

Minutes of the Full Governing Board Meeting

Moorside Primary School and Nursery
held on Tuesday 24th June 2025 at 4.30p.m in School.

Nurturing Children to Succeed and Achieve

Present: Chris Lea (CL)(Chair), Claire Rowett (CR)(HT), Matthew Kettlewell (MK), Kathy Hammersley (KH), Jen Pallister (JP), Kimberley Mearns (KM), and Grace Foster-Lilly (GF-L)

In attendance: Carol Harris (Clerk) (CH)
Helen Jemmett (HJ) (Acting Staff Governor)
Gemma Plummer (GP) Subject Lead **RE**

Core Functions of a Governing Board:

- Ensuring clarity of vision, ethos, Safeguarding and welfare of stakeholders 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 to Governors and apologies. The Chair welcomed all Governors to the meeting held in School. Apologies and reasons for absence were received and accepted from Rachel Allen (RA).	
2.	Pecuniary Interests The Chair reminded Governors to declare any pecuniary interests. No new interests were declared.	
3.	Confidentiality 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.	
4.	To declare the notification of any other urgent business. None declared.	

5.	<p>To approve and sign the minutes of the meeting 20th May 2025.</p> <p>All governors agreed the minutes to be a true and accurate record of the meeting, held on the 20th May 2025 and were signed by the Chair to be returned to the Governor file in School.</p>	
6.	<p>To discuss matters arising and address any Governor actions.</p> <p>There were no matters arising and all actions have been addressed.</p>	
7.	<p>Monitoring the well-being and welfare of pupils, staff and stakeholders, including Safeguarding.</p> <p>The HT reported that. Apart from the normal additional workload that occurs at this time of the year with the increased assessment, report writing etc that there was nothing to add to previous meetings.</p> <p>Any safeguarding areas for concern would be addressed under the HT report, agenda item 8.</p>	
8.	<p>Headteacher's Report</p> <p>This report had been shared with all Governors prior to the meeting. The meeting determined to receive the Subject Leader reports at this point to allow staff to leave the meeting following their reports.</p> <p>Subject Lead (SL) reports</p> <p>The HT explained that, following the last Ofsted visit, actions were recognised regarding progressive knowledge and how the outcomes for the end of primary education build throughout the child's journey through school. The four strands were explained further as People, Environment, Aspiration and Comparison all of which are overarching in the SDP (School Development Plan). It was further explained how the children need the skills and the knowledge and that the skills strands have been adapted to include interpretation and comparison.</p> <p>The HT also explained how the RE syllabus has changed and how this fits with the ethos at Moorside School alongside resources from the Diocese. The Curriculum intent was fully explained.</p> <p>Humanities</p> <p>HJ reported how subjects link into one another which embeds learning across the subjects for example, Geography in Forest School and RE/RSE linking into literacy and other subjects. It was noted that the Early Years</p>	

	<p>Understanding of the World also fits into this. It was noted that Humanities has been strengthened across the school with a particularly detailed curriculum.</p> <p>HJ led Governors through her report which was shared with Governors at the meeting explaining the curriculum plan for Humanities and how the 2-year cycle works over time.</p> <p>The progression document was explained fully and how this looks across school and how this progression is tracked for each child.</p> <p>Progression is identified in each strand with focussed strands broken down. Prior learning is clear throughout this plan with skills including comparison and interpretation also building on this prior learning.</p> <p>It was noted that all staff are also supported to enable this building of understanding of complexity with clear progression from Early Years to Year 6 evident.</p> <p>5 finger facts were explained to Governors and how these are used to show progression. The SLs have produced facts to enable subject specific progression in knowledge and vocabulary embedding this knowledge for retention.</p> <p>The HT explained this further, in particular the impact for the retention of information.</p> <p>It was noted that History and Geography are built together with a clear focus on facts, with understanding and progression building on prior knowledge.</p> <p>It is important for teaching staff to understand what has come before and what the children have learnt in the previous years.</p> <p><i>GC.- Should a child join from another school who may not have had this prior learning, does this plan take this into account?</i></p> <p><i>R.- Yes, this has been addressed in the planning to account for any gaps that have been identified with a strategy in place to allow for any catch up necessary.</i></p> <p><i>GC.- How do you measure this progress?</i></p> <p><i>R.- We carry out regular mini assessments, quizzes and end of topic assessments. We also carry out Book Looks and the 5 Finger Facts which are unique to Moorside School. These can also feed into homework and interaction with parents.</i></p> <p>RE</p> <p>GP led Governors through the curriculum plan which were shared at the meeting. It was explained that;</p> <ul style="list-style-type: none"> • There are six topics per year which are the same each year, with every child looking at these topics throughout the year. This was further 	
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<p>explained as to how this actually works in practice. EYFS works slightly differently with the different strands explained.</p> <ul style="list-style-type: none"> Activities and areas of learning give a breadth of knowledge and understanding which are then linked with the NYCC RE curriculum and assessment strands. This shows which topics are covered and how. <p>The HT further explained how the agreed syllabus is followed and applied to the plan. The links to British Values, tolerance and the understanding of difference were detailed and how the Moorside community celebrate this diversity is applied to the learning around these philosophical conversations.</p> <p>Discussion followed around this understanding of difference and the acceptance of beliefs throughout the school. Governors agreed that the school provides a firm foundation of knowledge around religion and beliefs and the provision of learning feeds into this.</p> <p>Discussion continued around the diversity of the children in school and the implications for the distinct cultures and families within the school community. How this is carefully managed was fully explained and that families are prepared for upcoming events. It was noted that parents can withdraw children from aspects of RE however, these absences are recorded as unauthorised, and parents are responsible for this management of time out of lessons. Further discussion continued around the impact of this on the school, families, and children.</p> <ul style="list-style-type: none"> It was explained that this curriculum plan was a working document which the teachers can add to and develop as lessons progress. Quizzes and assessment check regular progress and the building of knowledge are all encompassed in the curriculum intent explaining how and why the individual topics are taught throughout school. <p>Governors expressed their thanks to the staff for this excellent piece of work and for their attendance at this evening's meeting.</p> <p><i>GP left the meeting at 17.15 hrs</i></p> <p>Head Teacher's report – Continued</p> <p>The HT led Governors through the report explaining;</p> <ul style="list-style-type: none"> The situation around the current fixed term exclusions including the lack of parental support in the process. Attendance – it was noted that school had met with the Local Authority (LA) and that term time holidays continue to impact attendance figures. <p>Discussion followed around the impact of this on school, children, learning, and assessment processes particularly at this time of year.</p> <p><i>GC.- Have you seen an impact due to the DfE change in policy?</i></p>	
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	<p><i>R.- Yes, this was evident in the Autumn and Spring terms, not so much this term.</i></p> <ul style="list-style-type: none"> The staffing and classroom structure for 2025/26 were explained and also the implications for additional admissions due to the potential fair access panel decisions. It was also noted that there were implications for the Y5 cohort with additional admissions due to parents seeking places for their children at Ripon Grammar School, this could potentially take this class over PAN. Some recent admissions have also impacted the published data. <p><i>GC.-The Red Card data for both years 5 and 6 in 23/24 and 24/25 seem to stand out from the other year groups. Is there any particular reason for this and are there any steps that can be taken to reduce the numbers?</i></p> <p>The HT fully explained the situation to Governors and the family circumstances surrounding this while maintaining confidentiality. School continues to monitor and record Red Flag behaviours in order to support the family and family services, with strategy meetings in place to support all involved.</p> <ul style="list-style-type: none"> Heather Russell has visited school to look at oracy across the school and her report will be shared once received. It was also reported that the EYFS advisor had visited school. <p>Discussion followed around some of their suggested actions with ROVs to follow.</p>	
9.	<p>Governance</p> <ul style="list-style-type: none"> It was agreed to add the Draft Annual Statement to the agenda for the September meeting. Action - Clerk 	Clerk
10.	<p>Policies</p> <p>The HT updated Governors regarding the necessity for further amendments to the Behaviour on Site policy. All Governors approved these amendments.</p>	
11.	<p>Any Other Business</p> <ul style="list-style-type: none"> Ofsted – The HT explained that Ofsted are looking to recruit and train inspectors from the Headteacher network. The process was further explained with potential positive implications for both school and those approached as well as further development opportunities for existing staff members. <p>A robust discussion followed around this with Governors supporting the school's decision making process.</p>	

12.	Key Dates for Governor attendance	
	➤ FGB Tuesday 23 rd September at 4.30pm	

Item no.	Action	By
9.	To add the Draft Annual Statement to the agenda for the September meeting.	Clerk

The meeting closed at 17.56 hours.

Signed: Dated: