

The London Borough of Richmond upon Thames

Meadlands Primary School

Minutes of the meeting of the Full Governing Body held at the school on  
Wednesday 23<sup>rd</sup> January 2019 at 6.30pm

Constitution, Membership and Attendance

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

bold = absent

**Apologies:** Annabelle Hughes  
Andree Frieze  
Fiona Stewart  
Marc Rust

**Absent without apologies: None**

**Also attended:** Wendy Norman- Clerk

The meeting began at 6.45pm

<b>1.</b>	<b>Apologies and Declarations of Material Interest</b>	<b>Action</b>
<b>1.1</b>	Apologies were received and accepted from Andree Frieze, Annabelle Hughes and Fiona Stewart. Governors were informed by the Chair that Marc Rust had resigned as a governor and would not be attending. Recruitment of a replacement would be discussed later in the agenda	
<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>Minutes of the Last Meeting</b>	
<b>2.1</b>	The Minutes of the last meeting were reviewed. The Minutes of the meeting of Wednesday 17th October 2018 were <b>agreed</b> and would be signed by the Chair as a true and accurate record.	<b>CMcI</b>
<b>3.0</b>	<b>Matters Arising</b>	
<b>3.1</b>	The Chair explained that there were no matters arising from the last	

	meeting which were not covered elsewhere in the Agenda with the exception of an update on the Challenge project and this would be reported on at the next T&A committee meeting.	T&A
<b>4.0</b>	<b>Head Teacher's Report</b>	
<b>4.1</b>	HT report covered:- <ul style="list-style-type: none"> <li>• Autumn term events</li> <li>• Whole School Data Review for Autumn term</li> <li>• SEF</li> <li>• SDP and curriculum action plan</li> </ul>	
<b>4.2</b>	Autumn term events had included:-visits to hindu temple and science museum, Christmas events, 'meet the new teacher', parents evening.	
<b>4.3</b>	International week had focused on sustainability and Kindness week had encouraged children to donate to charity, write to relatives and was very collaborative within the school.	
<b>4.4</b>	In its outreach work the school had hosted visits from deputy HTs from Merton aspiring to become HTs and also teachers from Gloucestershire seeing exemplar Maths teaching as well as visit from school in RI status to learn from Meadlands' example.	
<b>4.5</b>	HT was training to be LSCB level 2 and was also now part of an HT group set up by Chris Byrne (former school improvement partner) to share knowledge about implementing the new curriculum.	
	<i>Wellbeing</i>	
<b>4.6</b>	On Wellbeing the school had developed links with Horse Rangers in Bushy Park and an art therapist was going to be working alongside the ELSA lead.	
	<b>Governor question:-</b> This was welcomed but was there a cost to school? No	
<b>4.7</b>	Staff wellbeing was also being looked after with breakfasts and end of term events taking place. Measures to look after school support staff too.	
<b>4.8</b>	HT explained she wanted to reduce the workload on teachers regarding lesson planning as 4-8 hrs per week is taken up by this.	
<b>4.9</b>	<b>Governor question:-</b> Could previous term's/years plans not be updated/reused to help this? No, each cohort and teacher were different and thought process in planning is needed to help teach it.	
<b>4.10</b>	HT's solution was to use systems and resources such as white boards better eg by using powerpoints on white boards to plan and teach from. Process should be shortened and quality improved too.	
	<i>Quality of teaching</i>	

4.11	SIP's review had included looking at teachers on the threshold of RI/ good and book looks to check quality of teaching. In addition PPG SEND, accessibility audits had taken place that there had been a very thorough look at quality of teaching.	
4.12	The safeguarding audit had been rescheduled to the end of summer term (from the beginning of the autumn term) so that the school was better prepared at the beginning of the school year.	
4.13	<p><b>Governor question:</b> -were there any figures to support quality of teaching? HT responded that:</p> <ul style="list-style-type: none"> <li>• 0 teachers were RI</li> <li>• All teachers GOOD or better</li> </ul> <p>HT said percentage split between Good and Outstanding not obvious.</p>	
4.14	<p><b>Governor question:</b> -was there a reason for this? The standard of teaching is on a sliding scale and it is difficult to be precise about the dividing line.</p> <p><b>Governor question:</b> -would be findings be shared with teachers? Yes</p> <p><i>Outcomes of school review</i></p>	
4.15	Report was awaited from Jenelle Chetty and was undertaken with another professional. They spent a whole day at the school meeting governors parents and children. Meetings with senior leaders had been the focus given the new team.	
4.16	In advance of the written report the HT provided to governors an audio visual presentation of the comments received which were very positive and commented on the school having (amongst other things) a very strong ethos, being a very reflective school, a school where pupils and staff care genuinely for one another and commented that the good features witnessed were embedded in the school and were evident on an a normal day. The school had been commended for using the locality and building it into school curriculum stop	
4.17	<p>The FGB heard that the school's goal was to produce good future citizens and lifelong learners as well as good attainment.</p> <p><b>Governor comment:</b> - this review and feedback was very motivating and had also led to thinking around two key areas; how to focus the work of governors to maximize their impact and also how to ensure sustainable innovation within the school through partnerships and curriculum design.</p> <p><i>HT then went on to present the SEF and SDP action plan and the remaining part of agenda item 4 was considered later in the meeting.</i></p>	
7	<b>SEF Review and SDP Action Plan 2018-19</b>	
7.1	The HT then presented on the SEF which had been circulated prior to the meeting. It had been undertaken taking into account the new	

	Ofsted inspection framework.	
7.2	<p>Key points to note:-</p> <ul style="list-style-type: none"> <li>• Behaviour OUTSTANDING</li> <li>• Personal growth OUTSTANDING</li> <li>• All other aspects GOOD</li> </ul>	
7.3	<p><b>Governor question:</b> -given feedback from whole school review and fact that so many aspects of school are outstanding should the self evaluation level be raised on areas currently evaluated as GOOD?</p> <p>HT believes curriculum should be really strong before doing this.</p>	
7.4	<p>Governor comment-School needs to believe it is OUTSTANDING for Ofsted to make this finding.</p>	
7.5	<p>HT quoted JC as saying school needs something 'peculiar' ie distinctive to make it stand out. School does this but how to show it-the written word does not necessarily achieve this.</p>	
7.6	<p><b>Governor question:</b> -what examples does the HT have? School is working towards achieving a Goldmark in Arts-normally a two year process but very talented people could lead this.</p>	
7.7	<p>The school's ethos is what is very special but difficult to identify as it is something you feel.</p>	
7.8	<p><b>Governor suggestion:-</b> School could have an 'Above and Beyond' file examples of schools distinctiveness and ethos could be kept.</p>	
7.9	<p>Governors were asked to suggest examples as teaching staff are so close to school-outside view welcomed. The following were suggested:-</p> <ul style="list-style-type: none"> <li>• ELSA</li> <li>• Safeguarding's In Safe Hands initiative</li> <li>• The Music Factory</li> <li>• Junior leadership</li> <li>• Maths mastery</li> <li>• Budgeting</li> <li>• Unsolicited praise from parents, pupils, visitors</li> <li>• Outreach work although community links are important this work must not outweigh key purpose of educating the school's own pupils.</li> <li>• Responsiveness to pupil/cohort need. Agile ways of working</li> </ul>	
7.10	<p>Another suggestion was for the school to compare itself to others and distinguish what makes it different? Eg talent development.</p>	
7.11	<p>The governing body felt that the school's self grading was closer to outstanding than staff think. Staff comment-school's work is for the benefit of pupils not for school self promotion.</p>	
7.12	<p>HT commented that the process to go from RI to GOOD is one process and from GOOD to OUTSTANDING is different. The focus changes</p>	

