

## Minutes of the Full Governing Board Meeting

Moorside Primary School and Nursery  
held on 9<sup>th</sup> January 2023 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), Jen Pallister (JP), Peter Fleming (PF), Matthew Kettlewell (MK), 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.  MK informed Governors that he would need to leave the meeting at 6pm. <i>(MK left the meeting at 16.02)</i>  <i>The Clerk received apologies and reasons for absence from Kimberley Mearns immediately following the meeting.</i>	
2.	<b>Pecuniary Interests</b> The Chair reminded Governors to declare any pecuniary interests.  No new interests were declared	
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 recorded as a confidential item.  Any discussion around individual children would remain confidential to this meeting.	
4.	<b>To declare the notification of any other urgent business</b>  None declared	

5.	<p><b>To approve and sign the minutes of the meeting 7<sup>th</sup> November 2022</b></p> <p><b>All governors agreed</b> the minutes to be a true and accurate record of the meeting held on the 7<sup>th</sup> November 2022 and were signed by the Chair to be returned to the Governor file in School.</p>	
6.	<p><b>To discuss matters arising and address Governor actions</b></p> <p>There were no matters arising.</p> <p>It was noted that all actions identified at the last meeting had been completed.</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 Risk Assessments and guidance had recently changed for staff and pupils testing positive for Covid.</p> <p>There is a large incidence of illness including flu and Covid amongst staff and families with other seasonal bugs affecting the whole school community which will impact attendance. This was noticeable in the weeks immediately prior to the Christmas break however, national data also reflects this.</p> <p>Risk Assessments remain in place and adhered to. Staff ratios are continually monitored to ensure safeguarding remains a priority.</p>	
8.	<p><b>School Development Plan – Update</b></p> <p>The SDP had been shared with all Governors prior to the meeting.</p> <p><i>GC.- Are you able to put any timescales around the progressing/ongoing monitoring of movement from Yellow to Green in the Next Steps sections of the report?</i></p> <p><i>R.- Some of these will not show until later in the school year as we proceed through the curriculum. The milestones are on the SDP for Governor information. Green indicates that a particular aspect is established.</i></p>	
9.	<p><b>Head Teacher Interim report</b></p> <p>This report had been shared with all Governors prior to the meeting.</p> <p>CR informed Governors that the Characteristics of the School needed to be added to the report and a copy of this was handed out to governors at the</p>	

meeting. CR led Governors through this aspect of the report and highlighted key points which included;

- **Nursery** currently has 27 children attending due to additional capacity provided by adults working on a one to one basis with children with an EHCP. From these there are 17 new starters identified as joining Reception in September with more families looking around school.

*GC.- This looks like a good upturn in numbers?*

*R.- There was a very positive response following the open day with other families also returning to the school with younger siblings of previous children.*

- **Admissions.** CR informed Governors that difficulties had occurred with parents requesting places for children in KS2 with some children being refused places due to the class being at PAN limits. This was partly due to parents living out of catchment for Ripon Grammar School wishing to move to Ripon and enroll their children into a Ripon school in order to gain a place at the Grammar School for September. CR explained the implications of this for children already in these classes and the disruption it can cause. School continues to follow the Admissions Policy while maintaining the PAN limits.
- **Persistent Absence.** CR led Governors through the data for Persistent absence and explained the anomalies reflected in the data. It was noted that there was a significant number of children with EHCPs across the school.

*GC.- Regarding the child that we discussed at the last meeting, has there been any further progress?*

*R.- The Chair has submitted a formal complaint to Amanda Newbould at County following the formal complaints procedure. To date there has been no response other than to say that the complaint has been received.*

Discussion followed as to the options going forward and the requirements of the complaints panel regarding timelines for a response to the complaint.

*GC.- Please could you explain in more detail regarding the Persistent Absence data as this appears to be an area of continued concern.*

CR clarified how the data is produced. It was explained that there is an improving picture due to recovery and return from periods of illness. Should attendance fall below 96% then a letter is sent to parents informing them of the situation. Should this then fall below 90% then this is further monitored by school, if there is an improvement no further action is taken however, if there is no improvement then this is escalated.

	<p>As the year progresses this data will even out as the percentage is based on the number of sessions missed.</p> <p>All of the data can be explained and is predominantly down to absence due to illness.</p> <p>Reception children and those in year 6 show the highest percentage of absence in the data due to a number of factors including immunities/resistance to illnesses and resilience.</p> <p>The letters sent out to parents can cause issues however, this is a legal requirement.</p> <p>Term time holidays also impact attendance data with each incidence assessed on a case by case basis and managed accordingly.</p> <p><i>GC.- Should the letters sent out to parents perhaps explain more about parent's responsibilities?</i></p> <p><i>R.- These letters are a legal requirement and as such should be taken seriously by parents. They need to be worded in a way that parents understand the impact that non-attendance can have on their children and the school.</i></p> <p><i>GC.- Are parents taking their children on holiday in term-time fined as unauthorised?</i></p> <p><i>R.- Yes- Some children are actually falling behind due to such holidays. Parent's attitudes to this can vary.</i></p> <p><i>GC.- Are other schools in a similar position regarding persistent absence?</i></p> <p><i>R.- Yes, this can be the same in other schools.</i></p> <ul style="list-style-type: none"> <li>• <b>Performance Management.</b> CR confirmed that this had been completed for all teaching staff.</li> <li>• <b>Data.</b> CR led Governors through the data reports which had been shared with all governors prior to the meeting.</li> </ul> <p><u>Reading</u> – CR explained anomalies in the data to Governors and reported that some year groups and individual children have been identified for targeted intervention support.</p> <p>SHINE is the intervention being used which is based on PIRA assessments and focusses on areas of need. Data is indicating improvements due to this intervention.</p> <p>Figures shown in brackets indicate children working at Greater Depth.</p> <p><u>Writing</u> – It was reported that this is more difficult to measure as there is no specific national test for this. Teacher assessment is used for progress data which is both internally and externally moderated.</p>	
--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

It is important to note that expectations can be high, particularly when looking at transitions between Reception to Year 1 for example.

*GC.- Please can you explain the lower target increase for Year 3 children?*

*R.- Many of these children have an EHCP and so their individual targets are to maintain progress at its current level. Obviously these children will still be making progress appropriate to them; this is a reflection of the needs of these children.*

Targets are still increased for children working at Greater Depth.

Maths – Again, school is using SHINE and also White Rose Maths to provide additional support for those children who need it.

*GC.- Looking at Year 5, do you feel confident that these targets are realistic?*

*R. – Yes, targets are aspirational based on actual progress. This is also reflected in the targets set for children working below their expected level.*

Anomalies in the Year 5 data were explained to Governors. It was important to note that additional support and CPD has been provided to support the delivery of maths by staff and to improve the quality of teaching and learning.

*GC.- How do we check that all teachers are marking/assessing consistently?*

*R.- Maths is externally moderated and there is also cross moderation carried out in school.*

*GC.- Do you feel that White Rose Maths is still fit for purpose?*

*R.- Yes, the current Year 6 were the first group to be introduced to this programme and they are now working in line with national data. There were no children at Greater Depth prior to the introduction of this programme; we are now looking at 38% working at this level. This suggests that the programme works, however, it can be dependent on the cohort as it teaches maths mastery which some children will find more challenging.*

SATs Club has been reintroduced to support children and also to raise the profile of the tests. Discussion followed around how Secondary schools use, or don't use, the data provided by SATs results and the issue this can cause for children's perception of the tests.

Due to attention being previously focused on catch up learning following Covid, the SATs club will return to focusing on the test techniques children need to successfully manage the different types of tests.

*GC.-On the last page regarding red cards you note that play leaders have taken a leading role in organising games and structured play and there are less incidents now. Are you able to comment on how effective this has been or is it*

	<p><i>too early to measure?</i>  <i>R.- Teaching assistants are also leading indoor structured play which has had a positive impact. Children are enjoying playing with their peers which is led by the children themselves, this is also having a positive impact particularly looking at talk and language for the younger children. Children enjoy the responsibility that comes with this which has to be 'earned', this has had a marked impact on the number of Red Cards.</i></p>	
10.	<p><b>Finance</b></p> <p>CL led Governors through the Finance report which noted that;</p> <ul style="list-style-type: none"> <li>▪ The revised Budget Statement had been <b>agreed by a majority</b> of governors via email and had been submitted in accordance with the required timescales.</li> <li>▪ Caroline Davies is to visit school to prepare a Licensed Deficit Budget application with CL and CR. This is to include an action plan to reduce the deficit which is then submitted to County. There have been many increased costs that are beyond School's control however, School is monitoring all areas where costs can be managed. Staff numbers for example are carefully considered.</li> </ul> <p>It was noted that the aim is to grow out of this position rather than try to cut further costs and that the action plan predominantly will look at areas for growth.</p> <p><i>GC.- Is there an option to look at contract management?</i>  <i>R.- This is something we already do as a school. County also help to review contracts such as phone and photocopier providers. We have looked at some online programmes which incurred a cost and which are no longer required. There is a register of contracts for just this purpose which is a requirement in all schools.</i></p> <p><i>GC.- Is the incidence of staff absence contributing to the increased supply costs?</i>  <i>R.- Yes, however, despite maintaining staffing being a constant struggle at the moment, we are managing to cover in house.</i></p>	
11.	<p><b>Governance</b></p> <ul style="list-style-type: none"> <li>▪ <b>KCSiE</b> – All Governors confirmed that they had read and understood this document.</li> <li>▪ <b>Parent Governor Vacancy</b> – As discussed at the previous meeting It had been proposed that JP be appointed as Parent Governor rather than an Associate Member. As there had been no further nominations following the notification of the Parent Governor vacancy the Clerk</li> </ul>	

	<p>confirmed that JP was duly appointed to that position.</p> <ul style="list-style-type: none"> <li>▪ <b>Staff Governor</b> – CR reported that the staff had been informed of the vacancy with the closing date for nominations being Friday the 13<sup>th</sup>. This is to be ratified at the next meeting <b>Action</b> – The Clerk to add this to the agenda for the next meeting.</li> <li>▪ <b>Governor Monitoring/Link reports</b> – PF had shared the Pupil Premium report with all Governors prior to the meeting, thanks were expressed to PF for his continued support. MK had circulated the Health and Safety Report. Staff reported that the training received had been very useful. Chloe Rhodes school's H&amp;S advisor, had raised some issues following her last visit particularly in the refurbished areas which are already being addressed. Mounting displays is proving problematical in some areas due to the layout of the classrooms. Staff are advised to use appropriate equipment wherever possible.</li> <li>• <b>Governor CPD</b> – JP reported that she is booked onto the Introduction to Governance 2 day course.</li> </ul>	Clerk
12.	<p><b>Policies</b> – These policies had been shared with all Governors prior to the meeting.</p> <ul style="list-style-type: none"> <li>➤ <b>Behaviour Principles Policy</b> – The meeting determined that the content of this policy was already addressed within the Behaviour Policy itself and wasn't required as a stand-alone policy.</li> <li>➤ <b>Anti-Bullying Policy</b> – Governors reported that there were some parts of this policy that needed to be edited as there were some errors/spellings to amend. <b>Action</b> – CR to amend accordingly.</li> </ul> <p><i>GC.- The policy mentions a 'Worry Box', can you confirm that this is checked regularly?</i>  <i>R.- Yes, this is checked daily by staff and any concerns addressed as soon as possible. Children are given time during the day to add comments to the box if they need to and school also suggests that they can always write to staff at home to bring into school for the box if they prefer.</i></p> <p>It was noted that this can be appropriate for all age groups and can be useful for pupil voice. Children feel comfortable writing to adults, sometimes asking challenging questions about events that may have happened.</p> <ul style="list-style-type: none"> <li>➤ <b>Behaviour Policy</b> – CR reported that the School Council had been very proactive and been included in the development of this policy. Their understanding and acceptance of diversity and difference was exemplary.</li> <li>➤ <b>Attendance Policy</b> – It was noted that this will need to be reviewed in</li> </ul>	CR



	2024.  <b>Governors approved all policies presented</b> with the discussed amendments.	
<b>13.</b>	<b>Any Other Business</b> <ul style="list-style-type: none"> <li>○ CR reported that Heather Russell would be visiting school to look at SEND and asked if KH would be able to attend. All Governors would also be welcome.</li> <li>○ JP asked if it would be possible to create a Whatsapp Governor Group for notifications as some emails were not getting through. <b>All Governors agreed</b> to be included in the group and the Clerk. <b>Action – CR</b> to set up.</li> <li>○ CR reported that the arrangements for ‘Snow days’ has had to be changed due to the distances staff are having to travel to get to school. There may be instances where children may revert to online learning to reduce risk.</li> </ul>	CR
<b>14.</b>	<b>Key Dates for Governor attendance</b>  Dates of next FGB meetings previously agreed as follows ( <b>Mondays</b> at 5pm) in school unless otherwise notified; <ul style="list-style-type: none"> <li>➤ FGB 27<sup>th</sup> February 2023</li> <li>➤ FGB 27<sup>th</sup> March</li> <li>➤ Business/Strategy Meeting TBC</li> <li>➤ FGB <b>Tuesday</b> 9<sup>th</sup> May (Date changed due to extra bank holiday)</li> <li>➤ FGB 10<sup>th</sup> July</li> </ul>	

Item no.	Action	By
11.	To add Staff Governor update to the agenda for the next meeting.	Clerk
12.	To amend errors in the Anti-Bullying Policy	CR
13.	To set up the Governor Whatsapp Group	CR

The meeting closed at 18.50 hours.

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