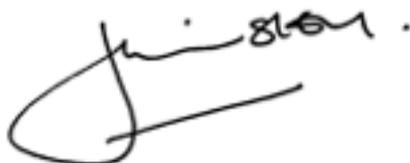


Minutes of a virtual meeting of the Full Governing Board (FGB) of Richmond Methodist Primary School held at the school on Monday 25th January 2021 at 5.30pm		
Present: Jan Linsley (JL) ,Sharon Stevenson (Headteacher), Rev Kathleen Wood (KW),Kathleen Bradley (KB),John Armitage (JA),Scott Woodhead (SW), Nicola Scrafton (NS), Nicola Hebb (NH), Julie Swinbank (JS), Lucinda Kirk (LK). In attendance: Natasha Wood-(Assistant Headteacher) Pat Gale (NYCC Clerk to Governors)		
Minute No.		Action
PART A – PROCEDURAL		
GB 01/21	<u>Welcome and opening prayer:</u> The Chair welcomed everyone to the meeting and invited Rev Kathleen Wood to give an opening prayer.	
GB 02/21	<u>Apologies for Absence :</u> No apologies had been received. It was reported that Les Cutter had resigned as Foundation Governor, due to his family relocation to Devon. Action: The Headteacher/Chair to send a letter and gift of thanks for his commitment to the school and his professional contributions to governance, it had been much valued. All Governors wished him well in the future.	HT/ Chair
GB 03/21	<u>Declarations of business and personal interests, pecuniary or non-pecuniary:</u> Governors were reminded that they needed to complete and sign the annual declarations if they had not already done so: <ul style="list-style-type: none"> • Disqualification Register • Hospitality Register • Business and Personal Interests Register Action: Governors were asked if they could send scanned copies of the forms to the Clerk. The Chair requested that these returns should be made by the end of March.	All/ Clerk
GB 04/21	<u>Confidentiality issues:</u> None declared.	

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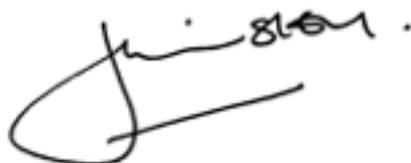
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<p>GB 05/21</p>	<p><u>Notification of urgent other business:</u></p> <p>The Headteacher wished to request support for Governor approval to buy into the full NYCC MASS Service Level Agreement (SLA).Governors were also referred to the minute GB 85/20 of the last meeting, which gave a very positive overview by the SBL on the benefits gained by the MASS scheme.</p> <p><i>Q: Will we get the full benefit if we do this?</i> <i>A: We think we would end up spending more if we didn't buy in, as we would need to get subcontractors to do the work, so definitely we will get VFM.</i></p> <p><i>Q: Is there a call-out fee?</i> <i>A: If we buy into the scheme, then there is no call out fee, if we used a subcontractor then their call out fee is around £250.</i></p> <p><i>Q: Is there a ceiling of what we can request or claim?</i> <i>A: There is a ceiling of £3k, but often the work can be broken down into smaller amounts.</i></p> <p><i>Q: Does it include all materials, and if yes then I cannot understand why a school would not buy into the scheme.</i> <i>A: New schools may not find it VFM as they would probably be covered by the construction and suppliers.</i></p> <p><i>Q: If the local authority doesn't make a profit, why has the price increased by £128 since last year, how negotiable is the quote?</i> <i>A: The quote is for a year, and we would have to give twelve months' notice.</i></p> <p>The Chair then asked Governors if they could make a decision on whether to accept the recommendation to buy into the full MASS scheme or not.</p> <p>Resolved: Governors unanimously agreed that the school should buy into the full MASS scheme for 2021/22.</p>	<p>All</p>
<p>GB 06/21</p>	<p><u>To approve the minutes of the last virtual FGB meeting held on the 23rd November 2020:</u></p> <p><u>Resolved:</u> Governors agreed they were an accurate record of the meeting and should be approved.</p>	<p>All</p>
<p>GB 07/21</p>	<p><u>Matters Arising:</u></p> <p>GB 74/20-the Virtual Tour of the school had been very well received particularly by new Governors, it was agreed that thanks should be given to the staff involved in presenting such a useful tour.</p> <p>GB 79/20a) -That Governors and NYCC should continue to identify a potential LA Governor.</p> <p>GB 79/20b) - Rev K Wood and Nicola Scrafton reported that the request for a replacement Foundation Governor was being actively pursued and hopefully news would be available for the March meeting.</p>	<p>All</p> <p>All</p> <p>KW/NS</p> <p>All</p>

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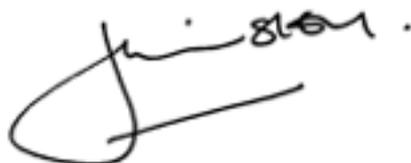
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	<p>GB 83/20, 84/20 and 85/20- Governors wished to record how impressed they were with the quality of the reporting by the SBL, and wished their thanks to be passed on.</p> <p>GB 86/20-It was reported that the 'Daily Mile Track' planning application had been submitted to Richmond District Council, but could take up to 8 weeks to process. The contractor has confirmed that they will still keep the March timeline in their work schedule.</p>	
GB 08/21	<p><u>To confirm the date of the next meeting:</u></p> <p>The virtual meeting would be held on Monday the 22nd March 2021 at 5.30pm.</p>	All
PART 'B'- RESOURCES		
To Note: The Assistant Headteacher, Natasha Wood joined the meeting at 17.55 and introductions were made.		
GB 09/21	<p><u>To approve the Virtual Meetings Protocol-</u></p> <p>The Chair proposed that this item (14) Encl. 3- should be taken at this point of the meeting, to ensure the procedure was understood and adhered to for the rest of the meeting.</p> <p>It had been developed bearing in mind that pupils had also received guidance on appropriate behaviours for remote learning.</p> <p><i>Q: Where is the school on-line learning policy?</i> <i>A: It's in our remote learning policy for pupils.</i></p> <p>It was noted that the NGA had also recommended that schools should have a virtual meeting policy, especially as no one knows how long meetings will need to take place in this way in the future.</p> <p>The main headlines included:</p> <ul style="list-style-type: none"> • Check the technology and start and end the meeting on time. • Get rid of all distractions, switch off the mobile unless using to access the meeting. • Mute your microphone unless you are speaking. • Wear appropriate clothing to the meeting. • Check the background is appropriate. • Safeguarding-if children are likely to walk in or through the room, turn the camera off. • If your video is on, you need to look at the camera and stay focused and engaged-don't eat, talk to others, leave the room etc. • Don't interrupt other speakers-use the 'hands up' facility to indicate you want to speak. • Do not record the meeting unless everyone has agreed to this. <p>Resolved: That all Governors accepted the protocol and it was adopted.</p>	All
GB	<u>To receive a Health and Safety Update:</u>	

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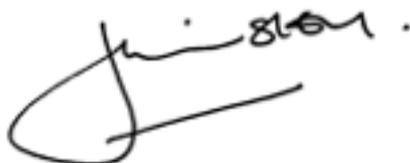
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<p>10/21</p>	<p>The Headteacher reminded Governors that the SBL had given a detailed update at the last meeting, with key points being:</p> <ul style="list-style-type: none"> • Terry Bland, the Senior HandS Adviser had carried out a Health and Safety paper review of policies and procedures on the 2nd November, with only a few points to action, to review the Educational Visits Policy and a review of the lockdown procedure, and to plan a training day for staff in January 2021. • It was noted that refresher training had been delivered on the 4th January to all staff on manual handling, fire safety and working at heights. All new risk assessments and procedures were in place and located on SharePoint. <p>It was reported that the SBL and Terry Bland had carried out a visual inspection on the 15th January and there were no outstanding issues to report.</p> <p><i>Q: Is there another date agreed yet for a visit?</i> <i>A: Not at this point in time, we will keep our link Governor (NH) informed.</i></p> <p>The biannual safeguarding audit-</p> <p>The Headteacher explained that this was a massive piece of work to undertake and covered all aspects of safety, it is good practice to do the audit every year but not a requirement. The work had been overseen by the SBL, Headteacher and Link Governor Nickey Hebb, the statements or standards are graded 0-5, with 5 being perfect, most of ours are graded at 5. However we have a Grade 4 for 'safeguarding of supply staff', mainly due to the short notice of supply staff arriving in school, and the pressure of assessing safeguarding and starting to work with pupils. Overall a very positive audit, so are Governors happy to approve and adopt?</p> <p>Resolved: That the safeguarding audit be approved for submission to NYCC before the end of March 2021.</p> <p>The Chair wished to thank the SBL for doing a great job on Health and Safety ensuring the school is a better and safer place to learn and work.</p> <p>(To note: The staffing update was taken later in the agenda-FGB 13/21)</p>	<p>All</p>
<p>PART C- HOLDING THE HEADTEACHER TO ACCOUNT</p>		
<p>GB 11/21</p>	<p><u>Update on the School Improvement Plan-Objective 1a)</u></p> <p>The Assistant Headteacher, Natasha Wood, gave a presentation on the work of the very capable English Team, explaining that she was the English Lead and worked with Years 5 and 6, Kate Auger also worked with Years 5 and 6 and Kelly Thompson who works with Years 1 and 2. The Team worked collaboratively to analyse and improve provision in English, focusing on staff CPD and have adapted and prioritised actions to align with our recovery curriculum; there has been a</p>	

