <p><u>Staffing for the new academic year:</u> The school has class teachers for every class and parents/carers have been informed.</p> <p>The school still needs to recruit two LSAs for two new pupils who are joining the school with EHCPs. The school is advertising and working with agencies to try and secure these positions. Since sharing the headteachers' report, one of the admin team has resigned, an advert has gone out. The school are still looking for an MFL French teacher.</p> <p><b>Q: have we talked to Orleans Park about using their MFL teachers?</b></p> <p>A: They haven't got the level of staff at the moment.</p> <p><b>Q: Could other schools share their MFL?</b></p> <p>A: We can check with other schools but bear in mind that one of the reasons why we had our own MFL teacher is that the Orleans Park teachers were secondary trained teachers who were teaching infants and they didn't necessarily have the required skillset.</p> <p><b>ACTION: JE to ask other local schools about their MFL teachers.</b></p>	
<p><b>6</b></p> <p>a)</p>	<p><b>Strategic:</b></p> <p><u>Update on HT Recruitment:</u> Four tours of the school were given of which three applications were submitted. Of the applicants two were deputies and one was an assistant head but with less than 1.5 years of experience. The governors felt that we would want an experienced candidate. Two of the three were shortlisted and interviewed last Tuesday. The candidates undertook 5 tasks including covering an assembly, observing a lesson, attending a curriculum meeting, giving a presentation and attending a pupil council meeting. A member of the committee was present at each task. It was quickly agreed that one candidate wasn't right for the school. For the second candidate the governors had to give it some thought and take advice from Karen Feeney, the School Improvement Partner (SIP) and Rosemary Hafeez, deputy director of children's services, AfC. They both</p>	

