

Minutes of a meeting of the Full Governing Board (FGB) of Richmond Methodist Primary School held at the school on Wednesday 11 <sup>th</sup> May 2022 at 5.30 pm.		
<b>Present:</b> Sharon Stevenson (Headteacher), Nicola Hebb (NH) (Vice- Chair), John Armitage (JA), Julie Swinbank (JS), Scott Woodhead (SW) and Kate Pepperrell (KP). <b>Virtually:</b> Nicola Scrafton (NS) and Caroline Dawson (CD)  <b>In attendance:</b> Pat Gale (NYCC Clerk to Governors)		
Minute No.	PART 'A'-PROCEDURAL	Action
GB 32/22	<b><u>Welcome and Opening Prayer:</u></b>  The Vice-Chair (NH) welcomed everyone to the meeting, it was noted that NS and CD had joined virtually. The HT gave the devotion on behalf of the Rev Kathleen Wood, which emphasised the importance of what governors were charged with, that of transforming the life chances of pupils at the school and supporting the work of all staff.	
GB 33/22	<b><u>Apologies for Absence :</u></b>  Apologies for absence had been received and consented to from the Rev. Kathleen Wood and Kathleen Bradley .Unfortunately the Chair Jan Linsley was unable to attend due to travel issues beyond her control.	
GB 34/22	<b><u>Declarations of business and personal interests, pecuniary or non-pecuniary:</u></b>  The Vice-Chair (NH) explained that she had successfully been appointed as Governor at Richmond School, and this would be added to her declaration of interests form.(Action)	NH
GB 35/22	<b><u>Confidentiality issues:</u></b>  The Vice- Chair (NH) explained that at the end of the meeting a confidential item would be discussed, which could potentially impact on staff, so she requested that JS should leave the meeting at that point.	
GBGB 36/22	<b><u>Notification of urgent other business:</u></b>  NH said this would be covered by the confidential item.	
GB 37/22	<b><u>To approve as a correct record the minutes of the virtual FGB meeting held on the 17<sup>th</sup> January 2022:</u></b>  The Acting Chair reminded governors that the minutes had been deferred for approval from the last meeting due to shortage of time. All governors agreed they were an accurate record and should be approved. <b>Resolved:</b> <b>The minutes of the 17<sup>th</sup> January 2022 should be approved, signed and dated by the Vice-Chair.</b>	All

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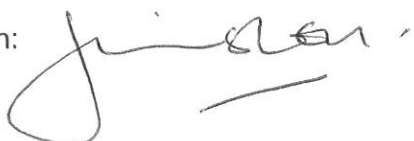


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GB 38/22	<p><b><u>To consider matters arising from the minutes of the 17-01-22 meeting and for which there is no separate agenda item:</u></b></p> <p>Governors considered the summary of actions and agreed that all actions had been undertaken or were progressing.</p>	
GB 39/22	<p><b><u>To approve as a correct record the minutes of the FGB meeting held on the 7<sup>th</sup> March 2022.</u></b></p> <p>Governors agreed they were a correct record and should be approved.</p> <p><b>Resolved:</b> <b>That the minutes of the 7<sup>th</sup> March 2022 FGB meeting should be approved, signed and dated by the Vice-Chair.</b></p>	All
GB 40/22	<p><b><u>To consider matters arising from the minutes of the 07-03-22 and for which there is no separate agenda item:</u></b></p> <p>GB 27/22b)-the item on sponsorship and fundraising opportunities would be deferred to the 20<sup>th</sup> June 2022 meeting if possible.</p> <p>It was agreed that all other actions had been completed or were items on the agenda.</p>	
GB 41/22	<p><b><u>Governance Update:</u></b></p> <ul style="list-style-type: none"> <li>Governors were reminded that there was still a LA governor vacancy, the LA was aware of this and understood the skillset that was preferred, that of a person with a business, finance and/or community focus. However, if any governor identified someone with the potential and commitment to become an RMS governor, then they should let the Chair, HT and clerk know, as this could then be followed up with the LA. <b>(Action)</b></li> <li>Governor training evidence to be sent to Zoe Pick and the Clerk for filing.</li> <li>It was reported that no governor monitoring visits had been undertaken recently.</li> </ul>	
GB 42/22	<p><b><u>To confirm the date of the next meeting:</u></b></p> <p>Date of the next meeting: Monday 20<sup>th</sup> June 2022 at 5pm for the business meeting start at 5.30pm.</p>	All
PART 'B'- FINANCIAL PERFORMANCE		
GB 43/22	<p><b><u>Brief Budget Update:</u></b></p> <p>Governors had been previously circulated with the Revenue Financial Forecast at both summary and ledger level for the Start Budget from 2022/23 to 2024/25. The HT reported that she was happy with the revised budget and wished to recommend that it should be approved. There were no issues raised by governors.</p> <p><b>Resolved:</b> <b>That the Start Budget for 2022/23 to 2024/25 was approved by all governors.</b></p>	All

