

**Minutes of the Full Governing Board Meeting**

**Moorside Primary School and Nursery  
held on Thursday 5<sup>th</sup> February 2026 at 4.30p.m in School.**

*Nurturing Children to Succeed and Achieve*

**Present:** Chris Lea (**Chair**) (**CL**), Kathy Hammersley (**Vice Chair**) (**KH**), Claire Rowett (**Head**) (**CR**), Matthew Kettlewell (**MK**), Rachel Allen (**RA**), Grace Foster-Lilly (**GF-L**)

**In attendance:** Helen Jemmett (Associate) (**HJ**), Gillian Sulley (**GS**) (Clerk), Carol Harris (**CH**) (Mentor to Clerk)

**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 meeting commenced at 4:43 pm.

The **Head** welcomed all Governors to the meeting.

Apologies and reasons for absence were received and accepted from Jen Pallister (**JP**).

Kimberley Mearns (**KM**) was not in attendance. Apologies had not been received prior to the meeting.

The meeting was quorate.

**2. Pecuniary Interests**

The Vice Chair, **KH**, chaired the meeting until the arrival of the **Chair** at 4:45 pm.

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.

	<p>The <b>Governors</b> determined that one item to be discussed under agenda point 13 would be recorded as a confidential item.</p> <p>Any other item identified during the meeting would be noted.</p>	
4.	<p><b>To declare the notification of any other urgent business.</b></p> <p>There was no other business deemed to be urgent.</p>	
5.	<p><b>To approve and sign the minutes of the last meeting, 4<sup>th</sup> December 2025</b></p> <p><b>All governors agreed</b> the minutes to be a true and accurate record of the meeting held on 4<sup>th</sup> December 2025. They were signed by the Chair to be returned to the Governor file in School.</p>	
6.	<p><b>To discuss any matters arising and address any Governor actions identified</b></p> <p>There were no matters arising. Governor actions had been addressed or were included elsewhere on the agenda.</p>	
7.	<p><b>Monitoring the wellbeing and welfare of pupils, staff and stakeholders, including Safeguarding</b></p> <p>The <b>Head</b> reported that:</p> <ul style="list-style-type: none"> <li>• As mentioned in previous meetings, significant challenges are being presented to the school by two new children with profound needs, particularly relating to staffing and funding issues. These issues require urgent addressing to keep staff and other pupils safe and ensure the continuity of other pupils' provision. To date, there is still no response from the NYC Head of Inclusion. This is having a huge impact on the the budget.</li> </ul> <p><b>GC: Would the behaviours exhibited by these pupils constitute grounds for suspension until the necessary funding and staffing are in place?</b></p> <p>Yes, theoretically, but despite the involvement of Early Help and their GP, they would not be able to acquire the EHCPs they require unless they were on roll. This process takes at least 20 weeks, and we have been working tirelessly to try and gain the assessments and support to submit the ECHARS (EHCP assessments) so that we can get an EHCP in place for the children.</p> <ul style="list-style-type: none"> <li>• Moorside is the first choice of school for 29 families for admission, but three of these already have EHCPs. High levels of need demand a</li> </ul>	

	great deal of the school budget, and it would be currently difficult to meet this demand.	
8.	<p><b>Finance</b></p> <p>The Budget Monitoring December 2025 and Budget Monitoring December 2025 Summary documents were circulated prior to the meeting.</p> <p>The <b>Chair</b> led Governors through the financial reports and noted that:</p> <ul style="list-style-type: none"> <li>• The previously mentioned potential deficit of £35,000, which was primarily due to the costs of a maternity leave cover, was now at £45,000 due to overruns directly related to staffing.</li> <li>• A meeting is scheduled between the <b>Chair</b>, the <b>Head</b>, School Business Manager Mrs. Jo Pawley and the NYC Bursar.</li> <li>• The <b>Chair</b> will write to NYC on behalf of the Governing Body with evidence of unavoidable spending on essential resources, including those for pupils mentioned in agenda point 7. Advice will be sought as to other options available to reduce costs, due to risk of the deficit increasing further. The <b>Chair</b> will report back on this at the next meeting.</li> </ul> <p>The <b>Head</b> explained to Governors that funding for staff sickness cover only commences on the fifth day of absence. Numerous shorter absences have therefore had a detrimental effect on the budget. However, taking out additional 'Day One Insurance' designed to counter this issue would still have cost more in the previous academic year than the school covering the cost of these absences.</p> <p>Sports Premium and 'Sporting Influence' cover some of the staffing costs.</p> <p><b>GC: Is supply teaching costing more to the school than previously?</b> Yes, in the respect that a UPS (Upper Pay Scale) teacher is a regular provider of cover to the school. However, the fees charged by the supply agency are very high and even using one of their less expensive teachers is a greater cost in daily rates than our supply cover.</p> <p>The <b>Chair</b> reaffirmed that agreeing to a balanced budget is challenging when some spending is unavoidable.</p>	<p><b>Chair &amp; Head</b></p> <p><b>Chair</b></p>
9.	<p><b>Head Teacher Interim Report</b></p> <p>The documents HT Report Spring 1, Maths Data 2025, Reading Data 2025 and Writing Data 2025 were circulated to all Governors prior to the meeting.</p>	

