

## Minutes of the Full Governing Board Meeting

Moorside Primary School and Nursery  
held on 11<sup>th</sup> July 2022 at 5.00p.m in School.

### *Nurturing Children to Succeed and Achieve*

Present: Chris Lea (CL)(Chair); Claire Rowett (CR)(Headteacher); Maureen Binks (MB); Kathy Hammersley (KH), Debi Pickard (DP), Kimberley Mearns (KM); Jen Pallister (JP); Michelle Gee (MG)

In attendance: Carol Harris (Clerk) (CH)

#### 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.	<b>Welcome to Governors and apologies</b>  The Chair welcomed all Governors to the meeting held in School also welcoming and introducing the new Governors.  Apologies were received and accepted from Peter Fleming and Matthew Kettlewell.	
2.	<b>Pecuniary Interests</b> The Chair reminded Governors to declare any pecuniary interests.  None declared  The meeting determined that Governors would complete the Register of Business interest forms and Gifts and Hospitality declarations at the first meeting of the Autumn term. <b>Action</b> – The Clerk to distribute the relevant forms to new Governors prior to the next meeting and add to the agenda accordingly.	Clerk
3.	<b>Confidentiality</b>  The Chair reminded Governors of the need for confidentiality and the meeting determined that no part of the minutes needed to be a confidential item.	
4.	<b>To declare the notification of any other urgent business</b>  CR reported that there would be updates to the Risk Assessment for the trip to	

	London to be discussed later in the meeting.	
5.	<p><b>To approve the minutes of the meetings 18<sup>th</sup> May 2022 and 21<sup>st</sup> June 2022.</b></p> <p>The minutes of the 18<sup>th</sup> May 2022 and 21<sup>st</sup> June 2022 were agreed as accurate records of the last meetings and were signed by the Chair to go in the Governor file.</p>	
6.	<p><b>To discuss matters arising and address Governor actions</b></p> <p>There were no matters arising.</p> <p>All actions had been addressed and completed. CR noted that the updated SEF had been saved to the Governor drive.</p>	
7.	<p><b>Testing the robustness of the Headteacher's risk assessment of opening the school in line with government guidance/Monitoring Staff/Pupil/Stakeholder wellbeing and welfare – including Safeguarding-Update.</b></p> <p>CR reported that Covid cases are increasing in school and staff. This has led to reduced staff levels as a result. CR noted that she is increasingly concerned for staff. School is recording the number of cases and is receiving support from public health. Looking at the risk assessments it may be necessary to reassess some of the planned end of term activities. All of the usual protocols are in place according to risk assessments and being followed by all in school. Public Health have been advised and school is following their advice.</p> <p><b>All Governors agreed</b> to support the HT with whatever steps were necessary to maintain the safe running of the school.</p> <p>The updated risk assessment was distributed to all Governors for information. This has been revised due to the rise in Covid cases and the forecast hot weather. It was noted that Scholar pack provided the means for staff on the trip to contact parents directly should any concerns arise.</p>	
8.	<p><b>School Improvement</b></p> <ul style="list-style-type: none"> <li>• <b>SIA report</b> It was noted that there was a need to change the staff wellbeing aspect on the report. The Chair reported that the report was a good reflection of the strengths of the school and any key areas for development. It was excellent evidence for Governors and contained an accurate narrative for Governor information.</li> </ul>	

	<p>Heather Russell had revisited school to look specifically at writing. Governors had also visited school for monitoring and had undertaken a book scrutiny looking at persuasive writing examples. This was a specific writing task based on a fictional scenario in which the Governors had suggested an extension to the school day in order to catch up from Covid. CR shared an excellent example of a child's writing; however, CR noted that the children were unable to articulate their experience of this to Heather Russell during her visit.</p> <p><i>GC.- Does this report reflect the true picture of where school is now?</i>  <i>R.- Yes, she was very thorough and also shared data. It was noted though that pupil voice can be inconsistent.</i></p>	
9.	<p><b>Head Teacher report/School Improvement Plan</b>  This report had been shared with all Governors prior to the meeting. Governor challenge included;</p> <p><i>GC.-Please can you explain the persistent absence data?</i>  CR led Governors through the attendance data on the report. It was explained that some children of key worker families were restricted as to when they could take holiday, these absences were authorised. Any holiday due to religious festivals were also authorised. There were concerns as to the reasons given by parents for taking some children out of school with 29 unauthorised absence letters sent out.  Some of the data also reflects extenuating circumstances for example service families or children on part-time timetables who are waiting for an EHCP.</p> <p><i>GC.- Do these figures follow a pattern?</i>  <i>R.- No, letters are sent out at the Head Teacher's discretion. Any unauthorised absence can be fined by County however; these fines are not a deterrent.</i></p> <p>Discussion followed around the system for unauthorised absences giving Governors a better understanding of the process.</p> <p><i>GC.- Looking at the data for exclusions, is this correct?</i>  <i>R.- This is the same child, one child has had 2 exclusions, they are just shown incorrectly on the return.</i>  <b>Action – CR to amend the data.</b></p> <p><i>GC.-Noting the upward trend in children receiving Early Help assessments;</i>  a. <i>Is it a concern?</i>  b. <i>Are there actions in place?</i>  c. <i>Is school getting the support that you need?</i>  <i>R.- There is a ladder of intervention in place that we use to assess need and</i></p>	CR

*measure the support in place in school. Initially, staff monitor the child then refer to Early Help. Early Help then offer support which the parents have the option to accept. Should they choose not to accept, this can lead to a safeguarding referral. It can become a frustrating vicious circle.*

*GC.- Do parents need to consent?*

*R.- Yes, for Early help.*

*GC.- If the safeguarding referral is de-escalated, is this still reflected in the data as a safeguarding concern?*

*R.- Yes, this is based on the Head Teacher's advice and recommendation. To ensure that all of the procedures, policies and processes are followed correctly, the safeguarding workload is huge.*

*GC.- Is there a reason for the increase in referrals?*

*R.- This is due to increased screening and the number of re-referrals. All of the anomalies in the data can be explained.*

CR reported that communication between the different agencies involved in the EHCP review process can cause additional problems. It can take a considerable amount of staff time to complete an EHCP referral particularly if the level of need is complex and evidencing can be difficult.

- **Data**

CR reported that results from the Year 6 SATs had been received and that some papers had been inaccurately marked. School was having to check each individual paper.

There appears to have been a national dip in results. Some scores will need to be reassessed. Teacher assessments can reinforce actual results.

It was also reported that in Early Years, data was above the national average as was phonics screening. In KS1 there is a number of children with high need and gaps due to lockdown. Data is around the national average however.

*GC.- Previously, data has shown that girls are generally achieving higher than boys?*

*R.- Yes, however data can be flawed due to the mix of children in some cohorts.*

*GC.- Are you happy that there are strategies in place in order to sustain progress?*

*R.- We are all really proud of our children, they have given it their all. Teacher assessment can also reinforce the progress that these children have made. It should be noted however that the arrival of children with EAL needs has changed the dynamic in school.*

10.	<p><b>Governor link reports</b></p> <ul style="list-style-type: none"> <li>• <b>Health and safety</b> – This report from MK had been circulated prior to the meeting. It was noted that the Health and Safety advisor had identified some minor issues to be addressed.</li> </ul> <p><i>GC.-Will the contractors carrying out works to the school over the summer have access to the school.</i> <i>R.- Yes, we will be removing part of a fence to allow access. Some areas will be accessed via the car park. All access routes will be made good once work is completed.</i></p> <p>Scaffolding is due to be erected immediately school finishes and the classrooms refurbished. Any staff wishing to enter school while the works are being carried out must report to the contractors.</p> <p>Concerns were expressed as to the potential for damage particularly to grassy areas used for access. It was suggested that before and after photos are taken.</p> <ul style="list-style-type: none"> <li>• <b>Safeguarding</b> – Thanks were expressed to DP for her report which had been shared with all Governors prior to the meeting. The Chair asked DP if she felt that the culture of safeguarding was satisfactory across school. DP responded positively highlighting that this can be evidenced in; <ul style="list-style-type: none"> <li>✓ Staff and Governor training</li> <li>✓ Governor meeting minutes where safeguarding matters are discussed.</li> <li>✓ Monitoring visits and subsequent reports show how this culture is embedded throughout school.</li> </ul> </li> </ul> <p><i>MG joined the meeting at 18.16</i></p> <p>The Chair also asked KM for her thoughts. It was noted that there was clear evidence of procedures all around school. Perhaps pupil voice is an area for development. It was suggested that talking to children more informally, for example while on trips would provide opportunities for this. It would seem that when looking at books for example, children are less able to articulate how they got to that particular point.</p> <ul style="list-style-type: none"> <li>• <b>Subject leader reports</b> – These reports had been shared with all Governors prior to the meeting. It was noted that, although the EYFS reforms were complete, this was</li> </ul>	
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	<p>an area to revisit and review.</p> <p>All reports were available for Governors on the drive for information.</p> <p>It was suggested that a Year 6 exit questionnaire would be useful if it was feasible to set up. Children could be asked for their Year 6 top tips which would be a good example of pupil voice. <b>All Governors agreed</b> that this would be useful. It was decided that there was a need to follow this up in autumn 1. KH and KM to contact CR to arrange this.</p>	KH/KM/ CR
<b>11. Governance</b>	<ul style="list-style-type: none"> <li>➤ <b>It was agreed that</b> the independent advisor for the Head Teacher's Performance review would remain Heather Russell. <b>Action-</b> CR to confirm with Heather.</li> <li>➤ <b>Skills audit/360° review of the Chair-</b> It was decided to review both at the first meeting in autumn. <b>Action –</b> Clerk to send out over the summer and add to agenda for next meeting.</li> <li>➤ <b>Draft Governor Annual Statement – Action-</b> Chair to prepare report for the next meeting, Clerk to add to the agenda.</li> </ul> <p><b>Agreed Panel Memberships</b></p> <ul style="list-style-type: none"> <li>✓ <b>Head Teacher's performance –</b> PF, CL, and SIA</li> <li>✓ <b>Staff pay-</b> CR and PF</li> </ul> <p><b>The meeting determined that</b> panels for Review/Appeals and Complaints would be determined as and when required and depending on the issue to be discussed.</p> <p>All Governors were made aware that there are processes and procedures in place regarding these situations and that no Governor should be involved in discussing such incidents, under any circumstance, should they be called upon to sit on such a panel.</p>	CR  Clerk  CL/ Clerk
<b>12. Policies</b>	<p>Governors were informed that there were no policies to review at this meeting; however, the Pay Policy would need to be reviewed at the next meeting.</p> <p><b>Action –</b> Clerk to add to the agenda for the next meeting.</p>	Clerk
<b>13. Any Other Business</b>	<ul style="list-style-type: none"> <li>○ CR informed Governors that Rachel Goss who is currently a part-time teacher at the school also runs Forest School as part of her business. It has been decided to increase Forest School hours in September. CR noted the value of having a class teacher provide Forest School as it is very useful for cross curricular activities, particularly science, there is</li> </ul>	

	<p>continuity as it is provided by a current member of staff and the staff know the children well and offers excellent value for both pupils and school Forest School is also invaluable providing transition activities.</p> <p>JP noted that the threshold for the Best Value process is very high and as such would not affect the ability for Governors to increase these hours without seeking alternatives in this case.</p> <p><b>All Governors agreed</b> to increase the Forest School provision and to buy these hours from Outdoor Adventure rather than increasing Rachel's teaching commitment.</p>	
<b>14.</b>	<p><b>Key Dates for Governor attendance</b></p> <p>Dates of next FGB meetings previously agreed as follows (Wednesdays at 5pm) in school unless otherwise notified;</p> <ul style="list-style-type: none"> <li>➤ KCSiE/Safeguarding Training <b>Monday</b> 5<sup>th</sup> September 9am (TBC)</li> <li>➤ FGB 21<sup>st</sup> September 2022</li> </ul>	

Item no.	Action	By
2.	To send business interest forms etc to new Governors and add to agenda for the next meeting.	Clerk
9.	To amend the exclusion data shown incorrectly on the return.	CR
10.	To arrange meeting to look at pupil voice	KH/KM/CR
11.	To confirm Heather Russell as Independent Advisor for HT Performance review	CR
11.	To send out skills audit and 360° review documents to all Governors and add to the agenda for the next meeting.	Clerk
11.	Chair to prepare Draft Annual Statement	CL
11.	To add above to agenda for the next meeting.	Clerk
12.	To add the Pay Policy to the agenda for the next meeting	Clerk

The meeting closed at 18.50 hours.

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