



# The Governing Board

HOTHFIELD JUNIOR SCHOOL

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**Headteacher: Mr Procter**

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## Minutes of a Standards Committee meeting held on Tuesday 19<sup>th</sup> July 2016 at 2.30p.m.

**PRESENT:** Mr N Whitaker (Chair), Mrs S Cloke, Mr Matthew Clayton-Stead, Rev S Griffiths, Mrs M Middleton and Mr J Procter.

**OBSERVERS:** Mrs J Done (LA)

1.	<b>Welcome and apologies</b> Mr Whitaker welcomed all to the meeting. Apologies for absence from Mr Steve Anderson were accepted.	<b>Actions</b>
2.	<b>Declaration of Interest</b> There were no declarations of interest.	
3.	<b>Notification of Any Other Business</b> Prioritisation	
4	<b>Approval of minutes of the meeting held 11<sup>th</sup> May 2016</b> The minutes were approved as a true record of the meeting and signed by Mr N Whitaker. Proposed: Mr J Procter    Seconded: Rev S Griffiths  <u>Matters Arising</u> Agenda item 5.1 – as agreed at the last meeting Pupil Premium will be addressed as part of each subject discussion, rather than separately.	
5. 5.1 5.1.1	<b>Review of progress against Strategic Priority Area - Standards</b> <b>5.1 Pupil Outcomes</b> <b>5.1.1 SAT Results 2016 – Overview</b> Mr Procter led the committee through the data. The aim of matching or surpassing the national figures been achieved and this is to be celebrated. The results are a credit to the whole team in school. Mr Procter reminded the meeting that Reading, Maths and Grammar Spelling and Punctuation were all externally assessed. For Writing a robust moderation process had taken place to ensure school's assessments were accurate including moderation with three other schools and an English consultant.	

Mrs Done advised that Reading has shown a national dip this year and the suitability of the test is being reviewed.

Progress

A progress measure will be available when the official results are published in the Autumn term. Mr Procter had prepared his own assessment of progress and he took the meeting through this 'unofficial' assessment of how the data shows progress.

He explained his rationale for this analysis of the individual pupils' progress - which is based on his banding of the pupils by KS1 subject result and comparing this to their KS2 outcome.

*Reading*

56/67 (84%) entered the school at 2B+ in reading.

41/67 (61%) entered the school at 2A+ in reading.

50/67 (75%) reached the national standard for reading at the end of KS2.

*Writing and GPS*

48/67 (72%) entered the school at 2B+ in writing.

25/67 (37%) entered the school at 2A+ in writing.

60/67 (90%) reached the national standard for writing at the end of KS2.

54/67 (81%) reached the national standard for GPS at the end of KS2.

*Maths*

56/67 (84%) entered the school at 2B+ in maths.

44/67 (66%) entered the school at 2A+ in maths.

60/67 (90%) reached the national standard for maths at the end of KS2.

The above figures suggest good progress overall in Writing/GPS and maths where the school has increased the number of children reaching the 'national expectation' from the end of KS1 to the end of KS2.

In reading, there was a small drop in the number of children achieving the national standard compared to the number at 2B+ at KS1. However, this is likely to compare well to how children who began at the same point progressed across the country.

Governor Question – Can school identify those individual pupils who have done worse or better than expected?

Headteacher Answer – Expectations generated by the children's KS1 outcomes can be compared (as above). As the tests were new, it was more difficult to make accurate predictions within year 6. There are some children however who performed differently in the KS2 sample tests to the actual tests and why this was is worth analysis.

All leaders have been asked to identify a child as a "lesson to learn" and these case studies will be available at the next meeting.

Published progress measures compared to national figures and presented to next meeting.