7.13	<p>from being improving everything to focusing on priorities and making sure the school can sustain it. A question of refinement.</p> <p>This agenda item concluded with all governors being asked to look at the SEF and SDP. Curriculum Action Plan had been discussed in T &amp; A committee and was in the papers that had been circulated. CAP started in December. S and R committee was looking at what is good to spend time on regarding resources training and planning. Leadership team focusing on school visits and working on PPG and SEND with middle leaders to feed down to staff.</p>	
5.	<p><b>Summary of ASP (Analyse School Performance )</b></p> <p>5.1 CDo had previously circulated Meadlands Performance Data for Governors document and explained this was a working document to digest data from the school dashboard and IDSRs. CDo and AH had looked at the data, drawn out the highlights and looked at questions with which to challenge and investigate. Lots of questions raised were already reflected in HT's SEF.</p> <p>5.2 Use of internal and external data was good in that many common questions arose.</p> <p>5.3 <b>Governors were invited to look at the questions in the document analysing ASP and see what they would be able to answer based on school visits etc. The questions they would be unable to answer could be addressed through meetings and school visits.</b></p> <p>5.4 The chair thanked AH and CDo for analysing this complex data.</p>	All Govs
4.0	<p><b>HT Report continued</b></p> <p><i>Whole school view</i></p> <p>4.1 Deputy HT ST presented the data relating to whole school from the Governors Assessment Pack 2018-19 autumn term.</p> <p>4.2 Dep HT began by reminding governors of the definition of Closing the Gap pupils and that it was not determined by any one exclusive factor. She also explained how gender was now built in to the data set and also children who were being monitored (ie 1 step behind) as well as on CtG register (2 or more steps behind)</p> <p>4.3 It was explained that the numbers on the register had gone up since the start of the year – this was an expected trend with children learning a new curriculum and overcoming new challenges.</p> <p><b>Reading</b></p> <p>4.4 <b>Deputy HT referred to last year's Reading being a weaker area and now the position was much better. This was due to various interventions inc an extra TA assisting in Yr 1. Pupils with EAL on CtG were strong throughout school but especially in KS1 and lower KS2.</b></p> <p>4.5 <b>Governor Question:- What support was there for families of EAL</b></p>	

	pupils? Dep HT explained that was a good question as some parents had EAL needs themselves.	
4.6	With reference to a power point presentation the Dep HT explained much of the detailed CtG data by reference to progress and attainment and with specific reference to anonymised data relevant to individual pupil's position.	
4.7	There was a slight dip in upper KS2 but this comprised only 3 children and the school was aware of circumstances behind this and interventions were being put in place.	
4.8	Regarding gender, girls had done better overall in lower KS2 but boys fared better in Upper KS2. Progress of boys in KS2 was now equal to girls.	
4.9	<b>Governor question:-</b> Were these differences cohort driven? HT explained that it could be cohort and data can help determine whether position is cohort driven or due to an alternative cause such as teaching or curriculum.	
4.10	<b>Governor Question:-</b> Does ASP assist understanding of whether position is cohort driven? ASP does not help as it is not published until November; internal data is used instead.	
4.11	Deputy HT stated that PPG pupils without SEN were a strength and had shown good progress in KS1 and KS 2.	
4.12	There was support for teachers concerned about phonics. For example there is a PPG child who is 4 or more steps away and pupil is receiving early morning 1-1 phonics intervention and is brought into school every morning by a member of staff, to ensure that they attend these additional sessions. Similarly two K code children who have always been behind in their reading. To support them they read to an adult daily.	
4.13	From the data there were only a handful of pupils who were 2 steps behind with their progress and governors heard how teachers have already taken action to support these pupils' progress. The majority of children who had fallen behind on their progress were children with SEN needs.	
4.14	Deputy HT JB will be working with SENCO and class teachers updating SEN plans to assist in the Closing the Gap.	
4.15	<b>Governor question: -</b> how does the process work? Before half term is the data crunching and after half term the two dep HTs assess the correct interventions with the class teachers focussing on children needing reading, writing and maths support. The class teacher then works with the TAs to provide the intervention decided upon which is then monitored by ST and JB. Feedback on any gaps in provision to teachers from this monitoring which included learning walks	
	<i>Writing</i>	

4.16	Regarding writing the gap between boys and girls was closing in KS1. EAL pupils were consistently strong with 88% showing good progress in lower KS2 and 90% in upper KS2.
4.17	PPG pupils without SEN were making good progress in writing with 83% making good progress in KS1 Yr. 2 and 100% making good progress in Upper KS2. The overall picture was much better than previous year.
4.18	To check that this was the true picture external moderation had occurred on teacher assessment of writing and it was found to be accurate.
4.19	<b>Governor question:</b> -the Russell was better than at Meadlands on writing why was this? The schools have worked together and moderation occurred for two pupils of concern. School decided it was better to err on cautious side when pupils were about to leave Meadlands and enter Yr 7. Other schools may decide differently.
4.20	<b>Governor question:</b> -are there examples to pupils of what good writing looks like? School improvement partner liked the guidance given by writing 'non-negotiables'. It was explained it was difficult to use model piece of writing as there were different genres and different pupils and different tasks. However the school was trying to build a portfolio of good writing to be exemplars.
4.21	<b>Governor suggestion:-</b> Hold a curriculum evening concerning writing for parents and carers. This was considered a good idea.
4.22	Writing is moving in the right direction towards the end of year; Focus had been on boys and that has now improved. Interventions would now be put in place to support Yrs 4 5 and 6 .
4.23	<b>Governor comment:</b> -it would be useful for parents to see what is 'exceeding' and what is the 'average' for an age group. HT would look at how 'book looks' are run and possibly alter this process to introduce exemplars.
4.24	<b>Governor suggestion:-</b> If there was shared reading between year groups would shared writing be a good idea so the older pupils can show younger pupils examples of good writing. This was thought to be a good idea.
4.25	Going forwards it was explained that areas of development included children with reading needs also being targeted for writing intervention. Reading being the primary need but writing being the secondary need. The 9 CtG children in Yr 4 with writing needs were a particular focus for their class teacher.
4.26	Governors heard that PPG with SEN pupils were not achieving as well as PPG without SEN and information was being shared through pupil progress meetings with class teachers for interventions to be prepared.
4.27	Staff were preparing Venn diagrams to assess the crossover between pupils' different needs.

<p>4.28</p> <p>4.29</p> <p>4.30</p> <p>4.31</p> <p>4.32</p> <p>4.33</p> <p>4.34</p>	<p><b>Maths</b></p> <p>Dep HT explained that maths showed a very strong picture across the school with the majority of CtG children either on track to meet their end of year target or just 1 step behind (ie on monitoring list).</p> <p>At KS2 13 pupils were PPG with SEN and of those 6 were making good progress. (majority were just one step behind and being monitored.) Various interventions were in place to support teachers. ST's support is for teachers through Maths Mastery rather individual pupils and one of the focuses will be for more able pupils in CtG who are falling behind. LT was supporting Yr1 team.</p> <p>Maths mastery principles were being embedded in curriculum.</p> <p><b>Governors discussed</b> the emphasis which should be placed on the actual CtG pupils versus those on the monitoring list.</p> <p><b>Governor comment:</b> -the presentation of the closing the gap data was extremely useful and the summary position very helpful.</p> <p>Outcomes and Attainment data for each year of the school was available in Part 2 of the data presented to governors but not referred to in detail except for drawing attention to Yr 5 which comprises the biggest class in the school and the one which has the most complex needs. Governors were briefly told of the interventions such as booster sessions and pupil conferencing which were being put in place.</p> <p>Part 3 data summarised the Attainment and Progress headlines.</p> <p>Deputy HT was thanked for her presentation.</p>	
<p>6.</p> <p>6.1</p>	<p><b>Committee Reports</b></p> <p><b>Safety and Resources Committee</b></p> <p>The draft minutes of the meeting of 17<sup>th</sup> October 2018 had been previously circulated and the Chair summarised the main points discussed at the meeting of 17<sup>th</sup> January for which Minutes were not yet available:-</p> <ul style="list-style-type: none"> <li>• School in strong financial position-predicted +£48 000 reserves at year end.</li> <li>• Approval of capital spending on shed for storage.</li> <li>• Increase of 7% in staffing costs next yr and no additional funding</li> <li>• School looking at possibility of hiring a fundraiser on a short term basis</li> <li>• Decision to increase nursery fees next year by 10% to raise £4000 for budget. Fees had been static for 3 yrs and nursery now had waiting list of 10</li> <li>• SFVS mandatory and to be completed by March. At present all questions can be answered positively. To be concluded at 16<sup>th</sup> March meeting.</li> </ul>	

