



**MEETING**

**BOARD:** Full Governing Body  
**SCHOOL:** Meadlands Primary School  
**DATE:** 20 November 2024  
**TIME:** 6:00 pm – 7:53 pm  
**VENUE:** Meadlands Primary School

**ATTENDEES:**

Lisa Fairmaner (LF)	Co-opted Governor – Co-Chair
Anabelle Hughes (AH)	Co-opted Governor – Co-Chair
Christina Powell (CP)	Parent Governor – Vice Chair - Online
Komal Parekh (KP)	Co-opted Governor
Kasia Oberc (KO)	Co-opted Governor
Kevin Echevarria (KE)	Co-opted Governor
Joanne Wreford (JW)	Acting Headteacher
Laura Tadman-Barson (LTB)	Staff Governor

**IN ATTENDANCE:** Clare Collings (Clerk) Clerk - online

**APOLOGIES:**

Sarah Taunton (ST)	Headteacher (Maternity Leave)
Penny Frost (PF)	LA Governor
Alida Hawthorne (AH)	Parent Governor – Online
Chloe Walkom (CW)	Co-opted Governor

**QUORUM:** 50% of the number of governors in post

**MEETING FOLDER:** [November](#)

The use of the term Governor for this purpose refers to, but is not limited to; Governors, Trustees, Directors and Members.

Governors must not use their position for personal gain in business, political or social relationships. Therefore, a governor who has, or may be perceived to have, such a personal interest in a particular matter under consideration should declare that interest, withdraw from all discussions relating to it and take no part in any vote on such matter.

Items marked \* are those in which a majority of Governors may have an interest because of some shared attribute. When considering these items, Governors should aim to achieve a balanced view, paying particular attention to the sources of information and advice, and remind themselves of their duties as governors and to act in the public interest.

Item																	
1	<p><b>Welcome and Introductions:</b> The Chair (LF) welcomed those present.</p>																
2	<p><b>Procedural items:</b></p>																
2.1	<p><b>Apologies for absence</b> - Apologies for absence as recorded above were accepted by the Governors.</p>																
2.2	<p><b>Confirmation of Quorum</b> - The meeting was confirmed as quorate.</p>																
2.3	<p><b>Declarations of interest for this meeting</b> LF declared an interest in the Thames Water works at the school. Lisa works for the Greater London Authority, and matters relating to the Thames Water scheme that are currently affecting the school come across her desk at work.</p> <p>KE declared an interest as a parent of a child in year 1.</p>																
2.4	<p><b>Confidentiality Statement</b> - All matters discussed during the meeting are confidential until the minutes have been approved. Any items recorded in the confidential Part II minutes remain confidential after the Part II minutes have been approved.</p>																
3	<p><b>Any other business:</b> 2 Items</p> <ul style="list-style-type: none"> <li>• Boiler - JW</li> <li>• Attendance Policy - LTB</li> </ul>																
4	<p><b>Minutes:</b> The Minutes of the last Full Governing Body meeting held on 10<sup>th</sup> October were <b>approved</b> as a true and accurate record.</p>																
5	<p><b>Actions arising from the Minutes of the FGB Meeting held on 10 October 2024.</b></p> <table border="1"> <thead> <tr> <th>Item</th> <th>Action</th> <th>Actionee</th> <th>Status</th> </tr> </thead> <tbody> <tr> <td>2.62</td> <td>Update Governor Hub with the Governor's Confirmations.</td> <td>Clerk</td> <td>Completed</td> </tr> <tr> <td>12.7</td> <td>Link Governor Schedule for the next FGB meeting</td> <td>LF/AH</td> <td>Completed</td> </tr> <tr> <td>12.8</td> <td>Early Years Visit – organise a date</td> <td>KO/KE</td> <td>Completed</td> </tr> </tbody> </table>	Item	Action	Actionee	Status	2.62	Update Governor Hub with the Governor's Confirmations.	Clerk	Completed	12.7	Link Governor Schedule for the next FGB meeting	LF/AH	Completed	12.8	Early Years Visit – organise a date	KO/KE	Completed
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6	<p><b>Correspondence and Chair's actions</b></p>																
6.1	<p>Parents' correspondence regarding children's break times in the afternoon raised questions. JW and the senior leadership team have looked into this and written to all parents.</p>																
6.2	<p>JW spoke to many headteachers across the borough and found that only two schools of those she spoke to offered an afternoon break time, and those two schools had a longer afternoon session. The two local Ham schools were doing the same as Meadlands.</p>																
6.3	<p>Q. Was the issue that a group of parents felt that year 1 children should be having an afternoon break? A. Yes, it is more of a timetabled play time, like morning play.</p>																
6.4	<p>JW added that it was implicated that somehow it was something that had recently been taken away when it had not. There was some confusion between parents.</p>																

6.5	LF confirmed that Meadlands has not had a timetabled afternoon break in over ten years. The proposal back to the parents was that Meadlands do not think it would be right to introduce a scheduled play time. The class will continue to have breaks in the lessons and movement throughout the school day.
6.6	The letter advising parents about the afternoon break was sent out to parents on Friday, and so far no responses have been received.
6.7	KP commented that she was approached in the playground as some parents knew she was a parent governor. KP suggested speaking with the headteacher in the first instance.
6.8	Q. Was there a trigger to this? A. JW We had just had a parents' evening, and one parent brought it up. The parent thought it was something that had just been taken away.
<b>All documents were taken as read</b>	
7	<b>Headteachers Report</b> JW shared her screen to present the headteacher's report.
7.1	<b>Targets</b> —based on last year's outcomes and the children's first lot of assessments JW advised that this year's targets are ambitious based on last year's outcomes. Year 1 targets will be set by Christmas.
7.2	Q. Are all teaching staff on board with these targets? A. JW Yes. Targets have been shared with all.
7.3	Q. Do the targets include children whose needs are significant and would affect their ability to achieve the expected grades? A. JW Yes, they are included in these figures. We still have high ambitions for those children. Our children with the greatest needs have targets tracked against their own EHCPs.
7.4	Q. In years 2 and 5, the expectation is lower. How does that compare with previous years? A. JW Based on the previous year's outcome. We are a one-class entry, so every cohort must be examined individually. The targets are based on previous assessments from last year and what we know of the children and are realistic at this stage. These targets are very similar to last year, year 2.
7.5	LTB The year 5 cohort has one of the highest SEND numbers in the school.
7.6	Q. These are ambitious targets. Do you feel you are getting out of the other side of the Covid years now? A. LTB No I feel the current year 5's are the hardest hit. Some of year 5 are being taught Key stage 1 techniques.
7.7	<b>EYFS</b> LTB presented
7.8	Year 1 Phonics screening September Baselines - 26% (8 out of 30) on track for the end-of-year target. Target - 90% (27 out of 30) November Assessment - 57% (17 out of 30). Incredible progress has been made.
7.9	EYFS Baselines - 66% Early indicators – Beating last year's GLD Contributing factors:

	-3 new starters -High level of speech and language need
7.10	JW last year it was 71%. This year, we are going high with around 82%. We will share the baseline as soon as we have it.
7.11	<b>SDP - JW presented</b> Andrew King the new school improvement partner (SIP) came to visit yesterday and spent all morning with us. Completed a learning walk where focusing on behaviour for learning.
7.12	<b>Action: Add Autumn SIP report onto Governor Hub - JW</b>
7.13	<b>Priority 1:</b> Refinement of foundation subjects to ensure relevance, cross curricular links, effective retrieval and effective assessment.
7.14	<b>Priority 2:</b> Develop high quality teaching and learning of oracy skills across the whole school and curriculum.
7.15	<b>Priority 3:</b> Ensure early reading at Meadlands is effective and thorough so all children make good progress.
7.16	<b>Priority 4:</b> High expectations for behaviour through positive environment and communication including the consistent implementation of the behaviour policy.
7.17	<b>Priority 5:</b> Providing a safe and nurturing learning environment for our SEND and vulnerable children.
7.18	<b>Finance</b> 1. JW completed the "Money Heroes" training for teaching finance and provided CPD for teaching staff and all lesson plans and resources provided. 2. Well received by parents – curriculum evening successful 3. Buy in from teaching staff – much excitement 4. Early feedback indicates the children are loving this subject 5. Learning Walk towards the end of the half-term to ensure consistency and gauge how it is going
7.19	<b>R.E.</b> 1. R.E. Lead has held a staff meeting to share expectations 2. R.E. Lead has developed the sequencing of lessons to ensure no unconscious bias of potential issues before the facts are taught. 3. New R.E. books (purple) have been purchased and are in use to distinguish the subject and raise the profile. 4. The number of hours is now in line with SACRE
7.20	Q. Will the RE lead complete the RE training course? A. It is on their personal development plan to complete.
7.21	<b>Subject Leader development</b> 1. Staff meeting held about subject leader roles and expectations 2. Extra PPA time allocated for this leadership work All Mid-term plans to be further developed to explore all cross curricular links including vocabulary 4. SLT support – templates provided for planning and book looks / subject monitoring / action plans - and training given 5. Subject leadership action plans form part of every teacher's performance management targets for this year.

7.20	<p><b>Oracy Project</b> – in its infancy</p> <ol style="list-style-type: none"> <li>1. JW and LTB have attended the first 2 SPARK[ed] sessions</li> <li>2. An initial staff meeting was held to gather input from staff and explain the rationale and project</li> <li>3. Action plan created, up and running</li> <li>4. Action planning diagram created – for easy accessibility</li> <li>5. Debate Club up and running.</li> <li>6. First round of lesson observations will have oracy as a focus to identify current practice and opportunities for improvement</li> </ol>
7.21	<p><b>The Retreat LTB</b></p> <ol style="list-style-type: none"> <li>1. Sessions booked in with Educational Psychologist</li> <li>2. Rotation of seven staff over 5 days to open</li> <li>3. CPOMS analysis of behaviour lowered</li> <li>4. LTB Coaching session with Virtual School and action plan with Attachment Aware Gold Award.</li> </ol>
7.22	<p>Penny commented that she was at a London Councils Education Meeting. Richmond got a shout-out for the attachment aware program that is going on within the Borough and working with the Virtual School.</p>
7.23	<ol style="list-style-type: none"> <li>5. Sharing good practice with local SENCOs across the borough</li> <li>6. Meetings and CPD for all staff working in the Retreat.</li> </ol>
7.24	<p><b>Early Reading LTB</b></p> <ol style="list-style-type: none"> <li>1. LTB has attended the Early Language Development programme (Wandle English Hub) and completed audit and gap tasks</li> <li>2. LTB work with LP to create Reception mid-term plans around high-quality children’s literature</li> <li>3. Targeted phonics interventions for children in KS2 with gaps in Early Reading</li> <li>4. Reception teacher completing phonics CPD</li> <li>5. First round of lesson observations in KS1 and Reception have demonstrated high-quality phonics teaching.</li> </ol>
7.25	<p>Q. This all comes across as a positive picture. Has anything not been working well?  A. LTB Retreat—It is very popular. Few additional children want to go to the Retreat, so I am managing this. Staff absences make planning difficult.</p>
7.26	<p>Q. Is this an illness pinch point or do you feel you need more resources to make this happen?  A. JW We always need more resources. The Retreat was only anticipated for 3 afternoons, but we quickly rolled it out to 5 afternoons. TA’s are not always needed in the afternoons in classrooms so this model is working. Staffing is an issue because we have a lot of sicknesses.</p>
8	<p><b>Safeguarding</b>  Safeguarding Visit (agenda item 10)</p>
9	<p><b>Policy Ratification</b>  There are no policies for ratification.</p>
10	<p><b>Governing Link Visits – Reports shared on GH</b></p>
10.1	<p><b>Safeguarding Visit – CW/KP – 5.11.2024</b>  KP briefed the governors.  Continued to be impressed by the safeguarding team.</p>

	<p>Linked well-being and safeguarding visits together.  Met with some of the newer teachers so got to hear some of their experiences and thoughts on what's happening and what's not happening.  There was overwhelming positive feedback from everybody regarding wellbeing and staff being very well supported. They talked about different experiences at other workplaces where they had been.  Mentioned at other schools that TAs often are not seen, more hierarchy at other schools  Quote: "Everyone on the same level and the same amount of support at Meadlands."  The issues raised in safeguarding were more on a society level. Young pupils spend too much screen time on their devices, which has a knock-on effect on learning.  Two sessions with the parent group were organised to raise awareness.</p>
10.2	JW's concern on the parent group is that we are preaching to the converted regarding phones and device times.
10.3	Pupil voice feedback was that they all feel looked after at Meadlands. There is a teacher they feel they can all go and speak to. All pupils feel safe and looked after.
10.4	KP confirmed there were no worries on this visit.
10.5	KP We wish to raise how we capture parents' voices in regard to safeguarding.
10.6	AH sometimes on the gates with parents.
10.7	JW We include parent's voice in the annual survey. We are open to suggestions how to capture in other ways.
10.8	LTB We are receiving lower turnout for surveys. If something negative happens, people will complete the survey, but if they are happy and ticking along, we find that people do not complete the survey.
10.9	JW Children filled in the surveys more frequently and responded well last year.
10.10	Q. Maybe there is a way to look at and collate the correspondence coming into the school? A. JW That is interesting as every single one goes on CPOMS, so LTB and I see every single feedback and the teacher's response.
10.11	<b>Action: Analyse parent feedback data on CPOMS – JW</b>
10.12	<b>Action: Discuss capturing parents voice at the school gates - JW, KP and AH.</b>
10.13	Q. LF In the past, there has been a feeling that the local authority support has been withdrawn over the past ten years, and there's been an increasing impact on the school. There are often questions about families experiencing homelessness and much broader things. I am not hearing this today. Is that because the school has accepted that is what they have to do? A. LTB is now part of our daily lives. JW We had to find temporary accommodation for a family over the summer. The threshold is so high now that not many cases meet it.
10.14	CP added that Parent Kind, the charity that the PTA subscribed to, had a campaign called No Cold Child. We were able to fund coats for 10 of the school's most vulnerable children. This was completed anonymously via Jolene in the office. Jolene advised how many coats to order.
10.15	JW commented that the coats are amazing and very good quality.

10.16	CP mentioned smartphones and that she attended a webinar run by Parent Kind on Managing Your Child's Smartphone Life. The webinar looked at the impacts of smartphones on the mental health of children.
10.17	<b>Action: Share the resources from the Parent Kind Smart Phone webinar with JW - CP</b>
10.18	JW added that a session on smartphones is being held at the Kings COE school on 6th December, which Alex will attend.
10.19	Q. How are you documenting all the extra work you are doing regarding the safeguarding issues? A. JW It is all documented on safeguarding records and a central register. Anything we have put a referral in for is added to the safeguarding record.
10.20	Q. Is there a way to determine how much staff time is spent on the safeguarding issues? A. JW No. You never know when something is going to come in.
10.21	KP/CW met with Mrs Spicer because they wanted to see the medical room and how it was managed. The medical management was very strong, with individualised plans.
10.22	Safeguarding training for governors is an issue, especially when new governors come on board, and it is a priority to complete.
10.23	<b>Action: Confirm how often governors need to complete safeguarding training – Clerk.</b>
10.24	Q. How many children are on the safeguarding register? A. JW At this moment, numbers are low. Two children are on child protection plans; one child is on an initial child protection plan meeting, one family with a child in need and one family is accessing early help services. We have a few cases where referrals have been made. One is for a CAMHS referral for a child in year 5, and one is for many referrals for a child in nursery.
10.25	Q. Are the register numbers low because it is a relatively calm time, or are they low because they are not meeting thresholds? A. Feels like a relatively calm time.
10.26	<b>EYFS Visit – KE/KO</b> Came on Friday, 8th November, and Met with Mrs Penberthy and Mrs Cooper from reception. Overall staff feel very well supported. We looked at the new building and the environment they create for learning.
10.27	Staff feel supported by the leadership.
10.28	Approach to TAs not getting the same training.
10.29	JW advised that historically, AFC have not offered the same training for TAs as teachers. However, the new banding model initiative is there to train up our TAs in the borough. There will be an inset day across the borough for all TAs. This will be amazing for them. There will be workshops there for them to choose.
10.30	The learning walk was great. Mrs Cooper is happy in her role, comparing this role to her previous job.
10.31	In the nurse, the children with English as an additional language, we were shown how they use visuals for learning.

10.32	KO added that the children were very happy, showing off their certificates. It's really good to see them have this sense of belonging and ownership of their space.
10.33	<b>Wellbeing Visit – KP</b>
10.34	<b>Action: Upload the Wellbeing visit report on Governor Hub KP</b>
10.35	KP advised that they looked at the Retreat in action on the wellbeing visit, which is amazing.
10.36	Q. Are there is any plans to write it up or publish something? A. LTB With the Virtual Schools Attachment Aware Award, I have to present it as a project at the conference.
10.37	We met with Mrs Chapman to look specifically at the mental health action plan, a working project. Mrs Chapman completed the Anna Freud training, which is the centre of excellence for mental health for children. The action plan covers every aspect of wellbeing and mental health imaginable. Mrs Chapman has been reviewing the wellbeing of staff and pupils, seeing if the policies are robust enough.
10.38	A future project may include an action group.
11.	<b>Any Other Urgent Business (AOB):</b>
11.1	<b>Boiler – JW</b> JW advised the governing board that over the weekend, the boiler failed. We used to have two boilers. One failed years ago, and we had been using the parts to keep the second boiler going. The boiler was back up and working temporarily, but it is on its last legs. We have already put the paperwork into the borough council for a replacement boiler as we could foresee this problem coming. JW praised Don Eckford, who took this on with his knowledge. The council will proceed to purchase a new boiler as soon as possible. Meadlands will have to contribute £10,100 towards the boiler, as opposed to the tens of thousands it should cost. Jolene has £6,500 from Capital money. We have a shortfall of around £3,500. No choice but to proceed as we need this working.
11.2	Q. Can Jolene take from next year's Capital money? A. JW Jolene will work it out. There are reserves.
11.3	Q. When the boiler was not working on Monday morning, was the school still within the legal temperature range and warm enough to be there? A. JW Yes, the temperature was about 19 degrees. There were a few heaters around school, and the boiler was up and running around 3 pm.
11.4	Q. When will the new boiler be installed? A. JW Hopefully, it will happen very quickly in the next few weeks.
11.5	Q. How was the Retreat? A. It was fine as it had its own independent heating system.
11.6	<b>The governing board wish to thank Don Eckford (site manager) and his team for their recent work.</b>

11.7	<p><b>Educational Welfare Meeting – LTB</b>  LTB informed the governors that she met with the educational welfare officer (EWO) today. They meet every half term where they look at attendance and persistent absence. EWO mentioned that we need a line in our policy now to say that we will be fining parents.</p>
11.8	The educational welfare officer will provide guidance for the wording. We will need to advise parents that it has been included in the policy.
11.9	Governors discussed the issue of fining parents and carers.
11.10	LF suggested the wording in the policy could be along the lines of AFC requiring us to include a statement in our policy because of this legislation that that says we will fine parents.
11.11	<p>PF said that it is to bring all schools in line. There will be a push on tackling persistent absenteeism because of its effect on children's safeguarding issues and educational outcomes. Schools will be expected to focus on their persistent absenteeism to get them back into school. We need to hammer down the message to parents: Your child is educated when your child is at school.  We need to get everyone back to school like we did during pre-COVID times.</p>
11.12	<p>Q. Do you still have children who do not attend school on Fridays and Mondays?  A. LTB One child does this. Every other child on our persistent absence list is on there for the mental health of parents, the mental health of the child, or significant SEND issues leading to mental health.</p>
11.13	LTB confirmed that Meadlands has very good attendance within the Borough, and the EWO has no concerns.
11.14	JW commented that at a recent headteachers forum, two head teachers presented on this issue because it was very apparent at their school. Across the Borough, it is a very big problem, just not at Meadlands.
11.15	<p>Q. What is a persistent absentee?  A. LTB Anything below 90% attendance. This time of year it is hard to judge.</p>
11.16	<b>Action: Discuss with EWO the absentee wording for the policy - LTB</b>
12	<b>Clerk Updates</b>
12.1	A reminder for all governors to continually update training on GH.
12.2	Nearly all have completed the compliance tasks on GH. Reminders will be sent to those who have not completed it.
13	<b>To identify Items for Confidential PART II Minutes</b> 1 item
14	<b>Meeting Dates for the School Year</b>
14.1	<b>The date of the next meeting is</b> Wednesday, 22nd January 2025, at 6 pm
14.2	<b>Future Meeting dates:</b> Thursday 6th March 2025 Wednesday 21st May 2025 Thursday 10th July 2025

The Chair closed the meeting at 7.53 pm.

**Actions arising from the Minutes of the FGB Meeting held on 20 November 2024.**

<b>Item</b>	<b>Action</b>	<b>Actionee</b>	<b>Status</b>
7.12	Add Autumn SIP report onto Governor Hub	JW	
10.11	Analyse parent feedback data on CPOMS	JW	
10.12	Discuss capturing parents voice at the school gates - JW, KP and AH.	JW, KP, AH	
10.17	Share the resources from the Parent Kind Smart Phone webinar with JW	CP	
10.23	Confirm how often governors need to complete safeguarding training	Clerk	
10.34	Upload the Wellbeing visit report on Governor Hub	KP	
11.16	Discuss with EWO, the absentee wording for the policy.	LTB	