**GC: Persistent absence is showing among pupils with FSM (Free School Meals), Pupil Premium (PP) and SEN. Non-PP absences seem to be significantly increased when compared to the same period last year. Is there any particular reason for this and what actions are planned to remedy the situation?**

- Data suggests that some SEN pupils are persistently absent when in fact they are arriving late at school and missing the morning register mark.
- Letters have been sent to parents of pupils with less than 90% attendance requesting that they come to school for a meeting.
- Parents of one pupil with 89% attendance have been contacted regarding the possibility of a fine.
- Pupils with 90-95% attendance are being tracked. This is often due to medical needs/appointments.

The **Head** additionally drew Governors' attention to the following points:

- 'Red Card' data has reduced in Year 6. Due to high levels of need in Years 1 and 6, it would not be possible to accept any more children with additional needs into these cohorts and unless they have an EHCP, turning down means that we cannot accept any pupils until they have a school place.
- There is now only one pupil on a part-time timetable- this child has 2:1 support whilst in school.

**GC: Regarding the Maths Data, you note that a number of children in Y1 "struggled to access the test". Can you clarify what this means?**

As this was the first time that these pupils had undergone any formal testing, the process was quite unusual for and many were uncertain as to what was required of them – we will be delivering the text to smaller groups to support them.

**GC: What actions are planned to avoid this in the future?**

**GC: Is there another way of doing the testing?**

It is fully expected that the children will have become accustomed to the existing testing routine by the Spring.

**GC: Is the Maths data critical to the performance of the school? Is it to be published?**

No, it is not published. It is anticipated that the current Year 1 will be a challenging cohort.

**GC: What is meant by the word 'Target'?**

In Maths and English, targets (such as 'Expected Standard' etc.) are set based on Reception data and current achievement. The data generally dips in Y1 as children may have achieved GLD, but the curriculum is different so there is some catch up if children are not secure in a specific area. This would

	<p>not cause concern (unless there is an identified additional need) until the end of Y2 if they still haven't caught up despite intervention/nurture. Teachers have a list of pupils who are not likely to hit their targets and they evidence the support that they are receiving through vulnerable registers. Some are predicted to exceed them so we would then discuss targets being re-set.</p> <p><b>GC: Given what appear to be poor data results in some areas, are you satisfied that actions are in place to remedy and monitor progress?</b></p> <p>Yes. The SHINE programme, a 10-week catch-up entailing two sessions per week, is in progress. TA resources are being stretched to facilitate this: one member of staff is responsible for prepping the teaching materials after school.</p> <p><b>GC: You note that the children took a mock SATS paper instead of the NTS tests. Can you clarify the rationale for this and was this in part a reason for the data results?</b></p> <p>This is less expensive for the school as we already have previous SATS papers in our possession. This would not affect the data but gives us a clear reflection of what the children are likely to attain in the SATS tests instead of an alternative test.</p> <p><b>GC: Regarding the Reading data, you note that children in Y2 spent part of the autumn term revising maths. Was this at the expense of Reading rather than another part of the curriculum as the reading data seems to be well behind target levels?</b></p> <p>No- they were just revisiting areas in their maths lessons that they may not have secured in Year 1. There are children in Y2 who achieved GLD so their target is set at 'expected' for the end of Y2 but they are receiving phonics catch up. There has been a change of pupils in the cohort and 2 children cannot access the tests at all so this is reflected in data dropping.</p> <p><b>GC: Regarding Y6 data: are these the same four children as noted in relation to the Y6 maths data? Are you satisfied that actions are in place to remedy the situation and that teaching staff have the appropriate tools and skills to deliver?</b></p> <p>Yes – but this is dependent on children attending SHINE intervention which starts at 8.35pm</p>	
<p><b>10.</b></p>	<p><b>School Improvement Plan Monitoring and other Link Reports</b></p> <p>The School Development Plan Progress January 2026 and Spring SDP Monitoring 2025-26 documents were circulated to all Governors prior to the meeting.</p>	

	<p>The <b>Head</b> drew the Governors' attention to the difficulties of driving progress on the SDP (School Development Plan) while dealing with staff absences and others covering for them.</p> <p>Monitoring has now changed from lengthy observations to Learning Walks, reference to Pupil Voice and perhaps 10 minutes in the classroom and returning later to track pupil progress. Staff benefit from Lesson Studies and the resulting Continuous Professional Development (CPD) support. There is a need to find a method of measuring the impact of this. The school is aware of gaps and any inconsistencies in specific year groups/areas of the curriculum.</p> <p>The SEND School Information Report 2025-26 and SEND Policy 2026-27 were circulated to all Governors prior to the meeting. The Head advised that there was little change from previously and ALL GOVERNORS AGREED to ADOPT this policy.</p> <p>The <b>Chair</b> reported his recent experiences with Smoothwall (a digital safeguarding monitoring system for schools), a somewhat laborious paper-based (not digitalised) process. He affirmed that this monitoring had given no cause for concern.</p> <p><b>GC: Is this a useful process?</b> Yes, it is essential for IT-based safeguarding. The children know that this monitoring is taking place, which is important.</p> <p>The <b>Chair</b> also confirmed that he had checked the Secure Central Record (SCR) and this was also satisfactory.</p> <p><b>Health &amp; Safety</b> <b>MK</b> confirmed that he had completed a monitoring report addressing issues recently raised by Stephen Madill, NYC Health &amp; Safety Advisor. This will be circulated to Governors in due course.</p>	<b>MK</b>
11.	<p><b>Governance</b></p> <p><b>Governors' CPD/Training</b> <b>GF-L</b> reported that she had attended the NYES Annual Governors' Conference on 18<sup>th</sup> October 2025. The content included schools' Vision &amp; Ethos, and governors' areas of accountability.</p> <p>The <b>Head</b> confirmed that she had recently undergone OFSTED training. 2/3 areas of this training will be reported to Governors at each upcoming meeting. Governors' attention was drawn to the importance of Data for OFSTED, especially regarding EYFS and the end of KS2, and in the Inspection Data Summary Report (IDSR).</p> <p>The <b>Clerk</b> reminded the Governors that a variety of training is available to them via the 'Modern Governor' platform.</p>	

<b>12.</b>	<p><b>Non-Monitoring / Link Reports</b></p> <p>There were no further Reports or Policies to be presented.</p>	
<b>13.</b>	<p><b>Any Other Business</b></p> <p>This agenda item was deemed by the Governors to be CONFIDENTIAL, with the minutes to be recorded in a separate document.</p> <p style="text-align: center;"><b>There being no further business, the meeting closed at 18.30 hours.</b></p>	
	<p><b>Key Dates for Governor attendance</b></p> <p>All meetings to be held in school on <b>Thursdays at 4.30pm</b> unless otherwise notified.</p> <p><b>Date of the next FGB meeting: 19<sup>th</sup> March 2026</b></p> <p>Upcoming meetings:</p> <ul style="list-style-type: none"> <li>▪ FGB 7<sup>th</sup> May</li> <li>▪ FGB 18<sup>th</sup> June</li> <li>▪ FGB 9<sup>th</sup> July</li> </ul>	

Item no.	Action	By
8.	<p><b>To meet with School Business Manager and the NYC Bursar</b></p> <p><b>To report back on correspondence with NYC re. finance at next FGB Meeting</b></p>	<p><b>Chair &amp; Head</b></p> <p><b>Chair</b></p>
10.	<b>To circulate Health &amp; Safety monitoring report</b>	<b>MK</b>
13.	<b>To enter into correspondence as described in Confidential Minutes for this agenda point</b>	<b>Head Chair</b>

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