



Educate, develop, enrich and nurture

MINUTES OF MOORCROFT SCHOOL GOVERNING BODY

Non Confidential Minutes for the Full Local Governing Body (LGB) Meeting
Held at Moorcroft School
on Thursday 23rd April 2015 7:00 p.m. to 8:30 p.m.

Present:

Margaret Bird	MB	Governor	Chair
Andrew Sanders	AS	Governor	Head of School (HoS)
Alvin Walenn	AW	Governor	LSA
Andrew Irving	AI	Governor	Teacher
Toni Moore	TM	Governor	Parent
Lisa Hatcher	LH	Governor	Academy Family Services Lead
Debbie Wiseman	DW	Governor	Representative on Finance Committee
Mike Wisgard	MW	Governor	
Carey Philpott	CP	Clerk	

The meeting was declared quorate.

Item	Discussions and Decisions	Action
58/2014-15	Welcome MB welcomed everybody to the meeting.	
59/2014-15	Apologies of Absence Apologies had been received from Phil Haigh (PH), Collette Stone (CS) and Kam Parmar (KP), which the governors accepted. MB said KP is asking whether she should resign as it is difficult for her to attend LGB meetings at the moment. In the future, she may like to return. Governors stated they value KPs input to the LGB. Governors would welcome email responses to the papers from her, if she is not able to attend meetings. Otherwise she may wish to attend only part of the meetings.	Apologies accepted.
60/2014-15	Declaration of Interests No declarations of interest were declared.	

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61/2014-15	<p>Approval of the minutes of the last FGB meeting 5th February 2015</p> <p>The non-confidential minutes of the last FGB meeting were AGREED as an accurate record, and after the meeting were duly signed, each page initialled by the Chair of the LGB.</p>	<p>Non confidential minutes AGREED</p>
62/2014-15	<p>Matters arising from the previous meeting not covered in the rest of the minutes</p> <p><i>Item 37/2014-15:</i> MW enquired whether reporting to parents about mid-year assessments has been written in 'layman' language on the website yet. AS replied that he has spoken to Bozena Sarosiek (BS), who is keen to put something together. Vanessa Hoch is working on unifying websites of schools within the academy. AS added that although he expects the website to be viewed by potential new parents considering sending their children to the school, it is also scrutinised by educationalists such as Ofsted.</p> <p><i>47/2014-15e:</i> MW requested feedback from the Summer School. LH replied that the academy now has funding from the Local Authority.</p> <p><i>Item 56/2014-15:</i> MB stated that the young lady who observed the last meeting with a view to become a governor has declined to join for personal reasons.</p> <p>MW is pleased to see term dates and the latest newsletter on the website.</p>	
63/2014-15	<p>Items for Any Other Business</p> <p>Parent Forums</p>	
64/2014-15	<p>a) Chair's Report</p> <p>MB had circulated a written report and invited questions. There were none.</p> <p>b) Head of School's report (HoS)</p> <p>AS's written report had been circulated and he asked if governors had any questions.</p> <p>i. MB enquired about the progress of pupils causing concern. AS replied that action plans have been set for these pupils and discussions have taken place with the relevant teachers. The pupil action plans reflect problems and how to solve them. BS is confident that progress against personal targets should be good by the end of the academic year, as a number</p>	

