

**In 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 25<sup>th</sup> April 2019 at 6.30pm**

**Constitution, Membership and Attendance**

| <b>PARENTS -2</b>     | <b>LA-1</b>             | <b>STAFF-2</b>        | <b>COOPTED -10</b>        |
|-----------------------|-------------------------|-----------------------|---------------------------|
| Annabelle Hughes (AH) | <b>Penny Frost (PF)</b> | Sophie McGeoch (SMcG) | Charlotte McIntyre (CMcI) |
| Nigel Seymour (NS)    |                         | Sarah Taunton (ST)    | Carolyn Dodds (CDo)       |
|                       |                         |                       | <b>Fiona Stewart (FS)</b> |
|                       |                         |                       | Richard Smith (RS)        |
|                       |                         |                       | Andree Frieze (AF)        |
|                       |                         |                       | Ulrich Tiedau (UT)        |
|                       |                         |                       | Jess Bunker (JB)          |

bold = absent

**Apologies:** Penny Frost  
Fiona Stewart

**Absent without apologies: None**

**Also attended:** Chloe Walkom  
Wendy Norman- Clerk

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| <b>1.</b>  | <b>Apologies and Declarations of Material Interest</b>   | <b>Action</b> |
| <b>1.1</b> | Apologies were received and accepted from Penny Frost and Fiona Stewart.   |               |
| <b>1.2</b> | 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.   |               |
| <b>2.</b>  | <b>Welcome to Chloe Walkom</b>   |               |
| <b>2.1</b> | The Chair introduced Chloe Walkom to the Governing Body as a prospective new governor with whom she had already had meetings and whose skills would benefit the GB. She was previously a social worker working in the area of mental health and is a parent of a Yr 1 pupil. Chair thought she may be well suited to SMSC/safeguarding/behaviour and well-being roles within the GB. After discussion the governors unanimously agreed to co-opt Chloe to the FGB. |               |
| <b>2.2</b> | Governor Support to be informed and a welcome pack put together for Chloe (CW)   | <b>Clerk</b>  |

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|            | <i>JB arrived 6.35pm</i>  |                    |
|            | All governors introduced themselves and their governor link roles.  |                    |
| <b>3.0</b> | <b>Presentation from Junior Leadership Team (JLT)</b><br><br><i>This item had preceded items 1 and 2.</i>   |                    |
| <b>3.1</b> | Representatives of the school's JLT attended the meeting and presented their thoughts on the school to the FGB. Each pupil referred to their role and involvement, what they liked about Meadlands and the one thing they would change or improve. A broad picture of the merits of the school was given from its small size and friendliness to its extensive grounds and activities offered. Areas for improvement included an improved MUGA, more cake sales to fund trips and a desire for more comfortable chairs. |                    |
| <b>3.2</b> | Governors congratulated and thanked the JLT for its professional and confident presentation.  |                    |
| <b>3.3</b> | <b>Governor question:-</b> Did the JLT know every pupil in the school?<br>Answer-Yes.   |                    |
| <b>4.0</b> | <b>Minutes of the last meeting</b>  |                    |
| <b>4.1</b> | The Minutes of the last meeting were reviewed. The Minutes of the meeting of Wednesday 23 <sup>rd</sup> January 2019 were <b>agreed</b> and were signed by the Chair as a true and accurate record.   |                    |
| <b>5.0</b> | <b>Matters Arising</b>  |                    |
| <b>5.1</b> | (10.1) The Chair explained that she still needed to contact former governor JGr and would do so.  | Chair              |
| <b>5.2</b> | (10.2/10.3) Succession planning and further governor recruitment needed to be undertaken and the Chair indicated that while she was happy to remain a governor (and Chair) for time being her intention was to leave the GB in December 2019. CDo also indicated her intention to step down as Chair of T&A in December 2019 before leaving the governing body subsequently.  | HT/Chair/<br>Clerk |
| <b>5.3</b> | A discussion took place around procedure for choosing new Chairs (which should be the FGB itself) and the clerk volunteered that the roles could be shadowed to ease the transition and that co-chairing may be possible to ease workload/availability. Clerk to investigate.   | Clerk              |
| <b>5.4</b> | All other action points from the previous FGB meeting had been undertaken or were dealt with elsewhere on the agenda.   |                    |
| <b>5.5</b> | <b>Governor comment:-</b> At last meeting the list of 'Above and Beyond' factors had proved uplifting information telling the Meadlands' story- should this be an agenda item at each meeting? FGB agreed:-<br><br><b>Above and Beyond (in no particular order):-</b><br>Disco with Lee   |                    |

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|     | <p>Boxing</p> <p>The school dog and its beneficial impact</p> <p>Good financial management</p> <p>Growing reputation on attainment</p>  |  |
| 6.0 | <p><b>Committees</b></p> <p><b>Committee Reports</b></p> <p><b>Safety and Resources Committee</b></p>   |  |
| 6.1 | <p>The Approved Minutes of the meeting of 17<sup>th</sup> January 2019 had been previously circulated and the Chair summarised the main points discussed at the meeting of 14<sup>th</sup> March for which Minutes had also been circulated prior to the meeting:-</p> <ul style="list-style-type: none"> <li>• Good budget monitoring-School Business Manager has done a very good job</li> <li>• School in good financial health with further PP payment to come</li> <li>• SFVS submitted at end of March and all good.</li> <li>• Safeguarding visit all fine. New computer programme was proving a very efficient way of increasing sharing of information and reduced time spent on safeguarding by the HT( 1.5-2 days per week)</li> <li>• Third party compliments being received on the quality of referrals</li> </ul> |  |
| 6.2 | <p><b>Governor question:</b> - How was DM proving as the secondary back up on safeguarding? HT commented that DM was performing the role very well and attended her first child protection conference today. There was a good sharing of the role and she had been complimented on the quality of the report she presented.</p>   |  |
| 6.3 | <p>Wraparound care –HT commented that tenders were being sought and four were expected although she was disappointed that M and S would not be putting in an application due to its insufficient resources at this time.</p> <p><b>Teaching and Achievement</b></p>   |  |
| 6.4 | <p>The Draft Agreed minutes of the T&amp;A committee meeting of 23<sup>rd</sup> January 2019 had been previously circulated and the Chair of the Committee summarised the key matters discussed at the meeting which took place prior to the FGB meeting on 25<sup>th</sup> April:-</p> <ul style="list-style-type: none"> <li>• SEND overview and update presented by Deputy HTJB</li> <li>• New curriculum plan from HT in light of new Ofsted framework</li> <li>• New ideas and subject plans being put into action in September</li> <li>• Healthy living and PE governor visit report from RS</li> <li>• Closing the Gap report from ST</li> </ul>  |  |
| 7.0 | <p><b>School Financial Overview</b></p>   |  |
| 7.1 | <p>NS reported that he had seen a draft of the 2019/20 Budget which came from a local authority This included pay increases and there was</p>   |  |

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| <p>7.2</p> <p>7.3</p> <p>7.4</p> <p>7.5</p> <p>7.6</p>           | <p>expected income to add in due to slight uplift in pupil funding (5p per hr extra per pupil)</p> <p>School is full plus two pupils. Oversubscribed for reception in September (waiting list of 20) and nursery places are being taken up well so there is better income.</p> <p>Overall three year budget shows surplus in Yrs 1 and 2 and deficit by Yr 3 (2021-2022) .Historically this had been position for many years where the deficit appears in Yr 3 of the three year budgetary planning.</p> <p>SL had commented that it is one of the best budgets he has seen this year. NS suggests use of healthy budget to drive forward the 3 year plan. Full budget to be reported to extra meeting /conference call meeting as next FGB not programmed until 18<sup>th</sup> July. Date to be arranged</p> <p><b>Governor question:-</b> Has there been a decision to reduce the surplus deliberately ?Answer: -no, it has always been the case that by Yr 3 of the budget a deficit becomes a surplus all due to careful financial management.</p> <p>HT is less concerned-a full school provides more security financially.</p>  | <p>Chair</p> |
| <p>8.</p> <p>8.1</p> <p>8.2</p> <p>8.3</p> <p>8.4</p> <p>8.5</p> | <p><b>Head Teacher's Report</b></p> <p>The HT tabled her report and apologised it had not been circulated beforehand due to time constraints.</p> <p>School characteristics were discussed and reference was made to the SDP which was first produced in September 2018 being updated due to the new Ofsted framework being published .</p> <p><i>Equality Objectives</i></p> <p>The HT drew attention to the equality objectives specified at the top of the SDP :-</p> <ul style="list-style-type: none"> <li>• Curriculum plan would take precedence but children would contribute to Quack Quest</li> <li>• A new PSHE PATHS curriculum was being developed by LL</li> <li>• A review and renewal of literature items was taking place to reflect the current school population</li> </ul> <p><b>Governor question:-</b>Did the school still have a library? Answer- No, there were reading corners in all classrooms plus separate dedicated areas for KS 1 and KS 2.</p> <p><i>Objective 1 Partnerships</i></p> <p>The HT explained that with regard to partnerships the question was being asked 'why are we doing it?' to make sure that time was efficiently spent. There were currently outreach projects with other primary schools, Grey Court and Kingston Academies. A key objective</p> |              |

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|      | was checking on the implementation and impact these partnerships were having for Meadlands.  |                     |
| 8.6  | The HT then highlighted the child welfare projects being undertaken in the summer term relating to transition to secondary school. These included meetings with parents, liaison with representatives from secondary schools and assistance from governor support. JB was building a good understanding of the choices available at secondary level. |                     |
| 8.6  | On teacher recruitment HT reported that PGCE students spending placements with Meadlands had reported good mentoring which would assist with recruitment.  |                     |
|      | <i>Objective 2- leadership</i>   |                     |
| 8.7  | The HT referred to the success of the JLT initiative as evidenced earlier in the meeting.  |                     |
| 8.8  | Lesson planning had altered and was now more visual. Staff were really happy with the new system as planning took less time and lessons were better resourced without duplicating effort. Plans were now reviewed mid-term rather than weekly.   |                     |
| 8.9  | New monthly book looks were taking place with teachers sharing expectations of the subject/stage of year to moderate expectations. The staff survey had not yet taken place about anecdotally it was receiving good feedback .   |                     |
| 8.10 | Performance management would be discussed later in the agenda. Induction of new staff takes place with the fortnightly mentor meetings following. Recruiting would be happening soon as the HT was expecting two staff to be leaving.  |                     |
| 8.11 | HT would be reviewing the use of different systems, part time staff etc and how to prepare new staff (safeguarding, planning, marking etc) possibly with a summer school for new staff.  |                     |
|      | <i>Objective 3- a culture of challenge</i>   |                     |
| 8.12 | Reviews take place about what happens and the question is asked- is it the best way to encourage challenge?  |                     |
| 8.13 | The gold Arts Mark application had been made and submitted. This will be an 18 month project taking art 'Above and Beyond' and relating to both performing and visual arts. Michelle Bruce would be leading this who is very skilled.  |                     |
| 8.14 | The SDP would be extended into the next academic year. The Chair asked governors to look at the areas highlighted in yellow and red on SDP and to ask appropriate questions on these. Each governor to raise 3 to 4 questions on these by 3 <sup>rd</sup> May. The chair would collate questions and send these to the school.                       | All govsv/<br>Chair |
| 8.15 | <b>Governor question:</b> -Is the curriculum driven by school or by Ofsted?<br>Answer :- the school, which is very excited about implementing new  |                     |

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|      | <p>changes.</p> <p><i>The Nursery</i></p> <p>8.16 HT reported that applications to the nursery were really strong (94 applications) and that of the children joining reception in September 19 were siblings of current pupils which indicated a healthy position.</p> <p><b>Spring term whole school review/progress and attainment data analysis/action plan</b></p> <p><i>Nursery</i></p>   |  |
| 8.17 | <p>HT then explained the Nursery's progress data and deputy HT ST explained Maths Mastery which LL was learning as well. Governors were told it was unusual for a school to incorporate Maths Mastery at such an early age but it was proving successful. Whilst reading and writing required steady gradual development based on experience of speaking and listening and developing fine motor skills faster attainment could be made in maths at this early stage of education.</p> <p><b>Reception</b></p> |  |
| 8.18 | <p>Target of GLD (good level of development) at 80% by end of year was likely to be exceeded (87% on current assumptions)</p> <p><b>Year 1</b></p>   |  |
| 8.19 | <p>Governors were told that Yr 1 was a focus class by the SLT. The data had dipped and additional support formed of SLA, speech and language support and assistance in planning and behaviour would continue. 83% of pupils reaching phonics target in mock assessment but reading was not as good due to the test being based on fluency. Writing was also lower as reading and writing are interlinked. Expectation is for the attainment for writing to have increased by the end of term.</p>              |  |
| 8.20 | <p><b>Governor question:-</b>Why is this the case when this group achieved well in Reception last year and it is presumably therefore not cohort driven? Answer:- One child requires a high level of support which has impacted on adult resourcing. This is why additional intervention is occurring.</p>   |  |
| 8.21 | <p><b>Governor comment:-</b>School is good to have recognised an 'issue' class and should be commended for both noting and sharing the information with governors as well as finding ways to resolve the issues. The FGB wishes to assist the school when there is a problem such as this.</p>   |  |
| 8.22 | <p><b>Governor support:-</b>School is supported in focusing on 'issue' classes due to constraints on time &amp; resources. Yrs 2, 5 and 6 are very strong and ST invited to concentrate presentation on the remaining less strong classes.</p> <p><b>Year 3</b></p>  |  |
| 8.23 | <p>Targets were set quite low. Results were proving very positive and</p>  |  |

