

## London Borough of Richmond upon Thames

Minutes of the meeting of the Governing Body of Chase Bridge Primary School with the Senior Leadership Team held at the school on Wednesday 4 February 2015 at 2 p.m.

---

Present: Mr John Justice (Chair) Ms Rebecca Hill  
Fr David Cloake Mr Andrew King (Headteacher)  
Ms Claire Debney Mr Mark Potter  
Mr Mike Dormer Ms Pippa Prior

Also attended: Ms Kate Gauvain, Assistant Headteacher  
Ms Iris Klever, Assistant Headteacher  
Mr Brian Ostro, Associate Member (Deputy Headteacher)  
Ms Caroline McCarthy, Associate Member (Friends of Chase Bridge)  
Miss Beryl Hawkins (Clerk to the Governors)

---

### Part 1

- 1. Apologies** Apologies were received from Mr Will Arnold, Ms Una Blair, Councillor Alexander Ehmann, Ms Pippa Felsing (School Business Manager), Major Shane Green, Ms Francesca Prior, Mrs Janet Scott and Mrs Eleanor Wright.
  - 2. Declarations of Interest** There were no declarations of interest.
  - 3. Confidentiality** The governing body agreed that minute 15 should be confidential.
  - 4. Future Meetings** The governing body noted future meeting dates:  
Wednesday 25 March 2015 at 6.30 p.m.  
Wednesday 17 June 2015 at 6.30 p.m.
- 

### Part 2

- 5. Welcome and Introductions** The Senior Leadership Team was welcomed and for the benefit of new governors all present introduced themselves.
- 6. Documentation** The governing body received:
  - The report of the autumn term visit of the School Improvement Partner, Deborah Moss
  - The revised annual review document, including:
    - a contextual overview
    - a summary evaluation in relation to Ofsted criteria
    - a review of faculty action plans
    - continuing professional development and performance management
    - summary, conclusions and emerging priorities
    - summary judgements and evidence base
    - summary numerical judgements from the January 2011 inspection
  - Annual survey outcomes for staff, parents and children

- 7. Feedback from the Day** Feedback from the morning in school was invited, particularly from new governors. Governors were impressed that:
- The school was quiet, purposeful and well organised.
  - There were good examples of the effective inclusion of children with special needs and employment of teaching assistants to support this. Erica Barber, the school's Inclusion Manager, was commended for her work on liaising with staff to implement this integration.
  - There appeared to be a high level of teaching.
  - Children were confident.
  - Staff were happy, and free to talk about aspects of their work.
  - Governors observed very good behaviour.
  - The school was set up to deal with the pace of change in computing – a lot had been done to support staff in the use of Chrome Books; tablets and new laptops; resources available were good, and sufficient for the whole class.
- 8. School Development Planning Cycle** Andrew outlined the school development planning cycle and explained the origins of the annual self-evaluation document, its importance as a key document for Ofsted and the need for it to be understood by governors. The governing body noted that:
- The annual governors' day offered an opportunity for governors to reflect on the school's priorities in the school development plan (SDP) and decide whether a different set of priorities was needed.
  - Termly faculty visit reports enabled governors to find out whether faculties were making a difference.
  - A summary of outcomes from governors' visits were written by faculty leaders and included in the self-evaluation.
- 9. The Changing Context in which we Operate** The governing body noted the contextual overview of the school and that it was becoming increasingly popular. Andrew summarised key changes affecting the school, at national, local and school level. It was noted that:
- The school had been deliberately slow to address changes in National Curriculum assessment ('life without levels') because of the lack of clarity at a national level, but would now need to change its assessment arrangements over the next year as more information is made available.
  - The government was placing increasing emphasis on the role of middle leaders and governance.
  - Richmond and Kingston local authorities were now running education and children's services jointly through the recently established community interest company Achieving for Children.
  - A School Improvement Strategic Board had been established by Achieving for Children and was co-chaired by Andrew King.
  - The school could expect an Ofsted inspection at any time from the beginning of the summer term. Key issues from the 2011 inspection, when the school was judged to be Good, were noted:

