



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

**APPROVED Minutes of Full Governing Board meeting on
 Wednesday 27 March 2024 at 6.30pm in the school**

Constitution, Membership and Attendance

LA - 1	PARENTS - 2	CO-OPTED - 8	STAFF – 1 + Headteacher
Vacancy	Caroline Green – CG	Rosalind Orchard - RO (Chair)	Phoebe Du Parcq PD (Headteacher)
	Julia Shute - JS	Yervand Sarkisyan - YS	Loretta Lau - LL
		Zoe Lane -ZL	
		Dinaz Zaq - DZ	
		Philip Moshi - PM	
		Rob Long – RL	
		Simonti Basu – SB	
		Zenab Barry – ZB	

Apologies: Caroline Green, Zenab Barry

Also attending: Julie Duffy (clerk), Daniela Pires (observing)

Item	Discussion	ACTION
1.	<p>Apologies:</p> <ul style="list-style-type: none"> • Apologies had been accepted from CG and ZB. • Daniela Pires left the meeting at 6.55pm after the item 5 discussion. • ZL and LL left at 8.17pm before the confidential discussion (which is covered in part II of these minutes). 	
2.	<p>Declarations of Interest:</p> <ul style="list-style-type: none"> • Governors confirmed that they had no declarations of interest with respect to items on this agenda. 	
3.	<p>Membership and Constitution:</p> <ul style="list-style-type: none"> • It was noted that YS’s term of office ends on 20th October 2024. • It was noted that CG’s term of office ends on 6th February 2025. • The LA governor vacancy is ideally suited to someone with a background in education. 	
4.	<p>Minutes of previous meeting and matters arising:</p> <ul style="list-style-type: none"> • The minutes of the meeting on 7th February (part I and confidential part II) were approved and would be signed by the chair on Governor Hub. (ACTION: Chair) • The clerk would add part I of the minutes to the school website. (ACTION: Clerk) 	<p style="color: green;">Approve</p> <p>RO</p>

	<p><i>The action points from the previous meeting were discussed and were either resolved or will be covered in this meeting.</i></p> <p>PD told governors that OPTTA funding had been received. ACTION: PD to share total amount received from OPTTA with FGB.</p> <p>The Free School Meals (FSM) letter to parents had been sent. Some feedback was that the school should relaunch the Amazon wish lists.</p> <p>Q: Some parents have asked for more feedback on where the money is being spent. Can we do that? A: We currently share some information but a lot of the money is spent on the non-fun stuff. ACTION: Update parents on where OPTTA money is being spent.</p> <p>School Vision & Values relaunch would be planned at summer 1. ACTION: Add Vision & Values planning to summer 1.</p> <p>Steve Llewelyn (the school's finance officer) confirmed that the school currently receives around £85,000 in EAL funding. ACTION: PD to confirm exact figure with clerk to share with FGB.</p>	<p>Clerk</p> <p>PD</p> <p>PD</p> <p>Agree Clerk</p> <p>Clerk</p>
<p>5.</p>	<p>Committees and panels: <i>The minutes had been shared in advance and a summary was given.</i></p> <p>Finance & Premises (F&P)</p> <ul style="list-style-type: none"> • DZ told governors that the main issue in F&P was the budget deficit which had got worse. The reason for this is due to a change of date of the PGL visit from September to May, bringing the payment into this financial year. This would leave a gap of £50,000. • Other shortfalls were due to necessary maintenance work. The school needs as much funding from OPPTA as it can get. • There was still a variance in staff salaries despite all the cuts made. • The lettings policy would be revisited at F&P to see if the school could garner more income from the many clubs using the site. <p>Q: Do other schools have these issues? A: Yes, particularly with staff salaries. School funding only increased by 1% last year. We assumed it would be cost neutral and that a 4% uplift in staff costs would be balanced by a funding increase of 4%. This was less of an issue when we had a reserve fund in the budget.</p> <ul style="list-style-type: none"> • As we have gone beyond what we planned for year 1 of our deficit recovery plan we will have to resubmit a recovery plan to the LA. • PD told governors that pupil-driven factors can make all the difference with school budgets and we have very low deprivation factors. A local school with a similar structure to Orleans (two-form entry) has greater deprivation, with more PPG and SEN, and as a result they receive a budget of £250,000 more than Orleans. <p>Q: Is there an expectation that parents will make up that funding gap? A: The expectation is that in our school, children will not have many barriers to learning.</p> <p>Quality and Standards (Q&S)</p>	

	<ul style="list-style-type: none"> • JS told governors that Kate Sanderson-Turner (KST), the writing lead, had shared feedback from the writing expert. In response KST has mapped out the expected outcomes for every class across the year and has remapped the entire English writing curriculum. Governors commended her on the huge amount of work on this. • The new curriculum is going well but it is still being embedded. The Great Fire of London is being replaced by aviation which allows teachers to touch on a wide range of topics including female pilots and different countries and cultures. • Q&S will revisit SEND next term after the SEND report from Sarah Herbert (SH). An action plan is being created by AJ. PM and YS will arrange a governor visit to tie in with SH's report. • JS told governors about her quality of education visits on writing and maths. There is a vast range of abilities within the lower math's group (due to SEN, EAL and lack of confidence). • JS told governors that Ofsted doesn't look at schools' internal data but it seems they expect governors to do so. This can become difficult as there is so much data. • PD has been updating governors with specific case studies to understand the impact of interventions. <p>Personnel, Children and Community (PC&C)</p> <ul style="list-style-type: none"> • RO told governors that the committee had considered the Teacher Workload Taskforce proposals. Some of the recommendations are quite unrealistic without funding for additional resources. The DfE suggest that governors create a link governor role around staff wellbeing. (ACTION: Volunteer wellbeing governor needed) <p>Q: What can governors do to support staff wellbeing? A: Governors agreed that a staff wellbeing survey was required to get a clearer idea of what the wellbeing priorities should be around the school.</p> <ul style="list-style-type: none"> • As a result of staff cutbacks, such as not backfilling roles and hiring ECTs instead of experienced teachers, staff have more workload than ever before and this has an impact on morale. • Other staffing topics discussed were the staff exit survey, staff development and safer recruitment. • The Mental Health Support Teams (MHST) work is now underway and the school are getting good value from that service. • Attendance and strategies around dealing with persistent absence had been deliberated. • The CPOMS report was covered and there are no concerns. 	<p>Commend</p> <p>All</p>
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	<ul style="list-style-type: none"> • Parental engagement and parental behaviour were deliberated. The Home School Agreement and Parental Code of Conduct would be updated to include more information about behavioural expectations and the schools' communication policy. • The Chairs' Network had shared that some schools have now moved to Class List as it is a much more inclusive communication tool. • Governors have a role in monitoring if the school is offering the right support for ECTs within the school (as per the ECT policy). This would now be an annual summer term agenda item on PC&C. • Leaving parents are now filling out exit surveys. There has been positive feedback for which governors commended the school. • RO reported that the children are looking forward to the reintroduction of chickens within the school which is imminent. 	Commend
6.	<p>Headteacher's report: <i>This had been shared advance and was taken as read. PD gave highlights:</i></p> <ul style="list-style-type: none"> • There have been a variety of educational trips and visits this term. • The netball team have won their first match. • The Mayor of Richmond, who is an ex-pupil, visited the school. • There have been lots of music recitals which have been popular. • The quiz night was a success and raised funds for the school. • Some teachers have started their NPQs and this is ongoing. <p>The HT gave an update on admissions and told governors there were 59 children in reception with one due to start. The place in year 1 had been filled and there are children in year 5 and year 2 poised to start after Easter. A family who had left the school are now returning.</p> <p>The attendance target was 97 but the school was slightly below that. This is in part to do with lots of term-time holidays and partly because there had been an outbreak of Chicken pox in reception.</p> <p>PD told governors that when it comes to safeguarding the first thing they look at is attendance. While it is motivating for the children to have best attendance highlighted at school and in the newsletter it is parents who are keeping them from school.</p> <p>PD reported that there had been one safeguarding incident this term. The child has a protection plan so there is a multi-agency approach to ensure the welfare of that child. This has taken a lot of work as it involves having many emergency strategy meetings with the police and social workers.</p> <p>PD informed governors that SEN numbers have not changed but one child who was a code K has now changed to code E. In year 6 the school are awaiting the outcomes of two EHCP applications.</p> <p>With regards to health & safety there had been a CCTV survey of the drains in the main playground. The roots have destroyed the drains so the school need to get quotes to fix this. There is no money in the budget and</p>	

	<p>the LA said no to the capital buildings bid. The damage caused by the leak in the office reception area needs attention and the school are awaiting reports from the loss adjusters for an insurance claim.</p> <p>Q: Is there a point when we will start replacing staff? A: The LA will not allow us this, with the exception of the actual class teacher, as we have a recruitment freeze in place for non-teaching staff, as per the deficit recover plan.</p> <p>LL, AJ and PD had spent 3 hours trying to map out the cover for the summer term for lunchtimes and planning, preparation and assessment (PPA) release time. PD and AJ will be teaching this term.</p>	
7.	<p>Strategic: SDP and SEF</p> <p>Q: Have you made as much progress as you wanted to? A: There are areas where we have made strong progress regarding the curriculum. It is orange because although we have the whole curriculum mapped out for the entire school, we now need to strip out what we don't need and we need to embed it. We need a full cycle of teaching for this.</p> <p>Q: What does it mean to embed it? A: We want to see the children making progress, remembering more and knowing more.</p> <p>Q: How confident are you we will achieve this? A: Very confident because the curriculum is robust now and we are compliant. We are using Kapow pre unit quizzes and end of unit quizzes and we can see that they are learning.</p> <p>ZL gave governors a recent example from when she was teaching computing. She has noticed that the curriculum now links between year groups. In addition, she said that the most recent practise SATS the children were dealing with a maths issue that had been covered in science, not in maths (finding the average) and they were able to generalise their learnings from science to do this.</p> <p>A: Do the staff have the capacity to absorb all of this new information? A: Yes, but there is so much extra content to strip out. Once the non-statutory content has been removed it will reduce workload. This is a work in progress and it is not until you teach it and do the planning that you can see which content is not needed.</p> <p>Q: How will we know this has been successful? A: The curriculum is the main focus of quality of education. The aim is to have children knowing more, remembering more and being able to transfer and generalise their skills and knowledge. PD reminded governors that success doesn't just boil down to SAT results, but there is no actual measure of that.</p> <p>ZL told governors that she is working towards the UNICEF Silver: Rights Aware accreditation and there was still a lot of work to be done. Although this work is part of the SDP, the governors mooted how to best prioritise this workload in line with everything else that is going on at the school and it was decided to take this discussion offline.</p> <p>ACTION: UNICEF Silver: Rights Aware accreditation discussion.</p>	Challenge

	<p>The governors discussed the personal development section of the SDP particularly around the next steps the year 6 junior leadership team could take to have a greater impact on school life. It was noted that the year 5 children are looking ahead to see what roles they would adopt in year 6.</p> <p>In summary the overall RAG status has lots of green and no red.</p> <p>Q: Do we expect all of the orange to turn to green by end of the year? A: No, it can't all be green. There will be some things that need to roll over, around embedding of the curriculum that will remain orange. Plus, in Leadership and Management, the teachers' CPD is ongoing so will not be finished. The Governors agreed that this approach feels right.</p> <p>The SIP report had a number of questions which would be shared with the relevant governors and committees that are relevant. ACTION: RO to share SIP questions among governors.</p> <p>The SIP focuses on 9 action points from 2022 and it keeps referring back to the same issues despite the fact the school have since done a lot of work in key areas such as writing. The SIP does not match what the external writing expert told the school which is a cause for concern. ACTION: SIP meeting agenda item (for Q&S?) summer 1</p>	<p>PD/ ZL</p> <p>Agree</p> <p>RO</p> <p>Clerk</p>
8.	<p>Safeguarding:</p> <ul style="list-style-type: none"> • Safeguarding had been covered during the HT report above. • RO and CG had undertaken a safeguarding visit using a governors safeguarding checklist taken from The Key. • F&P had discussed After School Clubs Risk Assessments. • PD told governors that the filtering and monitoring Cyber Choices team from the Metropolitan police were impressed with the school's filtering and monitoring. 	
9.	<p>Policies update:</p> <ul style="list-style-type: none"> • The policies had been reviewed at committee level and were approved by the FGB. 	<p>Approve</p>
10.	<p>Governor evaluation and training:</p> <ul style="list-style-type: none"> • The governance committee had set priorities at the start of the year around governor strategic goals and evaluation. • JS said that Q&S are more capable at monitoring the quality of education now that RL and JS have done further training. • With regard to effective governance, RO asked governors to let her know if they felt they were not able to effectively participate in meetings. • RO told governors that during the Chairs Network it became clear that we have more meetings than most schools. The governors aired the possibility of reducing the number of committee meetings. <p>ACTION: Governance ways of working proposal by the next FGB.</p> <p>The governors had considered the Ofsted questions on the key. It was felt that these questions can be overwhelming and are different to the experience most schools have when reviewed by Ofsted. It was agreed that the more governors present at the Ofsted meeting the better.</p> <p>Q: What are some recent impactful decisions made by the FGB?</p>	<p>RO/Clerk</p> <p>Agree</p>

	<p>A: We recruited the new HT. We have approved a deficit recovery plan and have worked hand in hand with the school on this. The overspend in SEND has gone down in part due to governors monitoring the budget. We have helped improve the school's relationship with OPTTA and helped to decide where funding is spent. We have approved the new fencing around the school perimeter. We now have more input in the SDP than before.</p> <p>Governor training was discussed and it was agreed that Governor Hub should be used as a record for governor training.</p> <p>ACTION: Clerk to email governors with information on how to do this.</p> <p>ACTION: SB to bring in DBS documents to school to show WR.</p>	<p>Clerk</p> <p>SB</p>
11.	<p>Finance:</p> <p>School Financial Value Statement (SFVS): Governors conferred about this and although the budget was not balance it was well informed and so it was approved.</p> <p>2024-25 Draft budget: The school financial year runs from 1 April to 31 March. F&P would scrutinise this budget before the final deadline in June but the first draft needs to be approved by governors. The budget was approved.</p> <p>Q: Are we being realistic on the staffing side? A: The deadline for teachers to resign is 31 May. Between now and the final submission of the budget teachers may leave and be replaced with ECTs on a lesser pay scale. This would have a huge impact on the budget.</p> <p>Confidential discussion: The governors had a confidential discussion about the draft budget which is documented in part II of these minutes.</p>	<p>Approve</p> <p>Approve</p>
12.	The meeting finished at 8.43pm	

Item	Action	By Whom	By When	Status
4.	Sign minutes on GH	Chair	Summer 1	
4.	Add minutes to website	Clerk	Summer 1	Done
4.	Share amount received from OPTTA.	PD	Summer 1	
4.	Update parents on OPTTA spending.	PD	Summer 1	
4.	Vision and Values planning agenda item.	PD	Summer 1	Done
4.	Confirm exact EAL funding figure.	PD	Summer 1	
5.	Staff wellbeing governor required.	All	Summer 1	
7.	Workload for UNICEF Silver accreditation.	PD/ZL	Summer 1	
7.	Share SIP questions among governors.	RO	Summer 1	
7.	SIP discussion - agenda item for Q&S.	Clerk	Summer 1	Done
10.	Governance ways of working proposal.	RO/Clerk	Summer 1	Done
10.	How to add training to Governor Hub	Clerk/All	Summer 1	
10.	Show completed DBS documents to WR.	SB	Summer 1	