

Minutes of the Full Governing Board Meetings of Moorside Infants and Junior Schools held on 10th April 2019 at 5.00p.m.

Present: Chris Lea (CL), Claire Rowett (CR - Headteacher), Peter Fleming (PF), Mary Kelly (MK – Chair), Michelle Gee (MG), Jonathan Heap (JH), Maureen Binks (MB)

Apologies: All present

In attendance: Andy Welsh (Clerk), Helen Rogan (HR, Class 6 Teacher)(up to and including item 2 only)

PROCEDURAL

Core Functions of a Governing Board:

- Ensuring clarity of vision, ethos and strategic direction
- Holding the Headteacher to account for the educational performance of the school and its pupils
- Overseeing the financial performance of the school and making sure its money is well spent.

1.	<p>Welcome</p> <p>Governors were welcomed to the meeting. Apologies for lateness had been received from MG, all members present. The Chair welcomed Andy Welsh to his first meeting as Clerk and welcomed HR who was attending to deliver a presentation on the Real Writing Project.</p>	
2.	<p>Real Writing Project</p> <p>CR introduced this item noting it was part of a 5 year project organised by the North Star Teaching School Alliance. The Junior School had been categorized as 'coasting' in Reading and Writing and the project was part of the efforts to improve performance in this area. It built on work already underway in the School and was implemented in a way that made it work for the School. It has had a positive impact on the School Development Plan.</p> <p>HR presented details of the Real Writing Project identifying what had resulted in the biggest impact and why this was. Vocabulary and Scientific Writing were identified as key areas for the project as Modelling Writing and Expectations of Writing Across Subject Areas were covered already.</p>	

Tier 2 and 3 vocabulary was a focus in classrooms and data demonstrated that much progress had been made in this area, with vocabulary improving ahead of comprehension.

Challenge: Is the data model a recognized format?

Response: The model comes from the programme, Reading Plus, but could be used to demonstrate progress to eg Ofsted.

Challenge: Why had vocabulary improved ahead of comprehension? Is comprehension being raised?

Response: There has been a concentration on vocabulary which now ties in with comprehension as the children have a better understanding of what they are reading. There has been a low starting point in comprehension as previously there was a focus on completing book bands without focusing on comprehension in Infants. There is additional work being done to improve comprehension. An online tool allows pupils to continue work outside of School and lets teachers monitor progress. The software sets tasks based on previous performance so provides stretch to pupils.

HR continued with her presentation giving examples of pupils' work. Pupils are taught to consider the audience, purpose and form for each piece of work. For reluctant writers real life experiences have proved positive motivation eg through the Forest School initiative.

WAGOLL (what a good one looks like) was an effective tool for sharing how to present work well and also to motivate children.

Feedback from pupil conferencing and moderation with other schools was positive. Work on encouraging boys was effective eg an author visit by Dan Smith.

There was clarity around the writing process in School with an updated literacy policy and a consistent approach to Learning Walls. This works across both Key Stages.

In terms of next steps the project was being consolidated into day to day work. Monitoring of data, eg phonics data, was helping to identify gaps and shape interventions. The Headteacher reported that training has been disseminated across School and expressed the School's commitment to not let the progress made drop.

	<p>Challenge: Are all staff on board? Response: Staff are enthusiastic and there is momentum to continue with the improvements already made. Lesson Observation reports support this view. The LA Education Adviser report referred to the project in positive terms.</p> <p>The Governors thanked HR for her presentation and hard work on the project. HR left the meeting 17.50 hrs.</p>	
3.	<p>Declarations of Interest pecuniary or non-pecuniary and the Register of Hospitality MK declared her role at Boroughbridge Primary School and Nursery.</p>	
4.	<p>Note rules on confidentiality and determine if any item should be recorded confidentially. Governors were reminded of the confidential nature of discussion at Board meetings. No items were to be recorded as a confidential minute.</p>	
5.	<p>To declare the notification of any other urgent business. No urgent items had been submitted to the Chair.</p>	
6.	<p>To approve and sign the minutes (and where appropriate confidential minutes) of the meetings held on 10th December 2018, 4th February 2019 and 9th March 2019 The minutes (and where appropriate confidential minutes) of the above meetings were approved as an accurate record of the meetings and would be signed by the Chair as such.</p>	
7.	<p>Matters arising There had been no feedback as yet on the potential £10k grant (to convert a room into a library) from the Foyle Foundation.</p> <p>The Chair had written to the Friends of Moorside to thank them for the funds raised.</p> <p>An NLE had been requested to support the writing of a music development plan. An outcome was awaited.</p> <p>On the Sports Premium Challenge – CR reported that Chris Lea (Governor) visited the Sports Leader, Paul Price, which provided clarity and challenge around the impact report on spending. The next report to be shared with governors will be sent to Chris first, to ensure that necessary actions that were agreed through discussion have been carried out by the Sports Leader, so that impact reports on spending are further improved. The</p>	

	<p>Headteacher reported that the Sports Leader found the meeting very useful in term of challenging and improving practice in a supportive way.</p> <p>Challenge/Support: How is the Head coping with the teaching requirements of her role?</p> <p>Response: This is placing extra workload on the Head but the reality is another teaching post cannot be afforded and the needs of the children must come first. The workload is acceptable at the minute and will be consolidated into one full day next year.</p> <p>A flow chart of the agreed Complaints Procedure was distributed for review with the new, shortened, process and the changed role of Governors was discussed. Arrangements for opening letters in School which were addressed to the Clerk were noted.</p> <p>After reviewing the Serial Complaints Policy legal advice had been taken in relation to behavior on site. The suggested improvements had been incorporated into the Expectation of Behavior on Site Policy. The Policy was acceptable to the Governing Body with the amendments that the initial words "Whilst the public are on our premises" and the bullet point "entering another's personal space" be removed.</p> <p>MG entered the meeting 18.01 hrs.</p>	
<p>8.</p>	<p>Amalgamation Update</p> <p>It was noted that the new school name would be Moorside Primary School and Nursery.</p> <p>As the full title was quite long the branding used would revolve around the word Moorside. Governors reviewed the branding designs presented by the Headteacher. The letterhead would show the logo and strapline. The new school sign would be erected once the building work was completed in the summer. There was no need to change the school uniform.</p> <p>Instrument of Government</p> <p>The revised Instrument of Government authorized by NYCC was agreed for adoption.</p> <p>It was noted that new governors were required (parent and co-opted). Recruitment had been attempted, including Inspiring Governors, for co-opted Governors but so far had not been successful. NYCC were unlikely to have any available potential governors as they were finding it difficult to recruit as well.</p>	

	<p>Budget Update CL had circulated a note prior to the meeting and gave a detailed presentation to the meeting. Time had been spent with the new Bursar and there was now greater clarity and accuracy around the figures. In terms of the financial forecast there was a modest surplus at the end of Year 1 but an increasing deficit over the Year 2 to 5 period. It was recognized that it was difficult to manage costs given the requirement to staff classes and provide the resources necessary for the safe and effective running of a school. It was, however, possible for income to grow as a result of increasing pupil numbers although the impact of low numbers in any one year was felt for period as the year group moved through the School. It was possible to leverage the impact of the new School to improve recruitment. The impact of supporting children with SEN on limited funding was noted.</p> <p>Engaging with parents prior to children being school age was seen as a key activity to support future recruitment, whether this be through Nursery provision or Forest School activities. A vigilance on staffing ratios would be required. Charging an appropriate market rate for lettings was discussed with Governors agreeing that the hourly rate should increase from £15 for the first hour and £10 per subsequent hour to £15ph except for the outdoor lettings which would be £15 per hour for the first hour and £10ph for subsequent hours. A term's notice would be given beginning September 2019.</p> <p>It was noted that low nursery numbers were as a result of NYCC not advertising the nursery provision during a critical recruitment period. This had now been rectified but the damage had been done in terms of recruitment for the coming academic year.</p> <p>The Pupil Allocation Number was 30. There were 23 new starts expected in Reception in September 2019 plus 4 in the Nursery.</p> <p>Governor Led Nursery A Governor Led Nursery could recruit from age 2 which was manageable with the facilities planned already.</p> <p>It was agreed that CL and MG would form a small working group to look at the possibility of a Governor Led Nursery in more detail and report back in June.</p>	<p>Action CR</p> <p>Action CL/MG</p>
9.	Spring Term Data Update and Headteacher Report	

	<p>The Headteacher's Report, including a set of data, had previously been distributed and questions had been sent to CR prior to the meeting. CR was able to present further data on Progress which was tabled.</p> <p>Full time exclusions were up and it was clear that the School had to balance the needs of individual pupils with the safety of other pupils. TA support was discussed and a TA who specialized in supporting behavior had been appointed and was already sharing good practice.</p> <p>Attendance in Juniors had improved but Infants was lower. Some children in Reception and Year 1 were being kept off School due to illness when it was possible they could attend School. Advice had been issued to parents and it appeared to have had a positive impact.</p> <p>Challenge: Why is Junior attendance higher than Infants? Response: As the children get older they are more resilient and parents often find childcare arrangements easier. Letters are sent home in accordance with NYCC advice. Lateness and attendance are being tracked. 100% attendance letters had gone out to three classes to support such a positive outcome.</p> <p>Staffing issues were discussed noting that TA support was being deployed to support Maths, English and SEN. The Nurture provision was being supported. The School's Adviser was aware of the need to balance Finance and School Improvement and discussions were ongoing with NYCC.</p> <p>Regarding Year 6, there are 2 pupils who are borderline Expected and they are being given appropriate support including over the coming holiday period.</p>	
10.	<p>Headteacher Report Covered at 9 above.</p>	
11.	<p>Governor Led Nursery Covered at 8 above.</p>	
12.	<p>Receive Any Reports including School Improvement Adviser and Subject Leader Reports Governors received the report from the School Improvement Adviser noting that:</p>	

	<ul style="list-style-type: none"> On phonics training, this could be seen to be having a positive impact. Progress was seen in a KS2 Book Review. Strengths and Areas for Development had been identified and reported on. The impact of Leadership monitoring on teacher performance was noted. <p>Challenge: Is feedback acted upon? Response: Yes, for example the comment on KS2 marking demonstrated this.</p>	
13.	<p>Policies Expectation of Behaviours on Site Covered at 7 above.</p> <p>Complaint procedure Chart Covered at 7 above.</p>	
14.	<p>Governor Monitoring Visits It was agreed to discuss monitoring visits at the next meeting.</p>	
15.	<p>Standing Items and Governance Safeguarding Health & Safety CPD/Training There were no further matters to report on these items.</p> <p>Governor Health-Check It was agreed to discuss this item at the next meeting. The Chair, Vice Chair, Head and Clerk had met with the NYCC Head of Governor Support earlier in the day and would bring proposals to the next meeting on how improvements could be made. As a small Governing Body without sub-groups it was important to use time efficiently and effectively. This would be reviewed as part of the proposals.</p> <p>It was noted that the second instalment of the Data Training, delivered by the School Improvement Adviser, would be scheduled following the data report in July.</p> <p>It was agreed to check that Governors had access to the NGA website.</p>	<p>Action Chair/Clerk</p> <p>Action Chair</p> <p>Action CR</p>
16.	<p>Any other business</p>	

	There were no other items of business.	
17.	Dates of Next Meeting 14 th May 2019 at 5pm	

The meeting closed at 19.03 hours.

Signed:

Dated: