

**Minutes of a meeting of the Full Governing Body of Richmond Methodist Primary School held at the school on Monday the 27<sup>th</sup> January 2020 at 5.30pm.**

**Present:**

Jan Linsley (JL) – Chair of Governors, Sharon Stevenson (Headteacher), Nicola Hebb (NH), Nicola Scrafton (NS), Les Cutter (LC), John Armitage (JA), Scott Woodhead (SW), Lucinda Kirk (LK), Rev Les Nevin, (LN), Julie Swinbank (JS).

**In attendance:**

Pat Gale - (NYCC Clerk to Governors)

Minute No.		Action
<b>PART A – PROCEDURAL</b>		
GB 01/20	<p><b><u>Welcome and opening prayer:</u></b></p> <p>The Chair welcomed everyone to the meeting and introductions were made to the newly appointed co-opted Governor, Scott Woodhead. The Rev. Les Nevin then gave an opening prayer focusing on the theme of Perseverance.</p>	
GB 02/20	<p><b><u>Apologies for Absence :</u></b></p> <p>Apologies had been received and consented to from Rebecca Simpson (RS), Stephen Rawson (SR), and Kathleen Bradley (KB).</p>	
GB 03/20	<p><b><u>Declarations of interest:</u></b></p> <p>None declared.</p>	
GB 04/20	<p><b><u>Confidentiality:</u></b></p> <p>None declared at this point of the meeting.</p>	
GB 05/20	<p><b><u>Urgent Other Business:</u></b></p> <p>The Clerk noted that the draft SFVS had not been included on the agenda but would be considered during the meeting. The Headteacher also wished to update Governors on a safeguarding issue.(Minute GB 18/20)</p>	
GB 06/20	<p><b><u>To receive an update on Governance:</u></b></p> <p>The Chair noted that there was a full complement of Governors for the first time in a while, reflecting the commitment to the school by parents and the community. It was also reported that the Chair and Headteacher met every two weeks to discuss progress and any issues impacting on the school, in addition the following had taken place:</p> <ul style="list-style-type: none"> <li>• LK had carried out a Pupil Premium Walk, and a further walk was planned for the 25<sup>th</sup> March.</li> <li>• KB, the SEND Link Governor had met with the SENCO Lucy Coates and a further visit was planned.</li> </ul> <p><b>a)Action:</b> <b>That the monitoring visit reports would be on the March 23<sup>rd</sup> agenda.</b></p> <ul style="list-style-type: none"> <li>• LN, LC, LK, NH and the Chair had attended the Pivotal Behaviour training in December.</li> </ul>	<b>LK/KB/ Clerk</b>

Sign:

Date:



<b>PART B- RESOURCES</b>		
<b>GB 10/20</b>	<p><b><u>To approve the Health and Safety Statement:</u></b></p> <p>Governors had been previously circulated with the updated Statement for 2020/21, a standard NYCC document customised to the school. No queries were raised.</p> <p><b>Resolved:</b> <b>That the Health and Safety Statement for 2020/21 be approved and adopted.</b></p>	<b>All</b>
<b>GB 11/20</b>	<p><b><u>To receive the Health and Safety Inspection Report:</u></b></p> <p>Terry Bland the Senior HandS Safety Risk Adviser and the SBM had undertaken an inspection visit on the 13 January 2019, which aimed to review health and safety arrangements and standards present at the school, and to identify areas of non-conformance to current statutory requirements or areas which can be improved to minimise, so far as reasonably practicable, health and safety risks.</p> <p>As a result of the visit, 21 risks were identified and categorised as medium risk ratings, with reduction measures implemented within 3 to 6 months if possible within budgetary constraints, and recognition of the age of the building.</p> <p>The Headteacher reported that consideration was also being given to whether a higher level of repair cover through MASS would be cost effective.</p> <p><b>a) Action:</b> <b>The SBM to consider cost-effectiveness options for higher MASS cover and make recommendation to the March 2020 meeting.</b></p> <p><b>b) Action:</b> <b>To develop an action plan for building maintenance and health and safety risk minimisation.</b></p> <p><i>Q: In the absence of a caretaker, do you think the building has disintegrated further? A: It is hard to say, as we have only been without a caretaker for a term. We have advertised for a 16 hour post on three occasions and with no success so far. Q: Why do you think there is no interest in the role? A: It is the split shift we think, opening up school early and then closing the premises in the evening. Also we have asked for someone who could do minor repairs, painting and decorating, a lot to ask. The advert is on the NYCC recruitment website. There was some discussion about potential solutions and how Governors could help resolve the situation, SW thought he may be able to identify a potential candidate.</i></p> <p><b>c) Action:</b> <b>All Governors to send ideas on caretaker recruitment to the Headteacher.</b></p>	<p><b>SBM/ HT/ SR</b></p> <p><b>HT/ SBM/ SR</b></p> <p><b>All</b></p>
<b>PART C-HOLDING THE HEADTEACHER TO ACCOUNT</b>		
<b>GB 12/20</b>	<p><b><u>To receive the Headteachers Report:</u></b></p> <p>Governors had been previously circulated with the report and the Headteacher asked if there were any queries or points of clarification.</p> <p><i>Q: Why the huge difference between the number of incidents of Restrictive physical interventions 41 in 2018 and this year only 2?</i></p>	

	<p><i>A: Our SENCO has been working hard on getting the right support for pupils who require it, through EHCs and also support for staff. It has really made a difference.</i></p> <p><i>Q: The percentage of persistent absentees for 2019/20 has also reduced, what is the reason for that?</i></p> <p><i>A: We have more office staff who are diligent in making calls to parents at the start of the day, we also record absences on CPOMs which, as Headteacher, I then follow up. Our safeguarding culture is developing and we do have a good relationship with parents, and staff talk with parents/carers at the school gates, which helps support good relationship building.</i></p> <p><b>Key headlines:</b></p> <ul style="list-style-type: none"> <li>• Collaboration with other schools is a key strength for example our work on EYFS moderation has been supported by work with Bedale and Morton on Swale schools. The Swaledale cluster of schools has been useful as have the newly formed LA English hubs to update on phonics with some matched funding to support the work.</li> <li>• The Wellbeing Strategy is being developed for children and staff by SLT, in line with our vision of ‘Doing all the good we can’ to enable the school community to flourish. NYCC HR team are helping in developing a ‘well-being questionnaire for staff in support of the ‘Going Home’ project to strengthen the transition from work to home life more effective and less stressful. Staff absence improvements have already been identified.</li> <li>• Support for ITT in the forthcoming year by having High Force SCITT and HART SCITT students on placement, which we also hope will support staff recruitment.</li> </ul> <p><i>Q: There appear to have been a number of resignations, is this linked to the reorganisation?</i></p> <p><i>A: Apart from one possible case, resignations have been due to career and life choices, and recruitment for vacancies has been successful.</i></p> <p><i>Q: Have you surveyed staff on reasons for staying or leaving?</i></p> <p><i>A: We are working with HR on a survey and they will produce a report in the summer term.</i></p> <p>Governors discussed the purpose, value and integrity of surveys and SW suggested that it would be useful to look at the ‘Times Best Company To Work With survey’, (TBCTWW) as it identified reasons for staff leaving and work satisfaction rates. LK and NS also mentioned they had undertaken considerable work on developing a staff survey in the past, which could also help in shaping the work.</p> <p><b>Actions:</b></p> <p><b>a) SW to forward the TBCTWW report to the Headteacher for consideration.</b></p> <p><b>b) LK and NS to forward their survey to the Headteacher for consideration.</b></p> <p>The Chair then asked if there were any particular school dates for the diary that would be useful for Governors to attend. The Headteacher highlighted the following in particular:</p> <p>*4<sup>th</sup> February-Stay and Share-for class 1 and 2 parents-with a focus on ‘Talk for Writing’.</p> <p>*5<sup>th</sup> March-FORMS Disco</p> <p>*30<sup>th</sup> March-Eastertingle in Church</p> <p>*3<sup>rd</sup> April-Easter Praise in Church</p>	<p>SW/HT LK/NS/ HT</p>
<p><b>GB 13/20</b></p>	<p><b><u>To consider the Inspection Data Summary Report (IDSR):</u></b></p> <p>Governors had been previously circulated with the report which the Headteacher explained was available to Ofsted inspectors and was probably the first item they</p>	

	<p>would consider prior to an inspection, particularly the final chart which showed progress and attainment trends over three years. The grey print reflected that there was nothing different to report either positively or negatively, suggesting 'average', which the school would not wish to aspire to, but if the statements were in black then this meant there was something significant to report, for example:</p> <ul style="list-style-type: none"> <li>• High levels of fixed period exclusions in 2017/18 in the highest 20% of schools, but no permanent exclusions. <i>Q: Was the high level due to the particular cohort of pupils?</i> <i>A: It probably was.</i></li> <li>• For middle prior attainers, KS2 attainment of the expected standard (100+) in Maths (61%) was significantly below national in 2019 as well as in 2018. <i>Q: How can we improve standards in Maths?</i> <i>A: We need greater consistency of Quality First teaching and deliver approaches such as 'Convince Me Maths'-we believe that Maths is now in a good place to embed improvement.</i></li> <li>• .Staff absence was significant but better than most schools. <i>Q: Is there anything we should be doing to minimise staff absence?</i> <i>A: A lot of change has happened, but we have a much more stable situation now, the majority of staff are aspirational and aim high for our pupils.</i></li> <li>• There has been a step change in writing over the last 3 years, except for KS1. In terms of reading there is a lot of work going on through engaging with the NYCC English hubs, and Ofsted will always carry out a 'deep dive' into reading.</li> </ul>	
<p><b>GB 14/20</b></p>	<p><b><u>Autumn Data Reports:</u></b></p> <p>Governors had been previously circulated with the reports.</p> <p><b><u>a)EYFS Steps Attainment summary-</u></b> The Headteacher was able to report that the 35 pupils were enjoying their learning and had settled in well, resulting in good outcomes, showing that nearly all pupils were making well above (100%) rate of progress, one step each half term across all learning areas. Governors thanked staff for ensuring this was a real strength and early investment for the school.</p> <p><b><u>b)Year 1-Autumn 2 2019 Progress Data-</u></b> It was reported that attainment and progress had been excellent, particularly as many pupils had joined the school at low entry points, it was felt to be a really important area to celebrate as all groups of pupils made well above expected progress in Reading, Writing and Maths.</p> <p><b><u>c)Years 2 and 3-Autumn 2 2019 Progress Data-</u></b> <i>Q: There appears to be discrepancies in results compared with Year 1 why is that?</i> <i>A: Historically there is always a dip between KS1 and KS2 results, it reflects the changes in assessment and we think that some teachers do err on the side of caution, we will know more as the next terms progress. Progress in Writing and Maths in class 6 compared to Class 7 is markedly different for most groups, with progress in class 7 being stronger. Assessment in maths has been triangulated between work in books, PUMA and Target Tracker.</i> <i>Q: If there is a dip in performance at this transition stage does every school have the same issue, and would it be useful to compare with another school?</i> <i>A: It might be useful to have another quarter's results before we consider benchmarking with another school.</i></p> <p><b><u>d)Years 4 and 5-Autumn 2 2019 Progress Data-</u></b> The Headteacher explained that there were some concerns over progress in Reading which is slightly below 'sufficient progress', but from January 2020 Year 4</p>	

	<p>are having specific lessons on reading skills to support comprehension.KS2 home/school reading scheme books have also been purchased.</p> <p><i>Q: What has impacted on progress?</i>  <i>A: 20% of this cohort have behavioural needs, but SEN progress is now positive and effective support is in place, it is an improving picture. Staffing stability will also greatly support these pupils.</i></p> <p><b><u>e)Year 6-Autumn 2 2019 Progress Data-</u></b>                  It was noted that additional afternoon Maths lessons started in January 2020 with after school booster classes after half term. Joint moderation of teacher assessments and HLTA support will take place.</p> <p><b><u>Resolved:</u></b>  <b>That the Headteacher and all staff be thanked for their focused support for pupils in support of their learning.</b></p>	<p>All</p>
<p><b>GB 15/20</b></p>	<p><b><u>Policies for approval:</u></b></p> <p>Governors had been previously circulated with the following policies.</p> <ul style="list-style-type: none"> <li>• <b>Assessment, Feedback and Presentation Policy-</b> the Headteacher explained that assessment was being looked at very closely, and that the policy may change in the future, but that it did reflect where the school was at that moment in time. It was also felt that parents should have an annual report on their child’s progress through Target Tracker results and a shorter personalised summary on each child. It was noted that reporting took up a great deal of staff time.  <i>Q: What do parents really want from school reports?</i>  <i>A: Why don’t we ask them?</i>  <i>Q: Perhaps through a survey monkey survey or ask parents to form a focus group to get their views, so staff do not have to spend hours writing reports.</i>  <i>Q: Is it something that FORMS could get involved with?</i>  <i>A: Possibly or could Facebook be used as a ‘one stop shop’ for capturing the views of parents?</i></li> </ul> <p><b>a)Action:</b>  <b>To consider the way reporting on pupils can take place in the future.</b></p> <p><b>a)Resolved:</b>  <b>That the Assessment, Feedback and Presentation Policy be approved and adopted.</b></p> <ul style="list-style-type: none"> <li>• <b>Collective Worship Policy-</b>The Headteacher explained that the policy has been reviewed by pupils and staff, and is ongoing for the school to review.  <i>Q: Do any parents request the right to remove their children from collective worship assemblies?</i>  <i>A: We don’t have any evidence of that, although some parents do ask what is involved to help their decision making.</i></li> </ul> <p><b>b)Resolved:</b>  <b>That the Collective Worship Policy be approved.</b></p>	<p>HT</p> <p>All</p> <p>All</p>
<p><b>GB 16/20</b></p>	<p><b><u>Draft Relationships and Sexual Policy</u></b></p> <p>Governors had been circulated with guidance and the previous policy as a starting point for further development by staff and governors. Governors discussed the need to brief parents on the policy as it could potentially be contentious, and it would allow parents to be consulted and have a voice.</p> <p><b>c) Action: That the revised Relationships and Sex Policy be considered for approval at the June 22<sup>nd</sup> FGB meeting.</b></p>	<p>Clerk/ HT</p>

<p><b>GB 17/20</b></p>	<p><b><u>To approve the SFVS:</u></b> Governors had been circulated with the draft, but were asked to say if they had any issues or queries. <b>Resolved:</b> <b>That the SFVS be approved for submission to NYCC.</b></p>	<p><b>All</b></p>
<p><b>GB 18/20</b></p>	<p><b><u>Any Other Business:</u></b> The Headteacher wished to inform Governors of a health and safety issue that had occurred the previous week. A member of staff had fallen over a pupils backpack, and had broken her humerus. NH had been in school at the time and gave medical support. It was a reportable RIDDOR accident and the HandS adviser Terry Bland has been informed and a briefing to staff has been given regarding accidents. Some discussion also took place over the size of backpacks in school as they could be a potential hazard. Governors wished the member of staff a speedy recovery.</p>	
<p><b>GB 19/20</b></p>	<p><b><u>To confirm the date of the next FGB meeting:</u></b> Monday 23d March 2020 at 5.30pm.</p>	<p><b>All</b></p>
<p><b>No further business was declared so the Chair thanked Governors for their input and closed the meeting at 7.33 pm. The date of the next FGB meeting will be held on Monday the 23<sup>rd</sup> March 2020 at 5pm for a 5.30pm start.</b></p> <p><b>Please send apologies to the Clerk Pat Gale: <a href="mailto:Pat.gale@northyorks.gov.uk">Pat.gale@northyorks.gov.uk</a>;</b></p> <p><b>Or 07793 846 441</b></p>		
<p>Please note: The colour coding above links to the three key roles of governance questioning; <b>RED</b> for 'setting strategic direction', <b>BLUE</b> for 'holding Headteacher to account for educational performance' <b>GREEN</b> for 'ensuring financial health, probity and value for money'.</p>		