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	<p>of pupils missed a good judgement by one or two points, and the number of pupils making outstanding progress could also increase.</p> <p>ii. P Level achievement for Key Stages 3 and 4 are predicted to be outstanding by the end of the academic year. Staff judgements are also predicted to be outstanding. However, progress against pupils' personal targets (PLOs) currently requires improvement. AS's report states that although this is a cause for concern it is worth noting that data from other academy schools displays a similar pattern. MW asked why all academy schools follow this pattern. AS said that at Moorcroft, personal targets are set at the beginning of the academic year, and the mid-year assessments are only part of the way throughout the year. Sometimes personal targets need to be refined throughout the year. TM enquired whether this is because it is difficult to set a target for Moorcroft pupils who progress at different rates. AS replied that is the reason. LH added that there are factors that cannot be predicted such as illness. AS stated that it is the data in July that is important and the overall achievement of pupils across the school is likely to be solidly good. AS suggested that MW talks to Gill Smith (GS) if he is interested in trends across the whole academy.</p> <p>iii. DW asked about the frequency of setting pupil targets. AS responded that projections are made at the end of each term. Teachers will refine pupil targets if they appear too hard or too easy. If a target is met at the end of term, a more challenging one will be set. DW reflected that Moorcroft pupil achievement is more individual compared with mainstream schools. TM added that the purpose is to maximise progress.</p> <p>iv. MW questioned whether targets are set too high if progress against PLOs at the school and across the academy are expected to require improvement. AS replied that personal targets are not linked to national targets. When looking at the data in each school, the aim is at least 80% of good progress. As a small number of pupils may not make good progress, this can affect the figures due to the small sample size.</p> <p>v. TM was surprised that new staff have not performed well, she would have expected the opposite. AS explained that the latest data on the quality of teaching represented 8 teachers.</p>	

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	<p>Therefore, if one or two lessons are not good then this represents quite a high percentage overall.</p> <p>vi. MB commented that it is good that the latest RAG ratings are mostly green. She asked what was not. AS replied that the following were amber:</p> <ol style="list-style-type: none"> 1. Assessment - 80% of pupils to make outstanding progress through more challenging and rigorous target setting. 2. To improve expertise of teachers and support staff in providing for the needs of young people with Multi-Sensory impairments through a system of in house training. <p>vii. MB enquired about the behaviour of students. AS responded that Sarita Strike, the Educational Psychologist, has been supporting a Lower School class with challenging behaviour. Heather Armstrong, a Clinical Psychologist is also supporting a number of pupils.</p> <p>viii. MB asked if the school nurse has started yet. AS replied not yet, the paperwork still needs to be progressed by the NHS.</p> <p>c) Representative on BoD's Report</p> <p>CS had sent her apologies to the meeting but said there are no urgent item from the Board to report.</p>	
65/2014-15	<p>Report on the quality of teaching and our vision for the future</p> <p>AS had prepared a powerpoint presentation and he distributed a written report.</p> <p>a) Formal Observations are carried out once per term. Feedback is then given to individual teachers and individual classes. People observing each teacher are rotated to ensure consistency in reporting the quality of teaching. Teaching is assessed under the following headings:</p> <ul style="list-style-type: none"> • Learning – how well pupils acquire knowledge, develop understanding and practise skills. • Concentration – how well pupils apply themselves to their work, work at an appropriate pace and stay on task. • Enthusiasm – how resilient and enthusiastic pupils are, particularly when tackling challenging work. • Progress – how well all pupils in a class are making 	

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	<p>progress relative to their starting points.</p> <ul style="list-style-type: none"> • Delivery – how well teaching motivates, engages and challenges pupils to make progress. • Planning – how well teachers know pupils’ needs and capabilities and plan to how effectively build on these. • Resources – the impact resources, including new technology have upon the quality of learning. The contribution adult support makes to learning. • Assessment – how well pupils check understanding and intervene to reshape tasks during a lesson. • Behaviour Management – how well pupils remain engaged in lessons and effectiveness of strategies in not impacting on the learning of others. <p>When a lesson is observed, teaching is assessed over time and not just what is seen on the day. Therefore planning, assessment folders and samples of pupils’ work is scrutinised.</p> <p>b) Learning walks are carried out weekly and have a weekly focus. Each focus is chosen in a number of ways; identifying areas of improvement following the latest round of observations, choosing an area of the School Improvement Plan (SIP) that needs to be monitored, or following up on the impact of staff training or new resources. Feedback on the learning walks is given to teachers at teachers’ meetings or by visiting classes after school. Specific concerns are followed up with individual teachers. The latest round of observations took place in March 2015. Observations were carried out by the HoS, the Academy Lead for Curriculum and Assessment Principal and Heads of Department.</p> <p>c) Please see confidential minutes.</p> <p>d) Recent Improvements</p> <ul style="list-style-type: none"> • In the Lower School, lessons are highly personalised and most staff are aware of the needs of the pupils. • There has been an improvement in the way that teaching is structured for pupils with Autistic Spectrum Disorders. • Sensory Integration Programmes, implemented by the Occupational Therapist are now being embedded in classes. This means that pupils are more ready to learn in class. • “Students receive regular feedback about their work. The 	