- Raise **achievement in writing** for all pupils in Key Stage 2, particularly boys and pupils with special educational needs and/or disabilities
- Improve the **consistency in teaching** by:
  - providing the right level of challenge for all pupils in lessons
  - ensuring that pupils' targets for learning are understood by them and are used in teachers' marking
  - sharing best practice in supporting pupils with special educational needs and/or disabilities.
- Andrew was also involved in a Teaching School Alliance being established by Bill Jerman, Headteacher of Hampton Hill Junior School. The Teaching Schools Alliances initiative offered Outstanding schools the opportunity to establish DfE funded alliances for the purpose of sharing expertise and pooling training and CPD (Continuing Professional Development) opportunities.
- There was increasing pressure at national and local level for schools to convert to academy status or to become part of a Multi-Academy Trust (MAT). To date, Nelson Primary School was the only primary academy in the borough. The governing body needed to be aware of how a move to academy status would affect the governance of the school.
- At school level, there was a shift in the emphasis of middle management and leadership to year groups.
- There had been major changes in the assessment and funding of special educational provision and the introduction of the 'local offer'.
- Proposed new housing developments were expected to lead to a continuing need for additional places in the area and although some of these were on the opposite side of the A316 they would have a ripple effect on demand for school places at Chase Bridge.

John Justice stated that he would be attending the termly Governors' Partnership meeting in Twickenham later in the evening and that school place planning was an item on the agenda.

Andrew stated that he hoped that by the end of the day governors would be able to answer most of the questions in the Ofsted checklist circulated prior to the meeting.

**10. Annual Review Document** The governing body noted the school's strengths and considered the key aspects where the school was continuing to focus and target for improvement – achievement in writing and phonics.

The headteacher and senior leadership team answered governors' questions on what the school was doing to improvement writing:

- Once results in writing for 2014 were known, the school quickly identified what needed to be done to make improvements in writing – teachers were now more focused on the quality of their marking and how children respond and improve their work. Systems for assessing and monitoring progress were also planned on a more frequent basis
- Staff meeting time had been used to improve the consistency of levelling across the school.

- Regardless of results, the school was confident that the quality of teaching could be improved.
- More will be done to analyse pupil performance data and establish actions from the analysis to refine provision and improve results.

It was suggested that if governors sat in to see how teachers teach and assess writing they would be able to speak more confidently about what the school was doing to improve writing, provide evidence of governor involvement, and more effectively challenge the headteacher and senior leadership team.

In response to governors' questions about phonics screening, Andrew stated that:

- The screening check was not a formal test and was internally administered and assessed.
- Achievement at Chase Bridge had improved over the last three years in phonics and the school aims to make further improvements.

**11. Faculty Feedback from Governors** The governing body reviewed the faculty visit procedure and considered the proposed year group linking arrangement. It was observed that:

- Some governors struggled to arrange a mutually convenient date to meet with the faculty leader.
- The proposed linking of governors to year groups would make it easier to identify measurable targets for discussion on visits.
- The governors' day had been invaluable and it was unfortunate that not all governors had been able to attend. The timing of the governors' day should be reviewed to find out whether more governors would be able to attend if it took place at a different time of the year. **AK, JJ**
- There was a danger that a change in emphasis to year groups could result in the governing body losing sight of the full spectrum, for example, ensuring that the work and progress in the Inclusion Faculty is continued.

The Senior Leadership Team answered governors questions:

**Question:**        **How does performance management link to the self-evaluation process?**

**Answer:**        Areas for improvement are analysed and prioritised. Priorities for the school are reflected in continuing professional development (CPD) opportunities for staff. Monitoring is linked to CPD in order to ensure that it is used effectively in the classroom and has an impact on the quality of teaching and learning. The Chase Bridge TPSE (Teacher Performance Self-Evaluation) system is used to quality assure. The system is transparent; expectations are set up; staff gather evidence to show that they are meeting the expectation and are given feedback on how well they are doing.

**Question:**        **Can you give an example?**

**Answer:**        For the 'mental maths starter' all teachers were visited; teachers were given feedback on how they had done and given an area for development; after this initial fact-finding visit teachers are now being re-visited and it is evident that they are clear about the expectations. The evidence will feed into the

performance management process. Staff know that they have to provide evidence in order to move up a pay level.

**Question:** Have observations increased since the introduction of the new appraisal system?

**Answer:** Observations are seen by staff as peer support. There are increased opportunities for peer observation as well as those linked to the TPSE and PM process.

**Question:** Does the school use the coaching model to give peer support?

**Answer:** Peer support is given in different ways: it may take the form of whole school support, personal support or external support. Staff are trained in giving constructive feedback; the system is discussed in Senior Leadership Team meetings; often it takes the form of a question; staff need to see it as a CPD opportunity.

**Question:** Have middle managers received the necessary training to carry out observations?

**Answer:** Yes and further opportunities are sought to develop their expertise through joint observations with senior staff as well as specific training that is planned with the school's attached inspector..

**Question:** Is peer support being used for maths?

**Answer:** Yes. This term staff are looking to see how well 'next steps' have been met. The system is very rigorous and robust.

It is also being used by the Senior Leadership Team for writing. There are links between performance management, Teachers' Standards, CPD, and evaluation of practice. New Standards for Headteachers have been published.

**Question:** Where can governors discern evidence of value for money?

**Answer:** The annual meeting of the Pay Committee received an anonymised report showing whether teachers had met, partially met, or not met their targets. For future years the report will also show the point reached on the pay scale and the number of years teaching experience of each member of staff. Anonymised TPSE data could also be shown.

**Question:** Is some Pupil Premium funding allocated to CPD?

**Answer:** Yes. Details of Pupil Premium funding and how it is spent are available on the school website.

**12. Feedback from Surveys** The governing body was pleased to note the very positive overall response to the surveys of parents, staff and pupils. It was noted that the 50% response rate to the parent survey was a significant improvement on the 2013 survey, thanks to the forms being given out by pupils in Year 6 to parents at the start and end of the day.

In response to a question from a governor, Andrew stated that the school had considered carrying out an online survey for parents, but would need to ensure that this did not discriminate against some parents; the staff survey had been carried out using Survey Monkey; the 70% response rate included all staff, both teaching and non-teaching.

Caroline McCarthy agreed to write to Andrew King to offer help from parents in completing future surveys. CMcC

Andrew and the Senior Leadership Team answered governors' questions relating to the survey findings:

- Andrew would need to talk to staff to gain a further insight into some of the responses that had been given.
- With regard to the small minority of staff who felt that policies were not being implemented consistently, all staff had received a copy of the new School Handbook. It was acknowledged that improvements could be made in the consistent implementation of some policies, for example, school meals and packed lunches.
- When looking at the responses for bullying, it is important to understand what bullying means from a child's point of view.
- Serious incidents, including bullying, are reported to the governing body.
- Incidents of bullying are dealt with.
- Across the school 71.4% of pupils receive a school meal; in Reception the percentage is 96%.

**13. School Priorities for Improvement** The governing body reviewed the priorities in the SDP and considered new draft priorities. Andrew stated that:

- There was a desire to improve achievement in all areas of the curriculum
- The TPSE process should be continued – to drive talent, through middle management and the year group structure – in order to relieve top management and meet the aspirations of all staff.
- Both achievement and attainment in writing needed to improve.
- Governors should to be linked to year groups.

The governing body agreed that the school's ethos and strengths in providing a safe learning environment where children's creativity is harnessed should not be put at risk through the drive for improvements in achievement and attainment.

*Claire Debney left at this point and the meeting became inquorate.*

Governors considered the new draft priorities:

### **1. Develop assessment and tracking systems that support children to make excellent progress**

It was noted that:

- The burden of this target fell on classroom teachers.
- There was a need to ensure good consistency of assessment, bearing in mind the new assessment system.
- Year group leaders would have an enhanced roll in interpreting performance data and ensuring that necessary resources were available and used effectively.

In response to questioning Andrew stated that:

- The target was linked to performance management, but was not currently a target for individual members of staff.
- Key performance indicators would need to be identified.

### **2. Improve achievement in writing and phonics**

It was noted that:

- The strategy for this target was already in place.
- The TPSE was already being used to see how the strategy was being implemented.
- Staffing had been put in place on a temporary basis with a view to establishing a permanent arrangement from September 2015.

Governors noted that this was the key priority, into which others fed, and agreed that it should come first in the list of priorities.

