

Spring 1 minutes 2018

London Borough of Richmond upon Thames

Minutes of the meeting of the Governing Body of Chase Bridge Primary School held at the school on Wednesday 7 February 2018 at 2 p.m.

Present: Janet Scott (Chair) Mr James Lovatt
Mr Michael Ashe Mrs Caroline McCarthy
Ms Una Blair Mr H Singh Mann
Fr David Cloake Ms Lorraine Templeton-Cross
Mr John Justice Mr Greg Twitcher
Mr Andrew King (Headteacher)

Also attended: Mr Brian Ostro, Deputy Headteacher
Ms Sarah Fleming, School Business Manager
Miss Beryl Hawkins, Clerk to the Governors

Prior to the formal meeting, governors gave informal feedback on their experiences of the morning in school. Comments included:

- *Children had written their own script for an excellent Victorian assembly.*
- *Children were motivated.*
- *Staff deserved great respect for effectively managing the whole process of the school day.*
- *The experience was educational and enjoyable.*
- *Good handwriting and punctuation were seen.*
- *Children knew what they were trying to achieve and understood why it was important now even if it would not be required in the future.*
- *Children were polite and happy.*
- *Respect was shown for the individual by staff and pupils in spite a feeling of the school feeling more crowded.*
- *Customer service in the reception area was good – nothing was too much trouble.*
- *Comments and blogs were in line with the GDPR, which was second nature to the children and seemed well embedded.*

Governors who expressed particular concerns were advised to take these up outside of the meeting through the appropriate channels.

Andrew King stated that the school would be establishing a new writing blog, which would be a strong feature of the school. As part of the initiative, the school would be addressing the question of how we can cope with anything that is inappropriate. Governors were asked to look out for and respond to posts.

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These minutes should be read with the reports listed at the end.

Part 1

1. Governing Body

- 1.1 Apologies** Apologies for absence were **received** from Mr Iyas AlQasem, Mr Mike Dormer, Dr Tom Flynn, Ms Anne-Marie Fussey, Mr David Jones, and Mrs Eleanor Wright. James Lovatt gave apologies in advance for arriving late.
- 1.2 Declarations of Interest** There were no declarations of interest.
- 1.3 Membership** It was noted that there would be an election for a parent governor after half term.
- 1.4 Confidentiality** The governing body agreed that no items on the agenda were confidential.

Part 2

- 2. Welcome, Introduction and Overview** Janet Scott thanked governors for attending and explained that the purpose of the meeting was to carry out the governing body's annual school self-evaluation of performance and progress (SSE). Andrew King gave a presentation on the draft SSE and stated that the governing body needed to take a view on whether the key priorities in the School Development Plan (SDP) needed to change.
- 3. The Changing Context in which we Operate** Andrew expanded on key points in the draft SSE on the context in which the school operates and answered governors' questions.

3.1 National Developments

- There was a new secretary of state for education and although there had been less pressure on education in the previous few months this was not likely to continue – changes to the national funding formula would have an impact on schools.
- There were shortages of teachers across the country, but this had not been an issue for Chase Bridge.
- The Pupil Premium (PPG) was expected to continue.
- The Ofsted framework would continue, with more emphasis on how we help disadvantaged pupils – children with special educational needs (SEN), SEN and Disability (SEND), pupils eligible for PPG, and children new to English.

3.2 Local Context

- AfC Children's Services, which now includes Windsor and Maidenhead, had been judged Good by Ofsted in every category in a recent inspection.
- Finance would continue to be a priority: SEN funding was 20% overspent due to a shortage of in-borough provision and the high cost of out-borough specialist provision. It was likely that the shortage would be made up from mainstream block funding

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Question: Will the new Clarendon School being built on the Richmond upon Thames College site only cater for secondary age pupils? Will it expand?

Answer: It will cater mostly for secondary but some primary age pupils. The school will expand, but will not meet demand. Demand has increased by 10%. Chase Bridge and other schools will be encouraged to keep more children in mainstream education.

Also, there is 10% spare capacity in primary schools locally. The reason is not clear, but the Pupil Admission Number (PAN) will be cut by 2fe (forms of entry) from September 2018. Chase Bridge is popular: out of 680 places there are currently 12 vacancies.

It was noted that pupil number forecasts were based on planning for new housing developments, two of which locally are now not going ahead: the RFU site is now being used for corporate hospitality and Kneller Hall have taken on a new commission and are able to stay for the immediate future.

Andrew stated that the reduced numbers locally were not an issue for Chase Bridge, so long as the school remained full.

It was agreed that the initial £6,000 that schools are required to pay for children with an EHCP (Education, Health and Care Plan) was a disincentive to accepting more children with special needs.

3.3 School Context

- An Ofsted inspection could be expected in the next 18 months.
- Funding for the Cabbage Patch Nurture Group would not be continuing after the end of the three year contract.

Question: What does the closure of the nurture group mean for Chase Bridge?

Answer: The school will lose the management responsibility for the provision and will have a physical asset.

Question: What will happen to the staff employed in the nurture group?

Answer: Chase Bridge is responsible for the staff. They are on three-year contracts. The teaching assistant will be re-absorbed into the school. Redeployment of the staff is not an issue.

- Over 40 languages are spoken by children attending the school.

Question: Is there a predominance of pupils with any particular languages.

Answer: No. The largest groups are Farsi and Polish, with a few more than in other groups, but a number of different languages are spoken in the Farsi group.

4. Annual Review Document Andrew highlighted key points in the SSE on progress made by the school during the year. Andrew King and Brian Ostro answered governors' questions.

- Inspectors would be looking at how far the school had progressed in the next steps identified at the Ofsted inspection in 2016.

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- Quality First Teaching (QFT) needed to be given a strong focus in order to meet the demands of the 2018 Ofsted criteria. QFT entails the teacher taking responsibility for the progress of all the children in the class.
- Attainment in reading is lower than in some other areas but progress is acceptable; the school has been in the second quintile for the last three years.

Arising from the review:

4.1 Special Educational Needs and Disability

Question: How broad is Kate Gauvain's SENCO remit?

Answer: It does not cover the full breadth of the SENCO role. Brian Ostro has the lead role for pupils eligible for PPG. There is a lot of overlap: there are statutory SEND requirements and requirements relating to PPG. Those functions are being separated. There are also aspects relating to EAL (English as an Additional Language), attendance, lateness and safeguarding, and other people have responsibilities in some of these areas. Kate is overseeing the work of the teaching assistants.

Some changes have already been made in the deployment of teaching assistants and use of interventions. There is more that can be done to make further improvements. The school also needs to consider financial efficiency and value for money.

Governors agreed that positive changes had been made and noted that the new SEND Code of Practice had encouraged the school to take a different look at how things are done.

James Lovatt arrived at this point.

Question: The data in the contextual overview shows a change in the percentage of pupils with SEND. Is there an explanation for that?

Answer: The data for the previous two years is inaccurate. There has been a slight change in the number of pupils with SEND.

It was noted that there would need to be greater focus on high needs in the future.

4.2 Governing Body: Evaluation Janet stated that the governing body was becoming increasingly effective and that progress was being made on the governing body role descriptors. Janet especially thanked governors who had joined the governing body over the past two years for their significant contribution to improving its effectiveness. It was agreed that more needed to be done to ensure that governor induction was consistently good.

Governors agreed that there was greater stability in the governing body and that actions were being taken between meetings.

Sarah Fleming was welcomed to the meeting and her contribution to supporting the governing body, as part of the Senior Leadership Team, was acknowledged.

It was agreed that the visibility of governors had improved, but that further improvements were needed.

4.3 Staff Awareness of CPD The governing body noted the continuing need to raise staff awareness of the purpose of CPD and its link to performance management. The governing body agreed that CPD should make a difference

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by having an impact on performance and that it should extend to non-teaching staff. Andrew stated that the Middle Leadership Team could help to raise awareness of the role of CPD and that there was room for improvement in terms of value for money.

4.4 Surveys The governing body received an analysis of the annual parent and staff surveys carried out by Iyas AlQasem. The governing body was pleased to note the overall positive result of the surveys.

Governors were disappointed with the low response rate to the parent survey and suggested possible ways that this could be improved:

- Carry out the survey in the summer when the weather is warmer and therefore easier for parents to discuss in the playground and in the street.
- Conduct the survey at parents' evenings – parents can complete while waiting their turn. (It was noted that almost 100% of parents attend parents' evenings and those that do not are followed up by the school.)

The governing body **agreed** to review the way in which the parent survey was conducted, including possible hindrances to completion and a review of the questions.

ACTION: Janet Scott/Governing Body

Question: What do you teach children about how to respond to bullying (Q: The school deals effectively with bullying)?

Answer: Children are taught how to identify bullying and to always come to an adult if they are concerned about bullying.

Where bullying incidents have escalated, in most cases the child has not told the class teacher. The school needs to do more to ensure that parents feel bullying is being dealt with effectively.

It was noted that no staff disagreed with the statement 'The school deals with any cases of bullying effectively.'

Question: Does the school have systems in place to ensure that statutory requirements are being met and that the playground is a safe place for children to play (Ref: Parents comments about playground safety)?

Answer: The playground is adequately staffed and one member of staff is always stationed to face the playground equipment. All playground staff carry a medical bag.

Question: Club charges increased after the parent survey had been conducted. Did the increased charges have an impact on participation?

Answer: No.

It was noted that most parents who responded had added comments. Andrew stated that any governor was free to have a look at the comments.

Question: Would staff feel happy about talking to a colleague or their line manager if they felt that policies were not being consistently applied (Q: All staff consistently apply school policies)?

Answer: One would hope that that is the culture of the school.

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Question: What percentage of staff completed the survey?

Answer: Over 50% completed the survey.

Question: Do staff feel that the survey comes from the governing body?

Answer: No. They think it comes from the headteacher and is signed by the Chair of Governors.

Question: How does the survey questionnaire go to teachers?

Answer: It is sent electronically.

The possibility of conducting the survey using Survey Monkey was suggested.

The governing body expressed concern that the response rate to the staff survey was not higher and **agreed** that:

- The governing body should review the questions in the staff survey and consider how it should be conducted.
- Staff should be informed of the governing body's disappointment at the low response and that a further survey will be conducted at the start of the autumn term.
- A governor should attend the staff INSET day in September 2018 to speak to staff about the importance of the survey, how it will be used, and the expectation for it to be completed by all staff.
- Janet should inform Iyas of the governing body's decision.

ACTION BY: Janet Scott/Governing Body

The governing body noted that the school was better in every area than at the last Ofsted inspection and that the latest Ofsted framework placed more emphasis on the breadth of the curriculum.

5. School Priorities for Improvement The governing body considered the proposed revised priorities for the school.

The governing body **agreed** that it would be worth considering setting up a registered charity so that the school could reclaim tax from parental contributions. It was noted that the school would need to clearly identify the purpose of the charity as the Charity Commission would be looking for evidence that its work reached the wider community.

It was noted that although maths was not included as a separate priority a lot was in train and some gaps would be filled under the priority to improve outcomes of pupils with a high level of need. On the contrary, the teaching of reading had not been updated since the introduction of the new curriculum and there was no clear direction of travel, hence the need to include this as a separate priority.

Caroline McCarthy left the meeting at this point.

The governing body noted that goals were not measurable in the whole school priorities but that they should be clear in team action plans. Governors were asked to look for measurable priorities when meeting with their linked team leaders.

ACTION BY: Link Governors

It was noted that a slight decline in maths could be expected because of the characteristics of the current Year 6 cohort.

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Andrew stated that the school planned to focus more on the teaching of reading from September 2018 and would be looking at different programmes and related INSET in order to improve consistency across the school.

The governing body **agreed** to adopt the revised broad priorities for the school.

- 6. GDPR (General Data Protection Regulation) Update** James Lovatt stated that one of the key principles in implementing the GDPR was that if you hold information that you do not need you should dispose of it.

It was noted that Andrew had accepted an invitation to work with Peter Cowley, IT Adviser for AfC, who was working on e-safety across the borough, as an example of a school trying to get to grips with the GDPR. A blog had been set up and there had been four posts to date. Andrew stated that he was working through the requirements and would discuss them with James.

- 7. Governing Body Self-evaluation and Actions** This item was deferred to the next meeting.
- 8. Summary, Conclusion and Next Steps** It was agreed that the final self-evaluation document should be presented to the governing body at its next meeting.

Part 3

- 9. Governing Body News** The governing body highlighted aspects of the meeting for inclusion in the school newsletter.
- 10. Thanks** Janet thanked everyone for giving up their time to visit the school and for their contributions to the meeting. The governing body wished to record their thanks to Iyas for his comprehensive analysis of the surveys.

The meeting ended at 4.20 p.m.

Next Meeting:
Wednesday 21 March 2018 at 6.30 p.m.

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Chase Bridge Minutes Action Sheet		
Minute reference	Action required	By whom and when
4.4 Surveys	Review conduct of and questions for parent survey.	Janet Scott/Governing Body For 2018 Survey
	Review questions in staff survey and consider how it should be conducted. Inform staff of governing body's disappointment at low response and that a further survey will be conducted. Agree who will attend staff INSET day to speak about the survey. Inform Iyas AIQasem of governing body's decision.	Janet Scott/Governing Body For 2018 Survey Janet Scott Immediate
5 School Priorities for Improvement	When meeting with linked team leaders ensure that priorities are measurable.	Link Governors Ongoing

Meeting documents	
The following documents should be read with the minutes. Copies will be filed in the minute book and on the AfC Document Portal meeting folders unless otherwise stated	
Reference	Document
	Agenda
	Governors' Day programme letter, including links to: <ul style="list-style-type: none"> • the Chase Bridge Agreement • a video presented to prospective parents during open mornings
	2017-2019 School Development Plan
	Draft annual review document
	Analysis of Parent and Staff Surveys
	Autumn SIP visit report
	Slide presentation