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|      | <p>targets being reviewed.</p> <p><b>Year 4</b></p>   |                     |
| 8.24 | <p>Reading progress was fine. Writing was a focus for assistance for class teacher from EO. Spelling was an issue and spelling boosters were in place but SMcG and ST were trying to establish if spelling was the issue or another cause. The class teacher was also receiving assistance on FADE, pupil conferencing and planning from EO. Book looks by SLT of the five most targeted children.</p>  |                     |
| 8.25 | <p><b>Governor question:-</b> In maths why was maths working well in reception but not for the exceeding children in Yr 4? Answer: -Due to the training involved and slower pace of Maths Mastery in comparison to our previous approach to teaching Maths, there is an issue with amount of curriculum coverage in Yr4 which has led to lower outcomes - simply because the children have not yet learnt some units of work. This is being addressed by the subject lead and class teacher this summer term.</p> |                     |
| 8.26 | <p><b>Governor question:-</b> If spelling was an issue in one year-did school look back to earlier years of cohort to check earlier position? Answer:- Yes backtracking took place and moderation across all stages occurred.</p>   |                     |
| 8.27 | <p>The chair asked governors to look at data in more detail after the meeting and ask questions of school (to be sent to chair to collate).</p> <p><b>Staffing inc Performance Management and CPD</b></p>   | All govts/<br>Chair |
| 8.28 | <p>All staff were monitored with a focus on learning including by observations, booklooks, performance management targets and CPD once per term by two SLT members. Feedback is provided to staff in a report and they find it very beneficial. It takes one day per member of staff which is time consuming but very useful.</p>   |                     |
| 8.29 | <p>HT discussed the number of support staff requesting reduced hours which was an issue that needed to be resolved. Job share may be one option in order to provide consistency for children.</p>   |                     |
| 8.30 | <p><b>Governor question:-</b>Could any spare money be used to increase spending on support staff and facilitate the flexibility requested? Answer;- most of the money was already accounted for and too much change of support staff per week is not good for pupils.</p> <p><b>Development of Middle Leaders</b></p>   |                     |
| 8.31 | <p>SLT have been developing the new team this year and amongst other matters MLT were being given training on how to improve in interviews. A review of the impact of all training would be part of the staff survey.</p> <p><b>GDPR/DPO update</b></p>   |                     |
| 8.32 | <p>HT reported that termly training for staff on GDPR was occurring and staff were responsible for key elements of data protection. Policies</p>  |                     |

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|             | were in place and Chair of governors was interim Data Protection Officer. On 29 <sup>th</sup> of April Peter Cowley would be undertaking a GDPR audit and the role of DPO would be discussed possibly being fulfilled by a governor or a private company.                        |       |
| <b>8.33</b> | The HT and Deputy HT were thanked for their presentation and the HT invited new governor CW to meet with her subsequent to the meeting to receive an explanation of how the data is produced and used in more detail.  |       |
| <b>9.</b>   | <b>Safeguarding and Single Central List Update</b>   |       |
| <b>9.1</b>  | Single Central List would be signed following the meeting.   | Chair |
| <b>10.</b>  | <b>FGB Membership and Training</b>   |       |
| <b>10.1</b> | Recruitment for the co-opted vacancy had been successful with Chloe Walkhom being voted in earlier in the meeting.   |       |
| <b>10.2</b> | Clerk informed governors that Governance Handbook had been updated in March and that the summary of main changes on p6-8 was a useful reference point. CW was informed of upcoming new governor training. Other governance and training matters had been discussed under item 5. |       |
| <b>11</b>   | <b>Date of Next Meeting</b>  |       |
| <b>11.1</b> | The next meeting would be Thursday 18 <sup>th</sup> July 2019 at 6.30pm with governors invited to attend the preceding T&A committee meeting from 6pm to hear reports on Closing the Gap analysis data and Action Plan.  |       |

The meeting ended at 8.15pm

Signed by the Chair \_\_\_\_\_

Date \_\_\_\_\_

### Summary of Actions

| <i>Item number</i> | <i>Action</i>   | <i>Responsible governor/ Associate Member</i> |
|--------------------|---|---|
| 2.2                | Welcome pack to new governor                                      | Clerk   |
| 5.1                | Chair to contact former governor JGr                              | Chair   |
| 5.2                | Governor recruitment action                                       | Chair/Clerk/HT                                |
| 5.3                | Legally possible for Co-chairs of FGB                             | Clerk   |
| 7.4                | Organise Meeting re budget  | Chair   |
| 8.14/8.27          | Govs to send questions on SDP/Chair to collate and send to school | All govts/Chair                               |
| 9.1                | Sign Single Central Safeguarding List                             | Chair   |

List of documents:-

- FGB Minutes of 23<sup>rd</sup> January 2019
- T&A Committee Minutes of 23<sup>rd</sup> January 2019
- S&R Committee Minutes of 17<sup>th</sup> January and 14<sup>th</sup> March 2019
- SDP 2018-19 (Apr 2019 update)

- Curriculum Action Plan (Appendix to SDP Spring and Summer term)
- Governors Assessment Pack 2018-19 Spring Term
- Meadlands Performance Data for Governors (spring term 2019)
- Contextual Headlines document

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