

5.	<p>To approve and sign the minutes of the meeting 27th March 2023</p> <p>All governors agreed the minutes to be a true and accurate record of the meeting, held on the 27th March 2023 and were signed by the Chair to be returned to the Governor file in School.</p>	
6.	<p>To discuss matters arising and address Governor actions</p> <p>It was noted that all actions identified at the last meeting had been completed and that there were no matters arising.</p>	
7.	<p>Finance – <i>This item was discussed upon the arrival of JP and CD at 19.00hrs.</i></p> <p><i>PF left the meeting at 19.05</i></p> <p>CD led Governors through the Budget report and the detailed Outturn for the year which had been shared with all Governors prior to the meeting. It was reported that;</p> <ul style="list-style-type: none"> ○ The main reasons for the school having gone into a deficit position was mainly due to the increase in staffing and energy costs. ○ The actual deficit amount is less than predicted however this deficit will carry forward into the start budget figures. ○ There is a slight overspend for this financial year in year position and this shows an increase going forward. ○ Should the number of pupils coming into Reception decrease then this may impact income going forward. ○ Nursery is having a positive impact feeding into Reception however; this will need to be closely monitored. ○ It will be necessary to either; bring in more income, for example extending the wrap around care provision or reduce expenditure. ○ The start budget assumes that staffing levels remain the same. Pay rises have been built in to the budget and allowances made for supply however this could be fluid. ○ It was important to note that this is a challenging budget with difficult decisions to make going forward however, school is still in discussion with NYC regarding funding and the budget deficit. <p><i>GC.- Are these numbers fixed, will the number of children significantly affect this budget?</i></p> <p><i>R.- No, these figures are not fixed until the census in the autumn term. What can change is the funding for example SEND and Nursery numbers.</i></p> <p>A robust discussion followed around the frustrations of the budget and the position that the school finds itself in.</p>	

All Governors agreed that the Head Teacher and the school are doing all that they can to manage the budget effectively.

It was noted that;

- The timescales for EHCPs are not helping the funding for support. Funding is often arriving too late with children also banded incorrectly which is impacting the figures. There is a legal obligation to be met for staffing to support EHCPs which means that there is no flexibility to reduce support staff in this area.
- CR reported that school has looked creatively at the restructuring of staff with regard to class numbers and groups for curriculum provision. Creative timetabling for interventions may also be a possibility.

Governors expressed concerns over how falling numbers may affect the budget and rising costs however all felt that nursery was a positive. School has also established links with external nursery providers with a view to children feeding into Reception. It was discussed that children from service families could have a further positive impact and how best to market the school regarding this and new housing developments proposed for the area.

- Buddies has been opened up for nursery age children which can be viable even if this entails more staff.

Discussion followed around how best to promote the school and the raising of the profile within the community.

GC.- Looking at the budget, are the current staffing levels stable and sustainable?

R.- We have looked carefully at succession planning. There is currently no deputy headteacher which is currently manageable on the present numbers and leadership structure. However, should a leader leave this would leave a significant gap. There is the potential within a restructure of the staff for existing staff to fulfil these roles with the possibility of an assistant head post.

CR went on to explain how school was reviewing subject lead areas and responsibilities and the possibility of the mentoring of other staff to ensure succession planning. Staff meetings are invaluable for the sharing of good practice and for CPD and are well attended. There may be barriers to the roles of leadership due to the part-time nature of some of the experienced staff (0.3 for example), as it's difficult to carry out the role on less hours.

GC.- We have discussed that the costs of staff and energy have increased. Please can you clarify which increases are shown in the summary?

	<p><i>R.- If you look at the detailed report this is all broken down. Regarding the costs for energy, NYC have recommended that significant increases aren't shown in the hope that these costs will decrease going forward.</i></p> <ul style="list-style-type: none"> It was reported that there has been no reply thus far from NYC regarding the Licensed Deficit Budget application. <p>All Governors approved the Start Budget with the reservation of the potential in year deficit.</p> <p>Governors expressed their thanks to JP and CD for all of their help and continued support for the school.</p> <p>CD, JP and MK left the meeting at 19.48 hrs.</p>	
8.	<p>Monitoring Staff/Pupil/Stakeholder wellbeing and welfare – including Safeguarding</p> <p>The HT reported that;</p> <ul style="list-style-type: none"> Regarding Safeguarding, Pupil Voice is a useful tool when assessing the welfare of children and is being used extensively. The NSPCC PANTS programme is being progressed and implemented across the school to address particular concerns. KH had visited school for the monitoring of Safeguarding and reported that there had been a robust discussion with the SENCo leading to a deeper understanding of the relationships of the different aspects of Safeguarding. It was noted that this is all well managed within school. Gender identity is becoming more topical and that all staff need to be aware of the associated well-being implications for children. It was noted that all Staff and Governors will need to be aware of the framework/guidelines to work from. Sally Price has attended training and there is a recognised need to meet the statutory requirements and understand the implications for this. <p>All children are unique, different and diverse. KAPOW supports the RSE curriculum and School already has processes in place to address gender neutrality. School has addressed any concerns raised by families.</p> <p>School continues to support staff. The recent training day provided the opportunity for Gender awareness training and this has been added to the agenda for staff meetings.</p> <p>All Governors agreed with School strategies and felt that Moorside is already an inclusive school and that it was clear that any issues are dealt with swiftly on a case-by-case basis.</p>	

	<p><i>GC.- Please can you explain more about Pupil Voice?</i> <i>R.- Yes, this allows us to see the child as an individual and get honest viewpoints. Questions are deliberately aimed at certain areas to check in depth knowledge and awareness of personal safety.</i></p> <p>CR led Governors through the types of questions that the children will be asked and explained that the children will be split into groups, possibly girls and boys separately. These will be small groups and the questions are age appropriate.</p> <p>Action – CR to feedback to Governors once the pupil voice results are collated.</p> <p>Wellbeing – Staff and Pupils CR reported that;</p> <ul style="list-style-type: none"> • Teacher strikes have had a significant impact on staff wellbeing. Some staff have worked to rule rather than strike, which has been covered by existing staff. Additional pressures caused by striking staff and keeping school open to support the community have also impacted wellbeing. • Appraisals for support staff have been completed. • CR continues to offer support to all staff and all staff have someone to talk to should they need it. This is also addressed in staff briefings. <p>Governors expressed concerns for staff wellbeing in view of the teacher strikes. It was understood that some staff felt it necessary to take strike action however, concerns were raised regarding the impact on other staff and potential impact on assessment and data.</p>	CR
9.	<p>Head Teacher Report</p> <p>This report had been shared with all Governors prior to the meeting. CR led Governors through the report.</p> <p>Governors had submitted questions regarding aspects of the report prior to the meeting which included:</p> <p><i>Red Cards - It is interesting to see the relationship between Y 1 and Y 6 stats when compared the rest of the school. Is there any comment or rationale/ lessons to be learnt?</i> <i>R.- Both groups are heavy transition periods and some children cope differently with this. Year 6 children are obviously moving up to secondary school whereas Years 1 and 2 have benefitted from older children as 'Play Buddies'. We are tracking to assess the pattern of Red Cards and we have noticed that unstructured time is when we have the most issues. We have</i></p>	

implemented a more structured approach to these times and have noticed a marked improvement.

GC.- Are there different categories of Red Cards?

R.- Yes, there are 7 different categories.

CR then explained the 7 different Red Card categories and the procedure for logging these according to category. It was noted that some are more common than others but all are addressed according to the Behaviour Policy.

GC.- Do the children have any input into this?

R.- Yes, the children have inputted into the Behaviour Policy etc. Social stories are used in KS1 whereas KS2 use written letters to explain or apologise for behaviours. All of this is then tracked on CPOMS.

GC.-(Received prior to the meeting) Overall, there seems to be a downward trend in red card behaviour (great). Is this right? What is the explanation for this?

R.- Different cohorts can affect this and the Nurture provision has also had a significant impact.

CR then went on to explain about the Nurture provision in school. It was explained that school uses the Boxhall strategy and the scores from this can track individual children and provide targets for moving forwards. Different strategies are used to help the children work through their behaviour difficulties. This is then measured three times per year.

GC.- How many children are there in the Nurture groups?

R.- These groups usually provide for a maximum of 4 to 5 children depending on need.

Nurture sessions are based on curricular activities and link these with practical activities such as crafts. They can also involve outside agencies such as the police community support. There are national guidelines and requirements for nurture provision which must be followed.

Pre nurture, school experienced many more exclusions and other schools have visited to look at how we provide this. All staff need to be involved as this is a whole school approach.

GC.- Please can you clarify regarding the SHINE intervention data?

R.- SHINE has proven to be a successful intervention but needs to be supported by parents. It has been offered to those children particularly affected by the recent strikes but hasn't been followed up by parents in all cases. This has now been rolled out to Year 2 which is showing good progress and appears to be having a positive impact.

CR continued to lead Governors through the HT's report highlighting key points which included;

- The Early Years maths mastery in KS1 has been rolled out into KS2 due to the excellent progress reported.
- Health and Safety – It was noted that MK had visited school for monitoring. He reported that a cracked ceiling may contain asbestos and would be checked further, some wiring issues had been detected and a fixed wire test has been carried out. It was noted that Chloe Rhodes, the School's Health and Safety advisor is no longer in post. It was reported that the near misses reporting had also been audited.
- CR led Governors through the Pupil Progress data.

GC. – (Received prior to the meeting) Looking at the writing data, is there a Yo - Yo effect re boys v girls?

R.- Girls and boys may have different targets but data can be skewed depending on the number of pupils with a SEND within the cohort. The data can also be affected by the mix of boys and girls in any particular group.

GC.- (Received prior to the meeting again regarding the writing data) What is the context of GLD here?

R.- Reception children achieved a Good Level of Development (GLD) at the end of Reception which then helps to set targets going forward.

CR went on to explain to Governors how GLD is measured and data collated.

CR continued to explain about how targets are set for individual children and how anomalies in the data can be explained. A GDS is a Greater Depth Score which shows children who are working at Greater Depth.

GC.- The data is showing that the Year 3 children showed a GLD of 36.4%, is this correct?

R.- This data was measured immediately after Christmas with these children having missed this time due to Covid restrictions. All of the anomalies in this data can be explained and there are stories behind all of the data due to the different legacies.

Looking at the maths, the children have achieved better than the expected standard. This will be reviewed again at the end of the school year. Meetings for all KS2 staff continue to ensure best practice. Industrial action continues to affect data particularly in Year 5 with SHINE being used in Year 4 to support those children most in need.

	<i>Jo Pawley (School business Manager) and Caroline Davies (Bursar) arrived at 7pm at which point the meeting discussed agenda item 7, Finance.</i>	
10.	Governance It was noted that much of this had been discussed earlier in the meeting under agenda item 9, Head Teacher Report. <ul style="list-style-type: none"> ➤ Agenda Items for Business/Strategy meeting – It was determined that CR and the Chair will circulate ideas to Governors for this meeting for Governors to add to if they wish. Action - CR/Chair/All Governors It was suggested that this meeting looks at the Moorside journey since the last inspection. Subject Leads have been asked to review such journeys for all subjects. KH reported just how useful this process had been during a monitoring visit for PSHE. 	CR/Chair, All Gobs
12.	Policies It was noted that the Governor Allowances Policy had been reviewed in 2022.	
13.	Any Other Business There was no further business to discuss.	
14.	Key Dates for Governor attendance Dates of next FGB meetings previously agreed as follows (Mondays at 5pm) in school unless otherwise notified; <ul style="list-style-type: none"> ➤ Business/Strategy Meeting 26th June ➤ FGB 10th July 	

Item no.	Action	By
8.	To feedback to Governors regarding the safeguarding pupil voice results.	CR
10.	To circulate ideas for the agenda for the Business/Strategy meeting with Governors to add to.	CR/Chair/All Gobs

The meeting closed at 20.04 hours.

Signed: Dated: