

The London Borough of Richmond upon Thames

Meadlands Primary School

Minutes of the Full Governing Board (FGB) Meeting held in school and by Zoom app
on
Thursday 14th October 2021 at 6.00pm

Constitution, Membership and Attendance

PARENTS -2	LA-1	STAFF-2	COOPTED -8
Annabelle Hughes (AH) Vice Chair	Penny Frost (PF)	Sophie McGeoch (SMcG)	Ulrich Tiedau (UT)
Nigel Seymour (NS) Chair		Sarah Taunton (ST)	Chloe Walkom (CW)
			Lisa Fairmaner (LF)
			John Cannon (JC)
			Ruth Nelligan (RN)
			Kasia Oberc (KO) via Zoom app

bold = absent

Apologies: Annabelle Hughes, Ruth Nelligan,

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 6.10pm and Governors were welcomed back into school for the first meeting in person since pre pandemic. Apologies were received and accepted from Annabelle Hughes and Ruth Nelligan.	
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.	Govs
1.4	Governor attending via Zoom app was asked to confirm that they were in an environment which was secure, and which protected confidentiality and governor confirmed this was the case. Those present in the school introduced themselves so all were aware who was present at the meeting.	

<p>6.</p> <p>6.1</p> <p>6.2</p> <p>6.3</p> <p>6.4</p> <p>6.5</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>Writing-FADE Report</i></p> <p>The writing lead Jo Wreford presented to the Board the autumn term FADE report (Focus Action Do Evaluate) which had been drafted at the end of the summer.</p> <p>It was explained why writing was difficult to teach in lockdown and that many children had fallen one step behind in learning as a result. Spelling remained an area of concern.</p> <p>JW ran through the objectives and actions that had been identified from data, books and teachers observations and explained the objectives of the teaching programme going forwards:-</p> <ul style="list-style-type: none"> Objective 1-Writing and Spelling be given more prominence in timetable across the school. Dedicated time from 9-9.30am for Spelling. 9.30-10.30 for English. Spelling time increases to 120 mins pw from 45 mins pw). Spelling underpins transcription skills for Writing. <p>Governors were informed that the objective had been actioned and was in full swing for all year groups.</p> <ul style="list-style-type: none"> Objective 2: -target by the end autumn term for all/most pupils to have caught up from being one step behind in Writing and be at the expected level. <p>Refresher training had occurred in staff meeting, key children were a focus of teachers, half termly moderation taking place and actions were on-going.</p> <ul style="list-style-type: none"> Objective 3 - children who were 2 or more steps behind continue to make good progress including SEN children. (These children were also 2 or more steps behind pre-lockdown) <p>Actions included Precision teaching and the new NESSY scheme with targeted intervention. Dep HT explained to governors the 2 schemes. Children to focus on shorter pieces of work.</p> <p>Governor question: - To what extent were children encouraged to use touch typing? Only children for whom Writing was very difficult to access were encouraged to type since it only works for fast typists.</p> <p>Governor question: - Are all key objectives being taught in parallel? Yes through whole class teaching with specific interventions for particular pupils either before school or during assembly.</p>	
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<p>6.6</p> <p>6.7</p> <p>6.8</p> <p>6.9</p> <p>6.10</p>	<ul style="list-style-type: none"> Objective 4 –Children exceeding at end KS 1 to be closely monitored to make good progress through KS 2 to achieve GDS at end KS 2. More robust targets were being written for assessment in each year. (whereas Government only advises assessment in Yrs 2 and 6) <p>Targets assist teachers to understand what greater depth Writing looks like (composition being based on grammar and vocabulary, punctuation and transcription).