



Doing all the good we can

Richmond Methodist Primary School

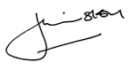
**Full Governing Board (FGB) Meeting on
Monday 15 May 2023 at 5.15 pm.**

Present: Jan Linsley (Chair (JL)), Sharon Stevenson (Headteacher (SS)), Kathleen Bradley (KB), Nikkie Hebb (NH), Nicola Scrafton (NS), Julie Swinbank (JS) and Kate Pepperrell (KP).

Apologies: Rev. Kathleen Wood, John Armitage, Caroline Dawson and Scott Woodhead.

In attendance: Patricia Roberts (NYC Clerk to Governors).

Minute No.	PART 'A'-PROCEDURAL	Action
GB 31/23	<p><u>Welcome from the Chair and an Opening Prayer.</u> JL welcomed everyone and invited those present to introduce themselves. The opening prayer was delivered by the HT. The prayer also thanked Pat Gale for her work with the school and wished her well for the future. Due to the start of the meeting not being quorate the meeting moved to book scrutiny in the hope that those arriving later would make the meeting quorum.</p>	
GB 32/23	<p>To receive apologies for absence and to determine whether any absences should be consented to: Apologies have been received from Kathleen Wood, John Armitage, Caroline Dawson and Scott Woodhead which were accepted by the Governors.</p>	
GB 32/23	<p>To remind governors of the need to declare business and personal interests, pecuniary or non-pecuniary. None declared.</p>	
GB 34/23	<p>To determine whether any part of the proceedings should be treated as confidential and excluded from the minutes to be made available for public inspection. The HT informed the FGB that there was a confidential item she wished to discuss. The Chair stated that this will be discussed as the last item. Letters to MAST and the Epworth trust to be discussed later in the meeting.</p>	
GB 35/23	<p>Notification of urgent other business. None declared.</p>	
GB 36/23	<p>To approve as a correct record the Minutes of the FGB meeting held on the 27 March 2023:</p>	

Signature ... 
 Mrs Jan Linsley
 Chair of Governors

Date: 20 June 2023



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	<p>i. Approval. The minutes were approved and signed by the Chair as a true record.</p> <p>ii. Approval. The confidential minutes were approved and signed by the Chair as a true record.</p>	
<p>GB 37/23</p>	<p>To consider matters arising from the minutes and for which there is no separate agenda item. (Actions Summary)</p> <p>i. Matters Arising.</p> <ul style="list-style-type: none"> • Budget Outturn. SS discussed details of the budget outturn. The figures have produced a very positive picture. The pre-approved budget by the FGB forecasted a balance carried forward of £104,000. Currently, £124,500 is the expected carry forward. The school is working hard to deliver further efficiencies. • School Meals. The summary of actions stated that a meeting be arranged with LA reference the school meals deficit. SS informed the FGB that she had sent out a questionnaire to parents about school meals. Approximately 40 responses had been received and the responses were mixed. Concerns had been raised about the quality of the meals and the price of some options, e.g., the sandwich option. A discussion may be needed to consider the quality and the choices of the meals. Do we need to look at the pricing structure? <p>GQ. Where do we go next?</p> <p>A. We need to arrange a meeting with the LA and then maybe look at other school meal providers. We need to speak to the LA first.</p> <p>GQ. Is there another school who has meals provided by the LA for comparison? That could possibly give us a better picture of whether the quality issue is the LA or the skillset of the cook.</p> <p>A. The cook's line manager has an oversight of other schools, so they will know the quality of schools' meals. This could be a start to the conversation.</p> <p>GQ. The other element to this was to reduce the deficit. Has there been any more thoughts on this?</p> <p>A. We need to find out more information.</p> <p>GQ. Are all the survey comments similar?</p>	<p>SS</p> <p>SS</p>

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	<p>A. No, the responses provide a balanced view with both positives and negatives. There are a lot of shared elements to the feedback.</p> <p>GQ. Do you have to provide 3 options?</p> <p>A. No, but we do have to provide for dietary requirements of the children, e.g., vegan and halal.</p> <p>GQ. Would the cold option be a choice to drop?</p> <p>A. Possibly, but the choices vary.</p> <p>JL summarised the steps that had been identified and requested that SS update the FGB at the next meeting.</p> <ul style="list-style-type: none"> • Wrap around care funding. SS informed the FGB that they have recently been informed from the Government that from September 2023 there will be more support for wrap around care, approximately £20-22,000.00. The money would come to the school. <p>JL thanked the HT for her clarity and update.</p>	
<p>GB 38/23</p>	<p><u>Matters Arising from the minutes not covered by the agenda:</u></p> <p>Summary of Actions.</p> <ul style="list-style-type: none"> • Task and finish group in place. Ongoing. • NYC pay policy. To be discussed later. • MAST handbook has been shared with governors. Completed. • Assessment policy for review. Has been reviewed. Completed. • Finance items. To be completed before the next meeting. • Equality and inclusion policy. To be discussed later. Completed this meeting. • Reminder for governors to click at the end of the policy to state they have read them. Ongoing. • MAST letter has been amended. To be discussed later. Completed this meeting. • Academization. Completed this meeting. • Book scrutiny. Completed this meeting. To be continued in the June 2023 meeting. • Letter to NYC. Completed this meeting. 	
<p>GB 39/23</p>	<p>Safeguarding Report.</p> <p>SS summarized details in a safeguarding update. The main task at this time of year is the communication between SFX and Richmond schools.</p>	

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	<p>Conversations are being had reference safeguarding for the Y6 children and their families. There have been two suspensions this academic year. The school is working closely with the LA and school support is being offered alongside early help.</p> <p>JL requested that NH liaise with the HT for a safeguarding governor visit this term.</p>	NH
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PART B-SCHOOL IMPROVEMENT

DRAFT

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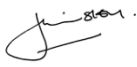
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<p>GB 40/23</p>	<p><u>Book scrutiny.</u></p> <p>Governors paired up and reviewed a range of books from Writing, Science, Music, History, Computing, Geography and Maths.</p> <p>The Education Endowment Foundation ‘Teacher Feedback to Improve Learning’ and the school’s Feedback Policy were made available to governors for follow. Questions were also provided for the governors to refer to.</p> <p>KP joined the meeting at 17.30.</p> <p>JL asked the FGB for their feedback. Not all subjects had been seen but what had been looked at was a good cross section of subjects and across the school years.</p> <p>SS and NH were requested to start and to share their thoughts on the four questions given in the questions to governors handout.</p> <p>What extent does the feedback follow the school’s policy?</p> <ul style="list-style-type: none">• In English it is very evident that the policy is in place. There is a lot of purple, blue and green pen marking. There is progress over time and evidence of progress across the year groups. The children’s style in writing has developed and is evident that they have pride in their work.• There is evidence of knowledge checkers and retrieval practices such as quick quizzes.• There is evidence that subjects are linked to other areas of learning in the following years.• 99% of the books are well presented. There is little evidence of doodles. <ul style="list-style-type: none">• In Science there was less evidence of the green, purple and blue pen markings. This became more evident in Y3/4 and Y5/6.• There is evidence of progress across science through recaps and knowledge checkers. <ul style="list-style-type: none">• In Maths: There is evidence of a lot of blue pen marking in KS1 and more purple marking in KS2, which is probably expected. There were a lot of teachers stamps, again this was expected.	
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- Progress over time. This was clear in Maths through questions gradually becoming more sophisticated, more questions needing to be answered and the questions containing more words and less pictures.
- Retrieval practice and knowledge checkers, Maths used knowledge checkers throughout, but could not determine the impact.
- In Geography, there was no green pen marking (peer marking).
- Progress was evident through examples of building the bigger picture, e.g., moving from local area geography to the continents.
- Retrieval practice and knowledge checkers, in Geography we could see how the knowledge checkers tested the children.

SS informed the FGB that the school carried out the White Rose knowledge check two weeks before the start of the sequence of learning and the knowledge checks support the teachers planning by highlighting areas that need to be focussed on.

- Children being proud and engaged is evident with no doodles, no scribbles and well-presented books throughout. The development of handwriting is evident throughout the books and across the years.
- In computing, music and history feedback was verbal and there is evidence of self-marking and peer marking.
- In History, there is evidence of blue marking though it is more evident in Y1/2.
- Y5/6 there is no evidence of knowledge checkers. Only a few books had evidence of stars or dots.
- There was no difference in feedback across the books when comparing the age groups. Blue ticks are evident, but there are pages of none in-line with the school's feedback policy.

GQ. Can you see purple?

- A. Yes, you can see purple marking in Y5/6 music but no blue marking. There is evidence of purple and green marking. The marking was sporadic and there was evidence of work not being marked – in-line with the school's feedback policy where feedback is verbal.

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SS explained how providing feedback in foundation subjects was carried out and the difficulties and challenges on teachers' workload to mark on a day-to-day basis in the core subjects.

GQ. With verbal feedback would it be useful to do it live? Is that possible?

- A. There is no expectation to mark books. It is all about providing live feedback using our feedback funnel – feedback to the wholeclass, groups of children or individuals who may have misconceptions. There may not always be evidence within the books but the evidence comes from the Senior Leaders Team (SLT) observing lessons and from pupil feedback and pupil progress.

JL suggested that the evidence of verbal feedback could be incorporated in future governor visits.

JL thanked the FGB for their summaries and stated that not all books had been looked at. After a short discussion it was agreed to carry on with book scrutiny at the next FGB meeting.

Clerk

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<p>GB 41/23</p>	<p>Spring Term Data Update. SS presented a PowerPoint presentation and summarized the content.</p> <ul style="list-style-type: none">• SEND figures are less than the national average, EHCPs are in line with national• Attendance is above the national average which is positive. This is not reflected locally. RMS absence rate is 4.1, nationally it is 6.2. <p>GQ. Is there any way of comparing the school to data set for attendance for national primary schools?</p> <p>A. Yes, this is primary based data. MAST sends slides on a weekly basis with this information.</p> <p>Attainment.</p> <ul style="list-style-type: none">• Reception is based on emerging and expected not exceeding. Assessment here is not just in core subjects. It is much wider. It is over 17 areas. <p>Combined.</p> <ul style="list-style-type: none">• Y3-are below the level expected.• Y4-have a high number of SEND. <p>JL pointed out that the figures used for comparison are from the LA and National Average figures based on the end of the year and the comparison here is based on where the children are now. The figures are expected to increase by the end of the school year.</p> <p>The progress is evident from the autumn to the spring term.</p> <p>Reading. Y3, Reading- Y3 missed a term in Phonics in their reception year and Y1. It was carried out via video and not classroom adult led. Y3 are still being taught phonics. The gap is closing but they are still on phonics phase 6. School will continue to close the gaps.</p> <p>GQ. Y4 has the highest percentage of SEND than the rest of the school, but their progress appears to have deteriorated across two of the markers. What has happened here with Reading and Writing?</p> <p>A. We have children here with EHCPs, lots of vulnerable/children with social and emotional needs and children with barriers to learning. We are working on finding a solution. We have Y4 getting Phonics</p>	
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	<p>teaching and intervention. TA support is focused on supporting children in Y4.</p> <p>GQ. Is it usual to your experience to see a dip in progress in the spring term?</p> <p>A. No. We have moved onto a slightly more difficult assessment. We wanted the children to have more examples of SATS based questions so have moved away from Rising Stars to NTS (National Test Style).</p> <p>Phonics. Y1 last year- some children did not achieve the expected standard, but they are now on track to achieve the expected standard by the end of Y2. This is positive.</p> <p>FSM. There is strong evidence of progress in Reading, Writing and Maths.</p> <p>Our statistical figures are affected significantly due to the size of the cohort – only 29 children.</p> <p>JL stated that from the slides presented and the book scrutiny it is clear that children are making good progress in the foundation subjects.</p> <p>JL thanked SS and the school staff for the amount of work involved to present the information.</p> <p>JL invited any questions from the FGB.</p>	
<p>GB 42/23</p>	<p>Policy for approval.</p> <p>Equalities Policy: Governors requested that a line be added referring to recognising / acknowledging characteristics outside the list given, e.g., but not limited to only the protected characteristics. The amendment was agreed. The governors approved the policy.</p> <p>Play policy: Governors requested a specific reference to regular training for staff in the policy. The amendment was agreed. The governors approved the policy.</p> <p>Attendance and Absence Policy: SS informed the FGB that there have been a considerable number of changes to this policy. The changes began with the government's White</p>	

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Paper and the changes have continued. SS informed the FGB that previously as a school and locally they not been issuing fines for unauthorised absences of up to 10 sessions, which is 5 days. The school's approach has always been to work with families and have the conversations. The fine goes to the LA.

KB stated that she felt it was sad state of affairs. It will potentially hit families/people who cannot afford it.

GQ. If you are fining one, will you have to fine them all?

A. Yes

GQ. Will that impact on school refusers?

A. That is different. Children who are finding it difficult to come to school due to anxiety will not be fined – but supported. This information is in the policy.

JL requested care in the way RMS communicate it to parents. SS stated that it must be in place for September 2023 and that the school will communicate it in a sensitive way. Ideally, the school would like to communicate this to parents before the end of this term. The school has already made a start at parents' evenings with an attendance leaflet and signposting to the school/government website for further details.

GQ. Did you mention it in the new starters evening?

A. No, we have not had the new starters meeting yet, We are welcoming smaller groups into the school which are more intimate. The groups are approximately 6-8 families at a time. It is included in the induction pack.

The governors approved the policy.

Sleep Policy.

JL invited comments about the policy.

GQ. The review is currently set at two years, with new initiatives and guidance, could that be changed to a yearly review?

A. Yes, this can be changed.

The FGB agreed to the change to an annual review. The governors approved the policy.

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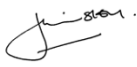
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	<p>GQ. What progress has been made is receiving a pay policy? A. There is a current NYC pay policy but the Headteacher will contact NYC HR and advise.</p>	
GB 43/23	<p>Staffing and Class structure. Discussed within confidential items.</p>	
GB 44/23	<p>External Reports. An external report has been made available for the meeting. A safeguarding visit was conducted by the LA with the main focus being on OPAL. JL invited any questions from the report.</p>	
GB 45/23	<p>Academisation update/discussion. MAST/Epworth Trust Letter. JL informed the FGB that the version of the MAST letter in the pack was a second version following advice from the last meeting. JL asked if FGB where happy to remove the confidential tag and for the letter to go out. Governors agreed.</p> <p>LA Letter. JL asked if FGB where happy for the letter to go out. Governors agreed. JL suggested that the letter should be sent to the Assistant Directors of School Effectiveness and SEND / Inclusion.</p>	
PART C- RESOURCES		
GB 46/23	<p>Approval of: Out-turn budget. Final budget for 2023 – 2024 was approved.</p>	KC/ZF
GB 47/23	<p>Health and Safety Update. The school had a safeguarding visit from the HandS advisor in the spring term and all the actions from that report have now been completed. Lockdown training was completed after the Easter break with staff. The HT stated that the lockdown training was not conducted with children in school as it can cause stress and anxiety for children. The lockdown procedure was shared with families in the school newsletter. All checks are in place.</p> <p>JL requested the thoughts of a governor visit this term. HT stated she will liaise with Zoe Ford to contact NS to arrange a meeting.</p>	SS/NS

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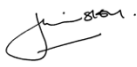
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	<p>GQ. Reference the lockdown procedure, where there any problems highlighted?</p> <p>A. Blinds in the Swaledale classroom. One of the criteria is to lock windows and close blinds. New blinds are on order.</p> <p>B. Communication within the school. The normal form of communication - school two-way radios are not suitable as they are too loud. Communication was done silently via emails.</p> <p>The HT shared the positives of the exercise.</p> <p>GQ. Do we know how often it actually happens in real life?</p> <p>A. It does happen. The HT shared her personal experience and listed local schools who have had to put the procedure in place.</p>	
<p>GB 48/23</p>	<p>Governor Training.</p> <p>JL reminded governors that training is available through the Swaledale Alliance. Governors are requested to contact the HT in the first instance if funding is required. JL requested that any training through NYC be forwarded direct to governors by the Clerk.</p>	
<p>GB 49/23</p>	<p>Governor vacancies / succession planning.</p> <p>JL and KB terms of office end this month.</p> <p>JL was asked if she was happy to commit to another term as a governor. JL said yes. JL left the room. The FGB stated unanimously that they were happy to accept JL for another term of office.</p> <p>KB was asked if she was happy to commit to another term as a governor. KB said yes. KB left the room; JL returned to the room.</p> <p>The FGB stated unanimously that they were happy to accept KB for another term of office. KB returned to the room.</p> <p>The FGB discussed the LA Governor nomination at length.</p> <p>The FGB concluded that looking at the RMS governors' skills audit the FGB would benefit from a governor with a background in either business, legal or finance. The FGB felt that the current governors lent too much towards an education background.</p> <p>NH asked if it was a possibility for her to become the LA governor. The process was discussed. The clerk stated she will request information from NYC about the process and forward details onto NB.</p>	<p>Clerk</p>

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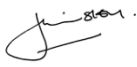
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	<p>The NYC LA governor nomination was rejected.</p> <p>JL shared her experience of an ongoing external review of governance at another school. JL suggested the FGB carry out the survey. The survey contains approximately 10 questions and an option to add more information. The survey is via Google forms. The FGB agreed. JL stated she would send out the survey and hopefully the responses can be discussed at the next meeting.</p>	<p>JL/ Clerk</p> <p>JL</p>
GB 50/23	<p>Governor Monitoring Visits. JL has been in school regularly meeting with SS.</p> <p>KB, KW, NS, NH, KP carried out SATS monitoring visits during KS2 SATS week.</p> <p>JL thanked the governors involved for their time in helping the school during the SATS.</p> <p>JS left the meeting at 1930.</p>	
PART D- OTHER BUSINESS		
GB 51/23	<p><u>To deal with any matters agreed for consideration under item 5 above.</u> See confidential minutes.</p>	
GB 52/23	<p><u>What impact have we had on the learning experience of pupils in the school?</u></p> <ul style="list-style-type: none"> • Monitoring of pupils' work. • Ensuring clarity across the age groups. • We have considered attainment of pupils over the last 2 terms. • Looked at policy agreed and amended some content. • Reviewed attendance. • Reviewed safeguarding. • Agreed to send letters to the LA. • Considered future requirements of the school. 	
	<p>There being no further business, JL thanked Governors, the HT and all staff for their hard work and commitment to the school and closed the meeting at 8.00pm.</p>	
<p>The date of the next FGB meeting is the 26 June 2023 at 5.00pm for a 5.30 start of business.</p> <p>Please send apologies to the Clerk Patricia Roberts: Patricia.roberts@northyorks.gov.uk;</p>		

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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'.

DRAFT

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Mrs Jan Linsley
Chair of Governors

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