

The London Borough of Richmond upon Thames

Meadlands Primary School

Minutes of the meeting of the Full Governing Body held at the school on
Thursday 3rd October 2019 at 6.00pm

Constitution, Membership and Attendance

PARENTS -2	LA-1	STAFF-2	COOPTED -8
Annabelle Hughes (AH)	Penny Frost (PF)	Sophie McGeoch (SMcG)	Charlotte McIntyre (CMcI)
Nigel Seymour (NS)		Sarah Taunton (ST)	Carolyn Dodds (CDo)
			Richard Smith (RS)
			Andree Frieze (AF)
			Ulrich Tiedau (UT)
			Jess Bunker (JB)
			Chloe Walkom
			(Vacancy)

bold = absent

Apologies: Richard Smith
Andree Frieze

Absent without apologies: None

UT arrived at 6:30pm,

PF arrived at 6:40pm

Minutes were produced by FGB clerk from sound recordings of the meeting

1.	Apologies and Declarations of Material Interest	Action
1.1	Governors were advised that the meeting would be sound recorded due to the absence due to illness of the clerk.	
1.2	Apologies were received and accepted from Richard Smith and Andree Frieze.	
1.3	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.	
2.	Leadership and Management	
2.1	SDP Review HT gave a power point presentation to governors on the SDP review.	
2.2	She began by giving a short summary of the presentation she had given governors last term on the 2018-19 academic year.	

2.3	<p>The presentation related to the four headings that the SDP is written under;-partnership, leadership, challenge and future citizenship for pupils.</p> <p>Partnerships</p>	
2.4	<p>Highlights in 2018-19 were:-</p> <ul style="list-style-type: none"> • Successful partnerships including outreach eg support staff running a phonics session with St Marys University • Headteachers and lead teachers from Glos observing maths policy and teaching at Meadlands • Reputation building with other schools around curriculum with Chris Byrne • Visits from other primary schools and PGCE students • Curriculum research and development 	
2.5	<p>This latter point is one to be developed further into 2019-20. Pupils will be able to experience some DT offsite eg experience cooking in a restaurant; music technology off site where facilities may offer more than Meadlands can.</p>	
2.6	<p>Governors questions included those relating to benefits of offsite approach eg that it was not just desirable to do but held wider defined benefits. HT confirmed this was the case.</p> <p>Leadership</p>	
2.7	<p>Highlights outlined by HT from 2018-19 include;-</p> <ul style="list-style-type: none"> • Impact of JLT- especially in areas of School Business, PE and HT support. Will be carried forward. • Curriculum intent-involved all staff in development of curriculum intent • Updating of curriculum policy now on line • Induction of staff to new roles including four senior staff resulted in beneficial mentoring • Leadership in Maths Mastery-outcomes show the benefits and scheme will continue into current year • Leadership of PATHs scheme. Impact has been previously reported • Under 'Curriculum Intent' individual subject leaders developing subject areas in the curriculum eg reading and learning walks. Leaders making very detailed analysis of curriculum policy and making sure classroom brings it to life • Leaders also looking at 'Assessment' across core and non-core subjects. <p>Challenge</p>	

2.8	HT explained that 'challenge' was evident from the attainment and outcomes across the school. Teaching and learning standards were never less than GOOD.	
2.9	<p>Being carried forward to 2019-20 include</p> <ul style="list-style-type: none"> • Quack Quest (broader curriculum targets) • Values-bringing the school's values into the teaching and learning using JLT input • Supporting teachers to do own Action Research eg methods to increase children's memory <p>Successful Future Citizens</p>	
2.10	<p>Highlights from last year being carried on in current SDP include:-</p> <ul style="list-style-type: none"> • Sports lead and well-being and impact • LAMDA • Development of art provision for Arts Mark • In Safe Hands <p>SDP 2019-20</p>	
2.11	HT circulated SDP in draft prior to meeting and tabled hard copies to allow governors to discuss it in groups and feedback. HT explained that SDP categories were the same but tasks changed and that the strong focus this year is the curriculum.	
2.12	<p>Equalities objectives have changed (eg uniform and trip costs and launch of RSE curriculum) to make sure no family is disadvantaged.</p> <p>HT invited comment.</p>	
2.13	Governor question:- Is plan subject to review? HT confirmed at very least it would be reviewed termly with governors but also that it worked as an action plan <i>and</i> strategic plan. HT also commented that all staff's performance management would relate to and feed back into SDP so that it was constantly being checked. Not only did it get reviewed by SLT but teacher's performance management was being looked at alongside it too.	
2.14	Discussion took place around the role of governors and governors visits in relation to the SDP and the possibility of group reviews of SDP (prior to termly SDP review at FGB) on subjects linked to recent school visits.	
2.15	Governor comment:- SDP doesn't include everything governors do eg safeguarding, therefore plan is just part of the responsibility.	
2.16	Governor comment:- SDP needs to be a living document. Is there too much detail for the governors' role in it? HT suggests the three main columns to refer to are those headed Key Objective, Success Criteria,	