6b)	<p>felt the candidate wasn't right for the school. Advertisements have gone up again with the closing date of the end of September. We are still hoping to appoint in January. Head teachers have until the end of September to resign. Deputies have until the end of October. We haven't yet worked out dates for tours of the school in September.</p> <p><b>ACTION: add school tour dates to the recruitment plan.</b></p> <p><b>Q: How were the interviewees told the outcome?</b>  <b>A:</b> AA told them by telephone then Karen followed up by giving them extensive feedback.</p> <p><b>Q: Where was the advertisement placed?</b>  <b>A:</b> We posted on both eteach and DfE.</p> <p><b>Q: What about using Linked in, The Guardian Education Section, or TES?</b>  <b>A:</b> You need to pay for TES.  <b>Action: committee to review where the advert is being placed and consider the above plus social media and Schools Week.</b></p> <p><b>Q: At what point do we plan for not having someone in place in January?</b>  <b>A:</b> We would need to spend money to promote the advertisement more at that point. Hopefully over the summer we will get some traction. On eteach, the most recent jobs come up first, but you can pay extra for the 'Job of the Week' placement. Possibly WR could repost the advert throughout the summer to give it the top slot.  <b>ACTION: WR to find out how much Job of the Week would cost and consider reposting over the summer.</b></p> <p><b>Q: Are there headhunters in teaching?</b>  <b>A:</b> There are executive headhunter agencies but it costs a lot of money and this is not in the budget. Eteach is where teachers look so we should give it one more attempt before looking at costly alternatives.  <b>ACTION: Redo the advertisement to improve the introductory paragraph in order to present the position more attractively e.g., by highlighting that Orleans is an outstanding school, etc.</b></p> <p><u>Review of Parent Survey:</u>  A draft letter containing results of the parent survey had been shared with the governors. Many parents had commented on the information they currently receive about their child's progress. The school had changed parent consultations when this happened before and parents seemed happy at that time. However, on the survey it was clear that some parents felt that if their child wasn't making progress that they wanted to be given this information before the end of the year.</p> <p>The governors had a discussion around this and speculated that perhaps parents simply needed further information to</p>	
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<p>6c)</p> <p>6d)</p>	<p>explain/interpret the reports they currently receive from the school.</p> <p><b>Q: Could the school send out an earlier report?</b>  <b>A:</b> There are parent consultations in the autumn and spring terms. If there was a child who was struggling, the school would not wait until the next parent consultation but would contact the parent before then. We need to bear in mind teachers' workload. Teachers are only required to do one full report. Two reports would have big implications for workload. The parent survey was moved to a later date than usual this year to capture responses to the news that the headteacher was leaving, but perhaps this timing had an impact on the low response rate as it had been a while since the last parent consultations.</p> <p><b>Action: Investigate in the autumn term by asking parents more questions about this issue. Governors to delve into this in PC&amp;C (clerk to add to agenda).</b></p> <p>The headteacher told the governors that homework comes up as an issue every year (the type of homework and/or how it is given to the children (online versus paper). Q&amp;S had just had a conversation around this very topic.</p> <p><b>Q: Do the homework concerns relate to KS1 or KS2?</b>  <b>A:</b> The survey is anonymous and JE noted that the responses were spread across the school. 84 people had taken part in the survey which is the lowest response for a while (usually around 150/160 responses).  <b>ACTION: JE to breakdown responses – KS1 or KS2?</b></p> <p><u>Governor Evaluations:</u>  The governor goals for next year should be linked to the SDP and what the school is going through in terms of leadership and should include KPIs that are measurable so that it doesn't overwhelm the board.</p> <p>TL and CG are working on the governor evaluation document. Please feedback to them with any comments. This will be finalised in October.  <b>ACTION Add to autumn committee agendas. Review again in Spring 2. Clerk to add to agendas.</b></p> <p><u>Draft SDP:</u>  The headteacher shared the first draft of the SDP. Pip Utting is coming in next week and JE will share with her. The governors will have the final draft in Autumn 1. The new headteacher will want to put their stamp on it. Pip is acting as interim headteacher until the new headteacher is found.</p> <p>Key Priority 1: To continue to improve the quality of teaching and learning across the school. This was discussed in Q&amp;S.</p> <p>Key Priority 2: To continue to develop the leadership and management capacity for the school.</p>	
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6e)	<p><b>ACTION: Governors should review this section once the new head has started. They may want to supplement this. Clerk add to Spring agenda.</b></p> <p>Key Priority 3: This section (diminish the difference) may not stay as a key priority but will form part of the SDP.</p> <p>Key Priority 4: To further develop the provision to support pupil and staff wellbeing. So many Ofsted inspections focus on this so need to keep this as a key priority in the SDP.</p> <p><u>Eco monitors:</u> Lucy Basset &amp; Rachel Verge will organise this next year.</p>	
7.	<b>Compliance:</b>	
8.	<p><b>Reports from Committees:</b></p> <p><u>Q&amp;S:</u> The governors looked at the end of year outcomes for Key stage 1 and 2. Reading &amp; Maths were strong at around 90%. Maths nationally has declined so we have done well. Grammar, punctuation and spelling were high at 95%. Writing dipped (this has happened nationally too). It is down to 62% (69% nationally).</p> <p>A key measure for primary is Reading, Writing and Maths combined. The writing dip has brought this result down. This is partly because of Covid. The school will unpick these results and look at strategies to improve them including potential focus on assessment moderation, Early Years Nelson Handwriting Scheme, focus on speaking and listening. There will also be a homework discussion around online versus actual writing in workbooks.</p> <p>The governors signed off the PE Policy and the Modern Foreign Languages Policy. The Science Policy and the Healthy Schools policy needed a few minor amendments.</p> <p><u>F&amp;P:</u> We are looking at three months into the new financial year. There was a positive variance in the budget of £4.3, with 8k in reserve. There was a teaching staff and supply staff overspend – we need to keep an eye on this.</p> <p>In terms of property maintenance, lots of work needs to be done. Work on the reception garden needs to be finished and there is a requirement for two new offices for the deputy head and SENCO (whose office is located away in the rafters). The school will approach OPPTA for help with these costs.</p> <p><b>Q: What can we do to limit staff costs?</b> A: We can look at raising our income but we need to keep everything else down. We need to keep an eye on staff costs and take measures such as not using agencies. However, we are struggling to find LSAs and agencies can help with this as, but even they are short of LSAs. Staff are hired per term with</p>	

