



# 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 Thursday 10<sup>th</sup> March 2016 at 3.00p.m.

**PRESENT:** Mr N Whitaker (Chair), Mr J Procter (Headteacher) Mrs S Cloke (Deputy headteacher), Mrs K Asquith, Mrs M Middleton and Rev S Griffiths

**OBSERVERS:** Mrs J Done (LA) & Mr P Weston (LA)

		Actions
1.	<b>Welcome and apologies</b> Mr Whitaker welcomed all to the meeting.	
2.	<b>Declaration of Interest</b> There were no declarations of interest.	
3.	<b>Notification of Any Other Business</b> None.	
4	<b>Approval of minutes of the meeting held 15<sup>th</sup> January 2016</b> The minutes were approved as a true record of the meeting. Proposed: Mrs M Middleton    Seconded: Mr J Procter  Mr Whitaker noted that sample books (as evidence of progress), have been brought to this meeting as agreed at the previous meeting.	
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 Current Attainment</b> (a) Current attainment and end of year targets – breakdown by boy/girl The December assessments data had been circulated and discussed at the last Standards Committee meeting At this meeting the headteacher analysed the data to identify any gender differences on progress Maths: Change from previous years – more boys low attaining on entry than girls. Need to monitor – but not apparent that there is a gender-linked attainment issue in maths.	Next meeting – analysis of March assessment data



<p>meeting took place). Mrs Done asked about the model for Reading Development sessions and Mr Procter outlined the model used in class with different groups following the CPD work with Reading Consultant Alison Philipson.</p> <p>The Reading for Pleasure monitoring report was circulated.</p> <p>Governor Question – Is the Library timetabled for use?  Headteacher – Not at present. It is used as an extension of the book scheme. The way the library provision is used will be re-assessed. Mrs Griffiths reported that on her monitoring visit to school on 12 February PP &amp; SEN one-to-one sessions taking place in the library had been seen by her.  Mrs Middleton advised that she had observed from her frequent visits to school to read with children that the procedure of obtaining a book from the library is proving difficult for children. Mr Procter will consider that.</p> <p>(C) Governor Checks  Maths:  Mr Procter circulated samples of children’s Maths workbooks to show examples of the age-related expectation for each cohort. The governors also wished to see the maths marking policy in use in the books.</p> <p>The improved consistency of the application of the marking policy over the school year was evident from the books, as noted by Mr Weston.</p> <p>Mrs Done noted that the time devoted to a particular area to ensure depth of maths learning can be seen in the books.  Mr Procter felt this was a result of the mastery approach.</p> <p>A Governor report from Mr French on observations seen on the teaching of Maths was circulated for information, and considered. His report mentioned times tables and this generated some interest – and Mr Procter advised of the inter-class times table competition which is in place as an incentive.</p> <p>Reading:  The February and March results of the Hothfield Reading for Pleasure Monitor were presented – sample children from each cohort asked about their reading habits, fluency in reading, attitude to reading and response to the Hothfield Reading Challenge. It was noted that most of the children sampled were inspired and motivated to read a wider range of books by the Hothfield Reading Challenge. For example, a Y6 boy was keen to read The Machine Gunners because ‘lots of my friends are talking about it and say it’s really good’.  Mr Clayton-Stead’s visit report on reading, already circulated, was referred to and considered.  Mr Clayton-Stead’s report confirmed that the Hothfield Reading Challenge was motivational for the children.</p> <p>Mr Weston noted that it would be beneficial if the Governor reports also are made available to teachers. This was agreed by Mr Whitaker &amp; Mr Procter.</p> <p>Mrs Middleton described her work in school reading with children in Yr6. She confirmed that she had seen progress in reading from these visits - the improved confidence of the children has been clearly seen. She feels that boys have been particularly keen on these sessions.</p>	<p>with thoughts about getting more out of the library resource</p> <p>Further governor visit day to be arranged for July</p> <p>Visit reports to be made available to staff as part of governor visit policy consultation and roll out</p> <p>Next meeting: consider report of Review</p>
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	<p>(d) Further Governors Questions  Q – What has happened in school since the last meeting to monitor learning?  A – Each core subject leader monitors learning in their subject across the school fortnightly. Two senior teachers are coaches and are monitoring other teachers weekly. This is reported to the Quality of Teaching Monitoring Group each Thursday. Mr Procter is monitoring teachers specifically for appraisal purposes. Work scrutiny also takes place.</p> <p>Note that a formal Review of Teaching and the Quality of Subject and Teaching Development Leadership is to take place in school next Thursday and the programme for the day was circulated.  A further review of SEN and Pupil Progress leadership will take place after Easter.</p> <p>Committee members were invited to attend the summary of the day, at 4.00pm on Thursday 17 March (a report will also be prepared to be submitted to next Standards Committee).</p>	<p>Next meeting:  Report of Teaching Review – 17<sup>th</sup> March 2016</p>
<p><b>5.1.2</b></p>	<p><b><u>Pupil Premium</u></b></p> <p>(a) Pupil Premium current attainment and of year targets  As the school is between assessments points, 11 children have been chosen for case studies to demonstrate the added value being given to them.</p> <p>4 of these studies were circulated by Mrs Cloke to the meeting for consideration. The meeting asked that for future such case studies they specifically state the impact of the PP funding on the interventions and added value. The meeting noted the positive impact of the interventions (eg attendance improvement) on the progress of the anonymous pupils the subject of the case studies.</p> <p>The meeting acknowledged the decision of the Governing Board to use Pupil Premium to create smaller class sizes, to directly benefit PP pupils with enhanced teacher-feedback and intervention - and the case studies provided evidence the positive impact of this.</p> <p>(b) Governor Checks  Rev Griffith’s visit report from the governors’ visiting day on 12 February had been circulated. Her focus for the visit was PP. Her visit confirmed that all class teachers and teaching assistants were aware of who the PP children are the classes and the expectation that they target them for feedback and intervention.</p> <p>Mr Procter explained the Blue Book monitoring log, and presented an extract to the meeting. This demonstrated how PP children are receiving direct focussed attention and the log includes interventions made and the outcomes.</p> <p>(C) Governor Question - at the last meeting in relation to PP we noted that writing is proving a challenge and the new assessment system is showing a drop in attainment. What has been done about that?  Deputy headteacher: this is not a PP specific concern but reflects a whole school issue – related to the introduction of the new ‘more challenging’ assessment system (including the basic skills ‘Essentials Threshold’) - see above</p>	<p>Next meeting:  whole school PP performance report using March assessments data</p> <p>Further case studies to next meeting, incorporating impact of PP funding on interventions and added value</p>

<p><b>5.2</b></p>	<p><b><u>Quality of Teaching &amp; Learning</u></b></p> <p>(a) Quality of Teaching Overview document  This was presented to the meeting by Mr Procter and shows the headteacher’s assessment of individual teachers (anonymized for this meeting) during February 2016. In that time 2 teachers are considered as not yet Securely Good. Exemplary practice was also shown in the report as requested by the Standards Committee.  How the assessments of each teacher had been modified (including demonstrating upward and downward trends) as requested at the last Standards Committee meeting, was explained.</p> <p>Governor Question - what has happened in school since the last meeting to monitor teaching?  Headteacher: Each core subject leader monitors learning in their subject across the school fortnightly. Two senior teachers are coaches and are monitoring other teachers weekly. This is reported to the Quality of Teaching Monitoring Group each Thursday. Mr Procter is monitoring teachers specifically for appraisal purposes. Work scrutiny also takes place. In addition, there will be the whole school review of teaching on 17<sup>th</sup> March.</p> <p>Governor Question – How can the report translate the green (secure Good teaching) segments on the report into outcomes for pupils in this document?  Headteacher – this is difficult because , in the current circumstances of new national assessment procedures, it is hard to know how well this will impact on pupil outcomes when the external tests are taken by pupils this summer. However, for the next meeting, a judgement about the March assessment outcomes will be incorporated.</p> <p>Mrs Done explained the focus of Ofsted inspections is no longer primarily in classes but also on the evidence shown in books.</p> <p>2 examples of coaching logs for individual teachers were circulated for information. The reciprocal activities were particularly noted by Mrs Done.  The rise in the number of Y4 children achieving the ARE in reading was noted by Mr Procter as an example of the impact of coaching on pupil outcomes.</p> <p>From September, the teachers are to take control of the ownership of their own development programme by completing their own development log.</p> <p>(b) Governor Visits Reports</p> <p>Mr Whitaker had attended the Governors’ visiting day and his specific area for the day was to check with staff if they had development objectives and how they were being supported. He confirmed he had confirmatory feedback about the coaching and monitoring, and colleague support to develop and to share good practice. Staff were complimentary in respect of CPD received.</p>	<p>Quality of Teaching Overview to include direct link to March pupil outcomes</p>
<p><b>5.3</b></p>	<p><b><u>Effectiveness of Leadership &amp; Management</u></b></p> <p>(a) Subject Leaders’ Reports  The reports had been circulated prior to the meeting and they were considered by the meeting  Feedback from next week’s formal Review will inform the reports at the next meeting.  For the next meeting the Committee would like subject leaders’ reports to show the bigger picture by giving an overview of where the school is at in their subject and where</p>	<p>School Development Plan subject leaders report for next meeting</p>



6.	<b>Review of Actions and Deadlines</b> This had been addressed during the course of the meeting.	
7.	<b>AOB</b> None for this meeting.	
8.	<b>Date of Next Meeting – 11<sup>th</sup> May 2.30pm 2016 at 3.00pm</b>	
<b>Mr Whitaker thanked all for attending and the meeting closed at 5.15pm.</b>		

Signed .....

Dated .....