</p> <p>All actions were being implemented and staff meeting had explained the use of the new assessment cards. JW explained that her moderation work with other schools showed them to be in same position after lockdown.</p> <p>Governor question: - How much extra work had there been for staff as a result of these actions? JW explained not a lot for other staff but had been a lot for her however it supported other teachers.</p> <p>The target objectives would be shared with governors via GovernorHub</p> <ul style="list-style-type: none"> Objective 5- Boys in KS 2 should continue to read and build their vocabulary. All children should build vocabulary. This actioned by using 'Spelling by Reason' (used in Phonics Yr 1) teaching more than just spelling/vocabulary but <i>understanding</i> words. <p>JW explained multiple actions to governors to demystify spelling including using roots of words and reading aloud. JW had provided KS 2 teachers with vocabulary dedicated to specific subjects with examples and background. She commented that Ofsted and national curriculum were switching on to awareness of root words.</p> <p>Chair acknowledged the situation post lockdown regarding Writing and thanked JW for the depth of her report and the hard work she had put in to rectify the position, recognising the importance of Writing. Chair stated that governors were grateful for the innovative approaches taken to address this within school including changing assembly time.</p> <p>Governor question: - Did the actions help EAL pupils? Yes it helps to unpick the English language for them. HT adds that as part of diversity JB will be looking at EAL induction given that school expects pupils from Hong Kong and Afghanistan in addition to existing EAL pupils. JW comments that EAL pupils are very good at Writing because of having to learn English.</p> <p>Governor question: - What are children <i>not</i> doing as result of this</p>	<p>JW/SLT</p>
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	<p>emphasis on Writing? There is a loss of 10-15 minutes at the end of the day in assembly.</p>	
6.22	<p>Governor question: - Are parents involved? Yes spelling is shared, all available on the web, but staff happy to do a parents evening on the subject too.</p>	
6.23	<p>Governor comment: -Home language brought into the classroom can help pupils because they understand English roots eg from say Latin in their home language.</p>	
	<p>JW left the meeting after her presentation.</p> <p><i>EYFS Baseline/EYFS Curriculum</i></p>	
6.24	<p>Laura Tadman (LT) was then invited to present to governors her report on Early Years/Foundation Stage.</p>	
6.25	<p>She circulated to governors copies of her visual presentation and explained that there was a new team in the school and a new teaching Framework which was bringing about changes.</p>	
6.26	<p>Referring to the presentation LT explained the main changes of the framework: -</p> <ul style="list-style-type: none"> • No 'exceeding' criteria any more just 'emerging' or 'expected' grades. A deeper <i>understanding</i> was being encouraged rather than speed learning. • The statements which pupils have to meet are longer and have more depth. • A new focus on language development in recognition that the starting level was dropping • Greater embedding and development of language • Safeguarding covering more areas e.g. oral hygiene • New age bands- 0-3 yrs, 3-4 yrs, Reception. LT commented that it was more difficult to report to parents on pupils in 0-3 years bracket because of its very wide range. 	
6.27	<p>The implications of the new Framework were illustrated to governors-</p> <ul style="list-style-type: none"> • More demanding Nursery requirements relating to greater understanding and greater English language acquisition • Move from more to fewer observations in moderations. Now more down to teacher judgement than evidence. Little written guidance from Government on this change. School continuing with observations until more is known. 	
6.28	<p>EY Lead continued by explaining how baseline assessments were conducted. Reception baseline assessment now registered what child</p>	

	<p><i>could</i> do and not what it could not undertake. Still helpful but not as comprehensive as previously.</p>	
6.29	<p>Baselines were being presented to parents the following week.</p>	
6.30	<p>Baselines results were then reported on:-</p> <ul style="list-style-type: none"> • Nursery- children affected adversely by lockdown in terms of building relationships and self-regulation due to less mixing. • Reception children's gross motor skills had been adversely affected by less physical play on eg playground equipment and climbing frames • Overall SEND pupils results slightly higher. Speech and language difficulties more profound in Nursery children. Private nursery pupils higher in baseline attainment because more private nurseries stayed open in lockdown than state nurseries. (First time this was the case). Wider gap between Nursery pupils and non Nursery pupils starting in Reception. 	
6.31	<p>LT then explained how the school was adapting its practice to meet the challenges: -</p> <ul style="list-style-type: none"> • Modelling play • Longer independent play sessions to encourage immersion • Weekly cooking (cultural capital) • Scaling back nursery provision • EY team meeting with JB to support with SEN support plans and ensure quality first teaching • Meeting with speech and language therapists (SALT) from Ham clinic for Early Years consultation 	
6.32	<p>Chair commented that there had been a lot of change and congratulated the EY lead and staff for their adaptations to the new framework.</p> <p><i>Governor Link Report EYFS (CW)</i></p>	
6.33	<p>The link governor reported on her visit on 14th September, her written report having shared prior to the FGB meeting via GovernorHub.</p>	
6.34	<p>She explained that the main areas to watch were the challenges outlined in her report including:-</p> <ul style="list-style-type: none"> • How are more able Reception children to be stretched without the previous 'exceeding' level? • Meeting the expectations for Nursery children while still encouraging play • To meet children's' needs but with new computerised baselines (which are Ofsted required) which take greater amounts of time. Time could be spent more productively elsewhere. 	

6.35	Chair thanked link governor for her excellent report.	
6.36	Governor support: - School had clearly put actions in place to produce the best outcome and should be commended for it.	
6.37	Governor question: - Will progress by Yr 2 look less than previously with adjusted baseline in early years? Not known but higher expectations in N and R may reduce the dip that occurs in Yr1.	
6.38	Governor question: - Has the nursery been affected by being located temporarily in the Ingenium/Music Hub building? Not much impact as the teacher is very good and certain aspects are better such as the climbing frame to assist gross motor skills. 2 SEN pupils are slightly affected by being in this environment due to its outdoor space configuration but steps to rectify this were being considered.	
6.39	Governor Comment : - The pandemic and lockdown will not only have affected children already in school but also children yet to start Nursery and School because of the limited social mixing that was possible between families with babies, young children in the last 18 months. Many people still have anxieties over mixing. <i>Governor Link HL/Citizenship</i>	
6.40	Governors noted draft Report on above from previous term had been shared on GovernorHub.	
2.	Governance <i>Membership</i>	
2.1	A summary of the current membership of the FGB was given. The recent end of term of office of UT was noted and given the skills he brought to the FGB his further co-option for a term of one year was put forward and agreed by FGB.	
2.2	Chair informed governors of the recruitment campaign for the 2 parent governor vacancies created in July when the Chair and Vice Chair became co-opted governors.	
2.3	FGB members were informed that whilst 4-5 people had expressed interest 2 candidates had formally put themselves forward by the deadline for parent elections. As there were no other candidates and 2 vacancies they would be elected unopposed. [Alida Hawthorne & Christina Powell]	
2.4	Brief details of the candidates were given to the FGB (both have education experience) and their appointment to the Board was ratified by the FGB . They would be welcomed at the next meeting of the FGB.	
2.5	Chair wished to record the FGB's gratitude to the Vice Chair for her considerable work in the recruitment.	

2.6	<p>Chair and Vice Chair positions would not be reviewed until following meeting as their re-election took place in November 2020.</p> <p><i>FGB Code of Conduct 2021, FGB and FSG Terms of Reference</i></p>	
2.7	<p>These updated and slightly changed documents had been previously shared via GovernorHub (with amendments highlighted) and Chair pointed out the amendments. Governors agreed the Code of Conduct and both sets of terms of reference including delegated responsibilities to FSG. FGB and FSG Terms of Reference to include specific reference to Safeguarding responsibilities. Governors present signed the Code of Conduct. Remaining governors to sign subsequent to the meeting.</p> <p><i>Governor links</i></p>	<p>Clerk</p> <p>GOVS</p>
2.8	<p>Governor question: - In light of this agenda item was the current structure of the governing board to be maintained? Chair responded yes this was the decision at the last FGB meeting that the current structure should run for a further year to allow proper full review in July 2022. The last 18 months of the two years this system has been running has been adversely impacted by COVID lockdowns/restrictions meaning the structure had not been allowed to operate fully.</p>	
2.9	<p>Governor comment: -would like to see a proper discussion in July- is concerned that there is a lack of cross fertilisation Between governors in a system without committees.</p>	
2.10	<p>Chair sought the views of other Board members and a lengthy discussion took place on what other governors felt were the pros and cons of current structure v previous committee structure.</p>	
2.11	<p>Questions were raised over which other committees would be suggested other than Finance eg Safeguarding, Staffing, Curriculum?</p>	
2.12	<p>Governor comment:-Under the previous system it was interesting to hear more detail on for example curriculum and assessment in the Teaching and Achievement committee but there was a problem with achieving quorums with more meetings under a committee structure. Current system is rigorous but possibly lacks some richness.</p>	
2.13	<p>HT comment:- When there are more committees the time- take on staff is much greater. When Teaching and Achievement committee existed it was during a very data driven period of Government and the school was also in 'Requires Improvement' Ofsted status. No data was involved in the last Ofsted. Covid has had an impact on governor links and with restrictions removed cross fertilisation is more likely as school visits can be restored fully. Safeguarding is in minds of school all the time and does not need a separate committee. HT confident on this having had SG audit that day. SG could be a standing item however in FSG as well as FGB. Curriculum updates occur at FGB and could be more</p>	

	regular.	
2.14	Governor observation:- Can see value of a SEND/PPG/SG focus of a deep dive committee, could divorce it from rest.	
2.15	Governor comment:- Can see the advantages of both systems. Visits should enable bounce of ideas with others and governor suggests more buddying with incoming governors to assist them.	
2.16	Clerk comment: - Stated that difficulty in achieving quorate committee meetings was one of the reasons for the previous Chair’s suggested change to reduce committees to current structure. Given busy lives with work and family commitments and the Board’s desire to achieve strong governors from diverse backgrounds, requiring governors to attend more meetings may put some governors off the role. Perhaps cross fertilisation of ideas could come from governor pairings for link roles or more visits undertaken on the same day/Governors Day as suggested by a governor last year.	
2.17	Governor comment:- Would like more involvement. Chair thanked everybody for their contributions and suggested the review could happen in the spring instead of July.	
2.18	Governor comment: - It was more difficult for governors who were not parents to know the school and shared others views that such governors should not be marginalised. Chair agreed.	
2.19	Chair informed the Board that Governor links were being reviewed in light of the new governors joining the board and some existing governors’ preferences for change. Other governors would be maintaining their current roles and the list would be circulated shortly together with the schedule of visits.	Chair
2.20	Schedule of AfC’s Training CPD had been circulated. <i>Governor Training</i>	
2.21	Chair referred to the CPD schedule which had been previously circulated. Reference was made to AfC advice that refresher courses are needed after 3 years.	
2.22	Chair reminded governors to keep the training record on GovernorHub up to date including any training undertaken in a different setting.	Govs
3.	Actions Log	
3.1	Chair reviewed the FGB Actions Log:- <ul style="list-style-type: none"> • actions relating to Black Lives Matter undertaken • some items to be removed because as standing items they are ongoing eg training 	

3.2	<ul style="list-style-type: none"> • GDPR audit was to take place after half term with action points regarding DPO to be closed after next meeting. • Recruitment of governors had taken place. • LF was to become be RHSE governor link. • Policies were an agenda item. • On H & S tracking there was now mapping weekly meeting with Don Eckford so this action could be closed. • Governor day visits remained an open action • PPG audit was now due in March 2022 with an adviser. Keep as an open action. • Chair to create a link governor report template. • Other open items were on the meeting agenda. <p>Governors agreed there were no other outstanding actions.</p>	
4.	<p>Chair's Remarks</p> <ul style="list-style-type: none"> • Ofsted important but covered elsewhere on agenda • Meeting approach ie in school/virtual/hybrid-will review this when all feedback received from Governors via GovernorHub 	Chair/ Gobs
5.	<p>Leadership and Management</p> <p><i>Ofsted feedback/Impact of Ofsted/Ofsted Next Steps</i></p> <p><i>This matter was confidential and it is reported separately in confidential minutes.</i></p> <p>5.17 At 8.00pm the chair commented that discussing the important point on governance structure earlier in the meeting had led to the meeting potentially over running and asked governors whether they wished to take a break and continue the meeting to cover the agenda items in full or stop and share the remaining reports via GovernorHub.</p> <p>5.18 Due to governors needs to leave at the planned time it was decided that the following would be shared via GovernorHub.</p> <ul style="list-style-type: none"> • <i>SDP update</i> • <i>Safeguarding Audit I</i> • <i>Staffing/Business Plan</i> <p><i>Policies approvals</i></p> <p>5.19 HT confirmed there were none to report. More were being updated in November and December.</p> <p><i>Parent and pupil survey</i></p> <p>5.20 Governors noted results in GovernorHub</p>	

6.0	Quality of Education <i>This item had been taken earlier in the meeting.</i>	
7.0	Budget/Resources <i>Financial Update- Budget Monitoring/Covid-19</i>	
7.1	Finance report from the Chair was given to governors following the Finance Steering Group meeting on 11 th October. Main points:- <ul style="list-style-type: none"> • School's budget and finances were good 6 months in to the current year's budget. • Former nursery building had been demolished and work commenced on the new building. Handback to school now cited as being April but school had pushed back for February 2022 • Ensuring adequate heating for the Music Hub (Nursery) during the winter was a priority. 	
7.2	Governor question:- Was there any adverse impact on the running of school? A small amount of impact with no sensory room and shortage of meeting rooms.	
8.0	Behaviour and Attitudes <i>Behaviour Policy Update</i>	
8.1	Due to lack of time this item was not reported on- instead the Deputy HT's report on Behaviour Policy would be shared via GovernorHub as would the attendance schedule.	ST
8.2	School attendance remained very high.	
9.0	Personal Development	
9.1	Personal development was not discussed due to lack of time.	
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 15th July 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.	
14	Date of Next Meeting	
14.1	The date of the next FGB meeting was agreed as Thursday 25 th November 2021 at 6.00-8.00pm. Hybrid or face to face meeting to be confirmed.	Chair

The meeting ended at 8.05pm

Signed by the Chair _____

Date _____

Summary of Actions

<i>Item number</i>	<i>Action</i>	<i>Responsible governor/ Associate Member</i>
1.3	Declarations of pecuniary Interest Forms to be sent to clerk if not already supplied	Govs who have not yet completed it
6.6	Writing objectives to be shared via GovernorHub	JW/SLT
2.7	Amend ToRs for FGB and FSG to include Safeguarding	Clerk
2.7	Govs to sign Code of Conduct	Govs who have not yet signed
2.19	Gov Links and schedule to be circulated	Chair
2.22	Training record to keep up to date	All Govs
4.0	Govs to record views on meeting form ie school/hybrid/virtual via GovernorHub	All Govs
5.16	HT and Chair to produce communication on Ofsted report	HT/Chair
8.1	Behaviour Policy to be shared via GovernorHub	ST
10.1	Sign SCL	Chair
11.1	Sign FGB Mins July 2021	Chair
14.1	Form of meeting 25 th Nov 2021 to be confirmed	Chair

List of documents:-

- FGB Minutes of 15th July 2021
- Report on Writing Autumn 2021
- Early Years report 2021-2022
- Meadlands SDP 2021-22
- Behaviour Policy at Meadlands
- Meadlands FGB Code of Conduct 2021-22
- Meadlands FGB Terms of Reference 2021
- Financial Steering Group Terms of Reference 2021
- Governor Links Terms of Reference 2021
- Ofsted Feedback Meeting notes-CONFIDENTIAL

NB-highlighted sections reflect areas of particular governor focus in meeting