

Autumn 2 minutes 2015

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 25 November 2015 at 6.30 p.m.

Present: Mr John Justice (Chair) Mr David Jones
Mr Iyas AlQasem Mr Andrew King (Headteacher)
Ms Una Blair Ms Pippa Prior,
Ms Claire Debney Mrs Janet Scott
Mr Mike Dormer Ms Lorraine Templeton-Cross
Ms Anne-Marie Fussey Mrs Eleanor Wright

Also attended: Ms Caroline McCarthy, Friends of Chase Bridge (The Friends)
Mr Brian Ostro, Deputy Headteacher
Mr Steve Llewellyn, Financial Consultant
Ms Sarah Fleming, School Business Manager
Miss Beryl Hawkins, Clerk to the Governors

Part 1 Preliminary Items

1. **Apologies** Apologies for absence were received from Fr David Cloake, Councillor Alexander Ehmann and Ade Lawal.

2. **Declarations of Interest** There were no declarations of interest.

3. Membership

3.1 **Welcome and Introductions** The governing body welcomed Anne-Marie Fussey, staff governor, elected for a term of four years on 8 October 2015, and David Jones, co-opted by the governing body on 30 September 2015. All governors introduced themselves. A current membership list was received (copy in the minute book).

3.2 **Vacancies** John Justice stated that he had no nominations to date for the three vacancies for co-opted governor but that he was working with SGOSS (School Governors One Stop Shop) with a view to nominating candidates to fill gaps identified by the skills audit and governing body self-evaluation. See also Minute 11.5.

Iyas AlQasem arrived at this point.

4. **Minutes** The minutes of the meeting of the governing body held on 30 September 2015 were confirmed and signed (copy in the minute book).

5. Pay Committee

5.1 Receipt of the confidential report of the Pay Committee was deferred.

Pay Committee, AK, Governing Body

5.2 The governing body approved the recommendations of the Pay Committee (see Minutes 6 and 12.1).

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6. Restructuring of the Governing Body The governing body **approved** the following documents, that had been revised to reflect the staff and governing body restructuring, with middle managers and governors linked to year groups and the ending of the main committee structure:

- terms of reference for the governing body, committees and panels, including the governing body decision planner;
- financial regulations and scheme of delegation;

The governing body also **approved** a recommendation from the Pay Committee for the second sentence under 'Membership' in the terms of reference for the Headteacher's Appraisal Governors to be changed to: 'At least one of the appraisal governors will usually be a member of the Pay Committee.' It was noted that this recommendation had been made in response to guidance recommending that the members of the Pay Committee and the headteacher's appraisal governors should not be identical.

7. Link Governor Appointments The governing body made the following appointments to Link Governor roles:

- Ade Lawal – Maths
- David Jones – Year Four

8. DBS Checks for Governors The governing body noted the government's intention to require all governors to undergo an enhanced DBS check – for new governors with effect from 1 April 2016 and for all governors from 1 September 2016. The governing body agreed that the school should initiate the checking process with immediate effect.

AK, SF, BMH

9. Confidentiality The governing body agreed that no items on the agenda needed to be recorded as confidential.

Part 2 School Improvement Items

10. Reports from Linked Governors The governing body received reports from Link Governors who had visited the school and met with their Middle Management Team Leader:

Linked Area	Governor	Lead Staff Member	Date of Visit	Report Status
EYFS	Janet Scott	Liz Davies	11/11/15	Report to follow after adjournment meeting
Year 2	Pippa Prior	Iris Klever	19/10/15	Report received
Year 6	Claire Debney	Tania Noble	5/10/15	Report received
English	John Justice	Rachel Scott	12/10/15	Report received
Creative Arts	Mike Dormer	Rachel Scott	17/10/15	Report received
Inclusion	Eleanor Wright	Erica Barber/Laura Jeffery		Report not finalised
Admin & Premises	Alex Ehmann	Sarah Fleming		Report not finalised
Leadership & Management	Iyas AlQasem	Andrew King	5/11/15	Report received

John Justice agreed to contact David Cloake about his Year 3 visit with Laura Demetriou.

JJ

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Arising from the reports, it was agreed that governors linked to year groups should look for evidence that Year Group Leaders were well supported in English with their planning and delivery of consistent high quality lessons.

Year Group Link Governors

Governors were thanked for visiting and for their reports.

11. Report of the Headteacher The governing body received the report of the headteacher (copy in the minute book), including:

- Key contextual data (Appendix)
- Progress with Leadership and Management Priorities
- Performance data, including RaiseOnline (Appendix)
- Cabbage Patch Nurture Group (Appendix)
- NHS Obesity Survey (Appendix)
- Personnel
- Policies (Appendix)
- Site and premises update

Questions were invited from governors. Arising from the report:

11.1 Assessment and Tracking (L&M Priority 2) The governing body received slides from a presentation to Chase Bridge parents and a DSS summary of the Final Report of the Commission on Assessment without Levels (copies in the minute book).

Question: Why are you concerned that Target Tracker might not meet the school's needs?

Answer: Target Tracker provides plenty of data but we are reviewing its use so that it can be better tailored to meet the needs of the school and the changing national agenda on assessment. Ofsted measures progress by outcomes and will look at children's books for evidence. The report of the Commission on Assessment without Levels recommends that schools move away from levels and use what best suits their needs.

Observation: The governing body saw the new assessment arrangements as an opportunity for schools to tailor their tracking systems in the best interests of the children in the school.

11.2 Interventions and Pupil Premium

Question: What is being done to help the children in the upper juniors who are making limited progress in spite of a number of different interventions? Are you looking for an Education, Health and Care Plan (EHCP) for these children? The work being done by the Inclusion Manager is impressive: if money is an issue, can this be overcome? The need for additional TA (teaching assistant) time has been raised at a Year Group/Link Governor meeting: can TA support be employed on a temporary basis?

Answer: Taking the areas for development (page 4 of the report):

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- **Provision for EAL (English as an Additional Language) pupils:** A temporary arrangement has been made to cover maternity leave.
- **Additional TA hours (increasing hours for current TAs) in order to reach a greater number of children with additional needs on a more regular basis:** The school has received a higher than expected Pupil Premium Grant (PPG) and will be putting more money into interventions. TA support can be employed on a temporary basis and this may be what is needed in order to bring some children's performance up to the National Standard. However, we need to be wary about over-committing to additional TA staffing as the next round of budget setting is likely to be tight. It should also be noted that it is not simply about the number of TAs but also their quality and the CPD we put in place and how we deploy them to ensure they are at their most effective.
- **Early identification and time-focused outcomes clearly identified:** In order to meet all the new National Standards criteria, the school needs to ensure children understand what they are learning before moving on. Mini-assessments were carried out in spelling mid-term and assessment will take place at the end of term to find out what has been embedded. The process will be extended across all core subjects.

Question: What happens if children do not achieve the National Standards by the end of the year?

Answer: Children who do not answer all statements correctly for the end-of-Key-Stage tests in Years 2 and 6 will be regarded as below the National Expected Standards. Schools have had one year to implement the changes since the requirements were published. The new requirements represent a significant change in curriculum and assessment.

Question: Is there a danger that some children will not be sufficiently challenged because the school is focusing on children who might not meet 'working towards' or 'expected'?

Answer: That is possible if the curriculum is not introduced with care, but at the other end of the scale the new curriculum requires more in depth and breadth of understanding in order to achieve 'mastery'. The school will target children who are just below the expected level. The new arrangements make it easier to provide additional challenge for higher attaining pupils within the context of whole class teaching.

Comment: A governor commented on evidence that children are beginning to understand how they are learning.

11.3 School Grounds (L&M Priority 6) In response to a question from a governor, Andrew King stated that contracts for use of the grounds required users to return the grounds to a good state and that Sarah Fleming would be arranging ongoing maintenance.

Andrew stated that a sum of £200,000 had been allocated to enhance the school grounds and that he would like to establish a working party with involvement from The Friends and a governor. It was expected that the

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working party would meet early in the new year to consider initial designs with a view to work starting during the summer holidays.

In answer to a question from a governor it was confirmed that space for a wheelchair would be a statutory requirement.