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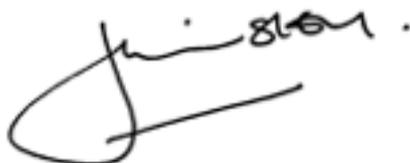
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	<p>positive impact on students and staff. The Student Council has also given positive feedback <i>'its little bit harder, but we like it'</i>.</p> <p>Key headlines from the presentation:</p> <ul style="list-style-type: none"> • Baseline Assessments took place in phonics, reading, writing and EGPS, the data informed our Pupil Progress Action Plans, and children were then selected for bespoke catch up groups in the autumn term. • Expectations for staff has been successful in encouraging visually consistent classroom displays, and sharing of ideas with each other. • Book Corners have been developed and all books labelled with 'Ask' and 'I' stickers. 'Word of the day' has been introduced and is discussed four times a week with a recap on Friday, really challenging the children to use the selected words. <i>Q: What does the 'I' sticker mean?</i> <i>A: It refers to independent reading.</i> • Phonics baseline assessments took place in September and Year 2 children prepared for phonics screening by taking a mock test in November, the December results were above average at 89%; achieved through interventions in class and catch up sessions after school. • No Nonsense Spelling has been introduced and staff had been trained in October, a lot of progress has been made, children say they really enjoy the lessons. Staff carried out peer observations by filming a session to ensure consistency. Children have a spelling journal in which they record their work which is very motivational. • Reading exercise books and Folders were introduced in September to record all reading skills and comprehension, which will make our reading evidence more robust. Individual Reading Assessment Sheets are produced for the lowest 20% of pupils. We are actively encouraging remote reading to encourage them to read for pleasure. We have Collins BIG CAT eBook Library with 1000 fiction and non-fiction eBooks with breakout rooms on TEAMS, so children can read at home. We have developed a strong relationship with MOTO who have donated fiction books, our Head Boy and Head Girl went to collect the books on behalf of the school. • Writing we are using the 'No More Marking Tool' for assessment purposes, alongside our FFT Aspire (summative termly assessment) and book evidence in ranking pupil work. We have also given children the choice to write in pen or pencil, which has had a huge impact on pupil engagement, particularly with boys. <i>Governor comment:</i> <i>Independent learning is music to my ears and will also help balance the workload for teachers and impact on staff well-being as well as enabling pupils to be more resilient and in charge of their own learning.</i> <p>The Chair thanked Natasha Wood on behalf of all Governors for a very interesting and positive update on the Key Improvement Priority 1a).</p>	
<p>GB 12/21</p>	<p><u>To approve the Feedback policy:</u></p>	

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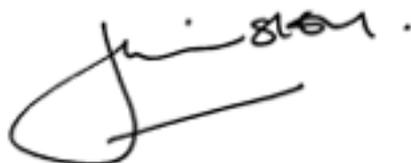
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	<p>The Policy had previously been circulated to Governors and NW asked if there were any areas for clarification, building on the previous presentation and emphasis on self-assessment, and feedback strategies.</p> <p><i>Q: What is the purple pen used for?</i> <i>A: It is for pupil editing to improve or correct their work</i> <i>Q: It sounds very important but how will parents be informed about it?</i> <i>A: We will share on the website and through the newsletter.</i></p> <p>Resolved: That the Feedback Policy be approved and adopted.</p> <p><i>(To note: NW was thanked for her input and left the meeting at 18.49)</i></p>	All
<p>GB 13/21</p>	<p><u>To receive a staffing update:</u></p> <p>The Headteacher reported that Lucy Coates was on maternity leave, and her role as SENCo, Early Years teacher and support for Ofsted training has been taken temporarily by Mrs J Hart, the transition has been very strong and looking really effective. In November an Early Years GTA appointment was made and this is working well in support of the nursery developments. A new HLTA will start in early February, who has experience of working across all age groups. Sue Welch and Kate Auger will be leading on remote learning at home and school, with an HLTA in each class in support of high quality teaching.</p> <p><i>Q: How do Sue and Kate feel about the increased workload?</i> <i>A: It gives them the opportunity to work from home, and they are very supportive of the decision, really positive.</i></p>	
<p>GB 14/21</p>	<p><u>To receive a verbal update on Covid arrangements.</u></p> <p>The Chair invited the Headteacher to outline the key challenges and successes being faced by the school due to Covid and recent government announcements.</p> <p>Key challenges included:</p> <ul style="list-style-type: none"> • Mental health and well-being of all staff, parents and children-support through the recovery curriculum and PSHE is of prime importance for families as well as pupils. It has been very difficult for parents/carers to support home learning as well as work and other responsibilities. All staff have been strong and resilient. <p><i>Governor comment:</i> <i>It is ok to be ok, children feel safe and secure as much as they can, as a parent I feel really strongly about that. Is there anything that Governors can do to help more?</i> <i>Q: Is capacity a problem in supporting children of critical workers?</i> <i>A: The numbers of children have increased and staff are becoming increasingly worried about managing the increase in numbers, it is a dilemma about wanting to manage and support staff and parents, and keeping the message about keeping children safe at home if at all possible.</i> <i>Q: If lateral flow testing starts soon, do you need any help, I am happy to help if required.</i> <i>A: We are having a briefing tomorrow and I will keep Governors informed.</i></p> <p>Action:</p>	

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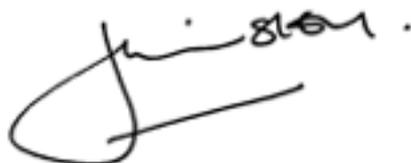


	<p>The Headteacher to contact NH and NS if their support was required.</p> <ul style="list-style-type: none"> <p>Crisis Management is taking up a lot of time, clusters of Headteachers are working together to explore solutions in such uncertain times, we are concerned that school is not a safe place to have full classes, and there is a community risk. The Chair noted that she was heartened by the response of staff and how they had worked as a team, this was endorsed by the Headteacher who said she was proud of all staff in how they had coped with such change. It was noted that a half days training on blended learning would be taking place on Tuesday the 5th January.</p> <p><i>Q: Have many staff been tested positive?</i> <i>A: Four staff have tested positive but not through school contact. Eighteen staff have had to self-isolate, a total of 63 days lost, at a cost of about £8k, the staff absence scheme insurance doesn't start until Day 6 of absence.</i></p> <p><i>Q: How confident are you in terms of school improvement, and should Governors be doing more in terms of monitoring?</i> <i>A: Emotional health and well-being is our priority and formal Governor monitoring probably not helpful at the moment.</i></p> <p>Remote Learning is still a challenge I meet with the Chair regularly to review and staff know Governors are here to support. A priority for staff is to get blended learning right for everyone.</p> <p>The Chair, on behalf of all Governors thanked the Headteacher for her leadership in such challenging times and thanks noted to all staff for their commitment and resilience.</p>	<p>HT/NH/ NS</p>
<p>GB 15/21</p>	<p><u>Update of Educational Standards for Autumn 2020:</u></p> <p>The Headteacher had circulated a presentation (attached) which covered the challenges of Covid 19 and the impact on reporting. The main challenges were noted as follows:</p> <ul style="list-style-type: none"> <p>Baseline summative assessments in reading, writing, GPS and maths and teacher assessment carried out in September 2020 and robust GAP analysis undertaken by all staff and SLT. We considered specific gaps in the curriculum for groups, including Pupil Premium, SEND, and the lowest 20% of pupils. We also identified those pupils working under potential due to COVID related reasons, (Those that achieved ARE or higher in Easter but below score of 95 in September).</p> <p>In terms of Pupil Progress Action Planning we identified the need and then developed actions that were required. We were very specific in terms of categorising pupils who were:</p> <ul style="list-style-type: none"> *under potential *developing ARE *emerging ARE –(vulnerable) *not on track *on track or above. 	

