

Minutes of the Full Governing Board Meeting of Moorside Primary School and Nursery held on 26th February 2020 at 5.00p.m.

Present: Claire Rowett (CR)(Headteacher); Maureen Binks (MB); Mary Kelly (MK); Peter Fleming (PF)(Vice Chair); Michelle Gee (MG); Debi Pickard (DP).

Apologies: Chris Lea (CL)(Chair).

In attendance: Andy Welsh (Clerk); Paul Price (PP)(Teacher)(Item 8 only); Rachel Taylor (RT)(Teacher) (Item 8 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.	Welcome Governors and attendees were welcomed to the meeting.	
8.	<p>Input From ICT/PE & History Leaders</p> <p>This item was taken out of sequence to allow the two staff members to be able to depart earlier.</p> <p>The Chair indicated it was important for the GB to hear from members of staff and this would assist Governors with their understanding of the school's curriculum, how it is monitored and how it is working.</p> <p>The Head reported that the school's curriculum had been updated since October 2019 and was now progressive and well developed in all curriculum areas.</p> <p>PP issued papers relating to the Computing curriculum, setting out the Intent, Implementation and Impact. The documents showed progression in ICT across the school years and how it was linked to the whole school Intent and Vision.</p> <p>Governor Challenge: When did the current curriculum start? Response: The curriculum started in 2014, updated in the current academic year. It builds on knowledge sequentially over</p>	

the school years. There is a significant focus on online safety. A Facebook page is used as a positive role model for personal safety.

Governor Challenge: What are Beebots?

Response: These are robots that can be programmed and support the coding elements to the curriculum. The computing curriculum spans across other curriculum areas including maths, reading, phonics and spelling.

Governor Challenge: Does the curriculum assume all children have access to computing facilities at home?

Response: It is the case that while some children have access to facilities outside of school not all do and this is acknowledged by the school. Tasks that others might complete at home can be completed by those who need to at the lunchtime reading club and other activities. Something is in place for all pupils.

Governor Challenge: What is the school's policy on mobile phones?

Response: Some Year 6 pupils walk home independently and so some have mobiles for personal safety. Within school they are locked in a drawer. It was likely that phones would not be allowed at future school discos due to the risk of pupils sharing photographs online.

Governor Challenge: Does the school have sufficient resources to support the curriculum?

Response: The school is currently well resourced with equipment and suitable learning areas. Internet access is still not uniform but is being addressed.

Governor Challenge: How do you monitor the curriculum to measure Impact?

Response: Recent KS2 Children Chats have demonstrated that pupils are aware of how to use computing effectively both inside and outside school. Most pupils use technology outside of school for games (often educational), watching videos and homework. The school is working with parents to support them so they can help their children manage their time, behaviour and safety online.

Governor Challenge: What are the reasons where children are not working at expected standards?

	<p>Response: Often this relates to language issues. Having key words around the whiteboards is helping with this.</p> <p>RT issued papers relating to the History curriculum, setting out the Intent, Implementation and Impact. The documents showed progression in History across the school years and how it was linked to the whole school Intent and Vision.</p> <p>The curriculum was designed to make it engaging and accessible. It was important for children to be able to recall facts in both the short and long term. The later Years were better able to recall facts whereas the younger pupils sometimes struggled. Some pupils struggled to identify History work in their books, so, a new labelling regime was in place. Assemblies were used for each subject. History was taught in a theme based way.</p> <p>A timeline of historical periods was building up a picture of what the pupils had studied over the years with learning taking place sequentially. This helped pupils see how themes linked together and linked with other subjects.</p> <p>Governor Challenge: Is work done around local History ie within Ripon?</p> <p>Response: Yes, links are made locally where possible eg the workhouse museum regarding Victorian era and the Tudor/Tudor style properties in the city centre.</p> <p>Governor Challenge: Do you teach skills as well as knowledge eg the ability to understand the reliability of evidence?</p> <p>Response: Yes, sources of evidence begins in Year 4 and pupils specifically look at sources of information and why there are differences of opinion. The curriculum seeks to prepare pupils for the next level in learning and society and they therefore need to be able to look at media and detect faults in evidence.</p> <p>Governor Challenge: Are staff well enough resourced to deliver the curriculum?</p> <p>Response: There is a positive culture and staff ask questions and have a dialogue with the curriculum lead. If pupils were not making progress generally then interventions would take place to support.</p> <p>Governor Challenge: What development have you had for the new framework?</p>	
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	<p>Response: There has been a two day leadership course, staff meetings, information sharing, the HART Alliance, Ripon Cathedral and support from other schools.</p> <p>Governor Challenge: How do you handle British Values in History?</p> <p>Response: This is picked up in theme days eg VE Day, Olympics, Remembrance Day, Eid, e-safety, Holocaust Memorial Day, Black History Month.</p> <p>Governor Challenge: What happens if a child is off on one of those days?</p> <p>Response: This is picked up eg in afternoon intervention time and key information/knowledge is reinforced across the curriculum.</p> <p>Both staff were thanked for their valuable input and hard work. PP & RT left the meeting at 17.40 hrs.</p>	
1.	<p>Apologies Apologies were received from Chris Lea (Chair). In the absence of the Chair the meeting was chaired by the Vice Chair, Peter Fleming.</p>	
2.	<p>Declarations of Interest pecuniary or non-pecuniary and the Register of Hospitality None, other than MK as Chair at Boroughbridge Primary School.</p>	
3.	<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.</p>	
4.	<p>To declare the notification of any other urgent business. No items were declared.</p>	
5.	<p>To approve and sign the minutes of the meeting held on 15th January 2020.</p> <p>The minutes of the meeting of the 15th January 2020 were approved as an accurate record of the proceedings and signed by the Chair.</p>	
6.	<p>Matters arising The following items were raised:</p>	