### **3. Create outstanding leadership and management aligned to year groups**

### **4. Further develop leadership, management and provision to meet the expanding and diverse needs of the school community**

In response to a question from a governor Andrew stated that:

- The measure of whether needs are being met will be seen through children's outcomes.
- Data from RaiseOnline can be used to see whether the needs of specific groups are being met.
- The school will identify what needs to be developed to meet specific needs, for example, the nurture group will bring specific expertise to the school and enable the school to offer 'outreach'.

### **5. Continue to seek ways to enhance practice through supporting and collaborating with other schools**

Governors noted that whilst the school did a lot to enhance practice internally over the past year Chase Bridge was increasingly collaborating and providing advice and support to other school.

### **6. Develop outstanding community facilities at the school that enrich and enhance children's learning**

Andrew stated that the school already did well in developing community facilities, but could do better, including the provision of more 'outreach'.

In response to questions from a governors, Andrew stated that:

- The new priorities would probably last for two years but there was no fixed timescale and they would be reviewed annually.
- More specific priorities would be added to each of the key priorities.

Governors suggested that the leadership and management aspects of targets 3 and 4 could be combined and that target 4 could be about provision and linked to 6. It was agreed that it might be helpful to reduce the number of key targets. Andrew agreed to review the priorities in the light of governors' comments. **AK**

---

## Part 3

### 14. Development of the Governing Body

Governors received:

- A draft role description for a Chase Bridge governor
- A draft governing body recruitment and induction checklist
- A draft full governing body year planner
- An Ofsted checklist for consideration at a future meeting

Led by John Justice, governors considered key aspects of the proposed changes to the governing body structure. Arising from the discussion:

**14.1 Policies** It was proposed that all statutory policies should have an annual review cycle, with published deadlines for governors to comment, and that governors should receive a report from the link governor either stating that the policy did not need to be formally reviewed or presenting a final draft of the reviewed document.

*Mark Potter left the meeting at this point and the meeting became inquorate.*

**14.2 Proposed Governing Body Structure** Concern was expressed that a no-committee model was not the norm – the trainer leading the borough training for new governors had recommended a three-committee model and advised that individuals should not have sole knowledge of aspects of the school's work. Andrew stated that the no-committee model was gaining popularity; and committees could be reinstated at a future date if the no-committee model proved to be unsuccessful or if circumstances changed.

A governor observed that the proposed structure would be more efficient with time as there was currently an overlap of work crossing the two committees.

It was noted that the proposed structure placed a greater emphasis on governors being in school during the working day.

**14.3 Governor Recruitment and Retention** It was agreed that when recruiting governors there needed to be a balance between skills and passion. It was noted that the school had not always been as clear as it could have been about the expectations on governors and that the proposed job description should help to rectify this.

A governor suggested that a form of performance management for governors or a buddy system might be useful.

**14.4 Conclusions** Governors present at the meeting agreed that a formal written proposal and draft terms of reference should be presented to the next meeting of the governing body for approval. **AK, JJ, JS**

Pippa Prior and Mike Dormer stated that they expected to be able to give more time to the work of the governing body from the end of March 2015.

### 15. Use of School Grounds for Rugby World Cup 2015

See confidential minute.

**16. Membership** Governors noted that nominations for the parent governor vacancy were due by 6 February 2015 and John Justice proposed that the two vacancies for co-opted governors should be filled after the new governing body structure was in place.

**17. Governing Body News Items** Governors suggested key headings for content of the school newsletter:

- governors' day
- SDP priorities
- restructuring of the governing body with a view to becoming more efficient and effective
- update on Ofsted criteria for inspection
- thanks to headteacher and staff for organising the day and welcoming governors

The meeting ended at 5.40 p.m.

<b>Chase Bridge Primary School Governing Body Minutes Action Sheet</b>		
<b>Minute reference</b>	<b>Action required</b>	<b>By whom and when</b>
<b>11 Faculty Feedback from Governors</b>	Review scheduling of governors' day	AK, JJ For 2016
<b>12 Feedback from Surveys</b>	Email Andrew King about help with parent survey	CMcC Immediate
<b>13 School Priorities for Improvement</b>	Review draft key priorities as discussed	AK Immediate
<b>14.4 Development of the Governing Body</b>	Prepare formal written proposal for restructuring the governing body and draft terms of reference	AK, JJ, JS For meeting on 25/3/15