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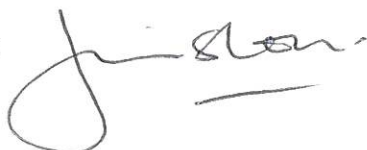
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<p><b>GB 44/22</b></p>	<p><b><u>School Meals Update:</u></b></p> <p>Governors had been circulated with a summary of catering finances, in order that a decision could be taken on whether an increase in the cost of meals should be taken, especially in the context of rising cost of living and energy prices.</p> <p>In summary:</p> <ul style="list-style-type: none"> <li>• The supplier of school meals, NYCC, charged school £2.54 for a fixed meal price and £1.70 for Nursery meals in 2021/22.</li> <li>• The proposal for 2022/23 is for NYCC to increase charges to £2.68 for a fixed meal price and retain nursery prices at £1.70 a meal. School is currently charging parents £2.50 a meal and receives £2.10 a meal from the Universal Infant Free School Meal (UIFSM) grant.</li> <li>• A significant number of parents do not take up the offer of UIFSM, but the school still gets the funding, based on those children who take free school meals on census day.</li> </ul> <p><i>Q: Is there anything school can do to incentivise take up, such as for example, promoting the importance of socialising with friends who don't take packed lunches, and the nutritional value of having a cooked meal, could a questionnaire be put in the children's lunch boxes to ask why they prefer packed lunches?</i></p> <p><i>A: We are trying to encourage the take up of school meals through our Open Days and we invite parents to join their children for meals, so they can see what is available, it is hard to know why the take up is not higher. We also need to know whether an increase in the cost of a school meal could reduce take-up.</i></p> <p><i>Q: Has the DfE asked schools to increase the take –up of the free school meal entitlement?</i></p> <p><i>A: They encourage schools to use other suppliers to get best value for money. Currently we are tied into a three year SLA with NYCC but we could carry out a procurement exercise in the future to compare costs with other suppliers.</i></p> <p><i>Q: Do our prices compare with other schools in the area?</i></p> <p><i>A: Our nearest schools charge between £2.30 and £2.40 a meal, although they may be considering increases, so we charge slightly more at £2.50. If we continue with this price we will be able to sustain the increases in catering costs for at least one year.</i></p> <p>The Headteacher asked governors for a decision on whether to increase the price of school meals or not.</p> <p><b>Resolved:</b> <b>That the current cost of £2.50 for a school meal should stay the same and parents should be told about this decision as soon as possible.</b></p>	<p><b>All</b></p>
<p><b>GB 45/22</b></p>	<p><b><u>To approve the following policies and procedures:</u></b></p> <p><b>a)Statement of Procedures for dealing with allegations of abuse against staff-</b> NS explained that the statement was very clear and that all staff should be made aware of it, especially when there is potentially a lot of staff changes.NS recommended that the statement should be approved and adopted.</p> <p><b>Resolved:</b> <b>That the Statement of Procedures for dealing with allegations of abuse against staff should be approved and adopted.</b></p>	<p><b>All</b></p>

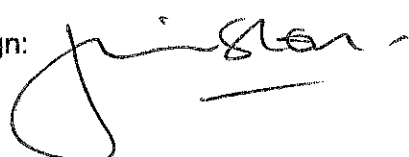
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<p><b>b)Governor Allowances Policy-</b>  <b>Action:</b>  In the absence of JL, it was agreed to defer to a future FGB meeting.</p>	<p>Chair</p>
<p><b>c)School Exclusions Statutory Guidance-</b>  <b>Action:</b>  The HT noted that the guidance was being updated and should be reviewed when changes had been made.</p>	<p>HT</p>
<p><b>d) Flexi Schooling Policy-</b>  KP had reviewed the Policy and particularly in the light of covid related changes to learning solutions she recommended it should be adopted.  <b>Resolved:</b>  That the Flexi-Schooling Policy should be approved and adopted.</p>	<p>All</p>
<p><b>e) Appraisal Policy-</b>  JA had reviewed the NYCC recommended policy and noted there were no significant changes. However he did propose that a summary of Performance Appraisal should be added as an appendix, so new staff would know what to expect from the process. It was also proposed that changes to policies should be highlighted so governors would be better informed about what amends had been made.  <b>Resolved:</b>  That the Appraisal Policy be adopted but with the proposal to add an appendix on Performance Appraisal to benefit new staff on what to expect from the process.</p>	<p>All</p>
<p><b>f) Capability Policy-</b>  JL had reviewed the policy and in her absence it was agreed to defer to a future FGB meeting.(Action)</p>	<p>Chair</p>
<p><b>g) Developing Performance-</b>  The HT had reviewed the NYCC policy which incorporated a clear process flowchart. It was also noted in para 2.2.the reasons why staff could lose an increment.  <b>Resolved:</b>  That the Developing Performance Policy should be approved and adopted.</p>	<p>All</p>
<p><b>h) Flexible-Working-</b>  JS informed governors that this was a NYCC recommended policy, which highlighted options for job-shares, maternity leave etc but only after 26 weeks of continuous service.JS recommended it should be adopted.  <b>Resolved:</b>  That the Flexible Working Policy should be approved and adopted.</p>	<p>All</p>
<p><b>i) Acceptable Use Policy-</b>  SW had reviewed the policy and explained that it covered both personal and work related use of technology, which could be monitored by the school. He recommended that it was a clear and useful policy and should be adopted.  <b>Resolved:</b>  That the Acceptable Use Policy should be approved and adopted.</p>	<p>All</p>
<p><b>j) Staff Discipline, conduct and grievance-</b></p>	

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	<p>In the absence of KB who had been asked to review the policy, it was agreed to defer to a future meeting.<b>(Action)</b></p> <p><b>k) Whistleblowing Policy-</b> CD explained that it should not be confused with the Complaints Policy, and was based on a NYCC recommendation with a strong focus on safeguarding; it was noted that external support could be made available as it was a potentially difficult policy to implement and impartially manage. <b>Resolved:</b> <b>That the Whistleblowing Policy was approved and adopted.</b></p> <p><b>l) CCTV Policy-</b> SW noted that it was a standard policy which he would recommend for adoption. However he did ask if signage about CCTV surveillance was clearly displayed across the school site and whether an annual review of the findings was carried out. <b>Action:</b> <b>The HT would check on this query and report back at a future meeting.</b> <b>Resolved:</b> <b>That the CCTV Policy was approved and adopted.</b></p>	<p><b>KB</b></p> <p><b>All</b></p> <p><b>HT</b></p> <p><b>All</b></p>
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### PART 'C' – EDUCATIONAL PERFORMANCE

<p><b>GB</b> <b>46/22</b></p>	<p><b><u>Educational Standards at RMS –Spring 2022:</u></b></p> <p>Governors had been circulated with a presentation on educational standards dated spring 2022 and highlighted the following overviews and challenges, inviting any questions or areas for clarification.</p> <ul style="list-style-type: none"> <li> <p><b>Challenges with attendance 2021-22</b>-whole school absence in spring 2022 was much higher than spring 2021, 12.1% compared with 9.8%, the national percentage being 8.8% in spring 2022.  <i>Q: Can you remind me what the definition of 'persistent absence' is, and what are the reasons?</i>  <i>A: Persistent absence is the percentage of pupils who miss 10% or more sessions, and have been mainly due to Covid absences. We have four children who were persistent absentees this and last year, and we are adopting a multi-agency approach to support these children and their families, we are working hard to nurture good relationships by face to face meetings before we resort to more formal letters being sent to them.</i>  <i>Q: Do you include information on children who attend under 50% of the time?</i>  <i>A: We currently do not have any children attending less than 50%.</i> </p> </li> <li> <p><b>Overview of attainment for all pupils in spring 2022</b>- which showed that 58% of pupils met the expected standard in reading, writing and maths and 10% of pupils were achieving at a higher standard.  <i>Q: Is the data reporting on where pupils are now?</i>  <i>A: Yes, and we are focusing on getting all pupils to the expected standard and with those where progress has not been made. We are also ensuring we embed early reading and phonics.</i>  <i>Q: Are you confident that the children will get to where they need to be?</i>  <i>A: Yes and we have been benchmarking with Bedale school and have robust procedures in place to support our moderation.</i> </p> </li> </ul>	
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	<ul style="list-style-type: none"> <li> <b>Overview of attainment in Reading autumn 2021 and spring 2022-</b> the HT noted that in general there had been an overall increase in attainment apart from Year 5.  <i>Q: What actions are being taken to improve reading in general?</i>  <i>A: We are using Little Wandell, TA support and focusing on phonics particularly with years 3 and 4 who didn't reach expected levels.</i>  <i>Q: Are the pupils in Year 5 the ones that didn't do well in Year 2?</i>  <i>A: I am not absolutely sure, but we will still be receiving the Phonics intervention funding which will help to support our tracking, especially of children in years 3 and 4.</i> </li> <li> <b>Overview of attainment in Writing autumn 2021 –spring 2022-</b>it was reported that there were some real gaps in this subject, although there had been some improvements in years 1 and 4.  <i>Q: I notice that years 5 and 6 are slightly lower, what is in place to support them?</i>  <i>A: Writing has been a real challenge in delivering a broad and balanced curriculum, but we do have additional interventions. Breadth is hard to evidence, but we are starting to see improvements in evidencing quality and improvement in greater depth in writing.</i> </li> <li> <b>Overview of attainment in Maths autumn 2021-spring 2022-</b>  <i>Q: What is being done about supporting Year 5 in maths?</i>  <i>A: At the start of the autumn term we had a maths review, which showed that the lowest 20% of pupils weren't getting as many opportunities. We have embedded the White Rose curriculum, which we started with Year 5 and the lowest 20% pupils and the impact is being speeded up, there has been a real shift in maths teaching.</i> </li> <li> <b>Summary of In Year Progress from all pupils from Reception to Year 6-</b>                      It was noted that there was a much more positive picture from autumn to spring. With Year 2 children we have focused on 'greater depth' children, on what is expected, where they are now and where they need to be.  <i>Q: Do you include teacher assessments in reporting progress?</i>  <i>A: Yes we do.</i> </li> <li> <b>Attainment Overview for pupils who are in receipt of Free School Meals-</b> the spring main assessment of pupils from Reception to Year 6 showed relatively low pupil numbers.  <i>Q: What are vulnerable pupils classified as?</i>  <i>A: Those pupils who have special educational needs (SEND), service children, English as an additional language (EAL) and those in receipt of free school meals (FSM).</i>  <i>Q: I am surprised by the low numbers of children in receipt of free school meals, what are we doing to support them?</i>  <i>A: We work with the parents and have to target every FSM or service child, but not EAL children.</i>  <i>Q: The SEND numbers are also relatively low, is this similar to previous years?</i>  <i>A: Overall similar, we can't always identify specific issues until the children have been in school for a while.</i> </li> </ul>	
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	<p><i>Q: Has the school considered offering the two year old offer, in ensuring that early support before the age of 3 will then benefit them as they progress through school.</i></p> <p><i>A: It has been considered in the past, but additional staff and space would be needed, but it could be considered again.</i></p> <ul style="list-style-type: none"> <li>• <b>Attainment Overview for pupils with SEND-</b> <p><i>Q: What does an Education Health and Care (EHC) plan provide?</i></p> <p><i>A: The funding can provide 1:1 support for some pupils.</i></p> <p><i>Q: What does that entail?</i></p> <p><i>A: Teaching Assistant support and 1.5 days a week of SENCO support.</i></p> <p><i>Q: SENCO support is usually 1 day a week, so 1.5 days is very good.</i></p> <p><i>A: It is a school priority we also spend the EHC funds on special resources, primarily focused on mental health and well-being.</i></p> <p><i>Q: Interesting that we do not have any SEND pupils in the EYFS, why is that?</i></p> <p><i>A: None have been identified and most come from other providers.</i></p> <p><i>Q: Do all feeder providers and nurseries have a good track record in identifying and supporting SEND children?</i></p> <p><i>A: It does vary.</i></p> <p><i>Comment: It would be interesting to monitor where the children have come from on entry to our EYFS provision, so we can establish trends and relationships with feeder providers.</i></p> </li> <li>• <b>Attainment Overview for Service Children-</b> the HT explained that there were relatively few service children, and transience was quite low, so few children moved into school and away. <p><i>Q: What support is offered to them?</i></p> <p><i>A: It tends to be mainly emotional support.</i></p> </li> <li>• <b>Attainment Overview for pupils who have English as an Additional Language (EAL)-</b> <p>The HT explained that the school currently had five children, and NYCC did provide volunteer support if required with language and translation support.</p> <p><i>Q: How many languages are spoken?</i></p> <p><i>A: Five, so not easy for the children to make connections, as they all speak different languages.</i></p> </li> <li>• <b>Year 4, 5 and 6 attainment from previous Year 2 statutory assessment-</b> governors were provided with a summary of attainment band charts compared with 2019-pre-Covid; currently pupils are on track with their assessments in reading but lower in writing and maths. There is uncertainty around what the SAT results will be as there is a new formula and the tests haven't taken place for the last two years, so it is difficult to know if the results can be comparable, we will just have to wait for the outcomes.</li> <li>• The HT thanked those governors who had observed the SATs process for compliance purposes.</li> </ul>	
GB 47/22	<p><b><u>Review of the School Improvement Plan Objective 6: Personal Development and Character Education:</u></b></p> <p>Governors had been circulated with an overview of what a Section 8 inspection would consider in terms of whether the school provides effectively for pupils' broader development and if the school is working to enhance high quality spiritual, moral, social and cultural development.</p>	

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<p><b>GB 48/22</b></p>	<p>It was noted that in a section 8 inspection, a 'Good school' would remain a good school, although we could request a section 5 inspection, which could result in a different judgement. It was reported that personal development was a real strength of the school and governors were provided with an extensive summary of evidence to support that judgement, which would be very helpful during an Ofsted inspection.</p> <p><b><u>Key Information for School Leaders:</u></b></p> <p>Governors had been circulated with a summary of key information, which focused on:</p> <ul style="list-style-type: none"> <li>• The key areas for school improvement</li> <li>• Strengths</li> <li>• Areas for development</li> <li>• What the school is doing to address the areas for development.</li> </ul> <p>The HT highlighted the key school improvement priorities currently judged as 'Good' (grade 2) as follows:</p> <ul style="list-style-type: none"> <li>• Quality of education</li> <li>• Response to online learning and the return to F2F learning</li> <li>• Behaviour and Attendance</li> <li>• Disadvantaged pupils and use of 'Catch Up' funding</li> <li>• SEND pupils</li> <li>• Personal Development-support for pupil leadership</li> <li>• Leadership and Management- further develop well-being for staff</li> <li>• Safeguarding</li> <li>• EYFS</li> </ul> <p>Governors agreed that this was a very useful summary in support of an understanding of the school priorities.</p> <p>The HT also explained that there was a brief summary of progress towards key Ofsted actions since the last inspection:</p> <ul style="list-style-type: none"> <li>• Improve the leadership capacity in Early Years</li> <li>• Ensure the impact of the Pupil Premium funding is carefully checked</li> <li>• Sustain improvements in attendance particularly of the disadvantaged.</li> </ul> <p><i>Q: As a new Governor with experience of special needs and speech and language, could I offer support to the school?</i></p> <p><i>A: Yes please, most definitely and I will be in touch to discuss how best to take this offer forward, thank you.</i></p> <p>The Vice-Chair thanked the HT for a most helpful document which provided an overview of the school in a very thorough and concise way.</p>	
<p align="center"><b>PART D-OTHER BUSINESS</b></p>		
<p><b>GB 49/22</b></p>	<p><u>To consider additional confidential item:</u></p> <p><b>CONFIDENTIAL MINUTE GB 49/22</b></p> <p>The Vice-Chair requested that staff governor JS should leave the meeting at this point, as staffing issues would be considered.</p>	

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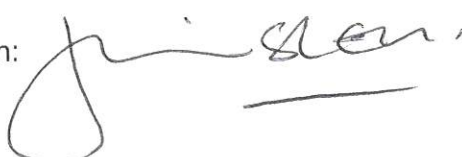
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	There being no further business, the Vice - Chair thanked Governors, the HT and all staff for their hard work and commitment to the school, and closed the meeting at 19.37 pm.	
<p>The date of the next FGB meeting is the 20<sup>th</sup> June 2022 at 5pm for a 5.30 start of business.</p> <p>Please send apologies to the Clerk Pat Gale: <a href="mailto:Pat.gale@northyorks.gov.uk">Pat.gale@northyorks.gov.uk</a>;</p> <p>Or 07793 846 441</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>		

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