	<ul style="list-style-type: none"> • NGA Learning Link Setup – this had progressed and payment had been made, CR would follow up with JP. • Potential Governor Recruit (Cathedral) – MK had identified two potential Governors with suitable skills in either education or business. They were thinking about the role and MK would pursue their interest. • Issue CL's visit report – this had been issued. The concerns over traffic around the school remained. It was acknowledged that there was a 20mph speed limit on Harrogate Road but the issue was at other entrances. NY Road Safety were conducting training for pupils. 	CR/JP
PART A	SCHOOL IMPROVEMENT	
7.	<p>School Strategy Plan: Update re Building Works The Headteacher gave an update on the delivery of the current building programme. There was a roof leak, missing windows, rendering to be done and external areas to be finished. Snagging lists were being produced and actioned.</p> <p>There were some areas where compression in the ground had been noticed and appropriately cordoned off. Investigations were underway to identify the cause. This was a concern as the Ripon area is a sink hole area. The field was not being used. The LA were handling this matter.</p> <p>The Chair noted that it was pleasing to see the school transformed and the better learning environments being made available to staff and pupils. However, the areas that had not been newly built or refurbished now needed some attention. Volunteers were called upon for such activities including painting.</p>	
8.	<p>Headteacher's Report The Head's report had been circulated in advance and Governors had submitted questions to the Head prior to the meeting.</p> <p>Governor Challenge: The two cases of restraint, were these one child? Response: These were two different children both of them being kept safe from areas with traffic risk.</p> <p>Governor Challenge: Was progress being made with the child on a part time timetable.</p>	

	<p>Response: Appropriate support was in place for the pupil and parents/carers and progress being made.</p> <p>Governor Challenge: Did the building works have an impact on the number of Red Flags in the last period?</p> <p>Response: To some extent, but largely this was the impact of issues at home. There was improved attendance and this had resulted in more Red Flags.</p> <p>Governor Challenge: What measures are being taken regarding persistent absence?</p> <p>Response: Legal letters have been sent. Pupils with both SEN and PP have only shown improvement after the second legal letters were sent. This means parents are more aware of the seriousness of the situation and that monitoring by the LA was in place. This has improved attendance but had an impact on lateness. Lates were now being logged in the school newsletter and this may have a positive impact. The use of the family outreach service is helps to deliver a joined up approach in certain cases, when we are aware that families are working with the Early Help Team.</p> <p>MG joined the meeting at 18.03hrs.</p> <p>Two more children had been recruited. The ability of the school to take more children with EHCPs was discussed. Very often the school could not meet the needs of the child but the school still had to spend time identifying this. All acknowledged that this was also a difficult situation for the children and parents concerned.</p>	
9.	<p>Pupil Premium</p> <p>The document had been circulated to Governors with the papers for the meeting.</p> <p>The Head reported that 50% of the pupils were on track but that the figures may improve at the next tracking point in March.</p> <p>Of the 11 new children, 7 were PP, some with both SEN and PP.</p>	
10.	<p>Sports Premium</p> <p>The Head gave a verbal update. The funding was being cut by 50% following the merger of the two previous schools, despite assurances being given that it would not drop below 80% of the previous combined level. Options on how the money was being</p>	

	<p>spent were discussed and this might have an influence on the services bought in externally and the amount of time staff would need to spend supporting PE.</p> <p>Governors discussed what fund raising might be able to achieve.</p>	
11.	<p>School Improvement Plan Monitoring</p> <p>Governor Challenge: How is Reading progressing? Response: This is a main focus for the school. There will be a Reading Deep Dive next week. Support was being provided from Burley Woodhead English Hub. A Reading action plan was in place and this would attract £500 worth of books. Reading books were being stored differently with them being identified as for expected level or challenging. Friends of School funds had been used to buy appropriate resources. Whole class reading was being monitored externally.</p> <p>Governor Challenge: Why is the tracking of pupil outcomes amber? Response: This is now developing with subject leaders in place, pupil voice, book scrutiny, learning walks etc. The previous work on establishing the curriculum progression documents and Intent has now moved on to ensuring more consistent improvement in tracking and outcomes.</p> <p>Governor feedback was welcomed on a developing Staff Wellbeing Policy. CR to circulate for comments.</p> <p>Governors were welcomed to get involved with the Inclusion Quality Mark assessment on 19th March, CR to circulate details.</p> <p>Governor Challenge: What is the impact on the school of pupils with SEN but without an EHCP? Response: The EHCP takes several terms to be established with many interventions being put in place and tried as part of the process. Sometimes the EHCP will mean that the school cannot meet need and the parent will decide whether to continue at the school, or seek a place at another mainstream school that can meet need or a special school. In any event support is put in place and the school carries the financial impact of this.</p>	<p>CR</p> <p>CR</p>
PART B	BUSINESS AS USUAL	
12	Finance	

	<p>Financial Forecast 2020/2021</p> <p>The Head reported that work on the start budget for 2020/2021 was still ongoing. It would be necessary to balance the need to maintain financial sustainability and to deliver the educational inputs necessary to ensure the school is successful. The start budget did not need to be returned to the LA before the next GB meeting on 1st April 2020 and it was agreed to consider the matter then.</p> <p>It was noted that there would be time constraints on any HR processes and that delays in starting those would mean the volume of savings within the year may be reduced. It was also the case that natural turnover of staff would take place later this term and next.</p> <p>The Chair noted that some serious decisions would be required at the coming meeting. There would need to be a plan in place to meet budget need but also the school required sufficient resource to meet the educational needs of children.</p>	
13.	<p>Standing items and Governance</p> <ul style="list-style-type: none"> • Safeguarding – no issues to report. • Health and Safety/Premises Report (including near misses) – a new fire evacuation and lockdown plan was required given the new school configuration. Measures were in place currently but NYCC were developing the plan. Following this there will be a practice lockdown and communication of this with pupils and parents would be important. • Governor CPD / training – course information had been circulated. Anyone wishing to discuss individual needs could do so with PF/CR. • Governor Recruitment – potential new recruits had been discussed earlier. MG confirmed that the prospective recruit from the Cathedral had declined to pursue the opportunity. • Review/Approve any pupil residential(s) – there were no trips to approve. 	
14.	<p>Receive any reports:</p> <p>There had been a Maths Reasoning project review the day before the meeting and a positive informal report.</p>	

	<p>There had been no LA reports but Early Years would be reviewed on 9th March 2020.</p> <p>Previously circulated Governor visit reports were received. Record keeping had been good and pupil behaviour good. Pupil data for monitoring was impressive.</p>	
15.	<p>Policies The following policies were approved as previously circulated:</p> <ul style="list-style-type: none"> • Freedom of Information (2 years) • GDPR (2 years) • Behaviour and Safety policies 	
16.	<p>Any other business CL was continuing to attend school for various activities in his role as Chair but could not always attend GB meetings at present. It was noted that in the absence of the Chair the Vice Chair would act in his place. MK kindly offered to assist should additional capacity be required.</p> <p>The meeting noted the recent press coverage of an historic abuse case relating to a former caretaker at the school. Governors noted that the case was historic and that rigorous procedures were now in place and had been for some years.</p> <p>There had been no perceived impact on the publication of school performance league tables.</p> <p>Governors noted a proposal by the Head to proceed with a staffing decision as the role was felt to be essential to the ability of the school to deliver its educational responsibilities.</p>	
17.	<p>Date of Next Meeting Dates of next GB meetings all at 5.00pm:</p> <ul style="list-style-type: none"> • 1st April 2020 • 6th May 2020 • 15th July 2020 	

The meeting closed at 19.03 hours.

Signed: Dated: