



Doing all the good we can

**Richmond Methodist Primary School
Full Governing Body Meeting on
Monday 9 October 2023 5.30 pm.**

Minutes

In attendance

Sharon Stevenson (SS) headteacher; Nickey Hebb (NH) co-chair for the meeting; Kathleen Bradley (KB) co-chair for the meeting; Rev. Kathleen Wood (KW); John Armitage (JA); Caroline Dawson (CD); Julie Swinbank (JS); and Jan Linsley (JL) by Teams.

Also

Natasha Wood (NW) Deputy Headteacher; Wendy Bunting, School Chaplain

1	Welcome from the Chair and an Opening Prayer:	Meeting opened by NH, Rev KW shared thoughts and a prayer linking Wesleyan principles and school values to support the school in the coming year. The new School Chaplain, Wendy Bunting, was welcomed and introduced to the governors. She then left the meeting.
2	Election of Chair and Vice Chair.	The 2-year term of office agreed in September 2022 roles until August 2024 therefore no need for elections until Sept 2024. JL once again confirmed her intention not to stand as chair again, but would support any governor colleagues to understand the role with a view to being chair. She also confirmed that she would remain fully committed to the school as a co-opted governor until the end of her term of office in 2027.
3	To receive apologies for absence and to determine whether any absences should be consented to.	Governors consented to apologies from Nicola Scrafton and Kate Pepperell. JL shared details of Scott Woodhead's resignation. JL has thanked Scott and SS will send a thank you card to SW.

		JL shared the news that the clerk had resigned last week with immediate effect. JL, as she was attending virtually and not chairing the meeting, would take the minutes.
4	Declarations of Interest 2023/24. (Key Focus).	The necessary forms were not available to be signed, therefore it was agreed that they would be completed at the next meeting.
5	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.	Two items to be considered as confidential.
6	Notification of urgent other business.	None
7	To approve the Instrument of Governance. (Key Focus).	This was accepted by the governors
8	To adopt the Standing orders and agree to the Code of Conduct. (Key Focus).	The necessary forms were not available to be signed, therefore it was agreed that they would be completed at the next meeting.
9	To adopt the Terms of Reference of the Governing Body and confirm link governor roles. (Key Focus).	ToR accepted and governors confirmed their agreement to link governor roles. Governors agreed to wait for the new governors to be in post before allocating vacant links. SS confirmed that the adverts for governor vacancies had been widely shared through social media, the school website and the school newsletters this term.
10	To approve the Governing Body Annual Statement for parents for 2022/23. (Key Focus).	Governors to provide details of any training undertaken in 2022-23 to be added to the Annual Statement asap. Minor amendments identified were to be made by JL. SS to arrange for the document to be communicated to parents.
11	To confirm the scheme of delegation to the Headteacher as detailed in Budget Management Policy (annex B). (Key Focus).	Governors agreed that the current figure of £5000 was the amount which could be spent by the headteacher without further governor permission. SS confirmed that this was an acceptable amount to work with.
12	To consider and agree governor allowances. (Key Focus).	JL outlined the content of the policy - NYC policy adapted for RMS, outlines conditions for reimbursing costs, rates and the process to request. Governors accepted the policy.
13	To approve as a correct record the Minutes of the FGB meeting held on the 26 June 2023.	SS pointed out that her Headteacher Performance Management cycle had concluded (it was not interim) and will be reported in next meeting, along with staff PM update.

	To approve as a correct record Confidential Minutes of FGB meeting held on the 26 June 2023.	<p>The Minutes of the FGB meeting held on the 26 June 2023 were approved as a correct record.</p> <p>The Confidential Minutes of FGB meeting held on the 26 June 2023 were approved at the end of the meeting.</p>
14	To consider matters arising from the minutes and for which there is no separate agenda item. (Actions Summary)	No further matters were raised. Summary of Actions log was amended.
15	Safeguarding Report. KCSIE update 2023. All governors to sign that they have read the new document.	This item was dealt with as part of item 16.
16	To receive an end of year Performance Update by the Headteacher. (Key Focus).	<p>SS highlighted the strengths as outlined in the PowerPoint used with governors and staff.</p> <p>JS explained that in EY, children are benefitting from the continuous provision, retrieval practice and sticky knowledge is well-embedded from children age 2 and beyond.</p> <p>KB identified the attainment and progress in EY/KS1 as very positive for the future.</p> <p>SS commented on the consistency of practice as having a positive impact on attainment and progress.</p> <p>GQ : What's the baseline on entry and our potential for growth?</p> <p>JW: Staff are working of self-regulation currently. Have set 88% as target, but a very different cohort this year. Staff are working very hard on number.</p> <p>GQ: What's the impact of the Y2 73% in phonics?</p> <p>SS: A small cohort but an improvement on the Y1 data. Some SEN pupils in Y3 are still benefitting from phonics interventions. This Y1 is still above average.</p> <p>GQ: Is being above national average good enough?</p>

		<p>GQ: How can we measure progress if we don't have a baseline? Should 2 year olds' baselines be used to identify impact of the continuous provision, retrieval practice and sticky knowledge?</p> <p>GQ: What are the Y3 weaker readers receiving? SS outlined a range of interventions including Little Wandle Keep up and Catch Up and the SEND Little Wandle.</p> <p>GQ: Are the demographics this year or last year? SS: There have been some changes with more SEND and summer born pupils.</p> <p>SS explained that progress will now be tracked / reported by DfE from baseline to Y6 (KS1 becomes optional).</p> <p>Maths – developing fluency and mastery is having an impact on attainment and progress in KS1. Times table check is difficult to identify as there is no published national average. SS explained that Times Table Rock Star was being introduced as a further support.</p> <p>GQ: Will this continue in the future? Considered that this and Phonics Check are used as an indication of whether pupils will / won't pass the KS2 SATs. SS Yes</p> <p>GQ: What are the plans for supporting maths? SS outlined changes specifically targeted at maths.</p> <p>GQ: Do we need to invest in more IT to support pupils' learning in maths? SS:T here is a programme for refreshing IT using capital income. Most of last year's capital was spent on the nursery. Considering a rental scheme: School also needs a new cloud-based server to allow for this, costing £10,000.</p>
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		<p>GQ: Is there a Dongle solution to this? This is possible but the issue is mostly to ensure that the filtering / smooth-walls are secure – a cloud-based server is needed to ensure we keep children safe. JS explained that the school is engaging earlier with parents in children’s school experience around the curriculum.</p> <p>SS explained that the QLA analysis of reading identified resilience and inference as main issues. This year is a different cohort and work is on-going to assess what they need this year. Many individual successes though.</p> <p>GQ: What are the progress scores? SS apologised that these were not available for the meeting but confirmed that they are negative. -3.6 for maths</p> <p>GQ: For the amount of effort during the year, especially in maths, is this an expected result? SS: fluency missing as most affected Covid cohort. Children struggled with paper 2 and paper 3, understanding of some concepts was missing and a lack of resilience seen as pupils were tired before completing the papers.</p> <p>GQ: Progress data in Y5 looks very strong. Are you happy with strength of curriculum and quality of T&L? SS: Very happy with doing what we are doing, although still retaining additional teacher of maths in UKS2. Will have 2 mixed ability classes in both Y5 and Y6 which will improve children’s self-esteem and opportunity to learn from and work with more able children.</p> <p>GQ: Are TAs involved in KS2 maths? SS: 3 teachers, 1 specialist HLTA are involved.</p>
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		<p>GQ: Is there any specific focus on Y5? SS: Lots of interventions are nurture based. High SEND need compared to other years (not compared to national). Other interventions across the school.</p> <p>GQ: What is our focus for FSM / disadvantaged pupils this year? SS: Don't have as much money this year, but these groups are still being targeted for interventions, including those supporting mental health and well-being and using the school led tutoring grant.</p> <p>GQ: How do we close the gap? SS: Pupil progress conversations have been held with staff to make them aware of pupils who are not making expected progress and those that need to make accelerated progress to close the attainment gap. School uses school-led targeted funding.</p> <p>GQ: Attendance is strong. Did the school have any Severely PA pupils where attendance is less than 50%? SS: No</p> <p>GQ: Do you use external moderation for foundation subjects? Not in foundation subjects, but the school uses internal moderation. Subject Leaders are building portfolios of various standards.</p> <p>GQ: Do we have data for science? Apologies it is missing but will be provided in January.</p>
17	School Improvement Plan. (Key Focus).- Writing	This was covered in Item 16.
18	Governing Board Skills Audit/Constitution/reconstitution. <i>To consider upcoming vacancies and decide what action is needed to fill (skills audit).</i>	JL proposed an audit when new governors are elected / co-opted and this was agreed.

		<p>Governor visits for this half term were confirmed as writing, SEND and OPAL. The maths link governor was also invited to attend the maths parental engagement session.</p> <p>GQ: Should we report back?</p> <p>SS will re-send report proforma to all governors. It was agreed that visit reports could be uploaded on Sharepoint.</p> <p>JS reported that KP would be making an EY visit in next 2 weeks.</p> <p>Governors were reminded that it has been agreed that Governor visits should take place in the first half of the given term.</p>
19	<p>Safeguarding Report. Verbal update.</p>	<p>NH outlined accident / emergency paperwork review as part of safeguarding visit. Some greater consistency in completing the paperwork to be considered. All RIDDOR were dealt with appropriately. Links with Health and Safety acknowledged.</p> <p>JS commented that the staff in EY were perhaps over-zealous in completing these, but would rather this than the opposite.</p> <p>SS confirmed that she checks all accident / emergency forms to identify trends. NYC H&S had asked who was holding SS to account, hence reason it that this had been referred to governors.</p> <p>NW stated that as a member of staff she hasn't had issues in completing the form.</p> <p>GQ: Do admin staff identify any missing information? GQ: Is it a 3 part form? SS: The form is completed by the person reporting the accident / emergency and that she follows up on all reportable / hospital incidents at the end of each day. SS is confident that process is fit for purpose.</p>

		<p>SS highlighted changes in KCSIE through PowerPoint, particularly</p> <ul style="list-style-type: none"> • Filtering / monitoring system in school reports to SS daily. Working with NYC to develop an immediate warning system. • Children absent from school – priority to work with parents first, made visits to homes to collect children. Issues tend to be around families who are struggling (inc. with mental health). <p>Last academic year data provided by CPOMs was presented. No children on CP plans, 3 on child in need forms. The school finds out when police attend a Domestic Violence incident but don't find out the details or outcome. Incidents of children being present where domestic violence has taken place are increasing. Emotional, neglect, online abuse mental health are most common issues at RMS.</p> <p>SS requested that governors confirm that they had read the document by completing the form sent out by email by her after the meeting.</p>
20	<p>Governor Training. <i>Reminder that training is available and to book early. Identify mandatory training.</i></p>	<p>NW left at 7.11pm</p> <p>JL reminded governors that in the absence of the clerk, she would forward all training available.</p> <p>GQ: I don't receive anything about training, is there a problem? JA: If you provide the business manager with your home address and your RMS email, then you will receive information from NGA.</p> <p>Governors asked for an up to date list of mandatory training, to ensure all are up to date, and when refreshers may be due.</p>
21	<p>Policy for approval (key focus).</p> <ul style="list-style-type: none"> • Complaints • Pupil well-being to include Safeguarding 	<p>The following policies were presented to the FGB for ratification –</p>

	<ul style="list-style-type: none"> • Early Years • SEND • Admissions • Whistleblowing 	<p>The NYC Complaints policy has been edited to refer to RMS. It follows the procedures outlined by DfE. (Date of adoption is incorrect and name of new clerk will need adding).</p> <p>The NYC Whistleblowing policy allows staff to raise concerns. It outlines the circumstances in which the policy would be applied and the protections available to those raising concerns.</p> <p>The Early Years policy outlines the aims, with an emphasis on safeguarding through a range of methods. EY v Early Learning Goals very thorough. Working with parents links to our values. KW recommended adding spiritual into the section on values. There are some minor typos which need addressing.</p> <p>The SEND policy has minimal changes from last year and KB outlined the content. The provision map is very helpful. Parental drop-ins (which KB attended this morning) are a change to the policy. Again a couple of typos to amend.</p> <p>Hearings and Appeals is a comprehensive NYC HR policy, providing details of support and advice offered. It details all aspects of the process. Clarity is needed about number and nature of governors involved in hearings and appeals.</p> <p>All policies were ratified. Governors were reminded to click the link Agree Policy at the end of each document, to confirm you have read and agreed the policy.</p>
22	External Reports. (If applicable).	N/A
23	To receive Budget Monitoring Report – to date	SS updated the funding formula following difficulties caused by DfE mis-calculation. Forecasted end of year carry forward as £103K but this has increased to £123K. Further details would be available at the next FGB meeting where the focus is finance.
24	Confidential item. To deal with any matters agreed for consideration under item 5 above.	Recorded separately.

25	To deal with any matters agreed for consideration under item 6 above.	Recorded separately.
26	What impact have we had on the learning experience of pupils in the school?	<p>In this meeting governors have –</p> <p>Approved key policies for children’s well-being Considered in detail the data around pupils’ achievement, progress and attendance Promoted well-being and safeguarding Engaged with the updated KCSiE Monitored the school budget Reviewed the Terms of Reference for governor responsibilities. Agreed governor monitoring visits linked to school priorities for this half term Agreed to a governor audit after new governor appointments</p>
27	AOB.	None
Meeting closed at 7.38pm		