

The London Borough of Richmond upon Thames

Meadlands Primary School

Minutes of the Full Governing Board (FGB) Meeting held in school on
Thursday 25th November 2021 at 6.00pm

Constitution, Membership and Attendance

PARENTS -2	LA-1	STAFF-2	COOPTED -8
Alida Hawthorne (AHa)	Penny Frost (PF)	Sophie McGeoch (SMcG)	Nigel Seymour (NS) <i>Chair</i>
Christina Powell (CP)		Sarah Taunton Johnson (STJ)	Annabelle Hughes (AH) <i>Vice Chair</i>
			Ulrich Tiedau (UT)
			Chloe Walkom (CW)
			Lisa Fairmaner (LF)
			John Cannon (JC)
			Ruth Nelligan (RN)
			Kasia Oberc (KO)

bold = absent

Apologies: Ruth Nelligan, Penny Frost, Chloe Walkom, Alida Hawthorne

Absent without apologies: None

Also present: Laura Tadman (LT)
Jo Wreford (JW)
Wendy Norman-Clerk to FGB

1.	Apologies, Welcome and Declarations of Material Interest	Action
1.1	The meeting started at 6.05pm and new Parent Governor Christina Powell was welcomed to her first meeting and introductions made. Apologies were received and accepted from Penny Frost, Chloe Walkom and Ruth Nelligan (who had requested a hybrid meeting being only able to attend by Zoom and not in person). New governor Alida Casey had tested positive for Covid and therefore also had to send apologies.	
1.2	Governors were reminded of their duty to declare any direct or indirect pecuniary interest which may relate to any matter under discussion on the agenda and none were declared.	
1.3	Governors supplied their completed Declaration of Pecuniary Interest forms to the clerk to enable Register of Interests to be updated. Remaining forms to be sent subsequent to the meeting.	
2.	Actions Log	

<p>2.1</p>	<p>Chair reviewed the FGB Actions Log. All open actions could be closed as action had been undertaken (including the arrangement of a Governor's morning and lunch in school for January as well as a full Governor Links visits schedule circulated) with the exception of:-</p> <ul style="list-style-type: none"> • Advising DPO re security cameras-ongoing • PPG Review-open • Staffing Business Plan-open <p><i>UT arrived 6.14pm</i></p> <ul style="list-style-type: none"> • Signed Decs of Interest forms-1 or 2 still outstanding • Safeguarding-open • Code of Conduct-open till all gobs signed • Behaviour Policy-open 	<p>AHa</p> <p>AHa</p>
<p>2.2</p>	<p>Governors agreed there were no other outstanding actions.</p>	
<p>3.</p> <p>3.1</p> <p>3.2</p> <p>3.3</p> <p>3.4</p> <p>3.5</p>	<p>Chair's Remarks</p> <p>Chair referred to Chair's Network meeting where schools shared experience including regarding Ofsted inspections.</p> <p>Reading was a focus in many schools.</p> <p>Chair remained committed to on-going Ofsted reflection at all meetings.</p> <p>He referred to succession planning being important especially in leadership:- chair, vice chair, committees, link members.</p> <p>Succession planning and ideas to help attract governors would take place in January.</p> <p><i>KO arrived 6.20pm at which point both KO and UT introduced themselves to the new governor.</i></p>	<p>Chair</p>
<p>5.</p> <p>5.1</p> <p>5.2</p> <p>5.3</p>	<p>Quality of Education</p> <p><i>This item was taken out of order to enable staff presenting at the meeting to leave sooner.</i></p> <p><i>Reading-FADE Report</i></p> <p>The Reading Lead Laura Tadman (LT) was introduced to FGB and she then presented to the Board the autumn term FADE report (Focus Action Do Evaluate).</p> <p>LT referred to the changes which have taken place in the Education Inspection Framework (EIF) and what the next steps were in school.</p> <p>Key areas were referred to in the visual presentation:-</p> <p><i>Phonics</i></p> <p>The focus was on the lowest 20% mainly in Phonics, but also reached fluent readers. Identification of lowest 20% of readers was first step and</p>	

