

**Minutes of a meeting of the Full Governing Board (FGB) of
Richmond Methodist Primary School
held at the school on Monday 11th February 2019 at 5.30pm**

Present:

Jan Linsley –Chair of Governors (JL), Susan Gardner– Executive Headteacher (EHT), Brian Park, Julie Swinbank (JS), Stephen Rawson (SR), Rev Les Nevin (LN), Nicola Scrafton (NS) and Nicola Hebb (NH).

In attendance:

Kathleen Bradley (KB)(Co-opted Governor designate)
Hannah Burrell (SLT)-left meeting 6.50 pm
Susan Welch (SLT) - left meeting 6.50pm
Pat Gale (NYCC Clerk to Governors)

Minute No.		Action
PART A – PROCEDURAL		
GB 17/19	<p><u>Welcome and Opening Prayer:</u> The Chair invited Rev Les Nevin to give an opening thought and prayer.</p>	
GB 18/19	<p><u>Apologies for Absence :</u> Apologies had been received and consented to from Rebecca Simpson.</p>	
GB 19/19	<p><u>Update and Review of Data:</u> (Item 9 on the agenda taken at the start of the meeting) The Chair welcomed Hannah Burrell and Susan Welch members of the SLT to support the presentation on the key lines of enquiry taken from the SEF and SDP substantiated by data.(see minute GB 26/19)</p>	
GB 20/19	<p><u>Declarations of business and personal interests, pecuniary or non-pecuniary:</u> The Chair notified Governors that she had updated her declaration of business interests. There were no other declarations of interest made.</p>	
GB 21/19	<p><u>Confidentiality issues:</u> Confidential Minutes GB 01/19, GB 14/19, 15/19 and 16/19 would be considered at the end of the meeting. Items 17 and 19 would be regarded as confidential. (Confidential minutes GB 35/19 and GB 36/19)</p>	
GB 22/19	<p><u>Notification of urgent other business</u> The Clerk informed members of the Joint Collaboration Committee that the provisional meeting planned for the 14th March 2019 had been cancelled. The final meeting of the Joint Collaboration meeting would take place on the 11th June 2019 at 4pm at Arkengarthdale CE School.</p>	

Sign:

Date:

<p>GB 23/19</p>	<p><u>To approve as a correct record the minutes of the FGB meeting held on the 14th January 2019:</u></p> <p>Governors had been circulated with the draft minutes of the meeting and the Chair asked if they were an accurate record of the meeting.</p> <p>Resolved: That the minutes of the FGB held on the 14th January 2019 be approved as a correct record.</p>	<p>All</p>
<p>GB 24/19</p>	<p><u>Matters Arising from the minutes:</u></p> <p>There were no matters arising that had not been included on the agenda. The Summary of Actions was considered and all actions were underway or had been completed.</p>	
<p>GB 25/19</p>	<p><u>To confirm the date of the next FGB meeting:</u></p> <p>The date of the next meeting is Monday 25th March 2019 at 5.30pm.</p> <p>(To note: networking and refreshments from 5pm)</p>	
<p>PART B – STRATEGIC DIRECTION</p>		
<p>PART C- HOLDING the HEADTEACHER to ACCOUNT</p>		
<p>GB 26/19</p>	<p><u>Update and Review on Data:</u></p> <p>(see GB 19/19-taken at the start of the meeting)</p> <p>Governors had been previously circulated with a presentation on nine ‘Key Lines of Enquiry’-taken from the SEF and SDP. The EHT supported by input from Susan Welch, Hannah Burrell and Julie Swinbank, summarised the data and impact against each enquiry, and Governors were invited to ask questions or seek clarification.</p> <p>1. EYFS-Are we closing the gap between pupil premium and non-pupil premium... and are we closing the gap between the achievement in boys’ writing and girls’ writing?</p> <p><i>Q: Are starting points lower for non-pupil premium children?</i> <i>A: Yes for this particular cohort, where no children are working above ‘age expected’.</i> <i>Q: Can we do more with pupils in early years settings before they come here?</i> <i>A: We do visit nurseries, and talk with the staff, some data is not as rigorous and FS1 provision in nurseries is different from ours, so we do make our own baselines, and we have discussed how we could moderate with nurseries. It has to be remembered that there are a range of settings, not just nurseries, so difficult for us to meet with everyone concerned.</i> <i>Q: Where do you feel we are-are we making progress?</i> <i>A: We are being positive, the first term was about getting the children settled, and we have started interventions since January, we will have two moderations this term with other schools. Our predictions are slightly lower than last years.</i></p>	

