

Minutes of a meeting of the Full Governing Body of Richmond Methodist Primary School Governing Body held at the school on Monday 23rd May 2016 at 6pm.		
<p>Present: Eithne Longstaff (Vice-Chair) Helen Ring (Headteacher), Tom Lascelles, Nicola Scrafton, Marie Mann, Brian Park, Jenny Hargreaves, Rebecca Simpson, Paul Bell, Linda Sims and Peter Cooke.</p> <p>In attendance: Lucinda Kirk (newly elected Parent Governor-observer) Susan Gardner (RMS Deputy Headteacher) Pat Gale (NYCC Clerk)</p>		
Minute No.		Action
PART A - PROCEDURAL		
GB 45/16	<p><u>Welcome:</u> In the absence of the Chair, the Vice-Chair welcomed everyone to the meeting and congratulations and introductions were made to the new parent governor Lucinda Kirk (attending as observer on this first occasion).</p> <p>Mrs Jenny Hargreaves gave an opening prayer.</p>	
GB 46/16	<p><u>Apologies for absence:</u> Apologies had been received and consented to from Jan Linsley, Alistair Deavin, Stephen Rawson and the Rev.Les Nevin.</p>	
GB 47/16	<p><u>To receive nominations for a second co-Vice-Chair:</u> As an action from the previous meeting nominations were requested for a second co-Vice-Chair to share the work and ensure leadership succession.</p> <p>There were no nominations, so it was agreed that this would be considered at the next meeting after interested governors had discussed with the Chair and Vice Chair about the roles and responsibilities and expected experience.</p> <p>Resolved: That nominations for an additional co-Vice-Chair would take place at the next FGB meeting.</p>	All
GB 48/16	<p><u>Declarations of Interest:</u> None declared.</p>	
GB 49/16	<p><u>Confidentiality:</u> None declared.</p>	
GB 50/16	<p><u>Notification of urgent other business:</u> None declared</p>	

<p>GB 51/16</p>	<p><u>To approve as a correct record the minutes of the 14th March 2016:</u></p> <p>GB37/16- The Maths Lead, Susan Welch, was added to the monitoring visit schedule.</p> <p>Resolved: That the minutes of the 14th March 2016 be approved as an accurate record, proposed by MM seconded by TL signed and dated by the Vice Chair.</p>	<p>Vice-Chair</p>
<p>GB 52/16</p>	<p><u>Matters Arising from the minutes not covered by the agenda:</u></p> <p>The Vice-Chair talked through the minutes and Governors agreed there were no matters arising that were not covered by the agenda.</p> <p>The summary of actions was then considered and updated (attachment 1.0).</p> <p>Resolved: That there were no matters arising not covered by the agenda or summary of actions.</p>	<p>All</p>
<p>GB 53/16</p>	<p><u>Confirmation of the date of the next meeting:</u></p> <p>It was confirmed that the next and final meeting of the 2015/16 academic year would take place on:</p> <p>Monday the 4th July 2016 at 6pm with a 5.30pm start for refreshments and networking.</p>	<p>All</p>
<p>PART B-SCHOOL IMPROVEMENT</p>		
<p>GB 54/16</p>	<p><u>To receive the Headteacher's Report (May 2016):</u></p> <p>Governors had been previously circulated with the Headteacher's Report and supporting data summaries, the papers were also distributed at the meeting.</p> <p>The HT reported that a number of Heads in the Swaledale Alliance had developed a common template for concise reporting to the Governing Body without diluting the opportunity for Governors to ask challenging questions.</p> <p>Governors were interested in the attendance data, which demonstrated the importance given to regular attendance as highlighted in the School Development Plan.</p> <p><i>Q: What is the definition of absence?</i> <i>A: Non-registration for a morning or afternoon session is reported as an absence, we also have a 'late –register'. Parents of persistently late pupils receive a letter alerting them to the negative impact of missing parts of lessons and the disruption it causes others. A persistent absentee is absent for 15% or more sessions.</i></p> <p>A very detailed report on the use of the Pupil Premium funding for 2015/16 was shared with Governors, and, as it is a mandatory</p>	

	<p>report it will shortly be located on the school website. The estimated total spend is £59,158, and a graph gave a very useful visual representation of how the funding was being spent, bearing in mind that the academic year has not ended yet. It was evident that the majority of the spend was on the HLTA Learning Mentors, supported by Reading and Phonics interventions and purchase of learning resources. The summary report showed the aims, costs and impact of the interventions.</p> <p><i>Q: You say the focus is on impact, but how do you evidence that?</i> <i>A: We have case studies to substantiate the support and we have half termly reviews with each Pupil Premium funded child, so behind the high level impact statements there is a lot of detailed pupil based evidence.</i></p> <p><i>Q: What are Nurture Group resources?</i> <i>A: Support in developing healthy lifestyles and life skills, emotional and social support, encouraging socialisation and communication.</i></p> <p><i>Q: How easy is it to demonstrate the impact of life skills?</i> <i>A: It is rather more difficult but impact can be reported through increased attendance, improvements in self-esteem and confidence, it can be assessed through more qualitative approaches.</i></p> <p><i>Q: Do you want the graph and the text on the website?</i> <i>A: Yes, it clearly shows how resource is being targeted.</i></p> <p>The Head had circulated the SEF summary (March 2016) which was colour-coded to the relevant sections of the School Development Plan. Currently, the school judges itself as 'Good' in terms of overall effectiveness across each of the five Ofsted judgements; learning behaviour is 'outstanding' with behaviour around school as 'good'.</p> <p>It was noted that the quality of teaching and learning is being monitored through newly developed 'Teacher Profiles', which take a more holistic view of teacher performance, and aim to develop the performance of a teacher as a whole. Maths lesson observations, associated monitoring, book scrutiny and progress data are all used to inform this process. A draft anonymised report was shared with Governors.</p> <p><i>Q: Will Ofsted find this useful?</i> <i>A: They will ask senior leaders who are the strong and less strong teachers, and ask for the evidence to support those judgements. This process is based on matching data on pupil achievement and progress alongside staff observations.</i></p> <p><i>Q: Will it be used as a basis for teacher targets?</i> <i>A: It is used for identifying support if needed, peer mentoring and cascading good or outstanding practice to other teachers or through external specialist training in classroom practice.</i></p> <p>The HT and DHT shared an analysis of reading, spelling, grammar and punctuation progress based on Spring 2 2016 data. Using 'Rising Stars' progress tests ,90% of Year 5 pupils made at least</p>	
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	<p>expected progress in Grammar and Punctuation, whilst 34% of Year 6 pupils made at least expected progress in Spelling.</p> <p><i>Q: What is 'Rising Stars'?</i></p> <p><i>A: It is a commercial assessment tracking tool that we use internally, not related to Target Tracker, that supports staff with their teacher assessments of pupils each half term, and, to date, teacher assessments provide a good comparator with Rising Stars, and helps with moderation skills.</i></p> <p>It was noted that Spelling continues to be a concern with high percentages of children not making sufficient progress, it was too early to see the impact of the changes that have been introduced.</p> <p><i>Q: How are other schools in the Swaledale Alliance finding the new expectations on spelling?</i></p> <p><i>A: Very worrying, nationally the 'Step up' is very challenging, the new Framework was introduced at very short notice, and is impacting particularly on Year 6 pupils, who have not experienced the emphasis on spelling in the past. Years 4 and 5 will probably not have the same problems as they will gain more experience.</i></p> <p><i>Q: How can parents help?</i></p> <p><i>A: A great deal, we have issued spelling books and have mentioned the important value of helping children at home in the newsletter and at parents' evenings. I cannot emphasise enough the importance of parental support.</i></p> <p>Governors were previously circulated with a new style dashboard report that showed the percentage of pupils achieving at each level for each Year Group taken from Target Tracker and compared against national and Swaledale Alliance Targets. Staff have been set an 85% target based on last year's data and against the 65% Swaledale Alliance schools target.</p> <p>It was noted that for Year 6 a large group of pupils were just below the expected standard, moderation had taken place the last week in April. It was mentioned that staff were still over-cautious in their assessments so the results may improve after moderation.</p> <p><i>Q: Do you find this new dashboard report helpful?</i></p> <p><i>A: Very, everything on one page, the more we get used to seeing and understanding the report the easier it will become to interpret and support our role of challenge.</i></p> <p>The HT reported that, probably for the first time, the whole school would be visiting our named 'House' Abbeys: Rievaulx, Jervaulx, Fountains and Byland on the 9th June 2016, generously funded by the Friends of School and English Heritage. The aim of the visit is to promote everyone's sense of belonging, to encourage team spirit and bonding and to give a deeper meaning to our new House point system, launched this term, which forms the basis of our whole-school reward system. It was noted that some Governors had volunteered to support the visit, involving 8 coaches, and they had been assigned to a 'House'.</p> <p><i>Q: How do I know which House I am in?</i></p> <p><i>A: Contact the school office and they will let you know, and thank you to Governors who have been able to take part in the day. We think the house system is working and generates a lot of</i></p>	
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	<p><i>excitement at the Friday assembly.</i></p> <p>Parent Governors commented on how engaged the children were and how it was talked about a good deal at home.</p> <p>Resolved: That the HT be thanked for the new style of report and, on behalf of the Governors, that all staff be thanked for their hard work and effort.</p>	<p>All</p>
<p>GB 55/16</p>	<p><u>To receive the results of the Online Parent Survey (April 2016):</u></p> <p>The DHT had previously circulated Governors with the summary and detailed report of responses to the on-line parental survey and asked if they had any questions.</p> <p><i>Q: When did the survey take place and how many responses did you receive?</i></p> <p><i>A: Over a four week period after the Easter break, it was on the website, the newsletter and parents received a letter about it, there were 22 questions altogether. We only had 41 responses, which was a surprise, we thought the response rate would have been higher.</i></p> <p><i>Q: Do you think a blanket email and text messages could be used as the children do not always remember to bring letters home.</i></p> <p><i>A: We can try all approaches.</i></p> <p><i>Q: What other methods do you use to collect parental feedback?</i></p> <p><i>A: We collect their views at parent evenings or events and we keep letters and emails from parents. We encourage parents to contribute to the Ofsted 'ParentView' and there is a link to this on the school website.</i></p> <p>It was noted that there were two clear areas of development for the school:</p> <ul style="list-style-type: none"> • 44% of parents said they did not feel fully informed about their child's learning and how to support them. • 51% of parents were not aware of their children's targets. <p><i>Q: Was this feedback from specific year groups or across the school?</i></p> <p><i>A: Across the age groups, so we know we have to do something about this, especially around targets for Maths.</i></p> <p><i>Q: The spelling books are very helpful for parents to know what is expected, so could a similar approach be taken to Maths?</i></p> <p><i>A: We can certainly consider that by personalising their books, so parents know what is expected of their child.</i></p> <p>The key strengths of the school were very reassuring in terms of, for example:</p> <ul style="list-style-type: none"> • 96% of parents said children are taught well. • 95% of parents said their children enjoy school and feel safe. • 88% of parents said their children made good progress • 88% of parents said the school met their child's needs. 	

	<p><i>Q: Please can you present what you have done to respond to the areas for development at the next Governing Body meeting?</i> <i>A: Yes, we will do that.</i></p> <p>Resolved: That the DHT be thanked for a very useful report and that a response to the areas for development would be received at the next FGB meeting.</p>	<p>All/ DHT</p>
<p>GB 56/16</p>	<p><u>To receive an update from the Curriculum and Pastoral Committee:</u></p> <p>Governors had been previously circulated with the draft minutes of the Committee meeting held on the 27th April 2016.MM ,the Chair highlighted the key messages from the meeting:</p> <ul style="list-style-type: none"> • That Rebecca Simpson had been voted in as Vice-Chair for the remainder of the academic year. • That Governors had received a new report, the Pre-Inspection Summary Evaluation which focused on ‘seven key lines of inquiry’, for example Attendance ,improve English,Grammar,Punctuation and Spelling (EGPS) and to raise attainment and progress in maths across the school. • The new dashboard on pupil achievement and progress for each Year Group had been discussed in detail, and Governors had received the final version in the Head teacher’s report. • EL had updated everyone on the Learning Walks-which was on the agenda at item 20. • The annual Pupil Premium Report was received in the Headteacher’s Report. • The DHT had circulated the ‘Vision Wordle’ that had been created at a recent Teacher Training Day, including EL and Revd.L Nevin, this would be discussed in further detail under the next item. <p>The DHT noted that the new School Charter would be presented as part of the revised Behaviour Policy at the next FGB meeting.</p> <p>Resolved: That MM be thanked for her overview of the work of the Curriculum and Pastoral Committee.</p>	<p>All</p>
<p>GB 57/16</p>	<p><u>To receive a progress update on the ‘School Vision’:</u></p> <p>The DHT reported that she would circulate the draft ‘Vision Wordle’ to Governors, and explained that pupils were being involved in the process in the following ways:</p> <ul style="list-style-type: none"> • KS1 pupils were completing a questionnaire on their views of the school. • KS2 pupils were being asked to circle the five words from the wordle, which they felt most strongly about. <p>The intention was to print the ‘Wordle’ on canvas and display in the entrance to the school, and it could potentially become the ‘mission statement’ for the school.</p> <p>The DHT also explained that the Behaviour Policy was currently</p>	

	<p>being reviewed; with the School Charter, outlining expectations of pupils, being incorporated into the Policy. It was also noted that a 'School Rap' had been produced which summarised school rules and was already being sung in assemblies.</p> <p>Resolved: That the Deputy Head be thanked for a very positive update on developing the mission and vision for the school, and looked forward to receiving the 'Wordle'.</p>	<p>All/ DHT</p>
<p>GB 58/16</p>	<p><u>To receive an update on the Pupil Premium:</u></p> <p>This had been covered in detail in the Headteacher's Report.</p>	
<p>GB 59/16</p>	<p><u>To receive an update on the PE/Sports Grant:</u></p> <p>The Head reported that the focus of the Grant was twofold:</p> <ul style="list-style-type: none"> • To increase opportunities for pupils, particularly those least engaged in physical activities. • To upskill staff in PE and sports activities through the use of mentors and coaching. <p>Resolved: That an impact report on the use of the PE/Sports Grant be presented at the next FGB meeting.</p>	<p>HT</p>
<p>GB 60/16</p>	<p><u>To receive an update on SEND:</u></p> <p>MM, the SEND Link Governor distributed a very useful summary of her recent meeting on the 17th May 2016 with Mrs.A MacRae the school SENDCo.</p> <p>AM had been focusing on Years 1 and 2 to close the gap in preparation for the Phonics Screening Check in June, teaching staff have been closely involved and training for Teaching Assistants has been carried out and they are now fully equipped to continue the Phonics interventions next year.</p> <p><i>Q: What is Dynamo Maths?</i> <i>A: It is an intensive TA led assessment intervention which provides a profile with graphs showing areas of need, which then generates the intervention programme, outlining what to teach and how to teach it for each pupil. The intervention is timetabled three times a week for half an hour and progress has already been evidenced, AM will monitor over a longer period of time to assess the impact.</i></p> <p>MM was thanked for her informative update and for helping Governors to hear about the work of the SENDCo and the detail behind the interventions.</p> <p>Resolved: That MM be thanked for her useful update on SEND support in the school.</p>	<p>All</p>

<p>GB 61/16</p>	<p><u>To receive an update on safeguarding:</u></p> <p>The Head reported that there had been no safeguarding issues. The Vice-Chair also reported that a ‘safeguarding walk’ had taken place by the Chair, the Head and JH to review the actions identified in the safeguarding audit.</p> <p>Resolved: That Governors would receive the report of the ‘Safeguarding Walk’ at the next FGB meeting.</p>	<p>Chair</p>
<p>GB 62/16</p>	<p><u>To receive a report from the Joint Collaboration Committee held on the 13th April 2016:</u></p> <p>Peter Cooke (PC), representing RMS on the Committee referred Governors to the previously circulated draft minutes and noted the following key headlines:</p> <ul style="list-style-type: none"> • On the resignation of Tim Arundell, Jan Linsley had been unanimously voted in as Chair for the rest of the academic year. • The Collaboration Agreement had been reviewed and updated in the light of changes in personnel. • That, in future, any staff appointments would have a contract that ‘required staff to work at either site if appropriate’. The Head noted that this had already been introduced with Mr T Lowes, who will deliver the Forest School from both sites. • An update had been received from the minibus working group, which had established a number of actions to be taken. However, as the Head reported, these plans had been superseded by an offer of a flexible cost-effective sharing of the Richmond School minibus. This had already been used in taking EYFS children to ACE for a Forest School/Tepee event. • A School Business Continuity/Disaster Recovery Plan was discussed and PC reported that he had an example to share with both Chairs and the Headteacher. <p>The Head reported that she was holding a meeting for Arkengarthdale Parents on Thursday evening, to outline plans for a ‘one-class school’ approach to be introduced from September.</p> <p><i>Q: How do staff move between both schools?</i> <i>A: With their own transport, with business insurance and they also claim travel expenses.</i></p> <p>Resolved: That Peter Cooke be thanked for a useful update on the Joint Collaboration Committee.</p>	<p>All</p>
<p>GB 63/16</p>	<p><u>To receive an update on the Swaledale Alliance:</u></p> <p>This item had been covered in the Headteacher’s report, in brief the Head reported that the Alliance continued to be a strength for the</p>	

	<p>participating schools, but that a new governance structure was to be considered in the light of 62 schools now being represented. <i>Q: How are the trainee teachers progressing this year?</i> <i>A: They are continuing to make good progress in their final practice and one has secured a teaching position already.</i></p> <p>Resolved: That Governors welcomed the engagement of the school in the Swaledale Alliance and thanked the HT for her participation.</p>	<p>All</p>
<p>GB 64/16</p>	<p><u>To receive an update on Governance:</u></p> <p>The Vice-Chair reminded Governors that the annual skills audit circulated for completion was aimed at ensuring:</p> <ul style="list-style-type: none"> • The GB had a skillset that would best support the effective governance of the school, and support the identification of potential governor vacancies. • The training needs of Governors were being best met. <p>At this point, the Vice Chair reported with much regret that the Chair and Clerk had received letters of resignation, from the end of the academic year, from Jenny Hargreaves (Foundation Governor) and Paul Bell (Parent Governor). They were both thanked for their tremendous hard work and commitment to the Governing Body over a number of years. The outcome of the skills audit would therefore then help support the recruitment of new Governors from September 2016.</p> <p>Resolved: a) That Governors thanked Jenny Hargreaves and Paul Bell for their hard work and commitment to the school.</p> <p>Resolved: b) That all Governors return their completed skills audits to the Vice-Chair for an analysis, by the end of May 2016.</p> <p>Governors were also reminded to send their brief biographies and photos, if available, to the Clerk for inserting on the school website.</p> <p>Resolved: c) That all Governors send their biographies and photos to the Clerk for inclusion on the school website.</p> <p>The Vice –Chair explained that work had been undertaken on developing a framework and process for Governor ‘Learning Walks’, she had circulated a template for recording the purpose, links to the SDP/SEF, objectives and outcomes of each visit ,which was to be trialled by Governors before being adopted. It was noted that LN had carried out a ‘Worship related’ monitoring visit, JL had carried out a safeguarding walk and JH had carried out an EYFS monitoring visit; AD was planning a visit later in the week. The Vice-Chair asked JH to briefly feedback on her findings from the visit. The highlights from her visit included:</p> <ul style="list-style-type: none"> • How children were actively encouraged to work together as 	<p>All</p> <p>All</p> <p>All</p>

	<p>partners in learning.</p> <ul style="list-style-type: none"> • The quality of displays and resources. • That parents were invited to 'Stay and Play' with their children every half term to help promote home-learning. • Each child has a 'Wow' book to record their achievement and have pride in their learning. • Very impressed with the calibre of teaching and thanked the staff and pupils for their time in making it a very worthwhile experience. <p><i>Q: Did you share your report with the staff concerned?</i> <i>A: No, but it would be a good idea.</i></p> <p>JH raised some concerns about health and safety issues in the outdoor learning area, and it was agreed that this should be an item for the BaSE Committee to consider as a priority request from the 'Learning Walk'.</p> <p>MM noted that there was a TESCO grant available for schools and others to apply for, prioritising outdoor areas, which may potentially provide some financial support for refurbishment.</p> <p>The Vice Chair explained that a programme of visits for next term would be discussed and confirmed with the Head, and Governors would be informed.</p> <p>Resolved: d) That JH be thanked for her report of the EYFS and that the staff and pupils be thanked for their support.</p> <p>Resolved: e) That Health and Safety concerns about the outdoor area be an item on the next BaSE Committee meeting.</p> <p>Resolved: f) That MM would forward the link to the Head and Vice-Chair for the TESCO grant funding.</p> <p>Resolved: g) That Governors thanked the Vice-Chair for her work on this development, and all Governors agreed to contact their lead staff member, once confirmed, for a visit prior to the next FGB meeting.</p>	<p>All</p> <p>Clerk</p> <p>MM</p> <p>All</p>
<p>PART C- RESOURCES</p>		
<p>GB 65/16</p>	<p><u>To approve the Outturn Budget for 2015/16 and the Start Budgets for 2016/17 as recommended by the F&P Committee:</u></p> <p>The Chair of the F&P Committee (NS) reported that Governors had been circulated with the Outturn Budget Summary for 2015/16 and the Start budgets for 2016/17 to 2018/19, and that the Committee had scrutinised the budgets in considerable detail, and confidently wished to recommend their adoption by the FGB. Governors were</p>	

	<p>asked if they wished to raise any questions.</p> <p><i>Q: The expenditure for supply cover is £8k more than predicted, why is this?</i> <i>A: It is a bit misleading, as our expenditure on 'cover' has actually decreased this year, but this budget code also includes specialist support teaching, as there was not an alternative appropriate code to put those costs under. The SBM is investigating an alternative way of recording that line of expenditure. But to reaffirm, our expenditure on supply cover has decreased considerably this year, due to the effective use of existing staff, who know the children well, thereby avoiding supply staff, who may not know the school.</i></p> <p><i>Q: Has the budget for premises increased this year?</i> <i>A: Yes it was increased to £30k, but is not including classroom refurbishments as originally hoped for.</i></p> <p>Resolved: a) That the Outturn Budget for 2015/16 be ratified for approval for submission to NYCC by the end of May 2016.</p> <p>Resolved: b) That the Start Budgets for 2016/17 to 2018/19 be ratified for approval for submission to NYCC by the end of May 2016.</p>	<p>All</p> <p>All</p>
<p>GB 66/16</p>	<p><u>To receive an update from the Finance and Personnel Committee held on the 9th May 2016:</u></p> <p>Governors had been previously circulated with the draft minutes of the F&P Committee minutes, and were asked if they wished to raise any questions that had not been considered under GB 65/16. It was noted that the mini-bus solution mentioned in GB 64/16 in the Joint Collaboration Committee update, was that it did provide the best solution for both schools, in that each school only pays when it is used, and there are no additional responsibilities for leasing contract management.</p> <p><i>Q: How has this service been communicated to parents?</i> <i>A: The information is being sent out in the Friday newsletter.</i></p> <p>Governors were asked to ratify the approval of the previously circulated School Fund accounts, on the recommendation of the F&P Committee.</p> <p>Resolved: That the School Fund accounts be ratified for approval by the FGB, and thanks given to the SBM for her work on effectively managing the School Fund.</p>	<p>All</p>
<p>GB 67/16</p>	<p><u>To ratify the following policies:</u></p> <p>The Chair of F&P recommended the ratification and adoption of the following NYCC policies:</p> <ul style="list-style-type: none"> • The Flexible Working Policy- was considered and proposed for approval and adoption by RS and seconded 	

	<p>by MM.</p> <ul style="list-style-type: none"> • The Whistleblowing Policy-was considered and proposed for approval and adoption by PC and seconded by TL. • The Disciplinary Policy and Procedures- was considered and proposed by BP and seconded by RS. <p>Resolved: That all policies were ratified for adoption.</p>	<p>All</p>
<p>GB 68/16</p>	<p><u>To receive a health and safety update:</u></p> <p>NS the link Health and Safety Governor reported that the external Health and Safety ‘walk around’ had taken place earlier that day with herself, JH, the caretaker and SBM, it went well with few actions apart from resolving issues about the outdoor area that had caused a number of trips and falls to pupils in poor weather conditions, posing a real area of concern for the school. The Head reported that she would be contacting the HandS adviser for support in producing an action plan to resolve this concern, and it would be on the BaSE agenda on the 13th June 2016.</p> <p>Resolved: That NS be thanked for her update as Link Health and Safety Governor. (To note: PB left the meeting at 8.05 pm)</p>	<p>All</p>
<p>PART D- OTHER BUSINESS</p>		
<p>GB 69/16</p>	<p>There being no further business the Vice-Chair thanked all Governors for their commitment and contributions and the meeting closed at 8.15 pm.</p>	
	<p><u>Date of the next meeting of the Full Governing Body:</u></p> <p>Monday 4th July 2016 at 5.30 pm for a prompt 6pm start.</p> <p>Please send any apologies to the clerk Pat Gale :</p> <p>07793 846 441 Pat.gale@northyorks.gov.uk;</p> <p>(To note: Brian Park and Revd. L Nevin have offered their apologies for this meeting).</p>	