	<p>then interventions were being put in place</p> <p>Governor question: - Why focus on lowest 20%? LT:- stated that this followed the Ofsted Reading Framework base which is used as a tool. However the school goes further than this bringing in additional children.</p> <p><i>Storytelling and poetry</i></p>	
5.4	<p>LT referred to storytelling and poetry being important, linking also with Writing where appropriate and links being made with low speaking baselines to ensure opportunities for growth in vocabulary.</p>	
5.4	<p>LT referred to the use of Poetry Basket which was reported to be a very good scheme for both vocabulary and speaking. Rhymetime was also being used.LT was training other teachers regarding poetry.</p> <p><i>Progression of Phonics</i></p>	
5.6	<p>In terms of Phonics progression the Read Write Inc (RWI) books had been audited and there were enough for Yr 1 pupils. This scheme matched the Phonics scheme.</p>	
5.7	<p>The remaining Read Write Inc books would be used for the lowest 20% of attainers in Yrs 2, 3 and 4.</p> <p>It was explained that in Reception RWI 'dittysheets' would be used.</p>	
5.8	<p>LT clarified that all other reading books (ie non RWI) would be used only in reading for pleasure and when a child has been taught all the sounds used in the book.</p>	
5.9	<p>Next steps included producing the budget for new RWI books and a plan for reading scheme books to be used effectively throughout the school to avoid waste.</p> <p>Governor question: - Will it be difficult to budget for the new books? LT- Yes they are expensive and might be possible this year or next. HT explained part of this might be possible through the PTA.</p> <p><i>Reading practice</i></p>	
5.10	<p>School was starting in Yr 1 with the Phonics framework but also giving pupils more practice in reading and examples of lessons had been given to teachers to be done three times each week.</p>	
5.11	<p>Reading and re-reading books was explained to FGB as important to develop knowledge of punctuation, expression, vocabulary through</p>	

	rereading.	
5.12	<p>This enabled recap as well as development of new sounds. LT made reference to gross and fine motor skills development in Nursery being important and linked to sounds and preparation for being writers as well.</p> <p><i>Teaching expertise</i></p>	
5.13	<p>All teachers were experienced in Phonics. RWI training had happened and was in place. Peer to peer observations had taken place to build confidence in staff and therefore pupils. Nursery staff had been externally trained in RWI scheme.</p>	
5.14	<p>LT was thanked for her presentation and HT informed FGB that this program will be illustrated to governors on January governors Day.</p>	
5.15	<p>Governor question:- What is the Helicopter Stories approach? LT:- Where children can read language at higher level than they can write.</p>	
5.16	<p>Governor question: - How does oral storytelling take place? LT:- Louise Lipton from LAMDA reads a book which the children act out. LL identifies features of a story and sounding out replicates Phonics scheme.</p>	
5.17	<p>Governor question: - How are choices made over children's books? LT:- Choice is made after discussions between staff which are reviewed after one year. Junior leadership team (JLT) are surveyed and additional books requested as appropriate.</p>	
5.18	<p>Governor question: - Given school work on diversity and representation Will anything be lost from this as a result of more fidelity to RWI? LT:-No the non RWI books will be kept for free choice books and whole class teaching can include wider representation.</p>	
5.19	<p>Chair thanked LT for her presentation and recognized her clear passion for the subject.</p> <p>LT left the meeting after her presentation.</p> <p><i>Attainment Targets</i></p>	
5.20	<p>Sarah Taunton Johnson (STJ) was introduced to the new Governor and she undertook to send induction material to her to help understand</p>	STJ

	target setting and attainment. She then presented to the Board her report on Attainment targets.	
5.21	<p>Key point - Statutory testing is back having been paused during pandemic so far. Ie statutory tests will take place as follows:-</p> <ul style="list-style-type: none"> • Early Years (EY) Good Level of Development (GLD) • Yr1 Phonics –summer 2022 • Yr 2 phonics –current half term 2021 • Yr4-Times Tables Multiplication Check-June 2022 • KS1- SATS-May 2022 • KS2- SATS-May 2022 	
5.22	<p>Deputy HT explained there would however be no data in league tables. She then explained the assessment cycle:-</p> <ul style="list-style-type: none"> • Assessment period 29/11/2021 for 2 weeks • Moderation • Data entry into Target Tracker software. • Gap Analysis by HT and Dep HT STJ- of all pupils' attainment, areas of difficulty for both individual pupils and whole class. • Pupil Progress Meetings in January • FADE (Focus, action, do, evaluate) reports updated for spring with objectives written going forwards. 	
5.23	Deputy HT explained that the targets set already may change during the course of the year.	
5.24	<p>Governor question: - Targets were based on the cohort but were the children very well known to the senior leadership team? Dep HT- Yes the real strength of the school was knowing individual children and looking at their whole journey through the school enabling targets to be personalised.</p>	
5.25	<p>Other key strengths:-</p> <ul style="list-style-type: none"> • Targets were very healthy and still very aspirational In spite of two terms of disruption out of school and continued disruption in school due to Covid impact. Certain subjects had fared better eg Maths due to ability for some of it to be taught more easily remotely than some other subjects. • Progress was personalised to the child. 	
5.26	<p>Weakness identified so far:-</p> <ul style="list-style-type: none"> • Writing-Most classes had 6 or 7 children not making the required steps of progress. The example of Yr 6 was given where 6 pupils were behind and in the Closing the Gap (CtG) register. Several of these were SEND or EAL children and Jo Wreford 	

	was assisting with interventions including training for staff and a spelling walk.	
5.27	<p>Vulnerable areas identified:-</p> <ul style="list-style-type: none"> • Yr 2 Teacher shortly to leave school on maternity leave. • Impact of isolation due to COVID- a child would have 10 days of home learning. Two school weeks could impact the whole of a maths unit or a genre of writing. 	
5.28	<p>Dep HT concluded that the data was looking very healthy and after the upcoming analysis the school will have a better idea of where the children's attainment and progress currently stood.</p> <p>Early Years (EY)</p> <p><i>Nursery</i></p>	
5.29	<p>Nursery baselines were low this year. Much of Nursery childrens' life had been during the pandemic and therefore restrictions had reduced their abilities especially in Speaking where baselines were assessed on spontaneous responses.</p>	
5.30	<p>There was a big difference between baseline percentages and targets but EY children make huge progress quickly as they gained confidence with being at school for longer.</p> <p>CPD training to support nursery teachers in assisting 2 year olds in understanding and listening was in place.</p> <p><i>Reception</i></p>	
5.31	<p>Strength:-</p> <ul style="list-style-type: none"> • Maths -due to teacher with (and building) experience. <p>Weakness:-</p> <ul style="list-style-type: none"> • Reading lower and more interventions in place. 	
5.32	<p>As reported at the previous FGB meeting a new EY framework and a new EY school team was requiring adjustments to be made (especially in Nursery) for school team to adapt and meet new requirements.</p>	
5.33	<p>Deputy HT was thanked by Chair and the following questions were asked on the report:-</p>	
5.34	<p>Governor question: - Given difficulties caused by of isolation and what staff needed to do to help children on return how did this impact staff wellbeing? Could governors help?</p> <p>HT-SLT were supporting staff are managing their anxiety due to teaching with COVID likely to be in the classroom(in spite of protocols)</p>	

<p>5.35</p> <p>5.36</p> <p>5.37</p> <p>5.38</p> <p>5.39</p> <p>5.40</p> <p>5.41</p>	<p>Teachers were limited as to what they could do for those at home but phone calls, zoom calls, and work sent home were taking place. SLT was ensuring the consistency of offer across the school however needs every day were unpredictable.</p> <p>HT comment: - She was very proud of her staff and how they were dealing with a very difficult situation.</p> <p>Deputy HT JB commented that all children and their needs were very different. Some staff were seeing weeks of consistent absences making teaching very difficult.</p> <p>Governor suggestion: - Could schemes of work be put online? HT-Work schemes are already there -the bar being set very high from previous lockdowns, but what could be offered now with mostly in school teaching, was more limited.</p> <p>Governor question: - Targets have referred to the core subjects. What about targets for non-core subjects? SLT- Non-core subjects were also important to create a rounded child and staff referred to retrieval practice- a project being undertaken for example in geography to enhance attainment in non-core subjects.</p> <p>Chair suggested that this could be explored further by the governor link visits now scheduled.</p> <p>LT was thanked again and she left the meeting.</p> <p><i>Governor Link HL/Citizenship</i></p> <p>Governors noted draft Report on above from previous term had been shared on GovernorHub.</p>	
<p>4.</p> <p>4.1</p> <p>4.2</p>	<p>Leadership and Management</p> <p><i>HT Report including SDP update (SMcG)</i></p> <p>Due to time constraints it was agreed that the HT report which had been circulated prior to the meeting be taken as read with questions invited on its content.</p> <p>Governor question: - Reference is made in the report to the Language project and the involvement of the Junior Leadership team (JLT). What is this project about?</p> <p>HT- Some evidence of poor behaviour and bad language from children had been observed and as a consequence PHSE lessons were discussing feelings on language and what constituted bad language and why. HT was hearing the pupil voice and acting on it. It was suggested that JLT would form part of the governors visit day in</p>	

	<p>January and would also address the Governing Board at the next FGB meeting.</p> <p>4.3 Governor question: - Why was the attendance target so ambitious when the situation is adversely affected due to Covid? Was it worth setting it at such a high figure?</p> <p>SLT-Government threshold is low at 90% and Meadlands wished to be aspirational (currently at 96.5%). Although some schools were not completing records due to COVID impacting attendance records were required and it helped Meadlands in any event. Code X may be added as a note but Covid coding no longer available as a category.</p> <p>4.4 Governor question: -What is the area of school that is worrying HT at the moment?</p> <p>HT-the rapidly changing coded situation with Omicron Covid variant and impact on the staff team.</p> <p>4.5 Governor suggestion: - Add in to Head Teachers report a short summary of the current main issues.</p> <p>HT-This would be considered.</p> <p>4.6 Governor question: -What latitude was there for the school over Covid policy.</p> <p>HT- Not much latitude. This had been discussed with Senior Leadership Team and FGB Chair but school was required to follow Government guidance -the dilemma being between moral and professional reaction to Covid in school. If school moved away from official guidance it would be open to criticism.</p> <p>4.7 Governor question:-How many staff had had COVID vaccinations?</p> <p>HT –HT Report contained a typo- 40 staff have had 1st and 2nd Covid vaccine doses and 1 had received booster.</p> <p>HT was thanked for her comprehensive report.</p> <p><i>Ofsted-Reflections on final report</i></p> <p>4.8 This section opened with Governors commending the Head Teacher and Chair of FGB on the very good communications following receipt and publication of the Ofsted final report.</p> <p>HT commented that had been a couple of factual changes from the draft report.</p> <p>4.9 Governor support: - School was commended for its speedy response comments on Reading. The school was straight on to this item as illustrated by the report earlier in the meeting.</p>	SMcG
--	---	-------------

	<p>HT- referred to reflections from Head Teachers Forum that everyone was very surprised that Meadlands could not be recommended for a follow up inspection to potentially gain an Outstanding classification.</p> <p><i>Safeguarding (SG) Audit Report/Link Governors</i></p> <p>4.10 The Vice Chair referred to the Safeguarding Audit being on the school website. She commented that it had been very interesting to have a fresh perspective and the independent view from Alex Colclough on SG.</p> <p>Link Governors had found it very interesting and had learned from the experience.</p> <p>4.11 Safeguarding concerns:-</p> <ul style="list-style-type: none"> • Increase in referrals for Early Help • Time lag on response from Early Help • Resultant pressure on school in interim <p>4.12 Governor support: -How can Governing Board assist? Dep HT JB -explained that FGB Chair and Link Governors had been informed and were involved where necessary in cases.</p> <p><i>Policies Approvals</i></p> <p>4.13 It was noted that an updated policy schedule was needed and this would be undertaken in January after three more policies as well as Behaviour had been updated.</p> <p><i>Staffing/Business Plan Update</i></p> <p>4.14 The FGB was informed that the deadline for comments on staffing business plan from support staff had now passed and no comments had been received. As part of the process the Link Governor KO would be presented to on Monday 29th Nov.</p> <p>4.15 Following that 1:1 meetings with support staff were proposed and the Restructuring process would come to an end soon.</p> <p>4.16 Governor question:-Are redundancies likely? HT-Yes 1 support staff due to changing numbers of supported children in school.</p>	
<p>6.0</p> <p>6.1</p> <p>6.2</p>	<p>Budget and Resources</p> <p><i>Financial Update- Budget Monitoring/Covid-19</i></p> <p>Finance report from the Chair was given to governors following the Finance Steering Group (FSG) meeting on 22nd November.</p> <p>Main points:-</p>	

	<ul style="list-style-type: none"> • Financial Status had changed at the end of October with costs and income having risen since Sept monitoring date. • Surplus at end of year had shrunk but was still positive as was Yr 2 end and still neutral in Yr 3. It was necessary to keep a close eye as further adjustment likely. • Nursery build was likely to complete early 2022 with hand- back likely in March. Outdoor play area for N and R was a focus and work to scope possibilities would start soon. • In short term area would be cleared, spare MUGA carpet used with freestanding equipment. Longer term it would be undertaken more comprehensively (budget of £20,000) Ideas for fundraising in progress. <p>6.4 Governor question: - Were there any costs involved in returning the temporary nursery building back to a music hub?</p> <p>Chair-This was complicated as the building had electrical, heating and water leak problems so its future is more complex. FSG will think about the future use of this space going forwards.</p> <ul style="list-style-type: none"> • Approval of staff performance and salaries had been undertaken by e-mail following FSG and salaries had been approved unanimously • Staff changes had also been reported to FSG <p>6.5 Governor question: -Regarding the outside areas for Nursery and Reception had sustainability been included in the specification?</p> <p>HT –Specification was at a very early stage. HT was visiting two other schools and receiving quotes from building companies. Max commitment -£20 000.</p>	
<p>7.</p> <p>7.1</p> <p>7.2</p> <p>7.3</p> <p>7.4</p>	<p>Behaviour and Attitudes</p> <p><i>Behaviour Policy Update</i></p> <p>This revised policy is almost complete and would be shared in due course.</p> <p><i>Attendance Review</i></p> <p>School attendance remained very high but Covid isolation was having an impact. Code X could only be used for children awaiting a PCR test result. Isolation was recorded under code I-illness.</p> <p>Attendance in autumn 2021 were slightly lower than autumn 2020 but still above both Richmond and national averages.</p> <p>Reception to Yr 6 showed very healthy attendance records. Nursery had dipped to 91. 09% however this was not statutory attendance age.</p>	<p>STJ</p>