2. Year 1 Phonics-Are the changes made to the teaching of phonics at KS1 having a positive impact on outcomes for children?

Q: Is this an improving picture?

A: Yes the impact of changes to Phonics teaching, timetabling and tracking is evidenced by the improvement in the percentage of children predicted to meet the threshold. Nearly 83% are predicted to reach the threshold.

3. KS1-Year 2-School was below the national figures for the percentage of children achieving GDS in all areas of the curriculum.

Q: What is your priority?

A: Improving the achievement of most-able pupils particularly in writing. It is an improving picture 100% of the children who were 'exceeding' at the end of EYFS were working above ARE at Autumn 2.

Maths is also looking good, and is more in line with the national average for 2018.

4. School is below the national figures for the percentage of children achieving GDS in all areas of the core curriculum. Improving the achievement of most-able pupils in KS2 is a priority.

Q: Are there differences in attainment when year groups are split?

A: At the end of the summer term there was no evidence of that.

Q: What about writing and maths attainment in Year 6?

A: The percentage of current Year 6 children achieving GDS over the three terms is an improving picture, and having a positive impact on outcomes. We are really excited about Maths, very positive, we have a good Maths team.

Q: What is meant by high prior attainment?

A: High prior attainment is judged as Reading, Writing and Maths combined at KS1. A child may have strengths in English but not maths but is judged as a high prior attainer, because of their strong English results, which can sometimes impact negatively on data.

Q: Can we put more interventions in place for Year 3 pupils, as staff disruption has impacted on progress?

A: Staffing changes have been made and additional support has also been introduced since January, children are being given more opportunities to write.

5. Maths-are the changes made to the teaching arrangements for Maths at KS2 having a positive impact on outcomes for our children? Is the introduction of the NYCC Archimedes Maths planning having a positive impact? Are we improving the progress and attainment of children in Maths particularly at KS2?

Q: Why is progress in Year 3 and Year 4 not as high as other year groups?

A: The dip in Year 3 is typical in the Autumn term as children learn new concepts and skills as they enter KS2; sufficient progress was made in Year 4 and is an improving picture as evidenced in their books.

Q: What is attainment in Maths in Year 6 looking like?

A: It is an improvement from last year at Autumn 2, as can be seen from Target Tracker judgements made last year compared with this year, evidencing that we are improving.

Q: Do you do an analysis of SAT practice papers?

A: Yes, staff went through them and identified strengths, pupils are having another practice paper on Friday. We started doing the practice papers in November instead of March last year, we think this may help with timing and completion of tests, which was a concern last year.

Q: What else is happening to strengthen Maths further?

A: We have introduced a wide range of actions, including the sharing of teaching practice through peer observations which has resulted in strengthening practice and confidence. We are offering 'Booster' maths sessions for identified Year 6 children three times a week taught by a Maths specialist; additional 'musical maths' sessions are also being offered to Years 5 and 6 pupils on Friday afternoons.

6. Writing-Is the introduction of the new writing targets across school impacting proactively on writing outcomes for all children? Is Closing the Gap Time resulting in accelerated progress for vulnerable learners resulting in improved outcomes?

Q: Is progress being made?

A: The data shows accelerated progress for Pupil Premium children in all year groups, with the exception of years 3 and 2.

Q: what is being done to address that?

A: Year 2 are targeting Pupil premium children through joint teacher and HLTA verbal feedback and support. Specific consideration is being given to children in Year 3 whose progress has been affected by disruption in staffing.

7. Pupil Premium-are we doing sufficient to ensure that our 'middle prior attainers' are making at least expected progress?

Q: What is being done to improve progress in maths for Pupil Premium children?

A: We have introduced smaller teaching groups in KS2 which enables teachers to target specific groups and provide appropriate interventions. This is a focus area going forward.

Q: What is the picture for Reading and Writing?

A: Across all years this is an improving and strengthening picture, particularly in writing and illustrates the positive impact of 'Closing the Gap' time.

8. Middle Prior Attainers-are we doing enough to ensure that our 'middle prior attainers' are making at least expected progress?

Q: How are middle prior attainers progressing in Year 6?

A: This is a strengthening picture, above expected progress was made in Autumn 2 in all areas and there are some children who have been identified to make accelerated progress in order to meet the EXS. Closing The Gap Time is focusing on writing and the provision in place for Maths is supporting these children.

9. SEN- are we effectively meeting the needs of our SEN children, ensuring that consistent progress is being made irrespective of their starting points?

It was reported that with the exception of Years 3 and 4, SEN children across the school are making at well above expected progress in Maths and at least sufficient progress in writing and reading. All children are supported according to their specific individual needs, and this is assessed on a very regular basis.

	<p>The Chair thanked the EHT, JS, SW and HB for a very useful oversight of why and how the school was addressing the key lines of enquiry identified through the SEF and SDP. (To note: SW and HB left the meeting at 6.50pm)</p>	
<p>GB 27/19</p>	<p><u>To receive an update on safeguarding:</u></p> <p>EL reported that she had met with the SBM and EHT to consider the Safeguarding Audit, and the actions would be completed by JS and the EHT. No safeguarding issues were reported. Action: Safeguarding Audit actions to be completed by JS and EHT before submission to the NY Safeguarding Board by the end of March 2019.</p>	<p>JS/ EHT</p>
<p>GB 28/19</p>	<p><u>To approve the Marking Policy:</u></p> <p>Governors had been previously circulated with the draft Marking Policy for their consideration. No concerns were raised.</p> <p>Resolved: That the Marking Policy be approved signed and dated by the Chair.</p>	<p>All</p>
<p>GB 29/19</p>	<p><u>To approve the Sex and Relationships Education Policy:</u></p> <p>Governors had been previously circulated with the Policy for their consideration. Link Governor Nicola Scrafton had reviewed the policy in detail and issues raised included:</p> <ul style="list-style-type: none"> • Should specific recommendations relating to secondary education be included in a Primary School policy-after some discussion it was agreed to include, as it was part of a standard recommended NYCC Policy. • Is reference to FGM appropriate in the context of the school?-it was agreed that it should be included as it was often raised through the media, and children need to be aware. • The Policy header should be renamed 'Sex and Relationships Education Policy'. <p><i>Q: Is SRE taught as a subject in school?</i> <i>A: Yes but often as part of other curriculum areas such as British Values and collective worship.</i></p> <p>Action: BP mentioned there were a few typos that he had identified and would send his amended copy through to Jacqui Walker who coordinated the School Policies for the school.</p> <p>Resolved: That the Sex and Relationships Education Policy be approved and adopted subject to the minor amendments.</p>	<p>BP/JW</p> <p>All</p>
<p>GB 30/19</p>	<p><u>Summary of Growing Up In North Yorkshire Survey:</u></p> <p>A presentation had been previously circulated to Governors and JS explained it represented a summary of the results highlighting the responses from pupils in the school. The colour coding represented Red to action, Amber to monitor and Green as a strength of our school.</p>	

	<p><i>Q: How often does this survey take place?</i> <i>A: Every two years, and this is the seventh survey to have been undertaken across the County, and is intended to reflect the wellbeing of children. The results are very positive for our children, but it also identified a few areas that may need further investigation. We think the language of the questioning could be misinterpreted, for example one question asks 'did pupils find school lessons about smoking 'quite' or 'very' useful. The relatively low response rates could reflect the fact that often this aspect might be covered in assembly time, so may not be regarded by pupils as a 'lesson'.</i></p> <p>JS reported that the analysis had provided a useful prompt in reviewing school policies, in increasing the important value of 'Pupil Voices' and the increasingly important role of the School Council.</p> <p>The questions emphasised the importance of 'safe gaming', concerns about social media, safety, resilience and well-being.</p> <p>JS reported that Joss Huddleston, a previous Headteacher at RMS, and member of the Rotary had invited pupils to prepare an overview of their Vision for 2020,SW and JS would lead on this development as an aspect of the geography curriculum.</p> <p>On behalf of the Governors, the Chair thanked JS for a very interesting overview which would help inform curriculum planning and pupil wellbeing.</p>	<p>All</p>
<p>GB 31/19</p>	<p><u>To receive a brief overview of the new Ofsted Framework:</u></p> <p>The EHT had previously circulated a very helpful summary of the timeline in introducing and implementing the new Ofsted Framework, focusing on the Quality of Education. She explained that the SLT had met in January to consider the 'curriculum intent' for the school, which would then be introduced to all teaching staff during March, followed by briefings and discussions with parents and Governors. In ensuring children have a richer curriculum, staff will have two training days at the start of the September 2020/21 academic year, focusing on implementation and impact.....the change demonstrated a move away from just considering data alone.</p> <p>The Chair thanked the EHT for a useful update and looked forward to further briefings once the 'curriculum intent' had been agreed.</p>	
<p>PART D- FINANCIAL PERFORMANCE</p>		
<p>GB 32/19</p>	<p><u>To approve the School Financial Value Standard for submission to NYCC:</u></p> <p>The production of the draft SFVS had been coordinated by the SBM, with a request for content from Governors. BP the Link Governor for Finance had reviewed the final draft and suggested a few amendments that could be incorporated:</p> <ul style="list-style-type: none"> • To remove reference to 'Enrichment Fridays' as they had now ceased, although they had taken place during the academic year, until recently. • To remove reference to the future auditors name as not relevant for this submission for 2018/19. • To add that the 'Financial Control Checklist', was being used and that any identified actions would be incorporated in the SFVS. <p>Resolved: That the SFVS be approved, subject to the proposed amends, signed and dated by the Chair for submission to NYCC before 31st March 2019.</p>	<p>All</p>

<p>GB 33/19</p>	<p><u>To receive a Health and Safety Update:</u></p> <p>The Link Governor EL explained that she had met with the EHT and SBM to review two policies, 'Lone Working' and the 'School Lockdown Procedure', before sharing for advice with the NYCC HandS Adviser.</p> <p>Governors had been circulated with the Health and Safety Policy Statement, EL had identified a number of changes required, such as page numbering, changes in staffing and roles and removal of reference to an Establishment Governor.</p> <p>Resolved: Subject to the noted changes being made the Health and Safety Statement was approved for adoption.</p>	<p>All</p>
<p>GB 34/19</p>	<p><u>Staffing Update:</u></p> <p>This item was regarded as Confidential.(see Confidential Minute GB 35/19)</p> <p>To note: Staff Governor JS was requested to leave the meeting at 7.20pm. The EHT left the meeting at 7.35 pm for a discussion on succession planning.</p>	
<p>PART E- SUCCESSION PLANNING CONFIDENTIAL Minute GB 36/19</p>		
<p>After confidential items covered in Part D and E of the meeting the Chair thanked Governors for their commitment and support and closed the meeting at 7.45pm.</p> <p>The date of the next FGB meeting will be held on Monday the 25th March 2019 at 5pm for a 5.30pm start.</p> <p>Please send apologies to the Clerk Pat Gale: Pat.gale@northyorks.gov.uk;</p> <p>Or 07793 846 441</p>		
<p>Please note: The colour coding above links to the three key roles of governance questioning; RED for 'setting strategic direction', BLUE for 'holding Headteacher to account for educational performance' GREEN for 'ensuring financial health, probity and value for money'.</p>		