	<ul style="list-style-type: none"> <li>Tender for wrap around care going out as current provider is not satisfactory.</li> </ul>	
	<p><b>Teaching and Achievement</b></p>	
6.2	<p>The draft minutes of the T&amp;A committee meeting of 23<sup>rd</sup> October 2018 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 23<sup>rd</sup> January :-</p> <ul style="list-style-type: none"> <li>ELSA presentation given on support and its effectiveness. Written evidence from pupils and carers on its effectiveness had been impressive.</li> <li>Presentation on new Ofsted framework including curriculum</li> <li>Closing the gap analysis data and action plan. This had also been discussed earlier on the FGB agenda.</li> </ul>	
6.3	<p>Committee terms of reference determined in the October meetings were formally <b>agreed</b> by the FGB.</p>	
<b>8</b>	<b>Leading in Governance</b>	
8.1	<p>CDo and CMcl had attended training at weekend on Leading in Governance with Michelle Robbins. All materials were in dropbox and included useful materials on strategic issues including undertaking school visits etc.</p>	
<b>9.</b>	<b>Safeguarding and Single Central List Update</b>	
9.1	<p>Single Central List would be signed following the meeting.</p>	
<b>10.</b>	<b>Governance</b>	
10.1	<p>Marc Rust had resigned and therefore one vacancy for full governor existed. James Greenbury, an Associate Member and former full governor until July 2018 had also now resigned. In his absence James was thanked by the governing body for his strong contribution to the governing body and school during his four years in office and also for his generous leaving gift to the school. Chair to contact JGr.</p>	Chair
10.2	<p>Recruitment for the co-opted vacancy would begin immediately with conversations with interested parties and also using 'Inspiring Governance' website. Governors discussed the skills currently sought would include financial, leadership, education eg ex Ofsted, ex teacher, ex governor.</p>	Chair
10.3	<p>Clerk to liaise with Gov Support.</p>	Clerk
<b>11</b>	<b>Governor Training</b>	
11.1	<p>Governors briefly discussed recent training attended and clerk informed governors of certain relevant training sessions provided by AfC including , Effective School Visits (13<sup>th</sup> Feb) Getting it Right as a parent governor (31<sup>st</sup> Jan) and Financial Revenue and SFM (in May).</p>	
<b>12.</b>	<b>Date of Next Meeting</b>	

<b>12.1</b>	The next meeting would be Thursday 25 <sup>th</sup> April 2019 at 6.30pm with governors invited to attend the preceding T&A committee meeting from 6pm.	
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The meeting ended at 8.20pm

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

Date \_\_\_\_\_

**Summary of Actions**

<i>Item number</i>	<i>Action</i>	<i>Responsible governor/ Associate Member</i>
2.1	Sign previous meeting's minutes	Chair
3.1	Challenge project update-next T&A cttee	Chair/clerk/Challenge lead
5.3	Governors to look at ASP	All Governors
10.1	Chair to contact JGr	Chair
10.2/10.3	Governor Recruitment action	Chair and Clerk
10.7	Sign Single Central Safeguarding List	Chair

List of documents:-

- FGB Minutes of 17th October 2018
- T&A Committee Minutes of 17<sup>th</sup> October 2018
- S&R Committee Minutes of 11<sup>th</sup> October 2018
- SEF Jan 2019
- SDP 2018-19 (Jan 2019 update)
- Curriculum Action Plan (Appendix to SDP Spring and Summer term)
- Governors Assessment Pack 2018-19 Autumn term
- Meadlands Performance Data for Governors 18<sup>th</sup> Jan 2018(sic)

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