Lesson to Learn case studies for next meeting

	<p><u>Pupil Premium - Y6</u></p> <p>The PP data compared with non-PP was circulated. 20 out of 67 Y6 pupils were PP - 30% of the cohort (national figure – 26.5%).</p> <p>The outcomes for PP pupils were discussed by Governors including that there was a big spread of ability within the PP cohort.</p> <p>Generally the gap between PP and Non-PP pupils is small.</p> <p>Mrs Cloke advised that the gap in Maths relates to 3 children. She explained in detail the impact of one child in particular on the Maths data. 3 other children and their impact on the data was also outlined.</p> <p>There is no gap in Reading and Writing.</p> <p>Mrs Done also noted that some of the PP pupils are also SEN with multiple vulnerabilities and in the future this should be identified in the report to governors</p> <p>The SEN data by pupil (anonymous) was detailed by Mr Procter. Most have achieved their targets and the achievement of getting those with autism to actually sit the test was noted.</p> <p>Mr Whitaker thanked, on behalf of the Governing Board, all staff in relation to the Y6 outcomes.</p>	
<p><b>5.1.2</b></p>	<p><b><u>Attainment 2016 for Y3,4,5</u></b></p> <p>Attainment at end of each year and as against targets was noted for reading, maths and writing. The school is continuing to build a clear expectation of attainment for the end of each year group.</p> <p><u>Writing</u></p> <p>The subject leader's report had been circulated prior to the meeting. The Y6 outcomes are good with 90% achieving the expected standard. For Y3-Y5 (inclusive) the 'secure' and 'developing' judgements were explained in detail. A quarter of children are not 'secure', -predominantly boys - and this provides the focus for next year's teaching. The essential basics for Writing were detailed and these will be the core of work with children with a clear focus on generating and understanding sentences. A "Sentence every Time" initiative is being introduced and this was explained in detail by Mr Procter. Alison Philipson (Writing Consultant) has been commissioned to carry out moderation work in each year group across the 2VLC to build a common expectation for writing standards in each year group. Mrs Middleton noted the recent Y6 play and how impressed she was by the level the children were at in their use of Shakespearean language.</p> <p>In respect of PP children:</p> <p>Y3 is a small group with a number of children with SEN for specific learning difficulties – so</p>	

	<p>overall attainment is not going to match the non-PP group. Progress in writing for these SEN/PP children has been significant over the year but continues to be hard-won. Y4 writing shows a small gap. A further 3 PP pupils are targeted to meet expectations next year to close this gap.</p> <p>There is a small Y5 writing gap between PP and non-PP children. However, with effective PP funded intervention, Mrs Cloke advised that these children should get to the Y6 expectation by the end of next year.</p> <p><u>Reading</u></p> <p>The subject leader's report had been circulated prior to the meeting.</p> <p>The Y6 target of 85% remains the target for next year. The ARE (age related expectation) data was noted and this was good compared with national. The boy/girl analysis was explained and the directed strategies were noted.</p> <p>The PP data in Reading was explained by Mrs Cloke by year group. In Yr 4 &amp; 5 the gap has narrowed since September. More PP pupils achieved the national standard than non-PP pupils in Y6.</p> <p><u>Maths</u></p> <p>The impressive data was summarised by Mr Procter. He advised that what is being done in Maths in school is very exciting. The honest assessments which take place by year group were outlined to Governors.</p> <p>There was a small attainment gap in maths for PP children compared to non-PP children: 16 out of the 20 children achieved the national standard.</p> <p>Mr Whitaker noted that the Governor visit reports verify the news about Maths and also how leaders are influencing teaching and learning across the school was also made available.</p>	
<p><b>5.1.3</b></p>	<p><b><u>Pupil Premium</u></b></p> <p>At their last meeting, Resources Committee had agreed expenditure of Pupil Premium money in accordance with the proposal presented to that meeting - and this meeting - but conditional on that proposal still being supported by end of year outcomes (Mrs Done reminded Governors that an assessment of the impact of Pupil Premium spending is needed for Governors to judge the effectiveness of the spending, to enable governors to decide whether or not to continue applying the same spending for the new year)</p> <p>Details of the PP expenditure for 2015-16, including the cost and impact of initiatives, had been circulated prior to the meeting.</p> <p>Looking at the specifics on that report:</p> <ul style="list-style-type: none"> <li>• One to One Reading has been very successful and Mrs Cloke explained the initiative in detail.</li> <li>• Open School for Reading – PP pupils are targeted to come to the before-school</li> </ul>	

	<p>reading sessions.</p> <ul style="list-style-type: none"> <li>• Learning mentor – Worked extensively with 9 children and 8 have made better than expected progress.</li> <li>• Booster Groups in Y6 – The groups and the success of the pupils who attended were explained in detail. For 2016/17 a re-organisation will allow booster/intervention groups to take place on four afternoons a week</li> <li>• Y5 GPS intervention group – good progress been made as a result of these</li> <li>• CBT – The work of the counsellor was explained by Mrs Cloke for 6 PP children with very particular needs over the year.</li> <li>• Special Fund – impact of access to residential trips and musical instrument lessons hard to judge in terms of reading, writing and maths outcomes – but positive in terms of wider outcomes.</li> <li>• Reducing Class Sizes to enable class teacher to spend more time with PP pupils - positive impact – especially the ability of Y6 teachers to run one to one writing workshops with PP children.</li> <li>• Y5 one to one support for individual pupil - this was very specific and so will continue into Y6 for the same pupil</li> <li>• Beanstalk reading volunteer, First News - positive impact</li> </ul> <p>Andrew Neal, System Leader - Pupil Premium Development, had recently visited the school and his report had confirmed good Y6 outcomes for PP pupils. In relation to strategies his report specifically affirmed:</p> <ul style="list-style-type: none"> <li>• A detailed and effective intervention programme.</li> <li>• Reading booster to enable test readiness.</li> <li>• Maths booster to enable test readiness, including afternoon extended intervention.</li> <li>• 1 to 1 maths clinics with subject specialist</li> <li>• Writing – small classes in enable more bespoke intervention – with writing workshops.</li> </ul> <p>Given the end of year outcomes the meeting agreed that the 11 strategies set out above should be continued, and the expenditure proposal as approved by Resources Committee, be approved by this Committee and therefore should be implemented for 2016/17.</p>	<p>Pupil Premium spending plan for 2016/17 to be published on school website</p>
<p><b>5.1.4</b></p>	<p><b>SEND</b> The SEN Leader’s report had been circulated prior to the meeting.</p> <p>The SEN Governor's report had been presented to the final Full Governing Board meeting of the year</p> <p>A governor visit report by the SEN Governor concerning SEN and PP had been circulated prior to the meeting.</p>	

<p><b>5.2</b></p>	<p><b><u>Quality of Teaching &amp; Learning</u></b></p> <p>The Quality of Teaching Overview document had been circulated prior to the meeting and described to the committee by Mr Procter. Governors noted the impact of coaching on the development of specific teaching needs.</p> <p>Mrs Cloke advised that external assessors have noted that the children are engaged in the lessons seen.</p> <p>Mrs Done explained that in respect of quality of teaching &amp; learning, Governors need to continue next year to see evidence of good quality teaching in the children’s workbooks.</p>	<p>Sample workbooks from each cohort to be presented to governors at next meeting</p>
<p><b>5.3</b></p>	<p><b><u>Effectiveness of Leadership &amp; Management</u></b></p> <p>(a) Update on actions in response to External Review of SEN and PP leadership</p> <p>See Andrew Neal report, referred to above.</p>	
<p><b>5.4</b></p>	<p><b><u>Pupil’s Personal Development, Behaviour and Welfare</u></b></p> <p>(a) Overview of behaviour and pupil attitudes in school</p> <p>Governor Visit reports relating to engagement and playtimes had been circulated prior to the meeting</p> <p>The governors conducted their regular monitor of the serious behaviour incidents log and questioned the headteacher on the response to individual incidents. The governors noted that there was no increase in the small number of serious behaviour incidents since last term.</p> <p>Governors reviewed the parental and pupil survey responses. Those responses concerning pupil’s feeling of safety and the small number of parents perceiving bullying in school were noted. Governors remained satisfied that the anti-bullying policy was followed well and proved effective. Continuing their regular monitoring of the school’s anti-bullying procedures, governors requested that an anonymised case study be presented to the next meeting.</p> <p>Parental questionnaire responses in respect of bullying were explained by Mr Procter.</p> <p>The Pupil Premium report by Andrew Neal (area lead headteacher for Pupil Premium) included notes from his learning walk and confirmed good engagement by Pupil Premium children in each classroom across the school.</p>	<p>Anti-bullying case study to be presented at next meeting</p>
<p><b>6.</b></p>	<p><b><u>Governing Board Key Priorities - Standards</u></b></p> <p><b><u>2015/16</u></b></p> <p>It was agreed that the Key Priorities for the current year, established by the Governing</p>	

Board in October 2015, had been achieved:

#### Pupil Outcomes

1.1.1 KS2 outcomes in 2016 to be as follows:-

- (a) Reading outcomes to recover back to 2014 level (+5% above national figure) *2016 - +9% above national figure*
- (b) Writing and Punctuation/Grammar to sustain at least 2015 levels *2016 – Increase in attainment compared to national figures*
- (c) Overall numbers attaining KS2 standard in Reading, Writing and Maths combined - to match or exceed the national figure – *2016 – Hothfield 70%; national – 53%*
- (d) Ensure Pupil Premium money is targeted at Pupil Premium children and that a reduction in the attainment gap (Pupil Premium children compared with non pupil premium children) is achieved – *2016 – reduction in attainment gap across all R,W,M*

1.1.2 Writing

Narrow the gap between boys and girls *2016 – gap on entry – 20%; end of KS2 – 17%*

#### 2016/17

The following were agreed as the Key Priorities for Standards for 2016/17

*Overarching Aim* – School receives a 'Good' Ofsted inspection in 2016/17

#### *Pupil outcomes*

KS2 outcomes in 2017:

- In Reading, Writing and Maths at least 85% of pupils achieve the combined National Standard
- We exceed the national figure in each of Reading , Writing and Maths
- The gender gap in Writing is reduced from the on-entry gap

#### *Pupil Premium*

- Continue with the spending allocation and programme used in 2015/16
- In Y5, reduce the gap in Writing and Maths from 20% to at least 17%
- Ensure Pupil Premium and SEND are provision are co-ordinated through use of Provision Map

#### *Quality of Teaching and Learning*

- Teacher Development to continue rigorously so that teaching across the school is consistently 'Good'
- Build on successes in Maths\* to become the hub of good practice within the 2 Valleys learning collaborative.

Key  
Priorities  
document  
to be  
presented  
to  
governors  
and  
included  
in Annual  
Planner  
for  
2016/17

	<p><i>*bearing in mind the maths leader will now be working with 6 other schools explained.</i></p> <p><i>Effectiveness of Leadership and Management</i></p> <p>Leaders (including governors) to continue to contribute to leadership across the whole school and continue to be held accountable.</p> <p><i>Pupils' Personal Development, Behaviour and Welfare</i></p> <p>Note: Key Priorities here to be the same – not because they have not been delivered in 2015/16 but because they are of a continuing nature</p> <ul style="list-style-type: none"> <li>• Ensure parents have confidence in the school's general ability to deliver a good education to their children and specifically to have confidence in the school's anti-bullying support for their children</li> <li>• Pupils to be engaged with, and enthusiastic for, learning</li> </ul>	
7.	<p><b><u>AOB</u></b></p> <p><u>Prioritisation</u></p> <p>Mrs Done said that the school is now being classed as Priority 2 status by the Local Authority . This was noted by the Committee</p>	
8.	<p><b>Date of Next Meeting –2.30pm Wednesday 5<sup>th</sup> October 2016</b></p>	
	<p><b>Mr Whitaker thanked Mrs Done for her support to the school and thanked all for attending. The meeting closed at 4.42pm</b></p>	

Signed .....

Dated .....