

# THE QUEEN'S SCHOOL BOARD OF GOVERNORS

THE QUEEN'S C of E SCHOOL  
CUMBERLAND ROAD  
KEW  
SURREY  
TW9 3HJ

Minutes of the Meeting of the Governors of The Queen's School  
Held at the school on 19 May 2015 at 7.30 pm

Present: *Foundation Governors (5)*

(KA) Kristen Andersen	(SP) Sabina Purewal
(NS) Noel Singh	(BV) Bonney Venning ( <i>Chairman</i> )
	(DD) David Durie ( <i>Vice Chairman</i> )

*Non-Foundation Governors (4)*

(KB) Katie Bentham	(VO) Vicky O'Neill
(LG) Lucy Gradillas	(BB) Bernadette Bird

*Associate Members (2)*

(LC) Laura Coughtrie	(LL) Leanne Lisney
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*Co-opted Governors (1)*

*Eleanor Lamberton*

*Non-voting (1)*

(MJ) Michelle Jones	<i>Clerk</i>
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*Opening prayer*

## 1. APOLOGIES AND WELCOME

Apologies were received and accepted from Caroline Butler, Phyllis Cunningham and Nigel Worn  
Lucy Gradillas would be leaving early.

## 2. DECLARATION OF FINANCIAL & OTHER MATERIAL INTERESTS

All Governors and Associate Members were reminded of the need to declare any direct or indirect pecuniary interest, which might relate to any matter under discussion.

### **3. APPROVAL OF THE MINUTES OF THE MEETING OF 19<sup>th</sup> FEBRUARY 2015**

The minutes of the Full Governing Body meeting of 19<sup>th</sup> May 2015 were agreed by the FGB as an accurate reflection of the meeting and were approved and signed by the Chair of Governors.

Governors raised that an update on the status of the Policy schedule had not been included in the agenda for this meeting,

The Clerk confirmed that the Policy Schedule was not yet complete. There are 35 statutory policies and 55 non-statutory, but this number may increase. There will be a requirement for governors to review the schedule and to feedback or provide the missing data if required.

**ACTION: Clerk to complete the Policy Schedule.**

## **STRATEGIC – LINKED TO VISION**

### **4 ITEMS FOR DISCUSSION**

#### **4.1 TO RECEIVE A PRESENTATION ON BRITISH EDUCATIONAL VALUES AND THE NEW SEND CODE OF PRACTICE**

##### **a. SEN – New Code of Practice**

LL gave a presentation on the new SEN code of Practice, which had been produced by Sarah Herbert LEA (SEND). Handouts to accompany the presentation were circulated to the committee before the presentation.

The Code of Practice can be found at:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/319639/Code\\_of\\_Practice-Final-10-June2014.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/319639/Code_of_Practice-Final-10-June2014.pdf)

- A SENCO must be a trained teacher working at the school with a National Qualification
- There are 4 main areas of SEN:
  - Communication and interaction
  - Cognition and learning
  - Social, mental and emotional health (SEMH)
  - Sensory and/or physical development
- The purpose of identification is to work out what action the school needs to take, rather than fit a child to a category.
- Children or young people (CYP) often have needs that fit across these categories.
- Behaviour is often a result of a need
- In considering with SEN provision is required, the pupil's and parents views and wishes will be considered.
- Provision maps are in place.
- We need to work on a report containing disability accessibility
- The Governing body must publish information on the schools website regarding the implementation of the SEN policy, this must be updated annually, with any changes being updated a.s.a.p. The information required is set out in the Special Educational Needs and Disability Regulations 2014 (Refer to Para 6.79 on page 95 of the Code of Practice.

- SA and SA+ has been replaced by SEN support and there is now one single category
- Interventions are required to be evidence based and outcomes focused
- An outcome can be defined as the benefit or difference made to an individual as a result of an intervention.
- A focused outcome clearly describes the expected benefit as a result of the intervention provided and the timescale for achieving this.
- Child is assessed at the beginning of the intervention and again at the end
- Individual work plans have been worked on by the school and are being reviewed
- Drive towards improving the quality of teaching to ensure that all teaching is inclusive,
- Ensuring the training, deployment and supervision of TA's is improved using weekly training.
- If a pupil attends part-time provision (e.g. a nurture provision) the teacher is expected to know what goes on there and carefully liaise
- SEN interventions cannot be expected to fill the gaps left by poor teaching.
- SEN provision is for the neediest and most complex children.
- The national strategies introduced a wave system
  - Wave 1 – quality first teaching for ALL
  - Wave 2 – catch up teaching for those pupils who could be reasonably expected to catch up. This is a short term solution delivered in groups
  - Wave 3 – for those pupils who have the greatest needs and require an individualised approach, longer term.
- Slow progress and low attainment do not necessarily mean that a child has SEN
- It should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability e.g. children with hearing or visual impairments
- All children follow with SEN follow the same cycle (assess, plan, do, review), whether they have EHC plans or not
- Every child in the school is allocated £6k. All interventions are costed. A report on intervention costings will be taken to C&S and will be divided by interventions and catch up.
- Need to ensure that SEND is a core part of performance management arrangements. This is included in the Vision.

