

Minutes of a meeting of the Full Governing Body of Richmond Methodist Primary School Governing Body held at the school on Monday 14th March 2016 at 6pm.		
<p>Present: Jan Linsley (Chair) Helen Ring (Headteacher), Tom Lascelles, Eithne Longstaff, Nicola Scrafton, Marie Mann, Brian Park, Jenny Hargreaves, Revd. Leslie Nevin, Alistair Deavin and Peter Cooke.</p> <p>In attendance: Rebecca Simpson (newly elected Parent Governor-observer) Susan Gardner (RMS Deputy Headteacher) Pat Gale (NYCC Clerk)</p>		
Minute No.		Action
PART A - PROCEDURAL		
GB 21/16	<p><u>Welcome:</u> The Chair welcomed everyone to the meeting and congratulations and introductions were made to the new parent governor Rebecca Simpson (attending as observer on this first occasion).</p> <p>The Revd. L N gave an opening prayer with reference to John Chapter 12 on Mary anointing Jesus in the 'best way she could' as indeed the staff, parents and governors of the school were doing in the very best interests of the children in the school.</p>	
GB 22/16	<p><u>Apologies for absence:</u> Apologies had been received and consented to from Linda Sims, Stephen Rawson and Paul Bell.</p>	
GB 23/16	<p><u>To receive nominations for a second co-Vice-Chair:</u> The Chair requested nominations for a second Vice-Chair to share the work and ensure leadership succession. LN and BP were nominated but due to work commitments they felt unable to stand for election. After some discussion it was agreed that this would be considered at the next meeting after interested governors had discussed with the Chair and current Vice Chair about the roles and responsibilities and expected experience.</p> <p><u>Resolved:</u> That nominations for an additional co-Vice-Chair would take place at the next FGB meeting.</p>	All
GB 24/16	<p><u>Declarations of Interest:</u> None declared.</p>	
GB 25/16	<p><u>Confidentiality:</u> None declared.</p>	
GB 26/16	<p><u>Notification of urgent other business:</u> The Chair wished to raise a communication from the Charities</p>	

	Commission.(GB 44/16)	
GB 27/16	<p><u>Update on Governor vacancies:</u></p> <p>The Vice-Chair explained that an election for an additional Parent Governor vacancy was underway, launched on the 8th March 2016 with a return of nominations by the 22nd March 2016. Elections would then take place subject to at least two applicants wishing to take on the role.</p> <p>Resolved: That the Vice-Chair be thanked for taking this important work forward and the Governing Body looked forward to welcoming a new parent governor.</p>	All
GB 28/16	<p><u>To approve as a correct record the minutes of the FGB meeting held on the 25th January 2016:</u></p> <p>Governors had been previously circulated with the minutes.</p> <p>Resolved: The Minutes of the 25th January 2016 were accepted as an accurate record, signed and dated by the Chair.</p>	Chair
GB 29/16	<p><u>Matters Arising from the minutes not covered by the agenda:</u></p> <p>GB 11/16b)- regarding the potential leasing of the mini-bus-it was agreed that the JCC should take forward the work, and volunteer governors were asked if they were willing to join a working sub-group in order to scope and justify this joint venture.</p> <p>Resolved: a) That NS and TL would work with CC and DW from ACE on scoping the sustainability of the proposal.</p> <p>GB 15/16- the Head reported that the Swaledale Alliance had offered the school a peer review; after some consideration, it was agreed that although helpful, the review should wait until later in the year. The summary of actions was updated (see attachment 1). New summary of actions (see attachment 2).</p>	NS/ TL
GB 30/16	<p><u>Confirmation of the date of the next meeting:</u></p> <p>It was confirmed that the next meeting would take place on: Monday the 23rd May 2016 at 6pm with a 5.30pm start for networking.</p> <p>(To note: The Chair JL needed to offer her apologies, it was agreed that the Vice-Chair (EL) would Chair that meeting).</p>	All

PART B-SCHOOL IMPROVEMENT		
GB 31/16	<p><u>To receive the Headteachers Report:</u></p> <p>Governors had been circulated with the Autumn 2015 data report, and it was noted that staff had put a great deal of effort and exceptional attitude into implementing the new quite complex assessment process; a very different process from previous years. It was noted that the Spring data would be available to Governors after Easter, and that staff in the school, the Swaledale Alliance and nationally, would be more confident with the approach in the future, especially as the 'old level system' does not easily transfer to the new system. The advantage of using the Swaledale Alliance methodology is that 'like can be compared with like' across the member schools, although it was pointed out that there may be variations in the rigour of different assessment approaches; this is being countered by consistent moderation and will improve over time. It was also noted that the school, was aspiring to higher aspirations than the ones set by the Alliance. A range of interventions were being implemented in order to raise attainment and narrow the gap, and every intervention needs to show impact.</p> <p><i>Q: What are the implications for resources for these additional interventions?</i></p> <p><i>A: We have reviewed the situation and have identified opportunities for refocusing the timetable and maximising support for those most in need. For example at 8.30am staff are available to give small group support, and we have sought guidance from NYCC Human Resources team (GF) to advise on how our timetabling/staffing solutions can be smarter.</i></p> <p>The Head explained that case studies had been developed to demonstrate the impact and outcomes of interventions that the school knew Ofsted inspectors would want to have evidence of,(identified through the Ofsted Dashboard for the school).</p> <ul style="list-style-type: none"> • 'Attendance was low for certain groups, such as SEN without Education, Health and Care plans and Free School Meal children-it showed they were in the lowest 10% of mainstream schools nationally'. The school has set an aspirational target of 95% attendance, and those falling below this level generate 1:1 meetings with parents and letters showing attendance graphs at the end of each half term. Overall, despite it being a short term, there has been improvement for two thirds of the children (who had been causing attendance concerns), and the improvement strategies will be continued during the summer term. <p><i>Q: Is some of the absenteeism due to ill health?</i></p> <p><i>A: Yes in some cases, and this is factored in, but also low attendance is sometimes due to late arrivals or missed sessions at school, and this can add up considerably over time. The impact on learning is high, with pupils not settling into what was being taught and is obviously also disruptive for other pupils.</i></p> <p><i>Parents are being informed of the implications of this and Governors were circulated with a very helpful graph that</i></p>	

	<p><i>portrayed the impact of absenteeism on pupil achievement. ('Every Day Counts').</i></p> <ul style="list-style-type: none"> <p>'Low achieving Year 2 children and progress of Year 3 children in class 6',the concerns were due to a range of contributory factors and, as a result ,a range of differentiated activities are being delivered to best meet the needs of individual pupils. <i>Q: What sort of activities?</i> <i>A: Two days a week the TAs start earlier in the day to offer individual Phonics Booster support and two children will start 'Dynamo Maths' after Easter. This targeted approach is proving to be making an impact as evidenced through Target Tracker reports.</i></p> <p>'Last year's (2015) cohort of about 16 children who did not make a Good Level of Development (GLD) are being supported through specific drive and input and Phonics Counts. This group of pupils have been set up as a distinct 'control group' on Target Tracker to assess attainment and progress over time. The Pera test for phonics has been reviewed with Year 1 children between October 2015 and January 2016 and, in the majority of cases, considerable accelerated progress has been made.</p> <p>This year's cohort of children not expected to reach a 'Good Level of Development' is based on the 'Early Excellence' baseline assessment system used in FS2 (October 2015) and the subsequent analysis of data. Initial observations indicate that 17% of children are not expected to reach GLD at the end of FS2.As a consequence, there has been an increased emphasis on gross motor skills, and after Easter, teachers will begin a 10 week programme called 'Talk Boost'. Personal, Social and Emotional Development was also low on entry, so 'circle-time' sessions have regularly taken place to give greater support to these children. <i>Q: Are there any differences between boys and girls in their levels of progress?</i> <i>A: The top mathematicians are boys, and in literacy, boys were significantly lower than girls on entry. Summer born boys are significantly weaker in all areas except literacy.</i> The Head reported that one of the trainee teachers was undertaking further research regarding the case study, and focusing on the impact of Booster Groups in English and Maths for the border-line pupils, and also identifying good Practice in EYFS.</p> <p>'At least twice, KS2 expected or more than expected from starting points was in the lowest 10% in maths'. The Head explained that maths attainment and progress was very diverse.9% of pupils made less than expected progress; however, a significant number of pupils (45%) made 3 levels of progress and 7% made 4 levels of progress. <i>Q: What about attainment?</i> <i>A: 20% achieved level 6 which is well above the national average.</i></p> 	
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	<p>The Head reported that staff need to know the story behind each pupil, especially those who made less than expected progress and how can they be best supported throughout school; longitudinal monitoring is something we will be emphasising in demonstrating and evidencing the impact of our interventions and support. Another trainee teacher is undertaking research into identifying interventions in maths at KS2, in particular looking at 'Arithmetic interventions'; and how they impact on confidence and attitude to learning, which features a great deal in maths.</p> <p><i>Q: Do you group children together for these activities?</i> <i>A: It varies, depending on need, sometimes small groups and sometimes 1:1 sessions, usually a combination of approaches.</i></p> <p>The Chair concluded that from these in depth and focused case studies that it was clear the staff knew children really well and greatly helped to drive the school development plan forward in evidencing impact and the 'so what' factor.</p> <p>The challenge for Governors is to ensure that we have the evidence of the impact and are able to understand the total picture across the school.</p> <p><i>Q: Can Governors have a view of what is expected by Ofsted, do Governors know what they need to know about our school?</i> <i>A: We can provide a crib-sheet for Governors if that is helpful.</i></p> <p>Governors agreed that the new data report was very helpful in clarifying attainment and progress of children and looked forward to the Spring report demonstrating further achievement.</p> <p>Resolved: a) That Governors thanked the Headteacher and all staff in the school for their hard word work in ensuring the new assessment procedures were being implemented, and that attainment and progress was being clearly evidenced.</p> <p>Resolved: b That the Head would provide Governors with a summary of what they should know about the school.</p>	<p>All</p> <p>Head</p>
<p>GB 32/16</p>	<p><u>To receive an update on the Pupil Premium:</u></p> <p>The Chair noted that the Head had reported on pupil premium impact and progress in her data report to Governors. The Head responded that she would specifically report on the progress of Pupil Premium, SEN and GAT pupils in the Spring data report.</p> <p>Resolved: That there would be a report on specific groups of children at the next FGB meeting.</p>	<p>Head</p>

<p>GB 33/16</p>	<p><u>To receive a progress update on the ‘School Vision’:</u></p> <p>Governors had been circulated with a summary of ideas and ‘words’ from the Revd. Les Nevin, in response to the action from the last meeting for Governors to identify statements or words that could support the development of a new ‘School Vision’ from their perspective. The Head and Deputy Head explained that they had given this considerable thought and in order to capture the views of all stakeholders, parents, pupils, staff, governors and the wider community, that a ‘Survey monkey’ approach could be developed to take the development forward. The Head noted that the Arkengarthdale vision was very individual and personalised to the school-‘our children are stand out’, and that she thought something equally concise would be appropriate for this school.</p> <p>Resolved: That the Head and Deputy Head would give more thought to the process and report back at the next meeting.</p>	<p>Head/ DHT</p>
<p>GB 34/16</p>	<p><u>To receive an update on SEND:</u></p> <p>MM, Link Governor for SEND, noted there was nothing further to report since the last meeting.</p>	
<p>GB 35/16</p>	<p><u>To receive an update on safeguarding:</u></p> <p>The Head reported that there had been no safeguarding issues. The new safeguarding audit had been received from NYCC and had been completed and submitted to the NY Safeguarding Board. A ‘safeguarding walk’ was also going to take place by GF from the HR team, and Governors were asked if anyone wished to join the event, JH volunteered to join the Head and Chair, once a date had been identified.</p> <p>Resolved: That the Head, Chair and JH would take part in the ‘safeguarding ‘walk.</p>	<p>Head/ Chair/ JH</p>
<p>GB 36/16</p>	<p><u>To receive an update on the Swaledale Alliance:</u></p> <p>The Head reported that the school continued to take an important representative role in the development of the Alliance, with the Head a member of the steering committee, and the Deputy Head being a key member of the Working Party for Assessment. It was noted that the ‘learning’ between schools was a real strength, and some very valuable connections were being made in the drive for school improvement.</p>	
<p>GB 37/16</p>	<p><u>To receive and approve the updated Governor Development Plan:</u></p> <p>The Chair explained that this was on hold until all new Governors were in a position to contribute to the Plan. Most Governors had undertaken the on-line Prevent training module, and the certificates</p>	

