



**The London Borough of Richmond upon Thames
Chase Bridge Primary School**

**Minutes of the meeting of the
Full Governing Body
held at the school on
Wednesday 10th July 2024 at 6.30pm**

Present

Mike Dormer (MD) Chair of Governors	Brian Ostro (BO) Deputy Head Teacher	Daniel Bishop (DB) Head Teacher
Nida Rehman (NR)	Bhaven Marshall (BM)	Graeme Kirkpatrick (GKK)
Clare Rees (CR)	Caroline Chadwick (CC)	Tony Meehan (TM)
Gareth Mantle (GM)	Yuvraj Nirwal (YN)	Eleanor Wright (EW)
Navdeep Sidhu (NS)	Cllr Kuldev Sehra (KS)	Kath Briggs (KB)
Sue Stanley (SS)		

Apologies

Archana Jhinger (AJ)	James Lovett (JL)	Becky Seaward (BS)
Gillian Keane (GK)		

Also in attendance

Julie Fox (JF) Clerk to Governors		
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Item	Previous Item		Action
1.0		WELCOME, APOLOGIES & NOTIFICATION OF ANY OTHER BUSINESS The Chair welcomed everyone to the meeting and thanked the school for hosting this meeting as part of Governor Day. The morning session has been valuable and it has been a pleasure to be in school today and to talk to children and staff. Apologies were received from AJ, JL, BS & GK.	
2.0		DECLARATION OF INTEREST There were no declarations of interest for this meeting.	
3.0		MINUTES & ACTIONS OF THE PREVIOUS MEETING The following papers were circulated to Governors prior to the meeting: [01] FGB Minutes 20.03.24 [02] FGB Actions 20.03.24	



<p>3.1 4.1 3.2</p>	<p>4.1</p>	<p>The minutes of the meeting held on 20th March were reviewed by Governors, approved and signed by the Chair.</p> <p>The following actions arising from the meeting held on 20th March were reviewed as follows:</p> <p>Governance Matters Requirement for a Communications Policy to be added to the BAPD agenda.</p> <p>Community Surveys Circulate the SIP Report for Spring term once available. The report has feedback on the schools EDIB objective.</p>	<p>Complete Complete</p>
<p>4.0 4.1 4.2 4.3</p>		<p>GOVERNANCE MATTERS</p> <p>Feedback from the AfC Director’s Termly Briefing (02.07.24) The Chair was unable to provide a debrief at this meeting but will forward to meeting notes to Governors as soon as they available.</p> <p>Governor Update The Chair paid tribute to Governor Eleanor Wright who is standing down after almost 30 years serving on the Governing Board at Chase Bridge. Eleanor has worked with three Head Teachers during this time and has brought her skills, knowledge and expertise on SEN for the benefit of the school and the children it supports. Eleanor’s contribution to the school has been valuable and the Chair was delighted to announce that Eleanor will remain as an Associate Member for SEND.</p> <p>The Chair of Governors was very pleased to announce the appointment of Gillian Keane to the Chair of the Finance Personnel & Premises (FP&P) Committee. Gillian brings expertise on compliance from a corporate environment and having already made a good impact on the FP&P Committee, we are grateful to her for taking the Chair.</p> <p>Planning for 2023/24 The Chair confirmed that the governing body will remain the same next year with a delegated structure. The schedule of committee meeting dates has been Circulated to Governors.</p> <p>Over the Summer holiday the Clerk will be issuing the code of conduct, the annual declaration of business interests, the annual DBS self-declaration and the document Keeping Children Safe in Education Part 2 for Governor review. In addition the Clark will be reviewing statutory training requirements and committee based training needs and contacting Governors directly with training suggestions.</p>	
<p>5.0</p>		<p>COMMITTEE UPDATES ARISING FROM COMMITTEE MINUTES</p> <p>The following documents were circulated to Governors prior to the meeting: [03] FP&P Minutes 11/06/24 [04] FP&P Minutes 02/07/24 [05] QE Minutes 26/06/24 [06] BAPD Minutes 03/07/24</p> <p>There were no questions raised on committee minutes.</p>	



