

**Minutes of the Interim Strategic Governor's Meeting at Moorside Primary School and Nursery held on 23<sup>rd</sup> June 2021 at 09.15.**

Present: Chris Lea (CL)(Chair); Claire Rowett (CR)(Headteacher); Peter Fleming (PF)(Vice Chair), Maureen Binks (MB); Debi Pickard (DP); Matthew Kettlewell (MK), Kathy Hammersley (KH), Michelle Gee (MG)

Apologies: All Governors were present

In attendance: Carol Harris (Clerk)

**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.

<b>1.</b>	<b>Welcome to Governors and attendees</b>  Governors and attendees were welcomed to the meeting by the Chair who outlined the procedure for this Interim meeting which was to look primarily at; <ul style="list-style-type: none"><li>• The School itself</li><li>• The School vision</li><li>• Headteacher's report looking at attendance and behaviour</li><li>• Finance comparisons</li><li>• An annotated overview of the 5 year plan</li><li>• Data</li></ul> <b>All documents were supplied to all Governors for their information at the meeting.</b>	
<b>2.</b>	<b>The School and buildings.</b>  All Governors and Clerk were led around school to view the new developments and changes to the physical structure of the school and invited into classrooms to observe the ongoing teaching and learning.  It was noted that there was a lovely, calm atmosphere while walking around school and also within the classrooms where the children were working. The quality of provision for supporting all children and spaces for calm and nurture were also evident.  Governors were given the opportunity to examine children's work displayed all around School with a view to monitoring progression throughout School.	
<b>3.</b>	<b>The School Vision – CR led Governors through the School's vision statement contained in the information pack.</b>  No Governor comments to note.	

	<p><b>4. Annotated Summary of the 5 Year Plan</b> – CR led Governors through the annotated documents provided for information. Key points to note included;</p> <ul style="list-style-type: none"><li>• Anything highlighted in green had been achieved and was being embedded.</li><li>• She explained that data is gathered 3 times a year in order to quickly identify any child requiring extra support.</li><li>• Lockdown has affected the percentage of pupils expected to achieve greater depth in writing, school is looking to address this using a variety of strategies.</li></ul> <p><i>GC. – Looking at the numbers of children receiving pupil premium, this seems particularly high. Will this trend continue through school?</i> <i>R. – Pupils in receipt of Pupil Premium will, very often, continue to receive this as they go through the school. However, this funding does not always reflect achievement, in some cases, Pupil premium children could be working at greater depth. It is more about knowing our families and children. This will always be a focus progressing through school.</i></p> <ul style="list-style-type: none"><li>• Looking at relationships with other schools, CR reported that good practice is very often shared with other local schools and that good relationships had been established. Sometimes however, this was more difficult due to the diverse make up of other local schools. SENCo training had been undertaken as a ‘cluster’.</li><li>• It was still necessary to raise the profile of the school through the use of social media, fundraising events and other means.</li></ul> <p><i>GC. – What is missing from point 2? (referring to document)</i> <i>R. – This was to do with a parent questionnaire that was due to be carried out but was made more difficult due to lockdowns, not being able to speak to parents directly for example.</i></p> <p><i>GC.- Stray FM were a useful platform for publicising school which appears to be missing from the list. Perhaps use Stray Ferret as a platform?</i> <i>R.- Some governors had suffered a negative experience previously and some felt that they had been misquoted.</i></p> <p>It was agreed that a balance of different media was required and reported that school had already invested in a front page advertisement in the Ripon Review and a banner for outside school.</p> <ul style="list-style-type: none"><li>• CR reported that staffing had remained consistent thus leading to consistency in teaching and learning. Different models of coaching had also been used to support staff.</li><li>• Curriculum intents are to be continually reviewed.</li></ul>	
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	<p><i>GC.- How do you know that teaching and learning monitoring is good?</i>  <i>R.- Various methods are used such as book looks, lesson observations, talking to staff regarding individual children etc.</i></p> <ul style="list-style-type: none"> <li>The curriculum has been embedded successfully throughout school. Cross curricular links are well established for example, many different activities were linked to the Queen's birthday.</li> </ul> <p><i>GC.- Referring to the document, are internal exclusions included in the figures?</i>  <i>R.- No, external exclusions only as these are reported to County. Internal exclusions are recorded within school and individual cases are handled according to the child concerned. However, it was noted that, unless you formally or externally exclude a child, there is no support or funding available for that situation. Often, external exclusions can actually have a negative impact on the child and/or family. Any internal exclusions are logged and the individual's issues are addressed with nurture groups, break out zones and calming areas provided in school.</i></p> <p><i>GC.- There appears to have been a notable decrease in the number of exclusions over the years.</i>  <i>R.- School employs many different strategies to try support individual children so as to reduce the need for exclusion.</i></p>	
<p><b>5.</b></p>	<p><b>Financial comparisons</b></p> <ul style="list-style-type: none"> <li>CL led Governors through the financial statements included in the Governor pack. He explained that the budget predictions for the coming years indicated decreasing deficits budgets going forward. They showed a much more positive position with, ultimately, little or no deficit predicted. Where Governors had been previously faced with difficult discussions regarding cuts, it was now much more about positive growth of the school.</li> </ul> <p><i>GC.- It was noted by a Governor that they felt that this meeting was particularly useful, should there be an inspection, all Governors would be much more informed.</i></p>	
<p><b>6.</b></p>	<p><b>Data</b>  CR led Governors through the data documents included in the Governor pack. Red areas were a particular concern which included writing in most year groups.</p> <p>The SDP for next year would need to address the EYFs reforms as a priority. It would also need to include an emphasis on improving the writing standards possibly leading to greater depth, with the same targets in Maths and Reading. Also, Pupil progress and Pupil Premium would continue to be a priority.</p> <p><i>GC.- Why do we use Cathedral School for comparison?</i></p>	

	<p><i>R.- This is a similar type of school, they have one form entry with a Governor led nursery for example. Some relationships with other schools are more difficult as they are too different either in size, structure or demographics. Also, Cathedral School and Moorside are both members of the HARTs Alliance so there is funding available to allow for collaboration.</i></p> <p><i>GC.- Regarding the 5 year plan, do the green areas mean that they are OK? Do we need to rewrite the plan, reallocate resources for example?</i></p> <p><i>R.- Areas not highlighted in green require further focus. This document shows where we are now. It would be difficult to rewrite the 5 year plan as there is no national data for comparison. Many things are changing nationally.</i></p> <p>CL asked Governors for their opinions regarding the data/5 year plan. Discussion followed regarding various options to be explored including looking at the possibility of a 3 year rolling plan. It was noted that, due to various lockdown situations that the School was barely half way through this 5 year plan and as such was still a working document.</p> <p>CL also asked Governors for feedback/questions regarding Governor strategy.</p> <p><i>GC.- Governor monitoring within school has not happened due to outside influences, would Governors be held accountable for this?</i></p> <p><i>R.- The situation should be taken into account however, Governors are always welcome to challenge and ask questions of the staff.</i></p>	
<p><b>7.</b></p>	<p><b>Governance</b></p> <p>It was noted that Safeguarding training for all Governors was becoming available. The clerk advised that this is a priority for all Governors who will investigate the provision of upcoming training.</p> <p><i>GC.- A Governor asked if the Assistant Director had any feedback regarding her recent visit to school?</i></p> <p><i>R.- The Assistant Director had felt that it had been important to visit the School. She had spoken to children and it was an in depth visit. She talked through the curriculum, looked at reports and discussed support from the local authority. It was felt that she had really understood the school and it had been a positive visit.</i></p>	<p>Clerk</p>
<p><b>8.</b></p>	<p><b>Key Term Dates for Governor Attendance</b></p> <p>Dates of next GB meetings. Previously agreed as follows (Wednesdays at 5pm):</p> <ul style="list-style-type: none"> <li>• 14<sup>th</sup> July 2021</li> </ul>	

The meeting closed at 11.45 hours.

Signed: ..... Dated: .....