

5. Committee Minutes

5.1 School Improvement Committee As the minutes of the meeting of the School Improvement Committee held on 11 November 2014 were not available receipt by the governing body was deferred to the next meeting.

Governing Body

5.2 Community and Resources Committee The governing body received the approved minutes of the meeting of the Community and Resources Committee held on 5 June 2014 and the draft minutes of the meeting held on 16 October 2014 (copies in the minute book).

6. School Website

6.1 A question was raised as to why not all governors had access to documents for governing body meetings in the secure area of the school website. Pippa Felsing agreed to research the practicalities of issuing passwords for all governors.

PF

6.2 Governors drew attention to the need for the governors' area of the website to be updated and agreed that governors' photos that had been submitted should be posted with their profiles.

PF/BMH

7. Confidentiality The governing body agreed that no items of business on the agenda should be recorded in confidential minutes.

8. Future Meetings The governing body confirmed future meeting dates:

Wednesday 4 February 2015 at 4.45 p.m. (time to be confirmed)

Wednesday 25 March 2015 at 6.30 p.m.

Wednesday 17 June 2015 at 6.30 p.m.

It was noted that the meeting on 4 February would be preceded by a governors' day in school. Claire Debney stated that she might have to give apologies for part of the meeting on 4 February.

Arnie Gibbons arrived at this point.

9. Headteacher's Report The report of the headteacher was received (copy in the minute book). The report was taken as read. Andrew and other staff answered governors' questions. Arising from the report:

9.1 Progress with Leadership and Management Priorities

SDP PRIORITY 2 (Improve the rate of academic progress)

Question: Is there any more clarity on why progress in writing appears to be low compared to the national average?

Answer: Some highly able pupils have done particularly well. In 2014, four pupils did not make two levels of progress. A key priority is to improve writing. Practice has been reviewed and writing is a key focus of staff meetings and teachers' self-evaluations, led by Brian Ostro. A high

proportion of pupils are coming to Key Stage 2 as higher attainers and the aim will be to retain the rate of progress over the next two terms.

The governing body noted evidence in feedback from pupils of changes to the marking policy.

SDP PRIORITY 3 (Develop computing and the use of Information Technology across the curriculum)

Question: With regard to online safety, given that pupils often know more than adults about the use of social media, what is the school's general approach?

Answer: Staff are actively talking about the use of on-line products and e-safety. Pupils in Year 6 are permitted to bring in mobile phones and smartphones under strict guidelines given at the end of the summer term to learn how to use them appropriately in taught lessons. Inappropriate use of the school's online resources can and is tracked. Everything that is done online in school has to go through the LGfL, filters are in place, and the school's own server can monitor traffic. Misuse is not a frequent occurrence, but is dealt with promptly. Pupils are encouraged to use online skills practice software such as Mathletics.

The school is aware that children will take risks and practice at home will vary. In the past the school has been supported by the governing body in taking action against inappropriate use of online media. The school appreciated the FoCB's very helpful Hot Topics evening on the subject; unfortunately this was not well attended, but FoCB are working on better publicity for the future.

It was acknowledged by the meeting that online safety is a serious issue that is being addressed at an international level.

Use of social media and Facebook are now covered as part of our PSHE curriculum.

Question: Do pupils know that they are below the recommended age for membership of Facebook? Are pupils prepared for what they will see outside of the classroom?

Answer: The home: school agreement references social media sites. This does not stop some parents letting their children have access to inappropriate material. Children need to be given the tools to take appropriate action – say that they don't want to see or talk to an adult they trust if they see and are upset. All staff are conscious of the need to address the issues and are actively involved. E-safety education begins in Reception, with 'Before you click'.

SDP PRIORITY 4 (Further develop leadership, management and provision to meet the expanding and diverse needs of the school community)

Question: Is there anything that we can learn from the high turnover of governors? Has a survey been done on the reasons for governors leaving?

The governing body noted that:

- Generally governors had left because they had moved away.
- The Department for Education was encouraging experienced governors to move on to other governing bodies to use their expertise elsewhere.

The governing body agreed that:

- The expectation on governors should be made clear before they accept appointment.
- An informal EXIT survey for future leavers might be useful, including data on how long leavers had served as governors and whether they would consider being a governor elsewhere.
- Notice of meetings should be given to governors well in advance.

Question: Given the demands of the increasing size of the school and the diverse and nebulous role of the School Business Manager in the day-to-day running of the school, what is the school doing to ensure that the expertise of the School Business Manager is used effectively and to ensure the effective operation of the school?

Answer:

- The school would like to see greater use made of the school buildings and more clubs. This needs to be planned and financed.
- A reorganisation of staffing will start with adjusting the roles of year group leaders. Staffing can then be put in place to achieve goals.
- The work of the Administrative and Premises team includes management of clubs, IT (needed to manage gas and utilities); and statutory publications.

Question: Is there a plan/timescale for reorganising the work of the Administrative and Premises team?

Answer: A plan should be in place by January 2015. Serious changes with financial implications will need to be presented to the governing body through the Community and Resources Committee and fitted into the three-year budget plan.

Question: Should the governing body try to be more representative of the diversity of children attending the school or involve a more representative group of parents in the work of the school?

Answer: Children currently at the school speak 34 different languages; it would be difficult to define a particular group that should be represented. It is a role of the governing body to ensure that the curriculum is broad; this does not mean that all groups have to be represented on the governing body.

Governors suggested that:

- If a wider range of parents was encouraged to work with the governing body, governors would have a better understanding of the community we serve.

- It was important for the governing body to be aware of the diversity of families represented at the school.
- The governing body needed a broader picture of the views of parents.

The governing body agreed that Janet Scott should obtain two or three case studies from other local authorities on how governing bodies had tried to broaden the appeal of governorship to all groups within the school community.

JS

Question: Why is the proposal to link governors to year groups seen as a positive move forward?

Answer: Middle Management will be leading year group teams in order to sharpen the focus on pupil achievement. It follows that if governors are linked with year group leaders they will be able to focus more clearly on pupil achievement through key stages; identify issues and see how they are being addressed; and see how Pupil Premium is being used. This will make for a better use of governors' time.

Question: Do you anticipate that governors will move on with a year group or that there will be a soft handover from the previous governor for the year group? Will there be more than one governor for each year group?

Answer: The details need to be refined.

Question: How will the new structure link to the school development plan? Would the school development plan be re-aligned along year groups?

Answer: It is not yet clear whether any faculties will still exist. For example, a non-year group governor could be named for the breadth of the curriculum. The intention is to bring firm proposals to the governors' day on 4 February 2015; this might include proposals for a major revamp of the school development plan a year early, that is, in 2015.

The governing body agreed that:

- Governors needed to avoid the danger of becoming too involved in a particular year group.
- A written proposal should be brought to the meeting on 4 February setting out the advantages and disadvantages of governors following a cohort through the school.
- The school should be wary of introducing too much change too quickly – staff structures as well as governing body structures.

Question: What is the trigger for the change – is there a defect in the current structure or has an alternative been seen?

Answer: The change is intended to introduce a system of middle management that is more focused on pupil achievement in order to bring about a specific desired outcome. In the existing structure, faculty leaders represent different phases for English, maths and science. Under the proposed structure, year group leaders throughout the school will focus on English, maths and science in their year group. There could also be maths

and English subject leaders. The new structure will help staff to focus on children's progress throughout the school.

9.2 Personnel and Appointments The governing body noted that a third new teaching assistant had been appointed to support a child with particular learning needs since the report was written.

9.3 Site and Premises

9.3.1 School House Improvements In response to a question from a governor, Andrew confirmed that planning permission had been granted to convert the first floor of the school house from a flat to educational purposes and the school planned to draw up a lettings policy by the beginning of the summer term; there would be a sliding scale of charges for a range of users; the Friends of Chase Bridge were already making use of the area. In response to a further question, Andrew stated that no additional safeguarding measures had been put in place and were currently not necessary but this would be reviewed.

9.3.2 Mike Burton Group Updates; Corporate Hospitality Alexander Ehmann declared an interest in use of the site as he was running a campaign against Chelsea Football Club using the Twickenham Rugby Ground. The governing body agreed that the school should be aware of any possible future users of the rugby ground and the impact on the school. **AK**

9.3.3 Building and Expansion Programme In response to queries from governors about the drainage works not being completed until Easter, Pippa Felsing stated that the incomplete works did not present a danger or risk of flooding during the winter and that the excess water had been pumped off.

9.3.4 Rugby World Cup 2105 In response to a question from a governor about support from the local authority in connection with arrangements for the Rugby World Cup, Andrew stated that some conversations had taken place.

9.4 Ofsted Inspection Framework, Guidance and Handbook Changes
Andrew drew attention to the web links for the revised School Inspection Handbook, the Framework for Inspection, Ofsted guidance for schools, and a selection of recent primary school inspection reports (listed in the Appendix to his report). All governors were advised to look at the documents, particularly the reports, which gave an insight into the current emphasis of Ofsted inspections. **All governors**

The governing body considered their readiness for an Ofsted inspection. It was noted that:

- Staff were already working to the new Framework.
- The Interim Inspection carried out at the school in the spring term 2014 indicated that the school's Good performance had been sustained.
- The Inspection Handbook was clear about how schools were to be judged.

- A structure for the 'inspection pack' requested by the governing body had been drawn up and needed to be shared with governors.
- The governing body needed to be able to answer questions from Ofsted on the use of Pupil Premium and Sports Premium and its impact on teaching and learning.

The governing body agreed that:

- Governors needed to have a clear agenda in advance of the governors' day and meeting on 4 February 2015 and there should be a briefing at the start of the day.
- Governors needed to be clear about what inspectors should and should not do.
- The governing body should use the 'inspection pack' to assess their readiness for an inspection and then decide whether to commission a mock Ofsted inspection for the governing body, estimated at about £600.
- Governors should consider completing GEL online training on the new Ofsted Framework – www.elc-gel.org.

Andrew stated that:

- Governors were welcome to visit the school more often, to attend staff meetings or INSET, provided the agenda was appropriate, so that they were able to ask more informed questions at meetings.
- Deborah Moss would be able to do an Ofsted inspection briefing for some governors if they felt it would be useful after they had seen the 'inspection pack'.
All governors, AK, JJ

9.5 School Meals The governing body was pleased to note the positive report on the kitchen following a monitoring inspection carried out on 11 November 2014.

9.6 Curriculum A governor queried how the school engaged with inspiring career outcomes. Andrew stated that the school engaged in STEM (Science, Technology, Engineering and Mathematics).

10. Faculty Reports

10.1 Humanities The governing body received a report from Claire Debney on a visit to review the Humanities Faculty with Tania Noble on 6 November 2014 (copy in the minute book). Claire spoke positively of her visit and was able to record evidence of progress against the faculty's key intended outcomes, including witnessing a French lesson with the French teacher where IT was used and a follow-up lesson with the class teacher.

Andrew stated that the faculty was working to the new curriculum, which included the promotion of British 'values'.

Referring to a view expressed at the class representatives' meeting that pupils should visit more churches, Andrew stated that the school enjoyed links with a number of local churches and visits were a planned part of the RE curriculum, and also included visits to places of worship of other faiths to give children a broader understanding of the world. Assemblies are also of a

broadly Christian nature as required by law but there was no insistence that children should pray to a specific god or any god at all.

10.2 Early Years The governing body noted that Janet Scott had visited the school on 25 November 2014 to review the Early Years Faculty and that her written report would be presented to a future meeting.

11. Leadership and Management – Structure Review, Annual Plan and Priorities, Progress Against Priorities and Targets in the School Development Plan; and Arrangements for the Governors’ Day (See also Minute 9.1) John Justice and Andrew King outlined proposals for the development of the governing body to meet the changing needs in the school development plan:

- The governing body needed to work with the proposed new staff leadership structure.
- Janet Scott had drafted a job description for a Chase Bridge governor.
- A governing body structure proposal would be presented to governors.
- Governors would be able to see a year ahead when they needed to meet with year group leaders.
- The proposed changes would entail a fairly disciplined approach, but would allow governor to focus more on their strategic role.
- It was hoped to have a plan put together by the end of the autumn term 2014.
- Claire Debney, Francesca Prior and Caroline McCarthy were working on induction of governors from the perspective of a new governor.

Governors queried whether there was a risk of a lack of continuity if the governing body structure was changed at the same time as staffing structures were changing and queried whether it was a right move, especially when an Ofsted inspection was likely to be imminent.

Andrew stated that:

- The driver for change was the new school development plan; it was about learning outcomes; and supporting the school.
- The new governing body structure should follow from changes to the leadership structure, which would be phased.
- The leadership, including the governing body, needed to step back and make decisions around the school development plan.
- The increasing size of the school needed to be reflected in the new school development plan.

It was noted that the programme for 4 February 2015 was expected to start early in the day and include a slightly extended school day. Andrew agreed to draw up a draft programme. **AK**

12. Friends of Chase Bridge (FoCB) Caroline McCarthy gave a presentation on the work of FoCB. The governing body noted that:

- New Friday morning activities gave parents a chance to socialise and help the FoCB prepare for events.

- FoCB had given more than £30,000 to the school in the current year – helping to meet the cost of the new playground equipment and a minibus; £100 is provided to each class every year.
- The main sources of income were the summer fairs and the Christmas fairs.
- Other recent successes included:
 - bringing the wider parent community together by fitting in with times and skills that parents were able to offer;
 - the school disco – which raised over £1,000;
 - advertising in the local community;
 - partnering with the Orleans Firework display; and
 - the Christmas Carol CD, involving almost every pupil in the school.
- There were now 35 class representatives.
- Ideas for the future included putting individual parents in touch with each other where they can help each other or where one can benefit from the experience of the other.

Governors were encouraged to visit the Christmas Fair on Friday 5 December.

Andrew King expressed his appreciation of the contribution made by the FoCB to the Chase Bridge community and for the seamless transition to the new Committee.

A governor queried why the school did not have its own firework display. Andrew stated that it would not always be possible because of the contract for corporate hospitality, but that he would be happy to consider the feasibility of a firework display at the school in 2015.

A governor queried whether the FoCB included anyone other than parents. Andrew stated that staff were involved in events and that past staff and pupils were also included; the aim was to broaden membership. It was suggested that some flagship events should be organised to bring people in from the local community.

13. Academy Status There was nothing to report on academy status.

14. Policy Review

14.1 Procedure and Progress David Cloake reported that he had met with Pippa Felsinger to review procedure and progress on the review of policies.

It was noted that policies had been signed and dated, but that some did not have a review date. The governing body considered a proposal from the School Improvement Committee that website versions of non-statutory policies should not include a review date. The governing body agreed that review dates should be included on all policies.

The governing body reviewed the role of governors linked to policies and agreed that they should ensure that staff were reviewing policies in a timely manner and keep abreast of statutory and other changes that might affect policies so that they were informed when speaking to the responsible member of staff.

Asked by a governor whether all statutory policies were on the website, Pippa stated that the draft Accessibility Plan and Equality Information and Objectives Statement were due to be completed in January 2015.

Asked by a governor whether there was a definitive list of statutory policies, Andrew stated that he was planning to meet with Pippa Felsing to work on policies for a day before the end of the autumn term. **Governors, AK, PF**

14.2 Policies and other publications to be approved by the governing body following review by the Community and Resources Committee The governing body noted that the following policies and publications were due for review, but had yet to be presented to the Community and Resources Committee.

Policy	Review due	Author	Linked Governor
SEN (Inclusion Policy)	July 2014	EB	Eleanor Wright
Health & Safety, including risk assessment, premises management documents and emergency plan	Spring 2014	SG	Alexander Ehmann
Whistleblowing	Spring 2012	AK	Vacancy

14.3 Policies and other publications due for review

14.3.1 School Information Published on a Website The review of website content was deferred. **AK, PF**

14.3.2 Freedom of Information Publication Scheme The governing body approved the Freedom of Information Access Policy, subject to inclusion of a section on how to apply for a publication, including an email address. **AK, PF**

14.4 Admissions Policy The governing body noted that the school had revised its Admissions Policy in line with the local authority's admission arrangements, but that as admissions were the responsibility of the local authority the school's policy was not statutory required.

15. Training

15.1 Training Completed by Governors Governors reported on training attended:

Safeguarding (30/11/14) David Cloake

David stated that the training had been useful and recommended all governors to complete the course. **All governors**

Getting to Grips with Governance (23/10/14) Claire Debney
Caroline McCarthy

Claire and Caroline reported that the training had been useful.

(Post-meeting Note: Mark Potter also attended Getting to Grips with Governance on 23/10/14)

15.2 Safeguarding Audit David volunteered to complete a safeguarding audit using the template issued on the Safeguarding course; as well as benefitting the school this would be useful training for himself. Pippa Prior reported that,

as the nominated governors for safeguarding, she and Eleanor Wright had previously completed a safeguarding audit. The governing body shared the headteacher's concern that an additional audit at a busy time for staff could have an impact on the day-to-day running of the school. The governing body agreed that David should contact Andrew to find out whether such a visit would be practicable. **DC**

16. Consultation on School Admission Arrangements The governing body noted that the Richmond Council was consulting on admission arrangements for community schools and co-ordinated primary and secondary admissions schemes for 2016/17; the only significant proposed change was to the dates in the Pan-London timetable; the consultation would end on 26 January 2015, and was available on the Council's website: www.richmond.gov.uk/admissions_consultation. The governing body agreed that any comments on the consultation should be sent to Andrew King. **Governors**

17. Reception Admissions Andrew reported that the school would be required to admit pupils to Reception full-time from September 2015. It was noted that parents would continue to have a choice on whether their children attended full-time and a governor queried whether the local authority would be issuing guidance on this. Andrew stated that it was not the role of the local authority to issue guidance, but that guidance was available and that it was the role of headteachers to find out about statutory requirements; this was often done through network meetings and headteachers' forums, which were co-ordinated by Achieving for Children.

18. Governing Body News Items The governing body agreed key headings for content of the school newsletter:

- Parent governor vacancy
- FoCB presentation
- Governor resignations
- New governors
- Diversity
- Possible review of leadership structure/new SDP
- Performance data – link to most current data to go on website

19. Impact Statement The governing body considered what they had done during the meeting that would have an impact on teaching and learning:

- Discussed plans for job description for governor role
- Discussed plans to manage routine work of the GB so that more time can be spent on strategic role
- Challenged the headteacher on curriculum issues
- Received reports from governors who had attended training and discussed plans for future induction and training of governors
- Considered initial plans for linking governors to year group leaders

The meeting ended at 9.20 p.m.

Chase Bridge Primary School Governing Body Minutes Action Sheet		
Minute reference	Action required	By whom and when
3.4 Membership	Arrange parent governor election as agreed	AK Immediate
5.1 School Improvement Committee	Receive minutes of meeting of SIC held on 11/11/14	Governing Body At meeting on 25/3/15
6 School website	Research feasibility of issuing governors with passwords for secure area of website. Arrange for website to be updated as agreed	PF Immediate PF, BMH Immediate
9.1 Progress with leadership and management priorities	Obtain case studies on encouraging diversity on the governing body	JS Immediate
9.3.2 Corporate hospitality	Note governors' concerns about possible future use of the Twickenham Rugby Ground	AK Immediate
9.4 Ofsted Inspection Framework	Look at sample Ofsted reports and other documents listed in Appendix to headteacher's report. Consider completing GEL online training on Ofsted inspections. Complete inspection pack' and circulate to governors.	All governors Immediate All governors Immediate AK, JJ For meeting on 4/2/15
9.4 Ofsted and 11 Governors' Day	Draft programme for governors' day	For meeting on 4/2/15
14.1 Policy review	Note role of governors linked to policies Note GB expectations on policy review	Governors Immediate AK, PF Immediate
14.3 School Information Published on a Website	Report to a future meeting on review of statutory content of school website. Amend Freedom of Information Access Policy to include contact details	AK, PF For meeting on 25/3/15 AK, PF Immediate
15.1 Training	Complete safeguarding training	All governors Immediate
15.2 Safeguarding Audit	Speak to Andrew King about feasibility of carrying out safeguarding audit	DC Immediate
16 Admission arrangements	Send comments on the consultation to Andrew King	Governors By 23/1/15