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	<p>new assessment system is helping staff to check each small step of progress on a regular basis" (Ofsted, December 2015).</p> <ul style="list-style-type: none"> • Levels of support helps pupils improve their skills and teaching assistants explain to pupils what is expected of them. (Ofsted, December 2015). • Staff manage challenging behaviour well. • The majority of pupils are making at least good progress and achievement is predicted to be solidly good by the end of July 2015. <p>e) Action planned to improve teaching further and to address issues identified in the latest round of teaching observations</p> <ul style="list-style-type: none"> • New teachers will be mentored through a weekly induction programme with the aim of helping them improve their skills to meet the varying needs of the pupils in their classes. • Increase the skills and accountability of middle managers by involving them in paired learning walks to improve the standard of teaching in their own departments. They will also provide regular feedback to their staff. MW questioned how it will be reported back. AS replied at the moment in pairs, and reported back to him. AS will then record weekly trends. TM asked if middle managers are given time for this in their schedules. AS replied they are. • Ensure activities are suitably challenging for our most able pupils, through further training in teachers' meetings and through regular monitoring and feedback. • To implement clear pathways for all pupils throughout the school and the academy to ensure they have a comprehensive plan for their personal development throughout their time at school. A new 14-19 curriculum will be introduced in September 2015 and this objective will be an important focus of the 2015-16 SIP. • Implement a new accreditation system for pupils 14-19. GS and Terri Harper are currently developing a new accreditation system to be launched in September 2015. • Ensure activities across the school are age appropriate and that activities in English and Maths become more 	

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	<p>“functional” as pupils progress through the school.</p> <ul style="list-style-type: none"> Continue to embed therapies into the curriculum so that pupils are able and ready to learn in order to make outstanding progress. New OT and SALT to be appointed. GS to brief teachers regularly in teachers’ meeting. To be a focus of the 2015-16 SIP. <p>f) Want to see by July 2016</p> <ul style="list-style-type: none"> Teaching and Learning will be outstanding overall and all lessons will be at least good. Observations and learning walks will demonstrate that teachers are able to meet the diverse needs of their pupils, e.g. those with communication difficulties, autistic spectrum disorders and multisensory impairments. The 14-19 curriculum will be more functional and challenging. It will be distinct from earlier years and will better prepare pupils for the future. Therapies will be fully embedded into the curriculum with Speech and Language and Occupational Therapists active within class teams. ICT will be more focused in class with pupils having access to learning and communication pads when needed. This will be used productively in class and lead to outstanding progress. Middle managers will be confident in assessing teaching and learning in their own departments and will be able to set targets for improvement 	
66/2014-15	<p>The skillset of the LGB and our vision for the future</p> <p>MW suggested a skills audit list for Moorcroft governors in order to identify gaps. He is happy to collate it. Governors will send him a sentence on their skills and interests on the LGB. CP will send out an email governors, so those not present at the meeting can contribute.</p>	<p>MW to collate a skills audit of governors. CP to send email.</p>
67/2014-15	<p>Governor input of key priorities of SIP to bring to July Academy day.</p> <p>AS explained that at the Directors Away day in July, long term objectives for 2014-17 will be discussed. These will be fed into the SIP. He reminded governors of last year’s targets:</p>	