<p>7.5</p> <p>7.6</p> <p>7.7</p> <p>7.8</p> <p>7.9</p> <p>7.10</p> <p>7.11</p>	<p>Nevertheless attendance was still much higher than the borough or nationally for specific weeks.</p> <p>Governor question:- Was there any way of recording 'home attendance' ie learning while isolated at home? SLT-not really.</p> <p>Governor question: -Was there any particular reason for nursery numbers attending dipping especially given attainment levels had dipped? SLT- No other than parents being more cautious around very young children attending when possibly unwell.</p> <p>It was reported that contextual data was really strong with EHCP and PPG children with a social worker showing really strong attendance.</p> <p><i>Persistent Absentees</i></p> <p>There were 30 Persistent absentees (PA) but only 16 of these were of statutory school age. Contextual background of these PAs explained their absenteeism.</p> <p>A short discussion took place around the statutory need or otherwise to collect comprehensive attendance data. It was agreed that the national picture was also likely to show an attendance dip.</p> <p>Governor question:- Was Covid isolation being used at all to keep children home and be masking Safeguarding issues? SLT- This was being monitored by CPOMS (safeguarding) system.</p> <p>Deputy HT ST closed this section of the meeting by commending the daily work of school office colleague Helen Frank for her detailed attention to attendance records.</p>	
<p>8.0</p> <p>8.1</p>	<p>Personal development</p> <p>This was not discussed.</p>	
<p>9.0</p> <p>9.1</p> <p>9.2</p>	<p>Governance</p> <p><i>Membership</i></p> <p>It was reported that with the election of two parent governors all positions on FGB were filled.</p> <p>It was agreed that succession planning would be considered at the following meeting.</p> <p><i>FGB Code of Conduct 2021, FGB and FSG Terms of Reference</i></p>	<p>Chair</p>

9.3	Chair reported on AfC advice being sought regarding implications of adding Safeguarding to the FGB and FSG Terms of Reference. No reply as yet received.	
9.4	Governors not yet having signed the agreed Code of Conduct were urged to do so and a paper copy was circulated during the meeting. Remaining governors to sign subsequent to the meeting. <i>Governor links</i>	AHa
9.5	Chair had shared via GovernorHub prior to the meeting the Link Governor Roles and schedule for visits to the school and reporting back to FGB.	
9.6	Governor Question:- Were Governors to contact staff direct regarding school visits on the proposed dates. HT -yes. <i>Training</i>	All Govs
9.7	Clerk referred to the Clerk's Training she had attended where amongst other things the strategic, rather than operational role of Governing Boards was emphasised.	
10.	Safeguarding and Single Central List Update	
10.1	The updated Single Central List would be signed following the meeting.	Chair
11.	Minutes of the last meeting –	
11.1	The minutes of the last FGB meeting on 14 th October 2021 were received and agreed as a true and accurate record and would be signed by the Chair.	Chair
12.	Matters Arising	
12.1	There were no matters arising.	
13.	Reflections on the Meeting Chair thanked all for reports and attendance.	
13.1	Governor comment:- Thursday evenings were difficult for her for meetings. Could the day be changed? Chair:- Next meeting would be hybrid enabling people to attend physically or on zoom and was in the morning.	
13.2	Governor comment: -etiquette of all would be important. Everyone should enter the meeting at once and be able to hear properly. Governor JC offered to supply a Bluetooth enabled microphone.	JC
14	Date of Next Meeting	
14.1	The date of the next FGB meeting was agreed as Thursday 27th January 2022 at 7.30-9.30am in a hybrid format but with in- person	

	attendance as an aspiration.	
--	------------------------------	--

The meeting ended at 8.10pm

Signed by the Chair _____

Date _____

Summary of Actions

<i>Item number</i>	<i>Action</i>	<i>Responsible governor/ Associate Member</i>
2.1/9.4	Declarations of pecuniary Interest forms and signed Code of Conduct to be sent to clerk	AHa
3.5/9.2	Succession Planning-Jan agenda	Chair
5.2	Information to new govs on data	STJ
4.5	Short summary of HT report to be considered	SMcG
7.1	Behaviour policy to be shared	STJ
9.6	Govs to arrange school link visits	All Govs
10.1	Sign SCL	Chair
11.1	Sign FGB Mins Oct 2021	Chair
13.2	Bluetooth microphone to be used at next FGB	JC

List of documents:-

- FGB Minutes of 14th October 2021
- FGB Confidential Minutes 14th October 2021
- Report on Reading Autumn 2021
- Attainment Targets Report
- HT Report Autumn 2021
- Meadlands SDP 2021-22
- Meadlands FGB Code of Conduct 2021-22
- Governor Links Terms of Reference 2021
- Ofsted Final Report