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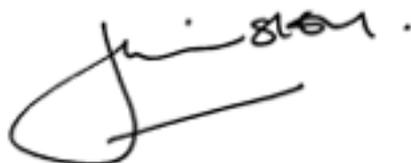
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	<p>Those pupils working under potential were identified for ‘catch up funding’ support. 94 children accessed six week catch up groups in the autumn term of 2020.</p> <p><i>Q: What do the Phonics results show?</i> <i>A: Higher than last year but not higher than the previous year.</i></p> <p><i>Governor comment:</i> <i>I think the improvements that have been made are phenomenal, do you think we should be prioritising emotional health and well-being, keeping safe and well and learning at pupils own pace, and ‘doing all the good we can’ and supporting families, in ensuring children can come back into school where there is a high quality education offer still there.</i></p> <ul style="list-style-type: none"> <i>Governor comment:</i> <i>It is fascinating about what has been achieved and I want to pass on my thanks to staff for their hard work.</i> <p><i>Q: What is the level of engagement in remote learning?</i> <i>A: We are setting processes in place for monitoring engagement, as it is only week 3 ,parental feedback has informed what we are doing.</i></p> <p><i>Q: How is safeguarding being assured?</i> <i>A: We are in contact with all families, only one family we had not had contact with, so we had a doorstep visit for reassurance.</i></p> <p>The Headteacher wished to record that she was so proud of all staff being able to make changes and respond to Government policy in a day, with so little time to plan and had responded well to a much improved offer and in line with standards. Parents had also had similar constraints and should be thanked for their response at such short notice.</p>	
<p>GB 16/21</p>	<p><u>To approve the following policies:</u></p> <p><u>SEND Policy-</u> Governors agreed it was a very clear transparent hands –on policy for parents and pupils. Resolved: That the SEND Policy should be approved and adopted.</p> <p><u>SEND Information Report-</u> Governors agreed it was a value driven and accurate annual update that demonstrated the school was providing a very effective service. This was also substantiated by the SEND Whole School Map. Resolved: The SEND information Report and Whole School Map were approved for adoption.</p> <p>Teaching and Learning Assessment Policy-JS reported that it was closely linked to the Behaviour Policy in terms of vision and cultural capital, with teaching standards woven within, and emphasising the partnership with the whole child and holding staff to account. Resolved: The Teaching and Learning Assessment Policy be approved and adopted.</p>	<p>All</p> <p>All</p> <p>All</p>

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<p>GB 17/21</p>	<p><u>What impact have Governors made to the teaching, learning and well-being of pupils in the school as a result of this meeting?</u></p> <ul style="list-style-type: none"> • <i>‘Ensuring all children are getting high quality and relevant teaching despite current difficulties, whilst ensuring health and well-being is considered’</i> • <i>‘supported staff well-being’</i> • <i>‘assured that catch up funding has made a difference’</i> • <i>‘Proactive safeguarding approach’</i> • <i>‘agreed policies to support learning for all’</i> • <i>‘checked out last terms improvements in reading and writing’</i> • <i>Agreed to invest in MASS to improve the learning environment’</i> 	
<p>GB 18/21</p>	<p><u>Other Business:</u></p> <p>There being no further business, the Chair thanked Governors for their contributions and commitment to the school and closed the meeting at 20.00.</p>	
<p>The date of the next FGB meeting will be held on Monday the 22nd March 2021 at 5.30pm.</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>		

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