	<p>were filed in the school office.</p> <p>Resolved: a) That all Governors send their certificates of completion to the Clerk to be recorded centrally.</p> <p>EL, the Vice –Chair explained that work had been undertaken on developing a framework and process for Governor ‘Learning Walks’, she had circulated a presentation covering the work to date. <i>Q: What is the purpose?</i> <i>A: To support the Governing Body in carrying out its key responsibility for monitoring and evaluating the work of the school, which, in turn, will help inform and support the SDP action plan.</i> EL reported that she had discussed the areas of focus for the Summer term with the Head and Deputy Head and the following priorities had been identified:</p> <ul style="list-style-type: none"> • Literacy-spelling in KS2 • EYFS-achieving GLD • School Values/ethos-(British values and PREVENT) • Safeguarding- <p>EL shared a Governor visits policy from Middlesbrough and an example of a Learning Walk template from MMs school, which could potentially be customised for RMS. It was proposed that the link Governor would make contact with the school lead and be prepared to report back at the next meeting of the FGB.</p> <p>She hoped that at least one learning walk would take place every half term, with topics aligning with the SDP and agreed with the HT and DHT. A summary of linked governors and staff was agreed as follows:</p> <ul style="list-style-type: none"> • Literacy-Kate Auger-Alistair Deavin • EYFS-Rachel Bramley-Jenny Hargreaves • School Values/Ethos-Julie Swinbank-Les Nevin/Nicola Scrafton • Safeguarding-Helen Ring-Jan Linsley • Maths- ?- Tom Lascelles/Brian Park • SEND-Angie MacRae- Marie Mann • Pupil Premium-Angie MacRae-Eithne Longstaff • Assessment /Data monitoring-Susan Gardner-Rebecca Simpson /Eithne Longstaff. <p>Resolved: b) That Governors thanked the Vice-Chair for her work on this development, and all Governors agreed to contact their lead staff member prior to the next FGB meeting.</p>	<p>All</p> <p>All</p>
<p>PART C- RESOURCES</p>		

<p>GB 38/16</p>	<p><u>To receive a verbal budget and staffing update:</u></p> <p>The Chair of the F&P Committee (NS) referred Governors to the previously circulated draft minutes of the F&P committee held on the 7th March 2016 and the draft start budget. The following headlines were shared:</p> <ul style="list-style-type: none"> • The draft start budget was based on pupil and staff number assumptions across the next three financial years, but could well change before the need to submit to NYCC by the end of May 2016- a more up to date budget would be considered at the next F&P committee on the 9th May. • It was noted that the budget variations were quite significant over the next three years, but reflected a lot of unknowns about the future national funding levels for schools and pupil number forecasts. <p><i>Q: Do we need to worry?</i> <i>A: At this stage we don't think so, and regular monitoring and reviews have been built into budget management. Year 3 is always a 'worst case scenario' and there are too many unknowns at the moment.</i></p> <p><i>Q: Have we had to put any plans or developments on hold because of the budget?</i> <i>A: Yes, we have deferred plans for further classroom refurbishments and non-emergency repairs to the next financial year.</i></p> <p>The Chair of the F&P Committee asked Governors if they were able, in principle, to approve, on the recommendation of the F&P Committee the draft start budget for the next three years with the proviso that it would be regularly reviewed and reported back to the FGB.</p> <p>Some discussion took place on the joint planning of a leased mini-bus between the two schools, and a recommendation from the F&P Committee was that a sub-group of the Joint Collaboration Committee should be established to consider the way ahead. Two Governors from the Arkengarthdale school had volunteered to work with two Governors from RMS, the Chair of F&P explained that TL and herself would do this, and arrangements would be made to hold a joint scoping meeting shortly.</p> <p>Resolved: a) That the draft start budget be approved for 2016/17 to 2018/19.</p> <p>Resolved: b) That TL and NS would work with DW and SK from Arkengarthdale C of E school to scope the case for a jointly leased minibus.</p>	<p>All</p> <p>TL/ NS</p>
<p>GB 39/16</p>	<p><u>To ratify the SFVS for 2015/16:</u></p> <p>The Chair of F&P explained that the SFVS had been recommended for approval on the recommendation of the F&P Committee. It was noted that there were very few actions to take forward, as new Governors with financial and business acumen had been recruited</p>	