6.0		<p>FINAL BUDGET</p> <p><u>Governors formally ratified the budget for 2024/25. This budget was approved in FP&P previously and circulated to the full Governing Body for review and comment prior to submission to the LA at the end of June. It was noted that budget submission may be earlier in 2025 but this is not yet confirmed.</u></p> <p><u>The Chair stated that the school remains in a healthy financial position over the three year budget, however the budget is eroding year on year. There are no predicted funding changes with the new Labour Government at least in the short term.</u></p>
7.0		<p>EQUALITY DIVERSITY INCLUSION & BELONGING (EDIB)</p> <p>The following documents were circulated to Governors prior to the meeting: [10] EDIB Presentation</p> <p><u>EDIB at Chase Bridge means – Promoting equity, diversity, inclusiveness and belonging to create a safe and nurturing environment where all students feel valued, included, respected, represented and listened to.</u></p> <p>The AHT presented the school context to Governors and within this diverse community to:</p> <ol style="list-style-type: none"> 1. Ensure a diverse range of people, communities, history, perspectives and experiences are represented throughout Chase Bridge 2. To empower staff and pupils to recognise and challenge incidents of discrimination, prejudice and stereotyping, harnessing an ‘anti-racist’, inclusive and supportive approach across the school 3. Celebrate diversity throughout the whole community <p>The school has been assisted by LA Adviser Karen Brook.</p> <ul style="list-style-type: none"> • The school began by auditing the books available to pupils • Surveys were carried out with staff, parents and pupils. • Curriculum audit training has taken place looking at: • EDIB has been woven into the PHSE curriculum. <ul style="list-style-type: none"> ○ Clear definitions of decolonisation in relation to the school curriculum ○ Address historical misconceptions to increase representation and promote a more balanced view of all cultures. ○ Encourage open discussions within a safe environment. • Bespoke training on cultural identity theoretical models and how these effect pupil wellbeing and a focus on unconscious bias. • Celebrate diversity throughout the community by: <ul style="list-style-type: none"> ○ This Is Me Day ○ EDIB thread throughout surveys ○ Parent and staff committee relaunch ○ Career pathways and public speakers • Ensuring that the school environment reflects the community: <ul style="list-style-type: none"> ○ Welcome signs in different languages ○ World maps in every classroom showing where people are from and linking this to reading. ○ School Council involved in choices eg colour of unisex toilets. ○ Talent display. • A further INSET CPD session will take place with Karen Brook in September. <p><u>How it disability discrimination covered as part of the EDIB priority?</u></p>



	<p>The HT stated that EDIB is not just about decolonising the curriculum - books available to children look to disability, autism etc. but the text must also be good literature. Assemblies are also held where disabled children have made significant contributions.</p> <p>The AHT noted that following feedback from parents, the school is using the term diversify, rather than decolonise, which is more encompassing of the work the school is doing.</p> <p><u>Is socio-economic diversity covered?</u></p> <p>The HT replied that forced marriage, child labour and poverty are often covered in texts.</p> <p><u>Governors thanked the AHT for her presentation and focused work on this priority. Governors are looking forward to engaging in CPD opportunities in the new academic year.</u></p>																																																																	
8.0	<p>LEADERSHIP & MANAGEMENT (including safeguarding update)</p> <p>The following documents were circulated to Governors prior to the meeting: [08] HT Report Summer (2) 2024 [09] SIP Summer Report (2) 2024</p> <p>Key Updates The HT stated that the leaders are very pleased with the progress made against priorities over the last two years. Next year Governor monitoring visits will be reported at FGB to keep all governors fully informed of the progress made. YGL CPD and capacity remain priorities through next year with the objective of curating a model of what we expect from the middle leader tier. In addition, performance management and a CPD programme for Teaching Assistants will be a focus. The school will be joining the South West London Maths Hub.</p> <table border="1" data-bbox="308 1245 1441 1989"> <thead> <tr> <th colspan="4">2023 - 2024 School Headlines</th> </tr> <tr> <th>EYFS</th> <th>Richmond</th> <th>National</th> <th>Chase Bridge</th> </tr> </thead> <tbody> <tr> <td>Good Level of Development %</td> <td></td> <td></td> <td>75</td> </tr> <tr> <th colspan="4">Year 1</th> </tr> <tr> <td>Expected Standard Phonics Screening %</td> <td></td> <td></td> <td>89</td> </tr> <tr> <th colspan="4">Year 2</th> </tr> <tr> <td>Retakes Expected Standard Phonics Screening %</td> <td></td> <td></td> <td>73</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <th>Key Stage 1</th> <th>Richmond</th> <th>National</th> <th>Chase Bridge</th> </tr> <tr> <td>Expected Standard or Above RWM %</td> <td></td> <td></td> <td>71</td> </tr> <tr> <td>Expected Standard or Above Reading %</td> <td></td> <td></td> <td>76</td> </tr> <tr> <td>Expected Standard or Above Writing %</td> <td></td> <td></td> <td>78</td> </tr> <tr> <td>Expected Standard or Above Maths %</td> <td></td> <td></td> <td>89</td> </tr> <tr> <td>Greater Depth RWM %</td> <td></td> <td></td> <td>10</td> </tr> <tr> <td>Greater Depth Reading %</td> <td></td> <td></td> <td>22</td> </tr> <tr> <td>Greater Depth Writing %</td> <td></td> <td></td> <td>13</td> </tr> </tbody> </table>	2023 - 2024 School Headlines				EYFS	Richmond	National	Chase Bridge	Good Level of Development %			75	Year 1				Expected Standard Phonics Screening %			89	Year 2				Retakes Expected Standard Phonics Screening %			73					Key Stage 1	Richmond	National	Chase Bridge	Expected Standard or Above RWM %			71	Expected Standard or Above Reading %			76	Expected Standard or Above Writing %			78	Expected Standard or Above Maths %			89	Greater Depth RWM %			10	Greater Depth Reading %			22	Greater Depth Writing %			13	
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Key Stage 2			
	Richmond	National	Chase Bridge
Expected Standard or Above RWM %	75	61	80
Expected Standard or Above Reading %	86	74	83
Expected Standard or Above Writing %	82	72	90
Expected Standard or Above Maths %	86	73	90
Expected Standard or Above GPS %	85	72	92
Greater Depth/High Standard RWM %	17		17
High Standard Reading %	43		34
Greater Depth Writing %	25		27
High Standard Maths %	40		48
High Standard GPS %	52		56