Una Blair expressed an interested in joining the working party. **AK**

11.4 Pupil Performance Targets In response to questions from governors, Andrew stated that:

- The 2016 end-of-Key-Stage-2 targets were based on data for end of Key Stage 1.
- The targets were challenging but realistic.
- In setting the targets, the school had used a national benchmarking tool.
- The school did not have to set targets for end of Key Stage 1, but had set targets for all year groups.
- Targets would usually be set by the end of September, but had been delayed two months due to the change arrangements for tracking.
- The targets had been shared with Deborah Moss, School Improvement Partner.
- The targets had been adjusted to take into account characteristics of the cohort, such as month of birth.

The governing body expressed concern that pupils would need to achieve in all testing areas in order to be considered to have reached the expected standard and agreed that the school would need to exercise care in reporting the results to parents. It was noted that pupils would also be given a scaled score. It was also noted that in the past children with an EHCP could have attracted additional resource based on assessment and test results, but that schools would now have to use some other measure to assess need.

The governing body **approved** the 2016 end-of-Key-Stage pupil performance targets (Appendix to Headteacher's Report).

11.5 Budget Monitoring The governing body noted the headteacher's report and received a financial monitoring report prepared by Steve Llewellyn. Steve stated that additional income had resulted in a projected year-end carryover of about £140,000 if monies allocated to premises projects were spent – 3-4% of the overall budget. Steve and Andrew answered governors' questions:

- If the money set aside for premises-related projects was not spent before the end of the financial year the school could account for it by reporting on plans for its use.
- The three-year trend was still down and governors would need to be wary of this when setting the budget.
- In the short term, some of the additional income would be used for temporary staffing and the school was considering appointing a total of three additional staff, to cover welfare at lunch and play times and medical needs, to cater for the increasing size of the school.

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- The £150,000 carryover would help to boost the anticipated lower carryover in Years 2 and 3.
- Although PPG funding was £15,000 higher than anticipated as a result of promoting it through induction meetings with new parents, PPG was still weighted more towards older pupils – 11 in the current Year 6 – and the school would therefore be revisiting this.
- Parents do not have direct access to PPG, but the school tries to make it clear to parents that it can give them access to a uniform subsidy, free places in clubs, help with music tuition and up to 50% off the cost of trips. The Grant can also help the school to pay for additional staffing.
- The school needs to update the website with the most recent data. PPG is currently paying for Sue Wood, the Family Worker, TA staffing and the homework club, which provides pupils with access to online resources.
- It was not known whether any pupils not attracting PPG in Year 2 had taken up free school meals after moving to Year 3.

Andrew suggested that one or two governors should be nominated to meet regularly with Sarah Fleming and Steve Llewellyn in order to fully understand the budget. The governing body agreed that this should be taken into account when filling the co-opted governor vacancies. **JJ, JS, Governing Body**

11.6 Financial Benchmarking Steve Llewellyn presented DfE financial benchmarking data for 2014/15 and Caroline McCarthy reported on the SWLSEP Improving Financial Efficiencies in Schools Workshop she had attended on 23 November 2015. Andrew answered governors' questions:

- When recruiting teaching staff the school considers what experience is needed, whether an existing member of staff could move to the Middle Management Team or whether there is capacity for a Newly Qualified Teacher (NQT). The aim is to keep a good balance.
- The school is increasing the quality of training for TAs and they are providing a high level service.
- Teachers' capability is assessed against the Teachers' Standards through use of the TPSE (Teacher Profile and Self-Evaluation Activities) in performance reviews; pay increments are awarded in accordance with the School Teachers' Pay and Conditions Document.
- The comparatively low level of spending on teaching staff was offset by a high level of spending on TAs and sports coaches (Education Support Staff).

The governing body concluded that the school is receiving good value for money in terms of staffing.

11.7 Schools Financial Value Standard (SFVS) The governing body received the draft SFVS audit document (copy in the minute book). It was noted that the document had been revised to include two additional questions, relating to appraisal. The governing body agreed that Andrew should draft answers describing the school's appraisal system and that the final document should

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be presented to a future meeting of the governing body for approval before 31 March 2015. AK

12. Policy Review The governing body considered policies due for review:

12.1 Teacher Appraisal (Appraisal Policy), Pay (Whole School Pay Policy) and Capability (included in Appraisal Policy) On the recommendation of the Pay Committee the governing body **approved** the Teacher Appraisal and Pay Policies.

12.2 Child Protection Policy and Procedures, including designated teachers (Safeguarding Policy) The governing body **approved** the revised Safeguarding Policy, including the 'prevent' strategy.

12.3 Supporting Pupils with Medical Conditions (Medical Policy) The Medical Policy was tabled. The governing body agreed to defer approval of the policy to a future meeting, allowing time for it to be reviewed by the Linked Governor and for all governors to read it. **EW, Governors**

12.4 Emergency Plan Presentation of the Emergency Plan was deferred to the next meeting. **AK, SF, AE**

13. Discussion Item – Assessment without Levels (L&M Priority 2)

Andrew King presented the presentation to parents on assessment (see also Minute 11.1). It was noted that:

- The assessment principles had been previously agreed by the governing body.
- Baseline is to be used as the key accountability measure for the school when children reach Year 6.
- Children are now being exposed to the requirements of Phonics screening earlier in the academic year.
- There will be a new end-of-infant test for Year 2 pupils in 2016. Schools will have a month to complete the test for all pupils.
- The algorithm for converting test results to scores has not yet been published; more information on the arrangements was expected in the near future.
- The new Year 6 test followed a similar structure to the Year 2 test, but had to be completed on one day; if a child was sick on the day they would not be required to complete the test and there would be no impact on the child.

Andrew answered governors' questions:

Question: Is there much concern amongst parents about the new assessment arrangements?

Answer: Some parents are concerned about the curriculum being narrowed. The school does not intend that this should happen, but will need to decide how to tailor Target Tracker to help children to make better progress.

Question: Why are the new assessment frameworks interim?

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Answer: As the frameworks have only just been published the government will need to wait for feedback before deciding whether any changes are needed.

14. Academy Status The governing body received a report from Mike Dormer on the AfC West Cluster Conference on multi-academy trusts (MATs) on 14 October 2015, which he had attended with Andrew King and Janet Scott (copy in the minute book). Mike stated that: he was now better informed about the government's intentions; the only incentive to take action, shared by other delegates, was fear of being left behind; and governors were advised to take advice from their headteachers.

Andrew stated that:

- He was prepared to take any reasonable course of action if it would benefit the children in the school.
- He could not see much advantage in moving to academy status: the school could already enjoy the benefits of collaboration with other schools, for example: joint CPD, the nurture group.
- Converting to an academy or becoming part of a multi-academy trust could be a distraction – involving reconstitution, meetings with other schools, and the like.
- The financial incentive had been reduced.
- The school and governing body should keep a watching brief; discussions were currently taking place with a view to Nelson Primary School and Waldegrave, Teddington, Twickenham and Hampton academies becoming a MAT. Some of these schools were within the same Locality as Chase Bridge. Andrew would be discussing the issues with Locality headteachers on 26 November 2015.
- Dominic Herrington, the Department for Education Regional Schools Commissioner for South East England and South London, stated at the conference that there was no evidence of performance at academies being better than at other schools.

Janet, Mike and Andrew were thanked for attending the conference and Mike was thanked for his report.

15. Reports from Training and other Events Attended Governors reported on training attended:

Claire Debney How to Challenge Effectively 11/11/15

A useful course. Topics included PPG, Sports Premium Grant and governing body structure. There was a lot of interest in the Chase Bridge model.

Caroline McCarthy Improving Financial Efficiencies 23/11/15

An efficiency review tool, similar to the DfE benchmarking tool, was introduced. Participants were advised that the budget should be driven by and linked to the school development plan.

Iyas Alqasem Online Safeguarding 4/11/15

An interesting course. A question raised was how to review relevant policies. Iyas stated that he would use what he had learnt from the course when reviewing the school's online policy.

Iyas Alqasem Interpreting Data 10/11/15

An interesting course. Participants were only shown a summary of a RaiseOnline report, but nevertheless a great deal of data. Although there will be changes next

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year to take account of the new assessment and testing arrangements, Iyas recommended the course to governors.

- 16. Friends of Chase Bridge** Caroline McCarthy presented the autumn term report of The Friends (copy in the minute book). Caroline reported that fund raising events had been successful, but that more support was needed if all the planned events for the Christmas Fair were to go ahead. A plea was made for support from staff and for governors to get involved. Governors volunteered to help with the raffle.

Part 3 Future Planning and Summary

- 17. Governing Body Self-evaluation and Skills Audit** John Justice reported key findings from the self-evaluations received to date:

Areas for development:

- Greater understanding of FFT and RaiseOnline data
- A financial specialist from within the governing body
- Changes already implemented need to become culturally embedded
- Avoid being overly dragged into the 'operational' nature of issues

Strengths

- There is real pride held by the governing body in the school ethos and especially in how it is maintained and delivered.

John re-iterated the possible need to give more serious consideration to academy status.

John asked for all self-evaluations to be completed and returned to him.

Janet Scott stated that she would ask for an extension to the closing date for the skills audit so that all governors could complete the survey.

Governors

18. Future Planning

- 18.1 Annual Work Plan and Priorities** The governing body confirmed the updated annual work plan.

- 18.2 Future Meetings** The governing body confirmed dates of future meetings:

	Reports to Clerk	Agenda Despatch
Wednesday 3 February 2016 (Governors' Day)	20/1/16	27/1/16
Wednesday 23 March 201	14/3/16	21/3/16
Wednesday 18 May 2016	4/5/16	11/5/16
Wednesday 29 June 2016	15/6/16	22/6/16

Claire Debney stated that she would not be able to attend the governors' day due to a work commitment and Mike Dormer stated that he would not be able to attend before 2.30 p.m.

- 18.3 Induction of New Governors** It was noted that David Jones and Lorraine Templeton-Cross had spent the day in school as part of their induction.

19. Governing Body News and Impact Statement

- 19.1** The governing body highlighted aspects of the meeting for inclusion in the school newsletter:

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- Illegal and dangerous parking outside the school
- Assessment without Levels
- Financial benchmarking – good value for money
- Governing body support for the direction being taken by staff
- MAT conference –governing body to continue to consider options, ensuring that any change does not impact on the education and welfare of children
- Appreciation of the the voluntary work carried out by The Friends.

19.2 The governing body highlighted aspects of the meeting that would have an impact on teaching and learning:

- Consideration of higher level performance data available through move to Target Tracker
- Commitment to support the Senior Leadership Team over the next 12 months in implementing the new assessment arrangements
- Challenging the headteacher about use of PPG
- Recognition that the Year Group structure and Link Governor visits are now more important, in order to ensure consistency in teaching and learning, particularly core learning, across all year groups.

The meeting ended at 9.25 p.m.

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Chase Bridge Primary School Governing Body Minutes Action Sheet		
Minute reference	Action required	By whom and when
5.1 Pay Committee	Agree confidential notes of Committee Receive confidential notes of Committee	Pay Committee, AK Immediate Governing Body 3/2/16
8 DBS Checks for Governors	Initiate DBS checks for all governors	AK, SF, BMH Immediate
10 Reports from Linked Governors	Contact David Cloake about Year 3 visit Look for evidence that Year Group Leaders are supported in English with planning and delivery of consistent high quality lessons	JJ, Immediate Year Group Governors Ongoing
11.3 School Grounds	Note Una Blair's interest in joining the school grounds working party	AK Immediate
11.5 Budget Monitoring	Consider need for finance governor when selecting candidates	JJ, JS, AK Immediate
11.7 SFVS	Complete SFVS audit and present to governing body for approval	AK For 3/2/16
12.3 Medical Policy	Review Medical Policy Approve Medical Policy	EW, Immediate Governing Body 3/2/16
12.4 Emergency Plan	Arrange for Emergency Plan to be presented to governing body	AK, SF, AE For 3/2/16
17 Self-evaluation and Skills Audit	Complete self-evaluation and skills audit	Governors Immediate