	<p>to the FGB as a consequence of the skills audit carried out last year.</p> <p>Resolved: That the SFVS for 2015/16 be approved for submission to NYCC by the end of March 2016, signed and dated by the Chair of Governors.</p>	<p>Chair</p>
<p>GB 40/16</p>	<p><u>To ratify the following policies:</u></p> <p>The Chair of F&P recommended the adoption of the following policies:</p> <ul style="list-style-type: none"> • The Lettings Policy-recommended that it should be adopted as nothing had changed since the previous year. • The Charging Policy- recommended for adoption, but some discussion took place on the funding of school trips. Governors were reminded that parents could be asked to make voluntary contributions to trips, and no child should be excluded by parents' refusal to contribute; parents need to be advised as far in advance if possible, of proposed visits and costs. Schools should not subsidise trips or make a surplus. • <i>Q: Could the Pupil Premium grant be used to support those pupils if parental contributions was an issue?</i> • <i>A: It could be considered as long as it was evident that the trip was about improving attainment. We could also look at charities and the Education Endowment Fund, which supports Pupil Premium children for a specific purpose, such as building resilience and self-esteem through, for example outdoor pursuits or life skill challenges.</i> <p>Governors felt it was timely to ensure parents were aware, through the newsletter, of the policy and that they should contact the Headteacher if there were issues about affordability. It had been proposed that the WAC charges would remain the same, they have not changed since 2012, but would be reviewed at every F&P Committee to ensure sustainability.</p> <p>Resolved: a) That the Head would remind parents of the 'charging policy' through a newsletter and the website.</p> <ul style="list-style-type: none"> • The staff appraisal policy- had been amended on advice of the F&P Committee and was also recommended for adoption. <p>Resolved: b) That the Lettings, Charging and Staff appraisal policies be adopted, signed and dated by the Chair.</p> <ul style="list-style-type: none"> • The staff absence insurance scheme – after some discussion and advice from the SBM the F&P Committee agreed to continue with the NYCC insurance scheme for teaching staff from day 11 of absence, because supply cover for teachers was so expensive. However it was agreed to set up an internal 'school absence fund' for 	<p>Head</p> <p>Chair</p>

	<p>support staff instead of paying an insurance premium of about £7.5k which might not be needed; in this way it could be more flexible and could save money for the school. It was agreed to be a risk, but a calculated risk based on previous history of staff absence.</p> <p>Resolved: c) That the staff absence insurance scheme be adopted for teaching staff but that an internal ‘school absence fund’ be established for support staff, and reviewed after a year to ensure value for money.</p>	All
GB 41/16	<p><u>To receive a health and safety update:</u></p> <p>NS the link Health and Safety Governor reported that the annual Health and Safety ‘walk around’ had taken place with herself, JH, the caretaker and SBM, it went well with very few urgent actions.</p> <p>Resolved: That NS be thanked for her update as Link Health and Safety Governor.</p>	All
PART D- OTHER BUSINESS		
GB 42/16	<p><u>Curriculum and Pastoral Committee:</u></p> <p>It was reported that the planned Committee had not taken place on the 10th February 2016 due to lack of quoracy. There were plans to reconvene and as there was a governor vacancy; a request for a volunteer was made.</p> <p>Resolved: That Rebecca Simpson volunteered to join the Curriculum and Pastoral Committee and a new date would be identified early in the summer term.</p>	RS
GB 43/16	<p><u>Request for Governors to be Quality Controllers during SATs weeks:</u></p> <p>The Head explained that it was good practice for the SATs process to be quality controlled by an external validator at the start and end of the assessment process, to ensure security and protocols were adhered to. The tests were to take place on the 9th May.</p> <p>Resolved: That NS would volunteer for the KS1 SATs and AD would volunteer for the KS2 SATs.</p>	Head/ NS/ AD
GB 44/16	<p><u>Briefing from the Churches’ Legal Advisory Service (CLAS):</u></p> <p>The Chair reported that she had received an alert from the CLAS on the 11th March 2016, as regulatory advice to trustees, warning them of online extortion or ‘ransom’ demands currently affecting UK businesses. Charities could also be vulnerable to attack and so are encouraged to be vigilant.</p>	

	<p>The advice given is that make a report to Action Fraud on 0300 123 2040 or via the website: www.actionfraud.police.uk; To retain original emails with headers and n make a note of the attack, recording all times, type and content of the contact.</p> <p>Resolved: Governors to note the alert warning and respond accordingly.</p>	<p>All</p>
	<p>There being no further business the Chair thanked all Governors for their commitment and contributions and the meeting closed at 8.15pm.</p>	
	<p><u>Date of the next meeting of the Full Governing Body:</u></p> <p>Monday 23rd May 2016 at 5.30 pm for a prompt 6pm start.</p> <p>Please send any apologies to the clerk Pat Gale : Pat.gale@northyorks.gov.uk;</p> <p>07793 846 441</p>	