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	<p>a) Carry out an audit of training needs across the school and the academy and to plan a programme of Continuing Professional Development (CPD) for all staff.</p> <p>b) Develop the expertise of parents in supporting the education of their children at home.</p> <p>c) Raise standards of achievement throughout the school by improving pupils' ability to use ICT equipment.</p> <p>d) Promote a clear model of distributed leadership across the school and the academy by developing the roles and skills of middle managers.</p> <p>e) Improve expertise of teachers and support staff in providing for the needs of young people with Multi-Sensory impairments through a system of in house training.</p> <p>f) Incorporate opportunities for community work, work related activities and outreach within the Upper School curriculum.</p> <p>Over the last few months, more have been identified:</p> <p>g) Review 14-19 provision to ensure that pupils are exceptionally well prepared for the next stage of their lives.</p> <p>h) Improve transition between schools and through different stages in education</p> <p>i) Improve links with post 19 providers and explore the possibility of an Eden College</p> <p>j) Continue to embed therapies in all aspects of the school.</p> <p>AS asked governors for additional contributions.</p> <p>k) DW proposed 0-25.</p> <p>l) MB suggested retention of staff.</p> <p>m) MW recommended marketing.</p> <p>AS said if any governors have any more thoughts, they should email him.</p>	<p>Governors should email AS additional targets.</p> <p>Governor links:</p> <p>CPD: ?</p> <p>Home School links: LH</p> <p>ICT: AI, MW</p> <p>Distributed leadership: LH</p> <p>Multi-Sensory: ?</p> <p>Post 16 outreach:</p>

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	<p>AS wished to link each target to one or two governors. These governors will work with the relevant staff members in school. The following governors agreed to get involved:</p> <p>a) CPD: ? b) Home School links: LH c) ICT: AI, MW d) Distributed leadership: LH e) Multi-Sensory: ? f) Post 16 outreach:DW g) 14-19: TM, DW h) Post 19: AW, DW i) Transition: ? j) Therapies: MB k) 0-25: MW l) Retention of staff: MB m) Marketing: MW</p> <p>AW suggested that those governors not present may wish to be linked to the objectives that have not been allocated.</p>	<p>DW</p> <p>14-19: TM, DW</p> <p>Post 19: AW, DW</p> <p>Transition: ?</p> <p>Therapies: MB</p> <p>0-25: MW</p> <p>Retention of staff: MB</p> <p>Marketing: MW</p>
68/2014-15	<p>Ratification of policies</p> <ul style="list-style-type: none"> • Behaviour Policy • Medication Policy • Sex and Relationships Education Policy <p>Governors had read these policies before the meeting and given any comments to AS. Therefore they were ratified by governors and signed by MB.</p>	<p>Behaviour, Medication and SRE Policies RATIFIED</p>
69/2014-15	<p>Urgent Items from Business Meeting or Board of Directors</p> <p>a) Governors were delighted to hear that the capital bid to replace the boiler has been successful. Now the normal procurement process must be followed. Unfortunately the bid to replace the roof that leaks was not successful. The new learning room is now open, converted from the soft play room and funded through pupil premium money.</p> <p>b) MB contacted the parent who was interested in becoming a governor at the school, but he has not responded.</p>	
70/2014-15	<p>Any Other Business</p> <p>LH stated that parent groups are starting at Moorcroft again. 16 parents attended the last meeting. She questioned how the forums should be best managed. Some parents would prefer an on line forum.</p>	

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71/2014-15	Focus for next FGB meeting New SIP.	
72/2014-15	Dates of future meetings: <ul style="list-style-type: none"> • Thursday 18th June 2015 Business <i>All Moorcroft meetings will start at 7 p.m. at Moorcroft School</i>	
	Proposed dates for the next academic year: <ul style="list-style-type: none"> • <i>Thursday 8th October 2015 FGB</i> • <i>Thursday 26th November 2015 Business</i> • <i>Thursday 4th February 2016 FGB</i> • <i>Thursday 10th March 2016 Business</i> • <i>Thursday 21st April 2016 FGB</i> • <i>Thursday 16th June 2016 Business</i> 	

There are confidential minutes for this meeting.

Meeting closed at 8:30 p.m.