

The London Borough of Richmond upon Thames



Minutes of the meeting of the Governing Body

Wednesday, 29 November at 6.30pm at school

Constitution, Membership and Attendance

LOCAL AUTHORITY – 1	PARENTS – 2	CO-OPTED – 9	STAFF - 2
Alexander Cooksley (Vice-Chair)	Nicole Dodsworth	Alex Willoughby	Dermot Bracken
	Rebecca Mathews	Andrea Fryer	Sam Jeffrey
		Issy Monckton	
		John-Paul Gentry	
Bold = absent		Lucinda Holmes	
		Ryan Buckingham	
		Sam Matthewson (Chair)	
		Yusra Ahmad	
		Vacancy	

Also attended: Val Cameron, Assistant Headteacher, Associate Member

Helen Cox, Clerk to the Governors

Jonathan Hurn

1.0	Apologies – Andrea Fryer	Action
2.0	Welcome to the new governors and update - Jonathan Hurn and Alex Willoughby were introduced and welcomed to the FGB. Alex is joining as a Co-opted Governor and Jonathan will be joining as the new LA Governor (see item 7.0). Adam Hammond will be joining the Governing Board as a new Co-opted Governor in January 2024.	
3.0	Declarations of interest – none to declare.	
4.0	Minutes of the last meeting held on 4 October 2023 - approved by all present.	
5.0	Matters arising 2.0 Declarations of interest – closed.	

	4.0 Dermot to present at future FGB on what to expect from an inspection – this will take place in spring 1 – closed for future meeting. 6.0 Dermot to produce analysis of the Parent and Carer Survey for governors to review at future FGB (to be uploaded to Governor Hub) – agenda item below. 8.3 Keeping children safe in Education 2023 – all governors to note they have read on their declarations on Governor Hub – closed. How have governor actions impacted on outcomes for pupils? Nicole talked about how following her half termly meeting with Dermot she met with a group of Year 6 girls to talk about pupils’ perceptions around safety in all aspects. Sam watched a Golden Wall assembly and reported it was great to see the achievements of the children. It was a really good example of engagement with the children, how children responded to behaviour management. Issy attended 4C’s class assembly after the CFC meeting. It was about the Stone Age, archaeology which was very enjoyable and very impressive.	
6.0	Appointment of Chair and Vice-Chair of Governors Rebecca Mathews and Sam Matthewson nominated Ryan Buckingham as Chair. Sam Matthewson will continue as Chair until 21 December 2023 and Ryan will take over from that date. Yusra Ahmad and Issy Monckton nominated Lucinda Holmes as Vice-Chair with immediate effect. Minuted item: thank you to Sam Matthewson and Alex Cooksley for their considerable contribution to the FGB.	
7.0	Appointment of new Local Authority Governor Based on the skills required and recommendations of the board at Marshgate Primary School, achieving for Children Governor Support, working on behalf of the London Borough of Richmond upon Thames Local Authority, formally nominates Jonathan Hurn to the position of LA governor. The term of office is for four years ending on 29 November 2027. The board formally ratified Jonathan Hurn to the position of LA governor.	
8.0	Headteacher’s written report – available on Governor Hub Introduction – warm welcome to our new governors. The PSA Winter Fair was a fabulous, community event. Thanks to Tom Panagos, Chair of the PSA, for all his hard work and the whole PSA. Thanks to Val Cameron for being the point of contact with the PSA. Thanks too to Mabel Banks for the wonderful performance by the choir. Contextual data <u>Roll</u> 413 children on roll, with 217 girls and 196 boys. Pupils entitled to Pupil Premium Ever / Disadvantaged - 27 children (7%). English as an Additional Language is now called Multi Lingual Learners (MLL) amounts to 294 children. <i>Question – does the new name capture the definition – yes in a positive sense.</i>	

SEND information

Sam Jeffrey is now the Acting SENDCo.

We have five children with an Education, Health and Care Plan (EHCP). This is different to a child who is on a Special Educational Needs support plan. An EHCP is a legal document which follows the child through education. SEN support plans are not legal documents, more bespoke to the school.

Question - do you get funding for both? The school receives nominal funding for children with SEN support plans and top up funding for children with EHCPs. Our Reception intake this year has increased our SEN statistics. To put it into context nationally it is 3%, Richmond 3% and Marshgate is 2%.

SEN support nationally is 14%, Richmond 9% and at Marshgate is 4%. We have two children in Reception with an EHCP and another with a SKIP package.

Question – what does being below average on this measure actually means? EHCPs are not a reflection of the school, each application is made individually and the Local Authority makes the decision. The idea of Quality First Teaching is to meet the needs of children without needing a SEN support plan. Our statistics are lower as our SEN knowledge as a school is very good and this means we are not adding children to the SEN register unnecessarily. Discussion took place about how high levels of EHCPs in a school may attract families with children who may have additional needs. Reference was made to DfE information about links with deprivation and children on the SEN register. Nationally trends are going up as schools are getting better at noticing needs which is driving up the statistics slightly. Nurseries are getting better at identifying needs and therefore there are now more children coming in to Reception with EHCPs.

Question - do children stay on the SEN Plan? It is fluid and they can / should come off. It was explained that a child would have an SEN plan prior to an EHCP. If extra funding is needed to meet the needs, then an application for an EHCP takes place. This can take about a year and the Local Authority are very rigorous in their approval of granting them.

Question – do you involve the parents? Yes, there will be a conversation with the parents. Once a child has an EHCP there are termly targets and these are shared with parents. This is also shared with parents if they come off the EHCP.

Attendance

Whole school attendance 97% for the term to date. PPG attendance for the term to date 96%.

Minuted item: thanks to the school and their hard work on attendance, in particular Helen in her role as Office Manager.

SPARK (AfC) Outcomes report – attainment data for Marshgate 2022/2023

Absence, Suspensions and Permanent Exclusions

Overall proportion of missed sessions through absence was 4.1% (national average is 6.4%)

Persistence absence was 6.4% which is below the national average of 17.2%.

No suspensions or permanent exclusions.

Early Years Foundation Stage Profile (EYFSP)

The proportion of children who achieved a good level of development (GLD) at Marshgate was 90%, the national average is 67%.

Question – how do we ensure we are supporting the children on the PPG register (in relation to

the fact there were three disadvantaged children in Reception last year)? Lots of interventions are used to support the children. Sam explained to achieve GLD a child has to get expected in all seven prime areas of learning. If a child doesn't get "expected" in a prime area, they do not achieve overall GLD.

Question – is writing a lower expected percentage for Reception children? The national average is lower profile for EYFS. It is not specifically related to our school. Val explained writing ability follows the ability to understand language and reading. Speaking and reading precede the writing.

Question – reflection on the dip in creative writing post Covid? It has been recognised that children's development that writing follows. There were different reasons during the Pandemic and we have addressed those.

Question – are we finding writing stamina improving? Yes, we have worked on that and have strategies in place, writing is a priority area.

Phonics Screening Check (PSC)

The proportion of Year 1 pupils who achieved the expected started (88%) in the PSC was in line with the national average 79% last year. No pupils were absent or disapplied. There were only three disadvantaged children in Year 1 last year and 100% of them achieved the expected standard. There were eleven pupils in Year 2 who re-took the screening check because they had not done it in Year 1.

Question – is there context for girls being below? Noted that this is a good observation. It is not a pattern we have seen and it may be specific to that cohort.

Question – do you expect a developmental difference between boys and girls in Year 1? It was acknowledged this was a good question to ask and will be investigated. It was explained this cohort takes into account our new reading scheme, Read, Write Inc. which is very strong on non-fiction texts which really does help engage the boys with reading.

Key Stage 1

The proportion of pupils who achieved the expected standard or above in reading, writing and mathematics (83%) which was above the national average (56%). Attainment was above the national average in all subjects at both the expected standard or above and at greater depth.

Observation - it was noted that it is useful to see the year-on-year comparison and we would expect Marshgate to be above the national average.

Key Stage 2

The school's progress scores were +3.1 in reading, +1.1 in writing and +2.3 in mathematics last year indicating pupils made stronger progress than the national average in reading and mathematics, but similar progress in writing.

Discussion took place about how there were only seven disadvantaged pupils included in the value-added measures in Year 6 last year, who achieved VA scores of -0.5 in reading -0.3 in writing and -3.2 in mathematics. This does warrant analysis for Marshgate. It was noted that some KS1 teacher assessments are for children from other schools and this was the case with some of the children we were looking at. Also, some of the SEN children and PPG children, there are multi barriers to learning. When we look at the individual PPG children they made the expected standard, but not reflected in that actual score.

Action: Curriculum and Progress Committee to follow up on analysis.

C&P Comm

	Minuted item – thanks to the team for the success and this reflects a huge amount of effort from all the staff. Acknowledged that the KS2 cohort are affected by the Pandemic. School development priorities 2023/2024 Dermot explained our School Improvement Partner (SIP) has been generous with her time at Marshgate, during which she conducted a learning walk. The September SIP visit report from September will be available for Governors on Governor Hub. The teachers have taken part in an inset about the curriculum with our SIP and a school-based advisor from a school in Kingston. Priority areas: 1. To further develop the whole school curriculum offer, through improving the leadership of subjects/areas. 2. To ensure that the school's approach to writing secures good progress and outcomes for all pupils' groups. 3. To enhance the personal development and well-being /SEMH (social, emotional and mental health) of pupils, including wrap-around provision and wider opportunities for all pupils. To conclude: The school is keen to develop a rich and progressive curriculum for all subjects that is implemented consistently across the school. Many subject leaders are new to the role. The History curriculum is being reviewed. There are two new English writing Leaders at school and the Jane Considine approach is continuing to be implemented. Our SEMH Lead is Michelle Wrigley who has taken over this role very enthusiastically from our former SENDCo Emma Jerwood. We have been careful to look at the needs of families who have relatives affected by conflict around the world. Wrap around care and the school clubs offer has been the subject of feedback from parents. The school needs to meet the needs of the parental community for child care. <i>Question – is there something that is keeping you awake as Headteacher and is there something that governors can help with?</i> Dermot explained the board of governors is a huge support. There are high levels of expectations as a school in Richmond.	
9.0	Analysis of Parent and Carer survey July 2023 Dermot provided a visual display of the survey results. There were fifty responses (Year 6 accounted for 12 of these). It was acknowledged that this is a good response in terms of market research. Discussion took place about the questions on the survey (based on Parent View from Ofsted) and whether the governors could help refine them in light of our EAL context and provide explanatory notes. <i>My child is happy at this school</i> Strongly agree 68%, Agree 28%, Strongly disagree 4%. This accounts to two responses which follows a trend in the survey. It was noted with the law of averages people tend to complete surveys when they want to complain.	

	<i>My child feels safe at school</i> Strongly agree 78%, Agree 20%, Don't know 2%. <i>The school makes sure its pupils are well behaved</i> Strongly agree 54%, Agree 42%, Disagree 2%, Strongly disagree 2% <i>My child has been bullied and the school dealt with the bullying quickly and effectively.</i> Strongly agree 16%, Agree 10%, Disagree 8%, Don't know 6%. An answer was inserted to allow parents to say their child has not been bullied (60%). Discussion took place about the term bullying and parents' understanding of the term, particularly if English is not their first language. It was acknowledged there will be acts of unkindness and incidents, but would advise against the indiscriminate against the term bullying. Our role is to educate and to help children understand their actions. <i>Question – do we have concerns from parents that we don't do enough to tackle bullying?</i> Dermot explained we have not had formal complaint, but he does deal with parents about a variety of issues. <i>The school makes me aware of what my child will learn through the year.</i> Strongly agree 64%, Agree 30%, 4% Disagree, 2% Strongly Disagree Discussion took place about how the school communicates to parents about what children are learning. Parents have requested more, but some requests are unrealistic and expectations about when the children are young can be high. The school always works hard to provide information with curriculum summaries and curriculum presentations keeping a sense of teachers' workload. Requests to write down everything that was learnt each day is not workable, but we can try to increase our teacher and parent exchanges. <i>Question do you get a sense from Class Reps that is it about understanding more day-to-day issues or more formal requests?</i> Dermot explained the volume of communications is managed very well by Helen. Messages are prefaced with whether it is a whole school message or year group specific. Teachers who are on PPA return to the classroom to dismiss the class at the end of the day to ensure parents can speak to the teachers. <i>Question – are there parents with more expectations?</i> The overwhelming majority of parents are supportive and have reasonably high expectations. Engagement and concern are definitely associated with the younger children. Reception parents are significantly more demanding of teachers' time. We manage that in Reception by being more available as they are bombarded with questions. The Reception team have had several curriculum talks for parents, this year, more than usual. It is the transition points where parents are unsure, for example Reception and moving into Year 5 and 6 for SATs. Dermot gets lots of positive feedback about the Reception team. It was acknowledged this then puts pressure on Year 1 where it is challenging to deliver the same approach to parents/carers. <i>Question – will these results be available for parents?</i> Yes, these will be shared in the New Year. The Governors reviewed the rest of the survey. It was agreed the results of the survey were informative and acknowledged the reasonable demand for child care.	
10.0	Governance matters - Governing Body checklist This was updated and will be available on Governor Hub. Action: Helen to update and put on Governor Hub.	Helen

11.0	Reports from Committees	
8.1	Resourcing Committee – meeting held on 7 November 2023 – feedback from Alex Cooksley <u>Key updates from meeting</u> • Staffing matters discussed. • Update on 2023-24 budget monitoring report – reviewed by the Committee line by line. • Implications of the Mayor of London’s Free School Meals initiative was discussed. • The Charging and Remissions Policy was reviewed and approved. • It has been noted by the Committee the wrap around care / provision will be discussed at the February meeting. • The PFI contract is coming to an end in nine years’ time.	
8.2	Curriculum and Progress Committee – meeting held on 10 November 2023 – feedback from Ryan Buckingham • The Computing Policy was reviewed and approved. • The online Safety Policy was reviewed and approved. • Reviewed Computing Policy an Online Safety Policy • Broader discussion on took place about computing in curriculum. • The priorities table for the Committee were confirmed, for example, the school development priorities and future presentations from subject leads.	
8.3	Children, Families and Community Committee – meeting held on 17 November 2023 from Nicole Dodsworth • Issy Monckton has been nominated as the Vice-Chair. • Dermot provided an update on the staff inset on the Behaviour and Relationships Policy. • Equality Information and Objectives document was reviewed and approved. • Accessibility Plan 2023–2026 was reviewed and approved. • Safeguarding Policy – Dermot provided an update on the new statutory requirements which will be incorporated into the Marshgate Safeguarding Policy. It will be approved by the Committee via email. • The School Emergency Management plan was reviewed. • Update from Nicole on her half termly safeguarding meeting with Dermot.	
11.0	Governor training Making sense of the EIF and preparing for inspection (Governors) - Nicole and Rebecca Pupil Attendance – The Board’s Monitoring Role (Governors) - Nicole.	

13.0	Any other business Sam and Alex were presented with flowers and cards as an appreciation of their role as Governors, latterly as Chair and Vice-Chair. Thank you for their great contribution to the governing board.	
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The meeting ended at 8.55pm

Signed by the Chair _____ Date _____

Printed name Ryan Buckingham

Summary of Actions – 29 November 2023

	Details	Action
8.0	KS2 results – Curriculum and Progress Committee to follow up on analysis	C & P Committee
10.0	Governing Body Checklist to be updated and put on Governor Hub.	Helen