




Doing all the good we can

**Richmond Methodist Primary School
Full Governing Body Meeting on
Monday 18th May 2026 at 5.30pm
at Richmond Methodist Primary School and via TEAMS**

Core Functions of LGB (Colour coded to challenge):

- **Ensure clarity of vision, ethos and strategic direction**
- **Holding the Head Teacher to account for the educational performance of the school and its pupils, and the performance management of staff**
- **Overseeing the financial performance of the school and making sure its money is well spent.**
- **Purple denotes Governor approval**

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In attendance

Sharon Stevenson (SS, Headteacher); Kathleen Bradley (Chair); Kathleen Wood (Vice Chair); Joe Larder (JLa Deputy Headteacher); Nicola Scrafton (NS, TEAMS); Hannah Long (HL), Rebecca Kent (RK), Simon Longley (SL), Peter White (PW), Alice Walker (AW), Jan Linsley (JLi)

Also present

Rob Campbell (Headteacher, Leeming RAF Community Primary School)
Louise Flanagan, (Clerk to Governors, NYC)
Lucy Coates (SENCO, TEAMS)

Absent

Dan Benfield

1	Welcome from the Chair and Opening Prayer	The Chair, Kathleen Bradley, welcomed Governors to the meeting and Kathleen Wood shared an opening prayer.
2	To receive apologies for absence and to determine whether any absences should be consented to.	Apologies were received from Clive World and Kate Pepperell and these were accepted by Governors.
3	To remind governors of the need to complete business and personal, interests, pecuniary and non-pecuniary, gifts and hospitality	No business interests were declared for today's agenda.

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	and self-declaration form.	
4	To remind governors of the need for confidentiality	Governors were reminded of the need for confidentiality.
5	To determine whether any part of the proceedings should be treated as confidential	There will be one confidential item.
6	Notification of urgent other business.	There was no other urgent business to be discussed.
7	To approve as a correct record the minutes and confidential minutes of the FGB meeting held on the 9th March 2026	<p>The minutes and confidential minutes of the FGB meeting held on 9th March 2026 were approved as a correct record subject to the amendments below and will be forwarded to ZP as soon as possible .</p> <ul style="list-style-type: none"> • Add JLi to attendees. • Add feasibility of nursery grant to item 8. • Add that PW has also accessed the governor induction in item 12. <p>The confidential minutes of the 9th March 2026 will be ratified via email after amendments by the clerk</p>
8	To consider matters arising from the minutes and for which there is no separate agenda item. (Actions Summary)	The 25-26 Summary of Actions was updated by the Clerk.
8	Educational standards report	<p>SS shared the Educational Standards for Spring 2026 which was compiled by JLa.</p> <p>No change on pupil data and context, attendance is a real strength.</p>

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Governor Question (GQ) Are pupils recorded as having ASD if they present with other neurodiverse conditions – e.g. ADHD? The headers are pulled through from the central database – therefore ASD would cover other neurodiverse conditions such as ADHD.

GQ Autumn 2025 data is missing? This was due to an issue with Insight.

Core subjects

Y6 writing is teacher assessed and is determined by an overview of work in lessons. Mock SATS take place in Autumn, Spring and Summer 1 terms. Current projections from March data show 71% expected or above in reading and 69% in maths. Targets are ambitious. This is the first year since 22/23 that progress measures have been available.

Progress data 22/23 -1.8 in reading (should be 0). Spring 2026 Mock SATS results -0.3 for reading. Progress data 22/23 -3.3 in Maths. Spring 2026 Mock SATS results -0.5 for maths.

The complexities of the cohort should be considered ie 3 pupils joining in Year 5; unauthorised absence due to leave in term time for holidays for two pupils and one pupil on authorised absence due to a life threatening road traffic accident. Adaptive teaching and boosters make a difference. RMS is not being moderated for writing this year. For disadvantaged pupils, school is expecting 3 out of 4 to achieve in reading and 2 out of 4 in maths.

Y4 Times Tables Check

Pupils have improved from an average of 15 correct answers in October 2025 to 20.2 in May 2026. Approx 38% of pupils are getting full marks which is above last year's national average. Trajectory of improving average score has improved in 2024 and 2025, however several pupils with SEND are

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consistently scoring low eg. 6 or 7 out of 25 and this will have a negative impact and bring the average score down this year.

GQ Why is that? It is due to their SEND needs over time, they are on the SEND register and are working with the SENCO. They are globally low.

GQ Is it their knowledge of tables, the speed element or both? It's both, we have added a pause between questions which is an adaptation we can make. They are scoring well in 10s and 5s times tables.

Governors thanked RK for her contributions to the Y4 MTC discussion.

KS1

Y1s phonics target is 89% which is an ambitious target. In regard to the four Y2 children who did not achieve the expected standard at Y1, school is predicting only predicting one will not achieve this year. This is due to 2 out of 4 children being non-verbal and still working below KS1 curriculum and one child currently on 76% attendance and persistent absence is having a negative effect on their attainment.

GQ Y2 data is relatively static, why is that? There are high SEND needs in Year 2, including 2 children with EHCPs and one child with PA – persistent absence where attendance is being monitored.

EYFS


EYFS data presents a positive picture, strong progress against targets at 76% which is lower than last year but still above national. Three pupils are on the SEND register. Listening and attention require improvements for more children to achieve GLD (Good level of Development), however progress can be made rapidly in Early Years and school is hoping for improvements by the assessment period at the end of June. Fine motor skills and writing are linked and if children are not at the expected standard in physical development (fine motor skills) this can have a negative impact on achievement in writing.

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		Governors commented that progress from entry is excellent and it is positive to see the strengths and progress our RMS nursery pupils make in Reception.
9	SIP Update - SEND focus	<p>Lucy Coates joined the meeting via Teams at 6.05pm and confirmed the following information.</p> <ul style="list-style-type: none"> • 40 pupils are on the SEND register, 7 have EHCPs, 2 applications are pending • Needs are around autism and specific learning difficulties • 19 pupils on monitoring list • Data shows the comparison of RMS against other NYC schools • SEN percentage has gone up slightly • Attendance SEND 95.7% (non SEND 97%) a couple of pupils have support in place to increase attendance • Attainment - compared to last year fairly similar other than writing, which has improved. • Progress is close to those children without SEND. Reading is down a small amount in attainment and progress, may need to look at this further depending on Summer data • Targeted support was shown on screen eg nurture, Forest School. Some support programmes are individual. Currently trialling Little Troopers for pupils from service families. A group of boys are working on play skills. Also working with girls on peer support for playgrounds. Staff are leading support games. <p>GQ There is a huge investment in forest schools (97 pupils) is it delivering the greatest impact? It doesn't have a measure like other programmes which use Boxall assessment before and after an intervention. It is more curriculum based and focuses on behaviours and attitudes, so harder to measure. Staff, parents and pupils all rate the positive impact on confidence, happiness and friendships. Teachers have noted a massive impact as it reduces anxiety including EBSA. Some pupils have emotional barriers getting into school and are more positive on Forest School days. Pupil Voice could be used via Microsoft Forms to gather more feedback.</p>

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		<p>GQ What do the pupils do in Forest School? It varies according to needs, den building, team working, fire building</p> <p>GQ During lesson time? Yes.</p> <p>GQ What lessons are they missing? Can be different foundation subjects over time.</p> <p>GQ Can you be allocated to Forest School? Yes. SLT and teachers are aware of needs and share with the SENCO who would benefit.</p> <p>GQ What does individualised support look like? Some have adult care all day, others have high intense adult support through pockets of the day, some need individualised Maths or English teaching because they are significantly below their peers. Others need regular check ins throughout the day. Individualised support is flexible.</p> <p>GQ Is there a trend that it's increasing? Yes. Whenever we refer to SEND Hub to seek support or advice they often suggest individualised support but we don't have adults to provide that. We also have to manage parental expectations.</p> <p>GQ Some pupils are in more than one group of support? Yes.</p> <p>GQ How much of a financial shortfall is there? If we are spending more than is stated on the EHCP we should evidence that and look to apply for an increase in banding. In reality doesn't work like that, and we are overspending.</p> <p>GQ Spelling, phonics, reading are on targeted support, is that an additional layer above what you would expect as a classroom adaptation? Yes.</p>
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- Monitoring – LC can see SEND staff training adjustments are used in classroom and in books. Pupil report positively about school, they state that adults take care of us and want us to be happy.
- All staff work exceptionally hard and that came across in the report from Hilary Cave
- Actions from the report will be in tomorrow’s staff meeting. Will be sharing Inclusive Practice Toolkit, which provides clear targets for what children should achieve and how it is measured.

GQ What are pink books? We use them as a way of showing progress on targets


GQ Do children have those or staff? Staff have them, some pupils know about them some do not, it varies on the need and ability of the child.

- Parent Views are gained through a questionnaire. Parents have stated they want more support with transition, more support for mental health and more nurture.
- Asked Y3 pupils about transition and they stated they wanted more play, work was too hard and would like more free time. So enhanced provision in Y3 and KS1 has been adjusted and they will be asked about it again.

GQ Can your PowerPoint be shared to Governors? Yes


- There are three SEND drop in sessions this year, communicated through class dojo. Also recently had a SENCO station at parents evening which was popular.
- Plan to gain pupil voice via a questionnaire, will take responses and use that to target support.
- LC shared a list of staff training she has provided.

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		<p><u>Future Plans</u></p> <ul style="list-style-type: none"> • Refine targeted support • Utilisation of TAs • Subject Leaders liaise with SEND regarding their curriculum adaptations • Look at alternative provision • Alternative nurture models • Termly report to governors <p>GQ What is the cost of support vs money coming in? GTA wage with on costs is around £23100, so there can still be a deficit of between 7k and 13k.</p> <p>GQ Would a termly report to Governors involve extra work? Just sharing on Teams so not a huge amount of work.</p> <p>Governors to provide clear instruction on what is needed in the termly report.(AP)</p> <p>LC was thanked by Governors and left the meeting at 6.47pm.</p>
18	Confidential item	<p>JLa, AW and RK left the meeting at 6.48pm</p> <p>This item was brought forward and minuted confidentially.</p> <p>JLa, AW and RK returned to the meeting at 7.10pm</p> <p>RC left the meeting at 7.10pm.</p>


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10	Safeguarding Report	<p>The Safeguarding Report was uploaded before the meeting and SS advised that safeguarding places a significant demand on staff, especially with multi agency meetings, however it is important it is in place.</p> <p>GQ Does the data apply to individual pupils or are some the same? Each one at the top of the report is a new pupil referral. A pupil with attendance issue was discussed.</p> <p>GQ One LADO referral, did that meet the threshold? Yes.</p> <p>GQ Have we enough capacity with one DSL and two DDSL? A DSL and at times the DDSL need to be responsive and have the capacity to respond immediately so a DSL can't really be a classroom based staff member.</p> <p>GQ Does it have to be a teaching staff member? Will check (AP).</p>
11	Governor Training	<p>All governors aware of training opportunities.</p> <p>Clerk to provide 26/27 NYC training dates (AP).</p>
12	Governor Monitoring	<p>There is a new monitoring form. Staff voice for writing uploaded to Teams before the meeting Governors agreed the new form is helpful.</p>
13	Governance	<p>HL will be leaving at the end of term therefore a Parent Governor election will be held after half term.</p> <p>The Clerk's Summer Briefing was uploaded to teams before the meeting.</p>
14	Policies for approval	<p><u>Feedback Policy – Chair</u> Consulted with staff and a few refinements made. There is a sheet at the back to give to Governors during learning walks and books looks. Triangulate with PPMs.</p>

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		<p>Governors noted it has been useful for teachers and changes have already been seen in pupils' books.</p> <p>Governor Visits Policy – All to review <u>as part of the meeting</u>. Having dates in the policy is important. SS to change to `ideally`, RE to be added. Governor reports will be uploaded to one shared folder after review by teacher and Headteacher.</p> <p>GQ Do all governors have free time to do visits, may have to reallocate governor links? Governor discussed expectations on their time as well as staff time. Certain monitoring could take place after school and use Teams also. Add link Governors for Ofsted areas, it was agreed that only one governor for curriculum monitoring would be onerous. Governors agreed that Round Robin sessions are useful and can also be used for link monitoring. SEND, Safeguarding and H&S need termly monitoring.</p> <p>The above policies were approved subject to amendments.</p> <p style="text-align: center;">NS and JLa left the meeting at 7.39pm</p> <p>JLi to provide what Governors will be asked about in an Ofsted inspection (AP).</p>
15	External reports	There were no external reports.
16	Ofsted update training	SS will provide a recording regarding the Ofsted update and will circulate to Governors (AP).
17	Resourcing	SS described the plans for a change to the inclusion base by splitting up the sensory room, it was agreed Governors would visit the area after the meeting.
18	Confidential item	This item was considered earlier in the meeting.

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21	AOB	There was no other business to be discussed.
22	Impact. How are we enabling all in our school community to flourish?	<ul style="list-style-type: none"> • Scrutinised educational standards • Monitored SEND provision throughout school over the last year • Agreed the policies • Looked at leadership and accountability • Looked at provision and proposed changes
23	Dates for 25/26	<u>Dates for 25/26</u> 22nd June 2026 (Ethos, vision and values/Round Robin)
There being no other business the meeting closed at 7.59		

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