

**Minutes of a virtual meeting of the Full Governing Board (FGB) of
Richmond Methodist Primary School
held at the school on Monday 24th May 2021 at 5.30pm**

Present:

Jan Linsley (Chair)(from 17.36) ,Sharon Stevenson (Headteacher), Rev Kathleen Wood (KW) (from 17.57),Kathleen Bradley (KB)(from 17.36 to 18.34),John Armitage (JA), Nicola Scrafton (NS) (from 17.39), Nicola Hebb (NH) and Julie Swinbank (JS).

In attendance:

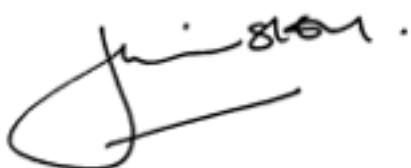
Laura Hudson (SBL)
Joe Larder (staff)
Pat Gale (NYCC Clerk to Governors)

Minute No.		Action
PART A – PROCEDURAL		
GB 33/21	<p>Welcome and opening devotions:</p> <p>The Headteacher welcomed Governors to the meeting and gave devotions prepared by Rev.Kathleen Wood, focusing on the importance of today's special day for Methodists, noting that the 24th May 1738 was referred to as 'Wesley's conversion', not strictly true but certainly the point at which his faith took a dramatic leap forward, having been reached by God through a speaker at a meeting who read the preface to Luther's commentary on the book of Romans. He was passionate about education, and if some of our pupils seem reluctant, have hope and never underestimate the power of God to change a life through your words. Governors were invited to pray:</p> <p>'Loving God, we thank you for the life of John and Charles Wesley, their passion for You and for education. As you filled them with zeal, so fill our lives too, that in our conversations and decisions this evening, following in the footsteps of Christ we may reflect your love for all, and do all the good we can.'</p> <p>Finally, in the words of Wesley himself:</p> <p>'O Spirit of God, warm our hearts with the love of God and of Christ that we might be awakened to our opportunity to give our best to worship and serve you today and everyday in Jesus' name we pray. Amen.'</p>	
GB 34/21	<p>Apologies for Absence :</p> <p>Apologies had been received and consented to from Scott Woodhead and Lucinda Kirk and it was noted that the Chair and Kathleen Bradley would join the meeting later. Due to technical issues the Rev.Kathleen Wood joined the meeting at 17.57.</p>	
GB 35/21	<p>Declarations of business and personal interests, pecuniary or non-pecuniary:</p> <p>Governors were reminded that they needed to complete and sign the annual declarations if they had not already done so:</p> <ul style="list-style-type: none"> • Disqualification Register • Hospitality Register • Business and Personal Interests Register 	

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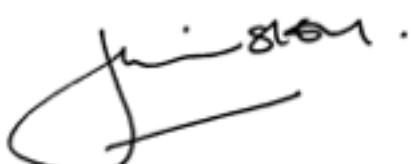
Sign:

Date:



12.7.21

	Action: Governors were asked if they could send scanned copies of the forms to the Clerk or leave in school with the SBL by the 8th June 2021.	All
GB 36/21	Confidentiality issues: None declared	
GB 37/21	Notification of urgent other business: The Chair requested that agenda items 9 and 11 should be taken before item 10, NS would give an update on the recent Swaledale Alliance meeting for Chairs of Governors and the Headteacher requested an update on the Nursery/EYFS development.	NS/HT
GB 38/21	To approve the minutes of the last virtual FGB meeting held on the 22nd March 2021: Governors reviewed the minutes for accuracy and gave their approval. Resolved: The minutes of the FGB meeting held on the 22nd March 2021 should be approved.	All
GB 39/21	Matters Arising: GB 24/21-The minutes of the 25-01-21 were amended as requested. GB 32/21-The Headteacher reported that due to Covid spacing restrictions, she had been unable to send invitations to all Governors for the launch of the 'Daily Mile Track'. It had been a very good event, with representation from NYCC, the local MP and Mayor and some Governors. Media coverage had also been very positive. The Headteacher wished to thank Joe Larder for the hard work and effort in making the launch event such a great success.	
GB 40/21	To confirm the date of the next meeting: The next virtual meeting will be held on Monday the 12 th July 2021 at 5.30pm.	All
PART 'B'- RESOURCES		
GB 41/21	To receive an update on the final submitted Start Budget Report: The Chair invited the SBL to present her update on the Start Budget and related matters.	

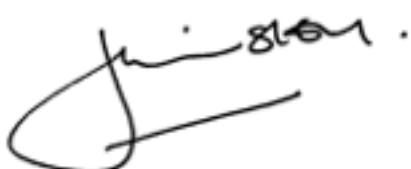


	<p>The SBL had previously circulated the revised Start Budget reports for the 13th May 2021, it was noted that the updated Start Budget and financial forecast for 2021/22 to 2025/26 had been submitted to NYCC on the 20th May 2021, and would require retrospective approval from the Governing Body. The main change being that the cfwd budget was £146,320, rather than the predicted cfwd of £133k as presented at the last meeting.</p> <p><i>Q: Is there a cap on the amount of cfwd outturn?</i> <i>A: No, and the increase will help the financial forecast over five years.</i></p> <p>The SBL then summarised the main changes that had led to the positive variance :</p> <ul style="list-style-type: none"> • One child with SEND had left the school, therefore a reduction in funding. • Changes in leadership from two Assistant Headteachers' to one NQT and a Deputy Headteacher. • More Catch Up Pupil Groups have been established • £3,130 revenue funding has been devolved to capital to support CCTV repairs due to vandalism and trespassing. <p><i>Governor Comment:</i> <i>I have found the five year projected budget very reassuring compared with the three year forecast we have been used to receiving-thank you.</i></p> <p>The Chair thanked the SBL for a very positive report, ensuring the school is in a more robust financial position.</p> <p>She then asked Governors if they wished to approve the Start Budget.</p> <p>Resolved: That the Start Budget be approved for 2021/22 to 2025/26.</p> <p>(To note: the SBL left the meeting at 18.00) (To note: Rev. Kathleen Wood joined the meeting at 17.57)</p>	All
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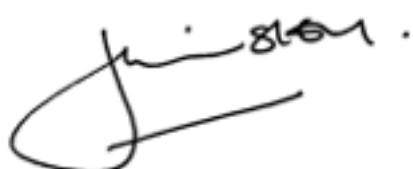
PART C- HOLDING THE HEADTEACHER TO ACCOUNT

GB 42/21	<p><u>Update on the School Improvement Plan-Objective 2-Behaviours and Attitudes:</u></p> <p>The Chair invited Joe Larder (JL) to join the meeting and give an overview on Objective 2 of the SIP relating to behaviour. It was noted that Governors had been circulated with a Self-Assessment Behaviour Report, dated March 2021, that had been prepared by Joe Larder who used the findings outlined in the report Steve Baker of Pivotal Education, had conducted in the autumn term of 2019. Since the original report in 2019, the Headteacher and Joe Larder had attended the Pivotal Level 1 Instructor course. In addition to this, Steve delivered a whole school CPD day to all staff in light of his findings.</p> <p><i>Governor comment:</i> <i>Thank you for this useful contextualising report but a few grammatical changes in SB's report need to be changed.(this point was noted and would be acted upon)</i></p> <p>JL then referred Governors to the report on the Pivotal Behaviour Staff meeting held on the 11th May, which was open to both teaching and support staff, and as part of the meeting, staff were asked to give feedback on how effective they felt the school's behaviour blueprint was.</p>	
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<p>The main strengths included:</p> <ul style="list-style-type: none"> • Recognitions Boards are in use across the school (with some variation in use) • Restorative follow-up is a strength especially in KS2,(use of the reflection room with Mrs S was also highlighted) • Meet and Greets are in place across the school (personalised for each class) • The script is being used and staff are seeing the benefits. <p>Key areas for improvement:</p> <ul style="list-style-type: none"> • PIP and RIP to be more consistent at the end of break and lunchtimes when children are lining up. <p><i>Q: What do RIP and PIP mean?</i> <i>A: RIP means 'Reprimand in private' and PIP means 'Praise in Public'.</i></p> <p><i>Q: What is a MUGA?</i> <i>A: It stands for a Multi-Use Games Area.</i></p> <ul style="list-style-type: none"> • Opportunities for restorative follow-up in KS1. <p>JL highlighted a number of areas of additional support that staff felt they needed in regards to implementing the Behaviour Policy:</p> <ul style="list-style-type: none"> • Staff felt that de-escalation training would be very beneficial-particularly with respect to the 4% of children who caused some disruption. It was noted that the Pivotal Level 2 training planned for September would focus on the 4%.However most staff are aware that the Behaviour Blueprint is targeted at the majority of pupils. <p><i>Governor Comment:</i> <i>As a parent I am very pleased about the planned emphasis being on the 4%, my children also talk about the benefits, it is and will be a real strength.</i></p> <ul style="list-style-type: none"> • A need for restorative discussions in KS1, to look at timetabling for example. • Some concern expressed about an increase in violence from a small group of pupils. <p><i>Q: A low level of disruption is a priority for Ofsted to consider, what are the key actions you are taking to minimise disruption?</i> <i>A: Our Recognition Boards are making an impact in rewarding and celebrating good behaviour. Our Pivotal Training has also been really effective in minimising disruption, we do have different approaches for individual children, and can see staff modelling these approaches in practice.</i></p> <p>The Chair then invited Nicola Hebb (NH), who had attended the governor feedback session with Steve Baker to give her feedback on the experience. NH said she was really pleased with the Pivotal approach to 'catch pupils being good, rather than bad'. She felt that the community spirit was much stronger and parents much more engaged, staff are very visible, warm and enthusiastic. Some children mentioned that school was a quieter place, especially at lunchtime, MSAs are key staff, and can also give house points for the recognition boards for good lunchtime behaviour; it also gives the MSAs a higher profile amongst staff and pupils.</p> <p>Action: To consider Governor involvement in MSA meetings to provide a higher profile for both roles.</p>	<p>Chair/ HT</p>
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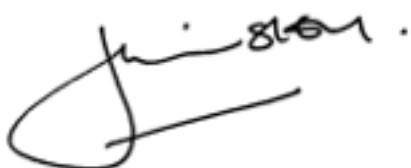
	<p>The Chair thanked Joe Larder for a very informative and positive report on Behaviour.</p>	
GB 43/21	<p><u>Outdoor Education and Learning:</u></p> <p>JL was then invited to update Governors on the increased opportunities in outdoor Education and Learning; supporting the physical and mental health and well-being of staff and pupils.</p> <p>Towards the end of the spring term, school staff and pupils were sent a questionnaire to gauge their thoughts and feelings about the outdoors, the majority of responses were positive and in favour of this new emphasis. The NYCC outdoor education experts had been consulted, and Steve Ward and Nikki Graham conducted a review of the school's provision and delivered training to all staff during a CPD day. In addition, the school has purchased a set of 'The National Curriculum outdoors' books' to aid staff in their lesson planning, all classes across the school have timetabled slots in the outdoor learning and forest schools area. A significant investment in updating resources and tools has also been made and will be stored centrally so it can be accessed by all staff across the school.</p> <p><i>Q: Are children enjoying the experience?</i></p> <p><i>A: The feedback we have received has been positive, for example our targeted support group for children in Years 5 and 6, who have social, emotional and behavioural challenges, including a number of SEN and pupil premium children have said they value these lessons, and look forward with excitement to each session. We will gather further evidence in the summer term to validate the impact of outdoor learning on our children.</i></p> <p>Governors discussed how additional resources could be obtained and talked about obtaining a moveable shelter, and additional waterproofs and wellingtons for wet weather, to ensure the provision could be accessed all year round.</p> <p><i>Q: For clarity, where does this fit in terms of the curriculum offer at RMS, what is the rationale?</i></p> <p><i>A: As well as support for health and well-being, the activities link to classroom based activities, as part of the curriculum offer.</i></p> <p>On behalf of all Governors, the Chair thanked Joe Larder for a very useful and interesting report and looked forward to updates as the development progressed. (To note: JL left the meeting at 18.20 pm)</p>	
GB 44/21	<p><u>To receive a verbal Staffing update:</u></p> <p>The Headteacher gave a brief summary, explaining that an interview for a NQT would take place on the 26th May and KB had kindly offered to be part of the recruitment panel. It was also noted that a more detailed staffing update would be given at the 12th July FGB meeting.</p>	
GB 45/21	<p><u>Update on educational standards for Spring 2021:</u></p> <p>Governors had been previously circulated with a report that highlighted information that 'Governors needed to know'; the Headteacher noted that it had been a difficult</p>	



report to produce as it reflected the second period of remote learning due to lockdown. The following key headlines were shared:	<ul style="list-style-type: none">• Positive engagement in remote learning with 96% to 99% engagement on a weekly basis.• 83% pupils with EHCPs were in school• 60% of children on the SEN register were in school accessing face to face teaching.• 52% of Pupil Premium pupils were in school• A parental questionnaire was sent out on remote learning, out of 93 responses, all parents stated that their children engaged in work equivalent or more than the hours advised by the DfE. <p>(To note:KB left the meeting at 18.34)</p> <ul style="list-style-type: none">• The percentage of children working under potential from Spring 2020 to 10 weeks into Summer 2021 showed gains in reading and writing but not in maths. <p><i>Q: Were you surprised by maths, with minus 0.42% working under potential?</i></p> <p><i>A: In September we thought writing would be weakest, as difficult to teach online, but the percentage gain was 8.95%.</i></p> <p><i>Q: Great progress appears to have been made between September and March, do you know how it compares with usual years, and is it due to catch up support?</i></p> <p><i>A: Headteachers are having discussions about trends and gaps, but every school seems to be different.</i></p> <p><i>A: I think the Education Endowment Fund has published some findings, I seem to think that the trend is that four months has been lost on 'reading', but will need to check on that.</i></p> <ul style="list-style-type: none">• Attainment in reading is strong in KS1 with 80% of children emerging at Age Related Experience. Attainment is strong in Years 3 and 4, but less strong in Years 5 and 6, so they will receive targeted academic support.• Attainment in writing in Years 2 and 4 is strong, targeted academic support is focused on Years 1, 3 and 5.• Catch-up premium has been targeted on interventions in maths in Years 4 and 5, and an HLTA with a maths specialism has been deployed to provide additional daily support in maths in Years 3 and 4, and Years 5 and 6 every morning. <p><i>Q: How many children have accessed targeted academic support so far?</i></p> <p><i>A: 94 children accessed 6 weeks of support in Autumn 2020 and 145 children are accessing 10 weeks of targeted academic support in summer 2021.</i></p> <ul style="list-style-type: none">• Out of 45 children in receipt of Pupil Premium in Years 1 to 6.35% (16) have needed additional support for SEMH. 10 children in Years 5 and 6 have found the full re-opening of school challenging and have required additional support. <p><i>Q: What is that due to?</i></p> <p><i>A: Probably the return to face to face learning, and individual families experience of lockdown, it is and was very different for each family.</i></p>	
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	<p><i>Q: When do children receive catch-up support?</i> <i>A: It varies, it could be before, after or within the school day, depending on need.</i></p> <p>JS then gave a summary overview of the EYFS as follows:</p> <ul style="list-style-type: none"> • A very consistent and positive picture was emerging in Reception, the ability to listen in a classroom setting has been difficult when learning at home was more 1:1. Communications ,social and personal interaction is being modelled on the Nuffield Early Learning Initiative (NELI) • Nursery N2 showed a different picture, with engagement being quite erratic most children attended, but not 100%. Our focus has been on storytelling and instilling the love of learning using the pivotal approach. • Nursery N1 some of the children struggled with online learning than in other age ranges, also some children have only just joined, so their assessments reflect their baseline, they are also still getting to know their friends, teachers and classroom. <p>The Headteacher then gave an overview of moderation in 2021, explaining that it is a fundamental aspect within any teaching, learning and assessment cycle. It supports teachers in the validation of their teacher assessment judgements and gives school leaders the confidence that those judgements are consistent, robust and reliable.</p> <p><i>Q: Is there any external moderation carried out?</i> <i>A: We have LA moderation for Early years and Year 2, and we will be working with Bedale Church of England Primary School from June 2021 to moderate writing for Years R-6, a report should be available in September. In July 2021, the LA will be moderating KS1 reading, writing and maths.</i></p> <p><i>Q: Is there any further assessment planned for 2021?</i> <i>A: We are opting into the Year 4 multiplication tables check and children in Year 1 will take the phonics screening check in June 2021, including those children in Year 2 who did not reach the expected standard in Autumn 2020.</i></p> <p>On behalf of all Governors the Chair thanked the Headteacher for a very informative update.</p>	All
GB 46/21	<p><u>To approve the following Policies:</u></p> <p>a) Appraisal Policy-the Chair had reviewed the Policy and noted that it linked to the Pay Policy, Capability Policy and requirements for lesson observations. It was recommended that the policy should be adopted.</p> <p>Resolved: That the Appraisal Policy should be adopted.</p> <p>b) Learning Walk Policy-the Headteacher reported that this should be considered alongside the Governor Visits Policy and Procedures, as it covers all visits, describing how visits are planned, prepared and communications with staff and other Governors are organised. It was noted that currently school visits were not taking place due to Covid restrictions. The Headteacher recommended that both policies should be approved and adopted.</p> <p>Resolved:</p>	All

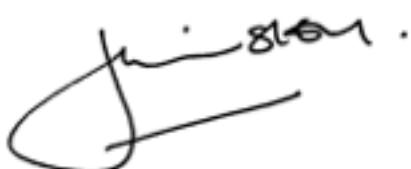
	That the Learning Walk and Governor Visits Policy and Procedures should be adopted. c) Whistleblowing Policy- Nicola Hebb had reviewed this and explained that it was a NYCC recommended policy and the only significant change had been a focus on the timing of investigations, so she proposed it should be adopted. Resolved: That the Whistleblowing Policy should be adopted. d) Acceptable Use Policy- JS had reviewed the policy and noted that it had been adopted by Veritau, and related to employees and authority agencies. It emphasised the importance of inappropriate use of the internet and social media, and must not be offensive or political. Personal social media accounts should not be used for corporate business or during working hours. JS recommended that the Policy should be approved. Resolved: That the Acceptable Use Policy should be adopted. e) Educational Visits Policy and Procedures -the Headteacher explained that the NYCC Policy had been adopted, but an appendix on 'The Local Learning Area' had been included to show a map of the local area, visit approvals and operating procedures, such as potential hazards and the need for appropriately trained staff, LA advice had been sought and an Educational Visits Co-ordinator had been appointed (JS).Parents will be informed by email of the new appendix. <i>Q: Do all parents have email addresses?</i> <i>A: Yes they do.</i> The Headteacher recommended that the Policy should be approved. Resolved: That the Educational Visits Policy and Procedures should be adopted. f) Children with Health Needs who cannot attend school- NS had reviewed the revised Policy, but raised concerns about whether it reflected the requirements of the Education Act 1996, and therefore could not recommend for approval.	All
	Action: That NS would send her concerns to the Headteacher, and if appropriate a revised Policy would be on the agenda of the 12th July FGB. g) CCTV Privacy Notice and Surveillance Policy -in the absence of SW, the Chair noted that as CCTV Privacy notice had been endorsed by Veritau in their capacity as the school Data Protection Officer. It was noted that the CCTV would be used for the 'prevention and detection of crime'. SLT and the SBL had reviewed the Policy and recommended for approval, supported by the Chair. Resolved: That the CCTV Privacy Notice be adopted.	NS/HT
		All



	<p>h) Surveillance Policy- the HT confirmed that the cameras were to monitor the safety of the building and were sited externally. There was some discussion about the use of the term surveillance, and whether it would be more appropriate to rename it as the School Building Protection Policy or External CCTV Policy.</p> <p>Resolved: That the Surveillance Policy be adopted.</p>	All
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PART D- OTHER BUSINESS

GB 47/21	<p><u>Nursery Early Years Framework Update:</u></p> <p>The Headteacher had requested an update on the new Early Years Framework as these changes would come into force from September 2021.</p> <p>On page 30 of the Early Years Framework it states:</p> <p>3.38. For children aged three and over in maintained nursery schools and nursery classes in maintained schools:</p> <p>3.42. There must be at least one member of staff for every 13 children.</p> <p>3.43. At least one member of staff must be a school teacher as defined by section 122 of the education act 2002.</p> <p>3.44. At least one other member of staff must hold an approved level 3 qualification.</p> <p>In the notes at the bottom of page 2 –Where schools have provision run by the governing body (under section 27 of the Education Act 2002) for three and four year olds who are not pupils of the school, they can apply a 1:13 ratio, where a person with a suitable level 6 qualification is working directly with the children (as in paragraph 3.34);or a 1:8 ratio where a person with a suitable level 6 qualification is not working directly with children, but at least one member of staff present holds a level 3 qualification (as in para 3.35).</p> <p>Governors were reminded that the Early Years Nursery provision is Governor-Led, in line with the consultation that went out to parents and stakeholders and ended on the 5th July 2019, and can confirm that we can have a ratio of 1:13 where there is a teacher with QTS working directly with the children, or a ratio of 1:8 with at least one member of staff having a level 3 qualification. We have highly skilled and qualified staff in place - 2 staff with level 4 and relief with level 3, who are working directly with the children and are working on a ratio of 1:8. And we have a member of staff with QTS/level 6 who is working indirectly as EYFS Lead.</p> <p>Q: Do we know when the nursery will be completed? A: We have no further information yet, but it will not be ready by September.</p>	
GB 48/21	<p><u>Update on the Swaledale Alliance Chairs of Governors meeting:</u></p> <p>Along with the Chair, NS had attended the meeting and shared the following headlines:</p> <ul style="list-style-type: none"> • Discussion on what should be in a Governor Induction Pack, as many new Governors were unsure of their role and what to expect. • Terms of Reference for Committees. 	



	<ul style="list-style-type: none"> Gavin Williamson's announcement that some maintained schools may wish to trial being a MAT, to establish the pros and cons before taking a decision to change. The role of Red Kite as a teacher training school hub, also working in partnership with the Swaledale Alliance, offering local training provision. NQTs to be renamed as Early Career Teachers. <p><i>Q: Have we got a Governor Induction Pack, as I am sure I would find it useful as a relatively new Governor?</i></p> <p><i>A: We did have a pack, but it may need updating, perhaps the Vice Chairs could review it and make suggestions for changes and additions.</i></p> <p><i>A: As a new Governor it might be useful for me to also consider what I would find helpful.</i></p> <p>Action: Establish a small working group to develop a RMS Induction Pack for new Governors.</p>	Vice Chairs/ KW
GB 49/21	<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"> Ensuring financial stability over the next five years Robust review of behaviour Support of Pivotal Education Understanding of the use of Catch Up funding in supporting pupil progress Reviewed the recovery curriculum Agreed to adopt policies to ensure the safety of children in school and on educational visits. 	
	<p><u>Confirmation of date of the next meeting-12th July 2021 at 5.30pm</u></p> <p><u>Please send apologies to pat.gale@northyorks.gov.uk or 07793 846 441</u></p> <p>There being no further business the Chair thanked Governors the Headteacher and staff and closed the meeting at 19.30.</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>		

