



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 5th February 2015 7:00 p.m. to 9:15 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
Collette Stone	CS	Governor	Representative on Board of Directors
Toni Moore	TM	Governor	Parent (from 7:10 p.m.)
Lisa Hatcher	LH	Governor	Academy Family Services Lead
Phil Haigh	PH	Governor	Director
Mike Wisgard	MW	Governor	
John Ayres	JA	Principal	
Jennifer Bull	JB	Observer	(To 9 p.m.)
Carey Philpott	CP	Clerk	

The meeting was declared quorate.

Item	Discussions and Decisions	Action
36/2014-15	<p>Welcome</p> <p>MB welcomed everybody to the meeting, especially JB, as this is her first meeting. JB was observing the meeting, with a view to becoming a governor. Everyone introduced themselves.</p>	
37/2014-15	<p>The Quality of Teaching and Learning across the academy</p> <p>JA gave an overview on how Eden monitors teaching and learning across the 5 schools within the Academy. He stressed that it is important that governors are confident in the reliability of the data. Triangulation is important, gaining evidence based on different sources.</p>	

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	<p>a) Teaching quality is assessed by measuring teacher inputs and the impact it has on pupil achievement.</p> <p>b) Ways that Eden schools measure teaching are:</p> <ol style="list-style-type: none"> i. learning walks (focus for each walk), ii. formal and informal classroom observations, iii. scrutiny of files and folders, iv. teacher meetings, v. governor visits and vi. external validation eg Ofsted and eQualitas. Ofsted inspected 3 Eden schools last year and all confirmed the Academy assessments ie. Moorcroft good, Grangewood outstanding and Sunshine House School outstanding. <p>TM arrived 7:10 p.m.</p> <p>c) Mid-year assessments for this year will be available in a few weeks' time. Governors need to be reassured of their accuracy.</p> <p>d) Pupil learning is measured by:</p> <ol style="list-style-type: none"> i. Attainment (where the child is, in terms of their academic progress) and ii. Achievement (how good is that progress). <p>The progress must be related to the starting point for that pupil both as an individual and within a group. Attainment is an actual level, whilst achievement is a relative concept.</p> <p>TM quizzed, what is good progress? JA replied that it is measured by progression guidance using national benchmarking produced by the government. Some children may not have made progress due to their individual personal circumstances.</p> <p>e) Tools to measure learning are:</p> <ol style="list-style-type: none"> i. P scales, ii. personal targets in curriculum folders, iii. staff judgements on 'relationships' and 'behaviour', iv. national benchmarking using progression guidance and v. use of information from the therapists. <p>f) TM enquired when assessments are reported to parents. JA responded, in the Annual Review and at any open evenings. The information is available twice a year with mid-term assessments and end of year assessments.</p>	

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	<p>g) TM questioned whether the school would highlight to parents if their child is not making the required progress. JA reassured her and said parents' would always be informed. The child would be added to a tracking list and would be given extra resources. MB enquired whether parents' are aware if their child is added to the tracking list. AS replied they are, and a Psychologist would look at all children on the tracking list. He added, data is included at the back of reports sent out at the end of each academic year. The school is constantly improving methods of reporting. MW suggested that a front page summary may be useful to add to the reports, plus a 'lay mans' guide.</p> <p>h) MW questioned whether parents understood the reporting. TM is a parent governor and said she does understand the reporting. The issue is that it is sent to parents annually, at the end of the year, which is not frequent enough. She finds the daily diary valuable, and likes the certificates and rewards. As a parent, TM would like to receive more feedback throughout the year. JA suggested a mid- year report could be sent out as an executive summary. AS reminded governors about the Annual Reviews, and pupil targets are now Annual Review targets. CS requested that an example report is sent to governors. AS agreed to distribute.</p> <p>i) MW commented that the reports can be useful tools to engage parents to help children. AS added, the School Improvement Plan includes engaging parents more in the education of their child. This is why a new home school book has been introduced, focussing on informing parents on how their child is progressing at school. AI is working with setting up parent workshops with Family Services. AI will start supporting young adults at home and will also engage parents.</p> <p>j) MB enquired about the actions of the school, if the child is not making satisfactory progress. AS replied that the data is sent to Bozena Sarosiek (BS), Gill Smith and himself. The reason for unsatisfactory progress may be known, such as a spell in hospital. BS would meet with the teacher and they would write an action plan for the child, what needs doing and when.</p> <p>k) JA said that this year teaching and learning information will be gathered across the schools for the mid-year review and reported to the Board of Directors in March 2015. The HoS will share the mid-year review with governors.</p>	<p>Consider sending out mid-year reports.</p> <p>Example of report sent to governors.</p>
38/2014-15	Principal's Report: Associate HoS	

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	<p>a) JA explained the background behind the Board of Directors decision to vote for a new post in the Academy for an Associate HoS. This will create 6 HoSs for the 5 schools and is a flexible model. It will address 2 issues:</p> <ul style="list-style-type: none"> i. Succession planning for the existing HoSs and the Principal. ii. Capacity within the Senior Leadership team. <p>JA added that Eden is in a good position at the moment. Performance of the schools is improving, finance is good and the Academy Leads are performing well. JA stressed that this is a good time to plan for the future.</p> <p>b) There were no questions on the Principal's report.</p>	
39/2014-15	<p>Teaching & learning update: assessment of Moorcroft data</p> <p>a) This had been distributed before the meeting and AS invited questions. In summary, all the evidence supports the school reporting that pupils are now making at least good progress.</p> <p>b) AS pointed out that in terms of P levels, year 7 and year 8 pupils, the younger ones in the school, are on track to meet targets. Progress for year 9 and above is not so good. This is due to the previous management team, 2 years ago. MB enquired how long it would take to make up lost ground. AS was unsure, but felt the school may have a better idea when the mid-year data comes in. BS has written an action plan to improve P level progress for the higher year groups and how the pupils can catch up.</p> <p>c) PH commented that the data is solid and consistent. AS added that the school has looked at data from different groups. Pupil premium (PP) children are performing slightly better than other pupils, but not significantly. Examples of other groups to consider are PMLD, Autism, and English as an Additional Language.</p> <p>d) MW asked if there is any benchmarking data for equitable schools. AS replied that there are P level national targets and progress can be measured against them. JA said at least 80% of Moorcroft pupils are making good or outstanding progress with 25% or more making outstanding progress.</p> <p>e) MB commented that as the school builds up data, they can become more confident in their judgements.</p>	

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40/2014-15	<p>Apologies of Absence</p> <p>Apologies had been received from Debbie Wiseman (DW) and Kam Parmar (KP), which the governors accepted.</p>	Apologies accepted.
41/2014-15	<p>Declaration of Interests</p> <p>No declarations of interest were declared.</p>	
42/2014-15	<p>Approval of the minutes of the last Business meeting 4th December 2014</p> <p>The non-confidential minutes of the last Business meeting of the governing body were AGREED as an accurate record, and after the meeting were duly signed, each page initialled by the Chair of the LGB.</p>	Non confidential minutes AGREED
43/2014-15	<p>Matters arising from the previous meeting not covered in the rest of the minutes</p> <p>Unless urgent, these will be covered in the business meeting.</p>	
44/2014-15	<p>Items for Any Other Business</p> <p>None.</p>	
45/2014-15	<p>Post Ofsted</p> <p>AS is very proud of staff and pupils. Ofsted identified 2 targets:</p> <ul style="list-style-type: none"> <li data-bbox="365 1102 1312 1522">i. <i>'The range of accreditation for sixth formers has improved, but lower attaining students do not yet have sufficient access to qualifications to prepare them fully for their next stage of learning':</i> The school is currently investigating how to increase the range of accreditation offered to pupils. Terri Harper is exploring the AQA unit award scheme and today attended a training workshop. AQA may run alongside the ASDAN award scheme, instead of replacing it. They offer a range of accreditation for different pupils with varying abilities. The school will also look at other special school Sixth forms. <li data-bbox="365 1564 1312 1862">ii. <i>'Just occasionally, students' progress in English dips when the tasks set are too easy and when resources used do not interest them':</i> This topic is a focus in the current term and teachers' meetings have focussed on incorporating functional skills in lessons, homework, ICT and Education, Health and Care plans. The aim is for literacy and numeracy skills to have meaning to pupils, and staff are looking for activities and resources that meet differing needs of groups. 	

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46/2014-15	<p>Anonymised Performance Management Data</p> <p>a) AS explained the new performance related pay system for teachers', when they do not now automatically move up a pay scale each year. Now each teacher has performance management targets.</p> <p>b) Anonymised Performance Management Data had been distributed. The data had been moderated by DW during the summer and she had looked at all teacher targets. PH requested that anonymised classroom observation reports are distributed to governors. These will be discussed at the next meeting.</p>	<p>Anonymised classroom observation reports on next agenda.</p>
47/2014-15	<p>Pupil Premium (PP)</p> <p>a) AS explained that the government give the school extra money on behalf of disadvantaged pupils, to improve their achievement and close the gap with their peers. These pupils are identified by those entitled to free school meals, looked after children, adopted, and service children. The funds can be spent on individual pupils or groups when benefits filter out to PP children (PP would have priority but not exclusive use). In the academic year 2014-15, the school earned £20k for PP children based on 19 children. In fact there are at least 25 children in the school this year, but the figures are based on the number of pupils in the last academic year.</p> <p>b) PH suspected that 25 PP pupils is a low proportion, and he would expect more. AS replied that the school is exploring a few pupils that are entitled to the funds but are not claiming. One criteria is pupils receiving free school meals, but some children are on nil by mouth and may be eligible.</p> <p>c) PP funds have been spent on:</p> <ol style="list-style-type: none"> i. Therapy for the emotional wellbeing of PP pupils, ii. Classroom resources, iii. Free day in holiday club, iv. Subsidised after school club, v. Equipment purchased to access the curriculum better, vi. Communication devises. <p>d) AS confirmed that how the money was spent last year and what is intended next year is on the website.</p> <p>e) MW identified some government funding on Summer School programmes which will start in May that the school was not aware of. PP children will be entitled to £250 to £500 to attend a</p>	

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	summer holiday programme. The school needs to apply to receive any funding. MW handed the form to LH.	
48/2014-15	<p>Analysis of anonymised governor absences</p> <p>These had been distributed. LH said she had missed some meetings because they had clashed with other Academy commitments. She said Vanessa Hoch has agreed to look at dates across the Academy.</p>	
49/2014-15	<p>Membership and Leads for next academic year:</p> <p>a) Governors agreed that they wished to remain flexible in terms of numbers of governors in each category. MW asked if there were any gaps in skills. There are some gaps but they are difficult to fill. MB said that the Academy Chairs of governors had discussed this at their meeting.</p> <p>b) A parent is interested in becoming a governor at the school. AS will re-send the details to MB. The LGB must have a minimum of 2 parent governors on the LGB under the Eden Articles of Association.</p>	
50/2014-15	<p>a) Chair's Report</p> <p>i. MB reported that she and CS have continued meeting every month with AS at the school. AS informs them about various staff and pupil matters. The group also confirmed the appointment of MW as a new governor on 16th January (as per the LGB terms of reference).</p> <p>ii. MB attended an Academy Chairs of Governors meeting with Susan Douglas in October. Skills portfolios of governors across the academy and the desirability for governors to have specific roles on LGBs within the Academy were discussed. There was also a meeting in December, which MB was unable to attend, when recruitment of governors was discussed.</p> <p>iii. MB was a member of a Contract Review panel at Moorcroft this morning.</p> <p>iv. MB has written to Carol Sparks to thank her for her services to the school over many years and to wish her well in the future.</p> <p>b) Head of School's report (HoS)</p> <p>AS had circulated a written report. He invited questions from governors.</p>	

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	<p>i. AS was asked about the school nurse position. AS reminded governors that a nurse had been interviewed. She was going to be offered the job, but the Community Nursing Team withdrew her application after they saw her references. The job has been advertised again, but candidates do not turn up. AS suspects the problem is that the Health Authority is advertising for nurses with a paediatric qualification. AS asked them whether this can be adapted. He agrees a solution needs to be found.</p> <p>ii. AS is pleased with appointments that have been made for 2 new teachers and 3 new LSAs. Next week 4 candidates will be interviewed for 2 teacher positions. MW asked about staff overall morale because of the high movement in staff. AS said 2 teachers were lost to Pentland Field. TAs are being employed this academic year due to an increase in pupil numbers. Only 40% of staff responded to the Ofsted questionnaire. AS would like more responses. The atmosphere at school is more positive now than it has been in the past.</p> <p>iii. Confidential item.</p> <p>c) Representative on BoD's Report</p> <p>CS is pleased that JA could talk to governors today. She confirmed that Pentland Field school will be officially opened tomorrow. She also requested help on her work with John Marr regarding Contract Review Hearings. She invited governors and the clerk to email her their views.</p>	<p>Governors invited to email CS views on Contract Review Hearings.</p>
51/2014-15	<p>Parent Forum</p> <p>This should be removed from future agendas. Therapists run a forum for parents.</p>	
52/2014-15	<p>Correspondence, Information and Literature received</p> <p>a) MK asked about a survey of parents. AS said one was carried out one to two years ago, and it is time for another one. The Ofsted survey is not enough.</p> <p>b) PH reported that the people running the Governor Support Service (GSS) resigned from the Local Authority and are setting up independently, like HR Co-Operative. This term the GSS are running a free service for those schools who have purchased their Service Level Agreement (SLA).</p>	<p>Moorcroft to carry out another parent survey.</p>

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53/2014-15	<p>Planning and Reporting back on Governors Visits to School and Training</p> <p>a) MW attended the GSS Introduction to Governance part 1 training course. CP attended their Clerk’s Briefing and the first session of the National College for Teaching and Leadership Clerks’ Development Programme. MW found the GSS personnel helpful, positive and supportive.</p> <p>b) PH mentioned again that 3 schools within the Academy purchase the GSS SLA and could have whole school training on any of the sites. He asked governors to give him topics for governor training.</p>	<p>Governors to give PH ideas on training topics.</p>
54/2014-15	<p>Urgent Items from Business Meeting or Board of Directors</p> <p>None.</p>	
55/2014-15	<p>Any Other Business</p> <p>None</p>	
56/2014-15	<p>Focus for next meeting</p> <p>Quality of Teaching.</p> <p>MB thanked JB for attending and asked her to send an email if she is interested in becoming a governor at the school.</p> <p>JB left 9 p.m.</p>	
57/2014-15	<p>Dates of next meetings 7 p.m. Moorcroft School:</p> <ul style="list-style-type: none"> • Thursday 12th March 2015 Business • Thursday 23rd April 2015 FGB • Thursday 18th June 2015 Business 	
Ratification Section		
R7/2014-15	<p>Policies:</p> <p>a) Moorcroft Accessibility Plan: The policy had been circulated and CS had sent in comments. AS brought an amended version to the meeting which was RATIFIED by governors and signed by MB and AS.</p> <p>b) Managing Behaviours which may cause harm: AS distributed the policy at the meeting, which governors AGREED.</p>	<p>Policies ratified.</p>

There are confidential minutes for this meeting.

Chair Initials

Meeting closed at 9:15 p.m.

Chair Initials