Teacher assessed writing outcomes for 2023-2024 KS2 are 90% are at EXS and 27% GD (2023 93% EXS and GD 26%). We do have at least one new arrival who will also be discounted from this data at validation who did not achieve the expected standard in writing.

Y2 targets were very ambitious and aspirational this year; and though their outcomes are not completely in line with their targets, Y2 overall attainment is particularly strong when compared to both National and Richmond averages in 2023, as well as our own Year 2 outcomes last year. Maths attainment was 89% compared to 74% last year.

Little Wandle has been effective, as demonstrated in phonics and reading outcomes lower down the school (e.g. the percentage of children achieving 38+ on PSC has increased from 46% in 2023 to 57% in 2024).

Strides have been made in Y3, a focus year, with outcomes in line with aspirational targets for Reading and Writing and above in SPAG.

8 out of 11 children who didn't pass the Phonics Screening Test in Y1 have now passed in Y2; 9 out of 10 children who didn't pass the Phonics Screening Test in Y2 have now passed in Y3.

General trends across the school include high percentages of children achieving Greater Depth, particularly in SPAG, and good overall attainment in Writing, supported by the cross-school moderation within our cluster. Y6 has also attended moderation trials and had all of them agreed.

The focus areas going forward are:

- Ensure a smooth handover between YGLs, teachers and TAs this term, including a comprehensive handover for children with EHCPs.
- Pupil Progress Meetings proforma tailored for handover meetings. Teachers will discuss children who are in the 'lowest 20%' for reading/phonics (a focus for Ofsted and CB) with their class' future teacher, as well as strategies and next steps.
- There are examples across the school of the attainment gap between focus groups (PPG/SEND) being bridged successfully, however this remains a focus: ensuring that these