	and Governor link/ visits? Actions are not so much for governors' involvement. All visits sit as evidence under evaluation.	
2.17	HT emphasised to governors that all staff had been involved in the creation of the SDP.	
2.18	A more general version will be sent out to parents and the SDP will also be shared with children in assemblies. Parents who wish to see full plan would be directed to the full version which will be on the school website.	
2.19	Following this presentation HT invited Governors to work in pairs to discuss the Governor column of SDP and think about who would be checking Success against Objective. HT thanked Chair for setting out governor roles which are clear but she thought it would be helpful for FGB to discuss who would undertake what aspect and by what means eg learning walk, presentation by children or SLT etc? This could then inform the SDP with governors' point of view.	
2.20	Following paired discussions of the draft, Governors then fed back their conclusions. Under partnerships and enrichment to the curriculum, governors felt that in addition to school visits and presentations SIP could be involved.	
2.21	Governors suggestions included the following;- <i>Partnerships</i> <ul style="list-style-type: none"> • Term 1 learning walk- covering science and reading • November FGB-report on Music-how it embeds in curriculum • Report on RSE –to understand provision. <i>Leadership</i> <ul style="list-style-type: none"> • Combination of visits and presentations. • Staff wellbeing especially middle leaders • Impact of CPD regarding progress and change 	
2.22	HT comment- cannot examine in depth every area of school curriculum in one year. Need to focus subject by subject and develop through year. HT supports three areas highlighted under Partnerships for review in short term. Need for a 'journey' through a curriculum area to be seen, establishing intent, a plan and how it takes place through the year.	
2.23	<i>School Visits/FGB Agenda planning (brought forward from Item 7)</i> Chair referred to previous FGB meeting where FGB agreed to take joint responsibility for setting school visits planning and for governors to seek out the relevant information to feedback to FGB meeting.	

2.24	Governors discussed that agenda planning for the whole year may take some time therefore the Chair would put a proposal together and circulate by email for FGB input.	Chair
2.25	<p>Governors agreed:- by email to confirm list of governor visits and set the agendas for year. However visits for this term would be:</p> <ul style="list-style-type: none"> • Learning walk –Reading- UT/SMcG-before next meeting • HT Performance-end Oct-Terms of ref require 3 FGB members- CMcl/NS/AH who would also be on Financial Steering Group • Learning walk-Science- • Music • RSE 	<p>All Govs</p> <p>UT/SMcG</p> <p>CMcl/NS/AH</p>
2.27	<p>Governor question:-What is best time of term for visits to take place? HT to talk with staff to see best time of term for visit? Feed back to governors. But adequate notice to be for both staff and governors.</p>	
	SEF	
2.28	HT explained that SEF is a narrative of all work that has been done therefore quite long. HT has meeting next week with Chris Byrne, independent advisor to scrutinise it and pull out main points.	
2.29	Governor question:- What are reasons for use of independent advisor versus other advisors eg Cathy Clarke? HT explained that CB very good on the bigger picture and on Challenge; School Improvement Partner to be used more for specific projects. School gains much from this independent advice.	
2.30	<p>Governors discussed the SEF and areas for improvement for governors under leadership.</p> <p>Safeguarding</p>	
2.31	Safeguarding Governor reported that external audit by Linda Sheehan occurred on 1 st July; full report not received yet, interim report is on the school website. School has sought full report ASAP as it is overdue.	HT
2.32	HT requests that full safeguarding audit continues to be undertaken by governors in the summer term as it is very robust. AH and CW to undertake this.	
2.33	SMcG will be Primary School's Representative on the new Kingston & Richmond Partnership (which replaces LSCB)	
2.34	Four staff are now trained in mental health first aid and plan to disseminate to other staff.	
2.35	Governor question:- How useful was this training. HT confirmed very good and useful.	
	Budget and Finances	

2.36	<p>Finance report from HT given to governors. Highlights:-</p> <ul style="list-style-type: none"> • Healthy budget- a little up on prediction for this time of year. • Slight reduction in staff costs w/o negative impact on team • Increase in number of FT nursery pupils • Successful applications for healthcare plans • Still getting Sports premium and pupil premium grant level maintained <p><i>Pupil Premium</i></p>	
2.37	<p>Governors were informed that Pupil Premium grant information on expenditure and impact was now on school website and that for Sport premium was about to be uploaded.</p>	
2.38	<p>Only apparent overspend was on Facilities but this was due to accounting timing. New curriculum may require more or different expenditure.</p> <ul style="list-style-type: none"> • £1500 raised by PTA for upgrading kitchen facilities for new Food Technology curriculum <p><i>Virements</i></p>	
2.39	<p>There are none-partly due to SBM's good planning.</p> <p><i>Grants Update</i></p>	
2.40	<p>HT reported that many grant applications were being made but unfortunately the application for Sport England grant was not successful; however feedback was useful in applying for other grants for the MUGA. Various London grants had been applied for as well as a local music trust. Nursery build feedback still awaited.</p>	
2.41	<p>Governor question:- With change of PTA membership is there any likelihood of change in fundraising amount. Not known but hopefully amount maintained as it is very useful.</p> <p><i>Karen Heaton arrives.</i></p> <p>Staff Performance and Pay</p>	
2.42	<p>HT reported that performance management reviews have been completed with all teaching staff. These form part of the staff performance management. Whole process was very transparent and collaborative.</p>	
2.43	<p>Robust procedures were in place should any staff member fall short of expected performance to assist in their improvement. Likewise methods were available to reward excellence eg tailored CPD. HT was also to consider FGB question raised of HT whether excellent</p>	HT

<p>2.44</p> <p>2.45</p> <p>2.46</p>	<p>performance could be rewarded through extra point on salary scale.</p> <p>Peer validation of performance management also discussed.</p> <p>Summary:-</p> <p>11 teaching staff</p> <p>6 eligible for pay progression within pay range</p> <p>5 not (but 2 are new to school, 2 do not meet criteria for next band up and 1 is on final year of 5 year pay scale)</p> <p>Governor question:- Is background information available yet on national and borough pay scales? Information awaited from AfC but can be presented to next meeting of FGB</p> <p>Governor question:- Will this be shared on governor hub? Chair confirms governor hub not quite live for school but clerk is working on this having liaised with SBM and AfC.</p>	<p>Clerk</p>
<p>3.0</p> <p>3.1</p> <p>3.2</p> <p>3.3</p> <p>3.4</p>	<p>Quality of Education</p> <p><i>Curriculum design</i></p> <p>HT reminded governors about Curriculum Intent which had been explained during the last term's meeting. In summary Intent related to:-</p> <ul style="list-style-type: none"> • Vocabulary • Memory • Positive mental health <p>These are the aspects staff are focussing on and are believed to be the key areas leading to successful learning. Governors will notice these on their visits into school.</p> <p>HT provided governors with tables showing the units of work making up the curriculum which included both core and non-core subjects. The content for individual subject areas had been derived from, amongst other things, surveying pupils and parents about the locality and what made up the local community so children's' learning could be closely involved with that. HT gave the example of a kayaking module being included within PE in the summer term for Yr 6 pupils, given the proximity of the River Thames.</p> <p>Implementation</p> <p>Implementation plans for the Curriculum would be available on the school website and The HT showed governors examples which</p>	

included the components for implementation eg year map, knowledge organisers, mid- term plans, daily plans.

Impact

3.5 HT informed governors that impact measured by outcomes which includes not only results but also through book looks etc to make sure pupils making good progress.

Attainment/progress update

3.6 Deputy HT presented attainment and progress data relating to Meadlands vs. National and Richmond statistics. The information had been shared at July 2019 FGB meeting and Deputy HT shared this but highlighted the *rankings* of the School within the Borough. (results are reproduced for information)

Summary:-

	School	National	Richmond
EY GLD	86%	72%	81%
Yr 1 Phonics	90%	82%	87%

3.6 **Headlines:-**

- EY GLD -Meadlands ranked 13th out of 72 borough schools (Richmond being top borough in country)
- Phonics-Meadlands ranked 22nd out of 72 schools and Yr 1 PPG pupils performed better than national non-disadvantaged pupils. One of only 3 borough schools not to have Yr 2 retakes

KS 1 SATS

	School	National	Richmond
RWM Expected	83%	65%	73%
RWM Greater depth	23%	11%	19%
Reading Expected	87%	75%	83%
Reading Greater depth	50%	25%	39%
Writing Expected	83%	69%	76%
Writing Greater depth	27%	15%	23%
Maths Expected	90%	76%	82%
Maths Greater depth	50%	22%	34%
Science Expected	100%	82%	91%

3.7 **KS1 SATS Headlines:-**

- KS1 results are better than borough and national results in all

subjects

- For the KS1 combined RWM *expected* standard the school is 9th in borough and for the combined RWM *exceeding* standard school is 16th in the borough out of 72 schools.
- Meeting expected standard in Reading -School is 20th out of 72
- Meeting expected standard in Writing –School is 13th
- Meeting expected standard in Maths-School is 9th
- Meeting expected standard in Science-School is 2nd

3.8

Governor question:- Are there other one form entry schools to compare school's position with? HT knows of another one form entry school in borough but its intake is demographically very different and therefore not a good comparison as PPG and EAL pupil numbers are very different.

3.9

Regarding pupils exceeding expected standards:-

- Reading-School is 5th out of 72 schools
- Writing- School is 16th
- Maths- School is 3rd
- School's 6 PPG pupils achieved better than national non disadvantaged children.

KS2 SATS

	School	National	Richmond
RWM Expected	87%	65%	80%
RWM Greater depth	17%	11%	21%
Reading Expected	87%	73%	87%
Reading Greater depth	40%	27%	45%
Writing Expected	90%	78%	88%
Writing greater depth	30%	20%	28%
Grammar expected	93%	78%	91%
Grammar greater depth	77%	36%	56%
Grammar scaled score	111	106	
Maths expected	93%	79%	90%
Maths greater depth	43%	27%	47%
Maths scaled score	109	105	

	Science	90%	83%	92%
3.10	KS 2 SATS Headlines:- <ul style="list-style-type: none"> In KS2 School not as highly ranked within the borough as at KS1 but borough is the highest performing in the country. School is above Richmond by 7% and significantly above national by 22%. 			
3.11	Regarding pupils achieving expected standards:- <ul style="list-style-type: none"> RWM- School is 26th out of 72 borough schools Read – School is 29th Writing- School is 27th Maths-School is 20th Grammar-School is 23rd Science –School is 44th 			
3.12	Exceeding expected standards:- <ul style="list-style-type: none"> RWM –School is 34th out of 72 Borough schools Reading-School is 37th Writing- School is 25th Maths –School is 35th Grammar-School is 2nd 			
3.13	Regarding Value Added- (which shows better than good progress) <ul style="list-style-type: none"> In terms of 'value added', the school is proving successful being 8th out of Borough schools for Maths, 13th for Writing and 29th for Reading. School is adding value in all areas. Whilst there has been a slight dip in positive value added in Reading, there has been growth in Writing and Maths added value. 			
3.14	Disadvantaged children:- <ul style="list-style-type: none"> 8 disadvantaged pupils in KS2 have not done as well as national non-disadvantaged pupils but the results are due to circumstances of 2 particular pupils, one of whom only joined school in Yr 5. 			
3.15	Governor question;- Does school look at pupils in Yr 6 and look back at their level at KS1? Yes- HT confirmed that Value Added looks at KS1 measure and looks at Yr 6 to assess progress school has contributed to. Value Added score shows that 2019 cohort made better than good progress. Individual pupils were looked into. Deputy HT was thanked for presentation.			
4.0	Personal Development			

4.1	<p>SMSC link governors (NS/CW) had undertaken an SMSC school visit/learning walk and reported their findings to the FGB on PHSE, RS and sex education.</p>	
4.2	<p>The findings were summarised from a detailed written report of the visit:-</p> <ul style="list-style-type: none"> • Key feedback from visit was how talented and energetic the subject leaders were about their subjects • Link governors had numerous questions prior to visit and from the visit they received much factual evidence of the ethos and delivery within the subjects • Range of pupils from Yrs 2-5 were met with to hear the 'pupil voice' 	
4.3	<p>RE</p> <ul style="list-style-type: none"> • Governor links noted that RE had preserved time within school curriculum even though this was not mandatory and were impressed by how it was coming through school life. • School was using pupil power to bring less engaged or informed pupils in to subject using shared experiences by pupils explaining their faith experiences to their peers. Reinforced by meeting with pupils. • Governor links noted that there was a plan and it works in action to the pupils' benefit • Principle of subject-broaden faith group interactions eg school working with and receiving resources from St Andrews at Ham re Christianity, school is looking at how to broaden it out across year groups including how to look at Humanist faith. Good breadth of opportunity exists. 	
4.4	<p>PSHE</p> <ul style="list-style-type: none"> • PATHS scheme based on Barnardo's scheme is used within school- its value shone out at everything the link governors heard from children. • Scheme was planned, it was evaluated, LT was mentored on implementation • Evidence existed on walk through school of this rollout eg Pupil of the Day, Feelings signs in EY so that feelings are explored. • Team value the PATHS pilot 	
4.5	<p>Sex education</p> <ul style="list-style-type: none"> • Currently being developed-big area, policy creation underway. • LT consulting with other staff about what is needed across year groups and confidence of teachers to deliver. Currently a work in progress and deadline is September 2020 for a policy to be in place and operational. 	

<p>4.6</p> <p>4.7</p>	<p>ELSA</p> <ul style="list-style-type: none"> • Provision moving towards more pastoral support and brief to look after staff too now • New lead-lots of training in 1st term...but support still being given. Governor links confident there is provision but ambition of staff is to grow it into broader pastoral service. • Next steps were summarised and governor links felt they heard evidence that if pupils needed support there were multiple ways support was available. 'Worry box' was available if children were less confident about talking to someone. • Link governors had confidence that needs and well-being of children was paramount <p>Future focus</p> <ul style="list-style-type: none"> • In areas without hard data, how do you assess with qualitative evidence instead? eg in areas like British values • Continuous thought process needed to focus on impact and how to prove it <p>Link Governors were thanked for presentation and the quality and content of their written report.</p>	
<p>5.0</p> <p>5.1</p>	<p>Behaviour and Attitude</p> <p>It was reported that the Behaviour policy had been updated.</p>	
<p>6.0</p> <p>6.1</p> <p>6.2</p> <p>6.3</p> <p>6.4</p> <p>6.5</p>	<p>Data Protection Officer</p> <p><i>This item was taken after item 2</i></p> <p>Karen Heaton- the school's DPO gave a presentation of her work to date which included looking at the School's data protection policies and recommended changes in this regard.</p> <p>Following a meeting with SBM KH had undertaken an audit and identified outstanding issues for this year – the most important one being an inventory of data and data processes and the systems used to store and use data (foundational step) and recommendations in connection with this.</p> <p>Governor question:- Is there a deadline for this to be complete? She aims for this to be complete by the end of the term - currently a draft was in place.</p> <p>Following process there would be evidence of what school had done regarding Data Protection should Ofsted or others enquire.</p> <p>DPO highlighted two documents including step by step guides to data</p>	<p>DPO</p>

6.6	<p>protection.</p> <p>Governor questions included impact on data law of UK's changing relationship to EU and also cloud storage.</p> <p>KH was thanked for her presentation.</p> <p><i>KH left the meeting</i></p>	
7.	<p>Governance</p> <p>Governor links-delegation, terms of reference and delegated responsibilities</p> <p>7.1 Governors agreed the Governor link roles as previously circulated in the FGB Restructure document July 2019 with slight alteration:-</p> <ul style="list-style-type: none"> • Fundamental British values would be taken on by CW • Citizenship and Healthy Living by RS • PF's current Staff Liaison role would now include Staff Development and Wellbeing • Overall Governor Oversight and Scrutiny would stay with Chair <p>7.2 Governor question:- On staff development and well-being who should be liaised with? Head Teacher</p> <p>School Visits planning and financial team</p> <p>7.3 School visits planning and financial steering group was discussed under Agenda Item 2 and minuted at 2.25</p> <p>Membership Review</p> <p>7.4 Membership was reviewed and the Chair reminded governors that she would be stepping down, as would the Vice Chair, in January and that there were 2 members of the FGB who had volunteered to take on the roles of Chair and Vice Chair from January. However other volunteers were invited to put themselves forward and an election would take place at the meeting in November and become effective from January 2020. The current Chair and Vice Chair would stay on the FGB as governors until the end of the academic year to offer support.</p> <p>7.5 Governor question:- Have any potential new governors been found yet? Not by Chair. But vacancy is in process of being advertised on Inspiring Governance website. Governors discuss possibility of approaching new governors from parent population.</p> <p>The FGB re-elected Jolene Gee as an Associate Member for 4 years.</p> <p>Code of Conduct</p> <p>7.6 A draft FGB code of conduct and terms of reference for 2019-20 was circulated prior to the meeting and the Chair highlighted the changes (which changed the title of the FGB from FG Body to FG Board and</p>	<p>All Govs</p> <p>Clerk</p>

7.7	replaced references to committees to reflect the new structure.) Governor question:- Why 'board' instead of 'body'? To come into line with DfE and AfC terminology. Governors were invited to submit any comments to the Chair by Mon 7th October. None were submitted so the Code of Conduct was agreed.	All gobs
7.8	Governor training Governors were reminded that AfC had circulated a list of CPD training opportunities and governors were invited to sign up to relevant training. Most governors had been on Ofsted training which had been useful and governors were invited to please look for other training opportunities.	
7.9	Governor Hub The school was now subscribed to a governance file and notice sharing portal-Governor Hub The clerk to FGB was in process of uploading documents to it and would be inviting all governors to register with it very soon.	Clerk
8.	Safeguarding and Single Central List Update	
8.1	The Single Central List would be signed following the meeting.	Chair
9.	Minutes of the last meeting –	
9.1	The minutes of the last FGB meeting on 18 th July 2019 were received and agreed as a true and accurate record and would be signed by the Chair.	Chair
9.2	The minutes of the last T&A committee meeting on 18 th July 2019 were received and agreed as a true and accurate record and would be signed by the committee chair.	CDo
10	Date of Next Meeting	
10.1	The date of the next FGB meeting was agreed as Thursday 28 th November 2019 at 7.30am-9.30am.	

The meeting ended 8:15pm

Signed by the Chair _____

Date _____

Summary of Actions

<i>Item number</i>	<i>Action</i>	<i>Responsible governor/ Associate Member</i>
2.23	Draft agendas for year circulate by email	Chair

2.24	Comments on draft agendas	All Govs
2.25	Learning walk. UT/SMcG	
2.25	HT performance management	CMcl/NS/AH
2.31	Safeguarding external audit final report sought	HT
2.43	Staff Pay scale enquiry	HT
2.46/7.9	Complete creation of Meadlands docs on Governor hub and share with GB	Clerk
6.3	DPO to complete data inventory by end of term	DPO (KH)
7.4	Govs comments on FGB terms of reference and code of conduct by 7 th October	All govts
7.5	Clerk to advertise governor vacancy on Inspiring Governance website	Clerk
7.7	Governors to review and agree Code of conduct and Terms of Ref by email by 7.10.19	All Govs
7.9	Governor Hub preparation complete and invite Governors to register	Clerk
8.1	Sign SCL	Chair
9.1	Sign FGB Mins July 2019	Chair
9.2	Sign T&A committee Mins July 2019	CDo

List of documents:-

- FGB Minutes of 18th July 2019
- T&A Committee Minutes of 18th July 2019
- Meadlands SDP 2019-21 draft Final
- Meadlands SEF September 2019
- Meadlands Draft FGB Terms of Reference and Code of Conduct 2019-20
- Curriculum document tabled by SMcG
- 2018-2019 Assessment Recap-Sarah Taunton

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