	<p>agencies.</p> <p><b>Q: what do you need to be an LSA?</b>  A: GCSE English and Maths grade C and above. Experience of the education system is helpful. There is a qualification that can be done, but not required.</p> <p><b>Q: What about approaching organisations in the borough such as Ruils who have lots of volunteers?</b>  <b>ACTION: PM to share details with WR about voluntary organisations such as Ruils.</b></p> <p><b>Q: What happens when the budget goes into deficit?</b>  <b>A:</b> If this happens then a debt recovery plan needs to be put into place. The LA gets involved at that point.</p> <p>There was a discussion about approaching OPPTA to help with Premises work - the new offices, reception garden and updating the old cupboards in the kitchen staff room. Reception garden work is being done this summer but we owe 10% which the PTA are paying. We need to bill them for this.  <b>ACTION:</b> Bill the PTA for 10% of the garden work.</p> <p><u>Mini audit:</u>  DZ and WR used the outcome of the full audit earlier in the year to carry out a mini audit. There will be another review in October. There were no alarm bells, just a few minor things.</p> <p><u>Health &amp; Safety walk:</u>  DZ also undertook a Health &amp; Safety visit and there were mostly minor concerns. However, she discovered that there were no carbon monoxide monitors in the boiler rooms.  <b>ACTION WR to check carbon monoxide monitors.</b></p> <p>Three policies were agreed: Contractors on Site, Charge and Remission and Critical Incident Plan.</p> <p>The PC&amp;C meeting happened late in May.</p>	
<p><b>9.</b></p>	<p><b>Governor visits:</b>  Governors noted the following visit reports:</p> <ul style="list-style-type: none"> <li>• Behaviour (28 April 2022)</li> <li>• Diminishing the Difference (25 May 2022)</li> <li>• Broad &amp; Balanced Curriculum (13 June 2022)</li> <li>• Health &amp; Safety Inspection Checklist (6 July 2022)</li> <li>• GDPR Yeing-Lang Chong (16<sup>th</sup> June 2022)</li> </ul>	
<p><b>10.</b></p>	<p><b>Governor training and development:</b></p> <ul style="list-style-type: none"> <li>• <u>New Governors: Understanding Your Role:</u>  DZ and JS recommended this course. The course encourages governors to look at a triangulation of data to get feedback from more than one source.</li> </ul>	



	<ul style="list-style-type: none"> <li>• <u>Core Functions and Duties of Headteachers:</u> PM took this performance management course.</li> <li>• <u>Finance training:</u> DZ completed a VMFI course which is the new system they are introducing.</li> </ul>	
<b>11.</b>	<b>Chair's actions:</b> None	
12.	<p>Termly business: Update from Clerks' briefing:</p> <p><u>Training:</u> Clerk to monitor governor training by using AfC's training matrix. ACTION: JD to contact governors about previous training.</p> <p><u>Minutes from remote meetings:</u> These are now signed and dated and in the file.</p> <p><u>Keeping Children Safe in Education:</u> A new Keeping Children Safe in Education will apply from September and governors will be asked to sign to confirm they have read and understood Parts One and Two. It was noted that it is good practice for Governors to attend safeguarding training annually. <b>ACTION: Governors to read Keeping Children Safe in Education</b></p>	
<b>13.</b>	<p><b>AOB</b> Governors are invited to attend safeguarding training which is taking place at the school on 2<sup>nd</sup> September from 8.30am to 11am.</p>	
<b>14.</b>	<p><b>Date of meetings 2022/2023:</b></p> <ul style="list-style-type: none"> <li>• Wednesday 19 October 6.30pm</li> <li>• Wednesday 7<sup>th</sup> December 6.30pm</li> <li>• Wednesday 8<sup>th</sup> February 6.30pm</li> <li>• Wednesday 29<sup>th</sup> March 6.30pm</li> <li>• Wednesday 24<sup>th</sup> May 6.30pm</li> <li>• Wednesday 12<sup>th</sup> July 6.30pm</li> </ul>	

Meeting ended at 8.15 pm

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

**See next page for Actions and Agenda items arising**

**Agenda Items Arising:**

<b>Item</b>	<b>Action</b>	<b>By Whom</b>	<b>By When</b>
5	Contact local schools about MFL teachers.	JE	Autumn 1
6a	Add school visit dates to the HT recruitment plan.	AA	End of term
6a	WR to share AfC HT application form	WR	End of term
6a	Governors to review AfC HT application form.	AA/CG	End of term
6a	Governors to review where HT advert is being placed	FGB	End of term
6a	WR to cost 'Job of the Week' on eteach and consider reposting throughout the summer	WR	End of term
6a	Governors to re-do introductory paragraph on job advert	FGB	End of term
6b	Clerk to add Parent Survey to PC&C autumn 1	Clerk	Autumn 1
6b	Investigate breakdown of parent responses – KS1 or KS2	JE	Autumn 1
6c	Governor evaluations to be reviewed autumn 1 and spring 1 – add to agenda	FGB	Autumn 1
6d	Governors to review SDP once new head has started	FGB	Spring 1
8	PM to share information about Ruils with WR	PM	Autumn 1
8	WR to check carbon monoxide monitors	WR	Autumn 1
12	Governors to read Keeping Children Safe in Education over the summer	FGB	Autumn 1