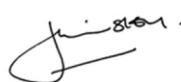
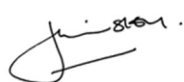


Minutes of a meeting of the Full Governing Board (FGB) of Richmond Methodist Primary School held at the school on Monday 26th September 2022 at 5.30 pm.		
<p>Present: Jan Linsley (Chair), Sharon Stevenson (Headteacher), Rev. Kathleen Wood (KW), Kate Pepperrell (KP), Kathleen Bradley (KB), Nicola Hebb (NH), Nicola Scrafton (NS), Scott Woodhead (SW).</p> <p>In attendance virtually: Pat Gale (NYCC Clerk to Governors)</p>		
Minute No.	PART 'A'-PROCEDURAL	Action
<p>GB 69/22</p>	<p><u>Welcome:</u></p> <p>The Headteacher welcomed everyone to the meeting and invited the Rev. Kathleen Wood to give an opening thought and prayer. KW informed governors that the Richmond Methodist Church had recently held an 'Education Sunday' ,the HT and NH confirmed they had attended, emphasising how the school was part of the Methodist family, and also sharing the skills and talent of the Governing Body. The theme of the service was Luke's parable of the lost sheep and 'not anyone lost', which was what the school aimed in 'doing good for all' A prayer was then shared emphasising a place in our hearts for every single child being in our common good; for all two year olds who have joined the school and for the school leavers who had moved on to secondary education.</p>	
<p>GB 70/22</p>	<p><u>Election of Chair:</u></p> <p>a) The Clerk asked governors if they wished to continue with a two year term of office for Chair and Vice Chairs. Resolved: That all governors confirmed that a two year term of office should be adopted.</p> <p>b) The Headteacher, in the absence of the Clerk, then requested nominations for the Chair for a period of two years. JL, the current Chair said she would be happy to stand again, but that she would wish to stand down at the end of her term of office to enable aspiring governors to fulfil the role. In the absence of any other nominations for the role of Chair, the HT asked JL to leave the room for a secret ballot to take place. Resolved: Governors unanimously voted for Jan Linsley to continue as Chair for the next two years until August 2024.</p> <p>JL returned to the meeting and was happy to accept the role.</p>	<p style="text-align: center;">All</p> <p style="text-align: center;">All</p>

<p>GB 71/22</p>	<p><u>Election of Co-Vice Chairs:</u></p> <p>The Chair invited nominations for the Co-Vice Chair positions, currently held by Nickey Hebb and Nicola Scrafton, NS asked if there was still the need for two Vice Chairs. The Chair believed it was a pragmatic solution to ensure that absences were covered if necessary. NS explained that with her new work and domestic commitments, she may not always be available to fulfil the role in the way she would wish, although still wanting to provide her experience as Vice Chair if and when required. The Chair acknowledged this request, thanking NS for her ongoing commitment and asked if there were any other nominations for the role.</p> <p>KB said she would be willing to stand, but with the proviso that sometimes she may not always be able to attend, but would enjoy the role of being involved in projects and other requirements should they arise. The Chair welcomed this nomination but asked if anyone else would wish to stand, no further nominations were received, so the Chair asked NH and KB to leave the room for a secret ballot to take place.</p> <p>Resolved: Both NH and KB were unanimously elected to the positions of Co-Vice-Chairs for a two year term of office until August 2024.</p>	<p>NH/ KB</p>
<p>GB 72/22</p>	<p><u>To receive apologies for absence:</u></p> <p>Apologies had been received from John Armitage who had to attend a funeral and Julie Swinbank who had another meeting commitment, governors gave their consent to these unavoidable absences. Apologies had not been received from Caroline Dawson, governors hoped she was well, and Rev KW said she would contact Caroline to establish the reason for her absence.(Action)</p>	<p>KW/ CD</p>
<p>GB 73/22</p>	<p><u>Declarations of Interest 2022/23:</u></p> <p>The Chair circulated governors with the:</p> <ul style="list-style-type: none"> • Hospitality register • Business and Personal Interests • Disqualification Declaration <p>Governors signed and dated the documents, for retention in the school FGB file and SharePoint.</p>	
<p>GB 74/22</p>	<p><u>Confidentiality Issues:</u></p> <p>None declared.</p>	
<p>GB 75/22</p>	<p><u>Notification of urgent other business:</u></p> <p>The Chair and HT requested an update on academisation.</p>	

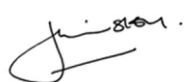


<p>GB 76/22</p>	<p><u>To approve the Instrument of Government:</u> The Chair explained that this document is reviewed on an annual basis to agree whether it was still fit for purpose, it had last been updated on the 17th November 2020. The Chair reminded governors that there was still a LA governor vacancy, which they would raise again with the LA. However, governors could also nominate someone if they met the skill set of business and community links, identified as a gap in the last skills audit. Action: To continue to identify a potential LA Governor and inform the HT and Chair if there was an appropriate candidate.</p>	<p>All</p>
<p>GB 77/22</p>	<p><u>To adopt the Standing Orders and agree to the Code of Conduct:</u> Governors had been previously circulated with both linked documents and requested to sign their agreement to abide by the Code of Conduct. Resolved: The Standing Orders and Code of Conduct were approved and governors agreed to abide by the Code of Conduct.</p>	<p>All</p>
<p>GB 78/22</p>	<p><u>To adopt the Terms of Reference of the Governing Body and confirm link governor roles:</u> Governors had been previously circulated with the document and the Chair had requested, prior to the meeting, if they wished to continue their statutory and link governor roles. In the main governors wished to retain the roles, with a few minor changes:</p> <ul style="list-style-type: none"> • SEND/Inclusion to also include Pupil Premium (KB) • Quality of Education-Obj.1.-JA to lead on all but specifically on Writing and NH would lead on reading. • Quality of Education-Obj.2-SW to also lead on Sports Premium. • Quality of Education-Obj. 4-English-would be reviewed with CD as no governor monitoring visit had taken place last year.(Action) • Personal Development-would be led by SW. <p>Action: Clerk to amend the Terms of Office document accordingly.</p>	<p>Clerk</p>
<p>GB 79/22</p>	<p><u>To approve the Governing Body Annual Statement for parents for 2021/22:</u> The statement had been previously distributed to governors and the Chair asked if there were any issues. It was felt that the statement could be more user-friendly similar to the school newsletter. Resolved: All governors approved the annual statement for 2021/22 and that it should be located on the school website.</p>	<p>All</p>



	<p>Action: To make the annual statement more user friendly for the website to ensure parents would be attracted to read it.</p>	HT/ admin
GB 80/22	<p><u>To confirm the scheme of delegation to the Headteacher as detailed in the Budget Management Policy (annex B):</u></p> <p>Resolved: With the advice of the Headteacher it was agreed that the limit should remain at £5k.</p> <p>Action: Annex B of the School Budget Management Policy be updated accordingly, and the full Budget Management Policy would be reviewed for approval at the next FGB meeting.</p>	All Clerk/ Admin
GB 81/22	<p><u>To consider and agree governor allowances:</u></p> <p>The Chair explained that governors had been told they could claim expenses for travel and childcare if they felt appropriate, but it had not been necessary to formalise the arrangement in the past. Governors were asked if they wished to formalise the arrangement or remain as a case of 'if needs should arise'.</p> <p><i>Governor comment-If we formalise and have an application form in place then governors may feel less awkward about applying for support.</i></p> <p>Resolved: Adopt the policy in recognition of equality and have an application form in place should governors wish to apply for support.</p> <p>Action: Produce an application form to complement the Policy.</p>	All HT/ admin
GB 82/22	<p><u>To approve as a correct record the minutes of the FGB meeting held on the 20th June 2022:</u></p> <p>Governors had been previously circulated with the draft minutes and the Chair reviewed the minutes and asked if there were any issues. The first 'Round Robin' with subject leaders had been well received, and governors were circulated with appendix 1 which summarised the governor monitoring process.</p> <p>Resolved: That the minutes of the 20th June 2022 Full Governing Body meeting be approved, signed and dated by the Chair.</p>	All

<p>GB 83/22</p>	<p><u>To consider matters arising from the minutes:</u></p> <p>The Chair referred governors to the summary of actions and reported the following:</p> <ul style="list-style-type: none"> • 11-05-22 FGB actions-all had been completed. • GB 63/22-school uniform consultation-parents agreed to leave as is. • GB 65/22-item on fundraising deferred to next meeting.(Action) • GB 66/22-any other business item. 	
<p>GB 84/22</p>	<p><u>To confirm the schedule for future meetings of the FGB:</u></p> <p><u>Resolved:</u> All Governors agreed the schedule.</p>	<p>All</p>
<p>PART B-Educational Performance</p>		
<p>GB 85/22</p>	<p><u>To receive an end of year Performance Update by the Headteacher:</u></p> <p>Governors had been circulated with a comprehensive Performance Update on the end of year data for 2022, it included demographics on attendance, statutory assessments at the end of summer, for the first time for two years due to Covid. The HT explained that Ofsted would not look at this data, it was for school use only and would inform planning and discussions. The HT asked governors to raise any questions or points of clarification.</p> <p><i>Q: What does EAL stand for and what is 'Ever 6'?</i> <i>A: EAL stands for English as an Additional Language, and our numbers of pupils have increased due to Ukrainian and Syrian children accessing the school. 'Ever 6' refers to any child that is eligible for Free School Meals (FSM), even if the family no longer meets the eligibility criteria they will always receive FSM for the duration of being in primary school.</i></p> <p><i>Q: Is that a new policy?</i> <i>A: No, it's always been in place for Pupil Premium, Looked After and Service children, although not all service children receive pupil premium funding.</i></p> <p><i>Q: Does that mean we will get more pupil premium funding?</i> <i>A: The DfE have not delegated funds for Ukrainian children yet so hard to accurately predict at the moment.</i></p> <p><i>Q: I think this is the first time we have received Foundation Stage data, what is the process for making assessments?</i> <i>A: We have to provide a broad curriculum, we can't narrow it to just Reading, Writing and Maths we have assessed all Foundation Stage subjects taught in blocks, we check on whether there are knowledge gaps and we moderate against each year group. The children are assessed against learning objectives, and HLTAs also check, so we do have a very consistent assessment process in place.</i></p> <p><i>Q: What successes can we celebrate?</i> <i>A: One major success is that 91% of children reached a 'Good Level of Development' (GLD) across the board, only two children did not. We are also very proud of the fluency of the children and summer term attendance was good and has continued to improve, we are above the national average for attendance.</i></p>	



Q: Can you explain why two children did not meet a GLD?

A: One is a 'Child in Need' which impacted on their learning development and one is a very young summer born child, but we hope their development can improve through more opportunities for practice.

Q: What do the dotted lines mean on the graphs?

A: They represent national levels.

Q: Why are some areas not up to the national average, was it to do with Covid?

A: Some of the national data, especially for KS1 is not yet available, for example 70% of pupils met a GLD in reading compared with a national level of 74% and 63% of children met a GLD in maths compared with 69% nationally. In absolute numbers it probably relates to a couple of children only.

Q: We do seem to be slightly under the national levels for KS2, do we know why?

A: We have three children with EHCPs and this shows up as a lower achieving cohort.

Q: Looking further on we have ten children with SEND, so what are we doing to support this cohort?

A: We are doing everything we can to support, but less pleased with phonics, so we have changed the way KS1 and reception pupils are supported and that seems to be working well. We have TAs providing rapid support and catch-up, although not as rapid as it should have been, improvements are taking place, and the impact of absence is being resolved. In KS1 we now have three teachers not two, an additional teacher for Reading, Writing and Maths and instead of three classes for years 3, 4, 5 and 6 we now have four classes. HLTAs are providing additional support in closing the gap in writing, but it isn't a quick fix.

Q: With the change in phonics are you going to return to the old methods of support?

A: We have to stay with 'Little Wandle' and for some children new to this approach it has been a transitional phase and it was difficult to be consistent during lockdown.

Q: I think these gaps need to be incorporated in the School Improvement Plan, and governors need to monitor what we need to focus on, how can governors provide best support do you think?

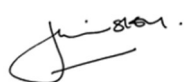
A: Certainly we can include in the School Improvement Plan and next terms' Round Robin with subject leaders can focus on ways governors can support. Feedback from the local authority can also be put on SharePoint

Q: How is outdoor training and play being developed?

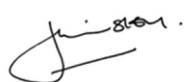
A: We have had an external audit on the use of space and play in personal development from an organisation called OPAL, which provided some very useful guidance. We have been recommended to divide our outside area into different space areas for different activities such as a mud kitchen, and sock pulling, There has also been guidance on risk assessments and risk taking, children have been involved in the planning without any adult intervention, we think it is a really positive development in the delivery of very productive play, it means that when they return to the classroom they are ready to learn again.

Q: It seems that there is a broader focus than a MUGA which tends to just emphasise football and not all children enjoy that. Is the focus mainly on break times?

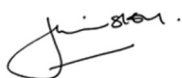
	<p><i>A: Yes, we want all children to be together not in separate year groups, we want them to learn through play.</i></p> <p><i>Q: Do the activities require more equipment?</i></p> <p><i>A: Yes but we are making better use of Forest School resources, staff are engaging more but it is the children who are managing their play.</i></p> <p><i>Q: Will reception children be involved?</i></p> <p><i>A: They are not ready yet, but it will happen when we have more experience of activities and outcomes.</i></p> <p><i>Q: Is the support from OPAL a concept or a scheme?</i></p> <p><i>A: It is more of a concept adapted to our school needs, it is up to us to plan but we can access an OPAL mentor to give support on risk assessments and management; we then intend to give a presentation on the concept to parents and governors.</i></p> <p><i>Q: Does OPAL provide resources to use?</i></p> <p><i>A: No, although they may suggest ideas such as the use of old tyres and boxes.</i></p> <p>The Chair, on behalf of all governors gave thanks to the HT for an informative and interesting update.</p>	
<p>GB 86/22</p>	<p><u>To approve the following policies:</u></p> <ul style="list-style-type: none"> ● Child Protection-see GB 87/22 ● KCSiE-see GB 87/22 ● SEND- KB explained that this was a statutory policy, and the ethos of inclusion was very strong in terms of a whole school approach, across a massive range of issues, and the Information Report was so very easy to access. KB recommended the adoption of the policy and wished to thank the school for prioritising this area of support. <ul style="list-style-type: none"> <i>Q: Should we still be leaving LC as policy lead during her maternity leave?</i> <i>A: We will reference our Chair and an interim lead on the website.</i> <i>Comment: I think the school is very inclusive, we have a treasured and important apprentice member of staff who has special needs, so we celebrate our staff as well as our children.</i> <p>Resolved: That the SEND Policy and Information Report be adopted for the 2022/23 academic year.</p> <ul style="list-style-type: none"> ● Complaints-NS explained that the policy covered external complaints, highlighting the process for submitting a complaint and how it would be actioned and followed up. <ul style="list-style-type: none"> <i>Q: Does anyone actually complain and do they use the appropriate forms?</i> <i>A: We have received some complaints, but they have been resolved at the Headteacher stage, but if not, then issues would be taken up by the Complaints panel.</i> <p>Resolved: That the Complaints Policy and Procedure be adopted for the 2022/23 academic year.</p> <p>The Chair noted that several NYCC policies had been deferred from the previous meeting, (Capability, Staff Discipline, Reorganisation, Redundancy and Redeployment and Children with Health Needs), and had not been included on the current agenda. She proposed that in future NYCC recommended policies usually relating to HR and Resources should be reviewed by the HT, included in</p>	<p>All</p> <p>All</p>



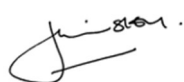
	<p>SharePoint and on the agenda for information and to inform governors that they should be adopted. All school produced policies would continue to be reviewed by governors.</p> <p>Action: That NYCC recommended policies would be reviewed by the HT and recommended for adoption as appropriate, the policies would be circulated to governors for their knowledge and understanding.</p>	<p>HT/All</p>
<p>GB 87/22</p>	<p><u>To receive a verbal safeguarding update:</u> Governors were reminded that safeguarding was a standing item on every FGB agenda, and played a massive part in School Improvement priorities, safeguarding being everybody's responsibility. It was reported that all staff had undertaken safeguarding training, covering changes to KCSiE and understanding the CPOMs system for recording incidents. NH, the safeguarding lead governor gave an overview of the Keeping Children Safe in Education (KCSiE), emphasising the new changes to the guidance which included reference to FGM ,suicidal thoughts, self-harm, domestic violence, physical and emotional neglect, and sexual exploitation, highlighting that some children may not be ready to talk about these issues, so staff would need to treat with sensitivity. Governors were requested to undertake safeguarding training, in particular the Swaledale Alliance on line training was very good, and links to the training can be found on SharePoint. Action: a) All governors to read and understand the updated KCSiE guidance and complete and sign a form to state they had done so, for retention in the school FGB file. Time line being two weeks' time by the 10th October. <i>Q: How many children have safeguarding issues?</i> <i>A: We currently have nine open cases in school, three Children In Need, one Looked After Child and five children have been referred to the Early Help service.</i> NH then reported that there had also been changes to the Child Protection Policy made by the North Yorkshire County Council Partnership Board, including a section on remote learning, the role of the DSL and virtual headteacher. <i>Q: What is a virtual headteacher?</i> <i>A: NYCC has a named virtual head teacher who has responsibility for all 'Looked After Children' in the county.</i> <i>Governor comment:</i> <i>Page 3 of the policy references 'committed to the welfare of children' should we also include a commitment to the 'flourishing' of children.</i> <i>Also on page 15 reference is made to pupils as he/she, should that not be replaced by 'they'</i> Action: b)To include' flourishing' in policy/school documents not just about welfare, and to use 'they' rather than gender specific terminology when appropriate.</p> <p>The HT and NH were thanked for their very informative update on safeguarding.</p>	<p>All</p> <p>HT</p>
<p>GB 88/22</p>	<p><u>To receive a verbal update on the nursery development:</u></p>	



	<p>The Headteacher reported that as a result of the decision taken at the extraordinary FGB meeting (21-07-22) two year old children were now benefiting from the new childcare service. An Early Years practitioner is leading the provision and more training is planned for staff on two year old care by the end of October. The staff ratio is one member of staff to four children, so we have two dedicated staff, we also have two staff for our 3 year old provision. We will need a further member of staff for January, and it would be helpful to have a governor present when we make this next appointment.</p> <p>Action: To have a governor presence at the next staff appointment interview.</p> <p>It was also noted that there may need to be some policy changes for the two-year old provision, such as monitoring sleep and rest periods and specific bedding requirements, different to policies for three year olds. We are working with the LA in support of these developments and everything is very positive.</p> <p><i>Governor comment:</i> <i>I think this is a real testimony to the school to have set up this much needed service so rapidly and effectively. It would be good to attract some more vulnerable children as early as possible in assuring their learning development for the future.</i></p> <p><i>Q: What is the overall admissions situation for the school?</i> <i>A: We currently have a PAN of 45, but already have 49 pupils in reception, due to the approval of two appeals, we could really do with an additional classroom, so we do not have to turn children away and this has been discussed with the LA.</i></p> <p>The Chair thanked the Headteacher and Early Years staff for making such a positive start to the new two year old service.</p>	<p>HT/ Chair.</p>
<p>PART C- FINANCIAL PERFORMANCE</p>		
<p>GB 89/22</p>	<p><u>To receive a verbal Health and Safety Update:</u></p> <p>SW the H&S link governor wished to step down from this role and the Chair asked for a nomination from another governor explaining that the requirement was to meet on a termly basis with the NYCC HandS adviser and to carry out a termly 'walk round the school' in identifying any issues, with support from the SBL and HT.</p> <p>NS said she would be able to carry out the function as she had previously undertaken that role, as long as meetings took place on either a Monday or Wednesday. The Chair thanked NS for her offer of support for the school. The HT explained that the previous adviser, Terry Bland had moved to a new role, and a replacement had yet to be appointed, she wished to record her thanks for the experience and support Terry had given the school, wishing him well in the future, echoed by all governors.</p> <p>Resolved: That NS would undertake the role of Health and Safety Link Governor for the academic year ahead, if meetings were arranged for Mondays or Wednesdays.</p>	<p>NS/ HT</p>

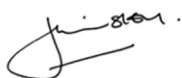


<p>GB 90/22</p>	<p><u>To receive a premises update:</u></p> <p>The HT had nothing further to report at this stage of the school year.</p>	
<p>PART D- OTHER BUSINESS</p>		
<p>GB 91/22</p>	<p><u>Update on academisation:</u></p> <p>The HT reported that she had recently met with the LA who had informed her of their plans, in the light of the White Paper, to develop a pilot academy trust which they would establish but not run, so may have to go out to tender.</p> <p><i>Q: How many schools would they wish to be involved?</i> <i>A: Maybe ten schools in the first pilot, then involve more schools after that. It is a massive and expensive task and the LA may not have the appropriately experienced staff to take this pilot forward, but I wished to inform you of this proposal. It was noted that all Catholic schools are now in academy trusts and Anglican schools are also considering establishing a trust in Yorkshire.</i></p> <p>The Chair then informed governors that she, the HT and NH had attended a conference led by MAST which focused on the establishment of a Methodist school academy trust as an umbrella organisation. The Chair explained that DfE guidance proposed that for a MAT to be financially viable, it would require 10k pupils. MAST understood that the nearest Methodist school neighbours were mainly in the North West, so logistical issues of geography could be a barrier. MAST did not have a solution but if RMS could provide a way ahead then they could take the suggestion back to the DfE for their consideration. It was noted that other schools could join a Methodist led academy, for example a community school could join, although C of E schools would probably wish to retain their ecclesiastical status. The Chair explained that a MAT would require a secondary school as well as primaries, the nearest would be Bedale, Boroughbridge, Wensleydale and Thirsk, other local secondaries were already members of a Trust.</p> <p><i>Q: How many Methodist primaries are there across the country?</i> <i>A: 180 mainly in the midlands and north west.</i></p> <p>Action: The Chair wished to close the discussion at this point and proposed that academisation should be a major discussion item at the next FGB meeting.</p>	<p>All</p>
<p>GB 92/22</p>	<p><u>What impact have we had on the learning experience of pupils in the school?</u></p> <ul style="list-style-type: none"> • The unanimous appointment of a Chair and two Vice-Chairs for a two year term of office. • Understanding of safeguarding responsibilities. • A strong understanding of data to ensure 'no child is left behind'. • Agreement to include 'flourishing' as a key value in documentation. • A number of significant policies had been approved in ensuring the safety of children. • The new provision of childcare for two year olds had been successfully delivered. 	
	<p>There being no further business, the Chair thanked Governors, the HT and all staff for their hard work and commitment to the school, and closed the meeting at 19.46 pm.</p>	



<p>The date of the next FGB meeting is the 21st November 2022 at 5pm for a 5.30 start of business.</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>		

Sign:



Date:21/11/22