*Governors asked:*

*I the SEN report was on individual pupils?*

*No, it is reporting on all SEN pupils as a whole, within the School.*

*Are there children who are achieving but have SEN (and who therefore might not currently be identifiable in phase meetings)?*

*Yes there are, there is a mixture throughout the school.*

*Does SEN warrant having a separate Phase group?  
No, SEN is to be included in all Phase groups.*

*Currently, how many children have more serious SEN requirements?  
2 children have statements (1 of which will turn into an EHC plan)  
1 EHC plan  
1 EHC plan will be leaving  
The school is in the process of applying for another 2 children  
One child will be joining in Reception  
The family support worker is funded by the locality.*

***ACTION: LC and DD to meet to discuss how the inclusion figures given in the Headteacher's report tie up with Curriculum and Standards. DD will join from a performance management perspective***

***ACTION: All Phase Leaders to add 'SEN – to identify all SEN children and their performance to Phase agendas'.***

### ***b. British Educational Values***

A handout was circulated to the FGB during the presentation.

- Events in Birmingham (Trojan Horse enquiry) have forced the government to tackle radicalisation and extremism in schools.
- Government initiated the CONTEST counter terrorism strategy
  - Pursue
  - Prepare
  - Protect
- The British Values as defined by the Government are
  - Democracy
  - Rule of Law
  - Individual liberty
  - Mutual respect and tolerance of those with different faiths and beliefs
- The DfE and Ofsted state that we must “actively promote” British values across the curriculum.
- Not required statutorily to have Extremist and Radicalisation on the Safeguarding policy.

Governors were asked to provide feedback on Evidencing British Values document circulated during the meeting to LL by the end of the first week after half term.

***ACTION: All Governors to provide feed back on the Evidencing British Values document by the end of the first week after half term to LL***

The governors thanked LL for a very informative presentation and for the work she had put into it.

## **5. ITEMS FOR DISCUSSION**

A recommendation has been received from AfC that all Governors should have a safe communication platform for sending e-mails relating to governor business e.g. having a separate LGFL e-mail address

Clerk was asked to go back to AfC for clarification on what they are proposing.

In the meantime all governors are to be given an LGFL e-mail address. Paul Adams will be asked to provide a drop in session for governors and to produce a dummies guide for users.

**ACTION: Clerk to contact AfC for clarification of their recommendation that governors should move e-mail on to the LGFL platform.**

**To arrange for Paul Adams to set up e-mail addresses for all governors who do not have a LGFL e-mail account and to ask him to provide a drop in session and dummies guide.**

*LG & LL left the meeting at 8.45pm*

## **STATUTORY ITEMS**

### **6 ITEMS FOR APPROVAL**

#### **6.1 TO APPROVE THE SAFEGUARDING POLICY**

The Safeguarding policy was circulated prior to the meeting. It has been updated in line with the Keeping Children Safe in Education 2014 document.

The SDBE recommend we have something on Extremism and Radicalisation, although this is not statutory.

The governors agreed to wait for guidance form the LCSB before making changes to address this guidance.

The policy was approved.

**ACTION: Clerk to ensure Safeguarding policy is added to the website and a copy placed in the rack outside the school office.**

## **7. ITEMS FOR NOTING**

### **7.1 DATA DASHBOARD**

A copy of the Data Dashboard was circulated prior to the meeting.

Attendance has improved to 97.1%

The Dashboard will be placed on the school website.

Governors were reminded that Ofsted will expect them to be familiar with the details contained within the Dashboard.

### **7.2 SUCCESSION PLANNING AND GOVERNOR RECRUITMENT**

- GD has stepped down
- LC has relocated and therefore left the GB
- In the absence of NW we are unable to appoint a Foundation Governor
- We have vacancies for a Co-opted governor, LA governor and
- We will look to fill these vacancies

- DD will look into the skills audit carried out earlier in the year and review the skills we need
- As we have advertised but received no interest in the co-opted staff governor, we should consider appointing a non-staff co-opted governor
- Look at appointing Associate members to plug the skills gap
- Need to rebuild a pool of governors who are able to make themselves available for required e.g. for interviewing/ shortlisting candidates.

**ACTION: Clerk to speak to Angela Langford at AfC about how we appoint a Co-opted governor.**

**ACTION: DD will work on the skills audit  
KA/LC will support DD after the initial draft of the skills audit is completed and will work on a project plan.**

## **8. CHAIRS REPORT**

The Chair's report was circulated prior to the meeting.

- Contractor is focusing on getting through planning
- Extra information has been sent to the planners on changes to elevations, other technical details and the community use agreement

Governors were shown artist images of the new build. The general consensus was that the red "George crosses" did not give the right impression of a school that welcomes all.

[http://www2.richmond.gov.uk/lbrplanning/Planning\\_CaseNo.aspx?strCASENO=15/0073/FUL](http://www2.richmond.gov.uk/lbrplanning/Planning_CaseNo.aspx?strCASENO=15/0073/FUL)

**ACTION: DD will send a shortcut to the new building plans to Governors for them to make comment**

- Synthetic turf pitch. BV/BB have carried out a comparison. We have been advised that we have to accept the quote, which is 33% higher than any other quote.
- However if we go independently we will save on the VAT.

The governors agreed we should go independently.

## **9. HEADTEACHERS REPORT**

The Headteacher circulated the report prior to the meeting.

- VT will become the part time SENCO
- Contrary, to the Headteacher's report, we do not have a Finance Officer as the candidate pulled out. The advert will go out in the Newsletter
- Finished recruiting for all other roles
- Full quota of teachers
- We have been forced to go to agencies and therefore there will be agency fees.
- We have one NQT

- A member of staff will be returning from maternity leave, part time
- Choir entered a competition to welcome one of the teams to the Rugby World Cup. Queen's has been allocated Italy. A press release has been sent out and parents have been advised via Parentmail.
- Governors were shown the same video the children had watched earlier in the day, announcing which country we had been allocated.

#### **10.1 GOVERNORS TO E-MAIL DETAILS OF TRAINING UNDERTAKEN SINCE THE LAST FGB TO THE CLERK PRIOR TO THE MEETING**

MJ – Had attended the Safeguarding training and had completed the Educational visits GEL module.

#### **10.2 TO NOTE THE PROPOSED DATE FOR TWILIGHT TRAINING ON RUNNING EFFECTIVE MEETINGS WITH KEW RIVERSIDE AND DARRELL – TUESDAY, 9<sup>TH</sup> JUNE 6.30 – 8.30 PM.**

The GB noted the date and time of the training and were asked to advise the Clerk ASAP if they are unable to attend.

#### **11. TO NOTE - COMMITTEE & PHASE REPORTS**

**11.1 Pastoral/Kairos** – minutes will be brought to the next FGB

**11.2 Admissions** – will be brought to the next FGB

**11.3 Premises with Health and Safety** – will be brought to the next FGB

**11.4 Finance** – Minutes were circulated prior to the meeting. Committee met again on 15/5/15 – minutes will be brought to next FGB

**11.5. Curriculum & Standards** – minutes were circulated prior to the meeting.

**11.6 Pay & Personnel** - minutes will be brought to next FGB

**11.7 Phase 1** – Committee not met

**11.8 Phase 2** – Committee not met

**11.9 Phase 3** – Committee not met

#### **12. AOB**

**There were no items to be discussed under AOB.**

#### **13. DATE OF NEXT MEETING**

The date of the next meeting is scheduled for the 29<sup>th</sup> June 2015.

It was agreed this meeting should be moved to **30<sup>th</sup> June 2015 at 7.30pm**, LC gave apologies in advance.

**Curriculum week is 6<sup>th</sup> – 10<sup>th</sup> July and governors are to liaise with Phase leaders.**

**Sports Day is on 10<sup>th</sup> July and governors will be running the tea stall. The Staff/Governors party will be on 7<sup>th</sup> July.**

***There being no further business the meeting closed at 10.10 pm***

## **ACTION POINTS**

### **Clerk**

**To complete the Policy Schedule**

**To contact AfC for clarification their recommendation governors should move e-mail on to the LGFL platform**

**To arrange for Paul Adams to set up e-mail addresses for all governors who do not have a LGFL e-mail account and to ask him to provide a drop in session and dummies guide**

**To ensure Safeguarding policy is added to the website and a copy placed in the rack outside the school office.**

**To speak to Angela Langford at AfC about how we appoint a Co-opted governor.**

### **LC**

**LC and KA to meet to discuss how the inclusion figures given in the Headteacher's report ties up with Curriculum and Standards. DD will join from a performance management perspective**

**KA/LC will support DD after the initial draft of the skills audit is completed and will on a project plan**

### **KA**

**LC and KA to meet to discuss how the inclusion figures given in the Headteacher's report ties up with Curriculum and Standards. DD will join from a performance management perspective**

**KA/LC will support DD after the initial draft of the skills audit is completed and will on a project plan**

### **DD**

**LC and DD to meet to discuss how the inclusion figures given in the Headteacher's report ties up with Curriculum and Standards. DD will join from a performance management perspective**

**Will work on the skills audit**

**KA/LC will support DD after the initial draft of the skills audit is completed and will on a project plan**

**Will send a shortcut to the new building plans to Governors for them to make comment**

**All Phase Leaders**

**To add 'SEN – to identify all SEN children and their performance to Phase agendas'**

**All Governors**

**To provide feed back on the Evidencing British Values document by the end of the first week after half term to LL**