		<p>key groups receive impactful additional support, challenge, motivation and encouragement to help them make accelerated progress.</p> <p>The HT gave updates on staff mobility and professional development and noted that one member of staff is continuing to focus on their NPQLT with UCL. This focuses on Art and Design and the development of this curriculum with school.</p> <p>In addition to the HT’s safeguarding report, the DHT informed Governors that the trend in safeguarding at Chase Bridge generally relates to neglect and mental health and it has been a focus to ensure that staff know how to identify these concerns. The Safeguarding Link Governors visited the school last week and noted the commitment, care and attention of the school safeguarding team.</p> <p><u>The Chair thanked the HT for a thorough and informative HT Report – there were no further questions.</u></p>	
<p>9.0</p>		<p>LOOKING FORWARD – CHALLENGES & OPPORTUNITIES</p> <p>The HT and Governors discussed the challenges and opportunities facing the school in the coming year and beyond.</p> <p>In terms of challenges:</p> <ul style="list-style-type: none"> • There are 13 forms of entry less in Richmond since 2016 and this is two schools worth of children. • There are staff recruitment and retention issues across the country. • There are 13 schools with deficit budgets across Richmond Borough (and approximately 50% of Richmond primaries are in deficit). • Whilst a new Government has been elected – it is clear that funding will remain an issue. • There is a significant rise in complex SEN in mainstream as there is a lack of specialist provision in the Borough. • There has been a 26% increase in EHCPs nationally since 2022. • The cost of living crisis has contributed to the issues being managed in school • The funding increase in real terms is 1-2% with costs increasing by 6-10%. <p>The HT reminded Governors that the school had carried out a staff restructure in 2021 before the budget situation became critical and this has helped the school enormously in remaining financially viable. The role of the Local Authority in education remains tenuous. Academisation has been on and off the political agenda for several years. What does this mean for the future of Chase Bridge in terms of influencing education in the locality and partnering with other local schools for economies of scale?</p> <p>The HT gave an opinion that in increasingly difficult times for schools, issues arising need to be managed differently. This may mean schools working in partnership or soft federations and sharing some resources so that all schools and their pupils achieve. To do this there may be formal or informal opportunities for senior leader to work with other schools. As a viable school with good outcomes, Chase Bridge is in a position to offer such support to other school. This work has started to a degree with the school hosting and leading the mental health cluster and participation in the SEN steering group.</p> <p>In terms of opportunities:</p> <ul style="list-style-type: none"> • Partnership with the Maths Hub and local moderation clusters 	



		<ul style="list-style-type: none"> • Improved partnership with local secondary school such as Radnor House and the Kneller Hall development. • Working with the LA on Borough wide projects such as Kinship and SEND. • Partnerships with UCL and Wandle. • Leadership in the mental health support cluster. • Working with AfC to support other schools in Richmond (already starting for the HT on Finance and HR) • In short the school has the opportunity and the profile to be more outward facing. <p>These opportunities are achievable because Chase Bridge has an experienced staff team and excellent academic and pastoral outcomes. In addition the school has a sustained track record of self-generated income and a sustained intake ensuring a full pupil roll.</p> <p><u>If you support other schools in the locality, what does this mean for Chase Bridge?</u></p> <p>Such outward facing activities affirms Chase Bridge in terms of its staff development, its financial management. The school could proceed towards a soft federation or a more formal and contractual based arrangement. There is some altruism in support other schools but also an opportunity to lead in education.</p> <p><u>Governor noted that the London Borough of Ealing has grown from one executive head teacher to five executive head teachers in recent years and this gives a breadth and depth to school leadership; it is sensible to consider other models.</u></p> <p><u>The Chair noted that Chase Bridge benefits from an experienced staff, but there has to be greater opportunities for Upper Pay Scale staff to progress and this would help with recruitment and retention.</u></p> <p><u>The Staff Governor added that while there is a cap on movement to and within the upper pay scale, there should be other opportunities for staff and other routes to professional fulfilment and job satisfaction.</u></p> <p><u>The Chair emphasised that these outward facing roles are happening now and to extend this further is a proposal and not a plan and remains strictly confidential.</u></p> <p><u>Governor noted that however the proposal progresses, it is important that clear messages are shared with parents about how this benefits their children at Chase Bridge, rather than detracts from it.</u></p> <p>The HT recognised that the messaging around these outward facing roles is important and that parents will need to understand that the landscape around education is changing.</p>	
10.0		<p>POLICIES</p> <p>There were no policies to review in this period.</p>	
11.0		<p>AOB</p> <p>There was no AOB for discussion at this meeting.</p> <p>Governors agreed on four items to be shared with parents in the Chair’s newsletter update:</p> <ul style="list-style-type: none"> (i) Governor Day (ii) SATs results (iii) Outward-facing roles 	



		(iv) EDIB priorities at the school	
		<p>The meeting ended at 4.30pm</p> <p>Date of the next meeting: Wednesday 25th September 2024 – 6.30pm</p>	

Agreed & Signed as an accurate record:
(Mike Dormer)

Date: