



The Governing Board

HOTHFIELD JUNIOR SCHOOL

Hothfield Street, Silsden

Keighley, West Yorkshire

BD20 0BB

☎ 01535 210666 📠 01535 210660

Headteacher: Mr Procter

Clerk to the Governors: Clerking for Governors Ltd

18 Odile Mews, Bingley, BD16 3QL

☎ 01274 560305 📠 07787 502231 ✉ clerkingforgovernors@gmail.com

Minutes of a Standards Committee meeting held on Friday 15th January 2016 at 3.00p.m.

PRESENT: Mr N Whitaker (Chair), Mrs S Cloke, Mr S Anderson, Mrs M Middleton, and Mr J Procter.

OBSERVERS: Mrs Jayne Done (LA) & Mrs Yasmin Urmaji (LA) (arrived at 3.40pm)

1.	Welcome and apologies Mr Whitaker welcomed all to the meeting. Apologies were received from Rev Susan Griffiths, Mr Dale Mountain, Mr Phil Weston & Mr John Cooper.	Actions
2.	Declaration of Interest There were no declarations of interest.	
3.	Notification of Any Other Business Pupil Survey	
4	Approval of minutes of the meeting held 6.11.15 The minutes were approved as a true record of the meeting. Agenda item 7.1.2 - Mr Whitaker advised that the tracking document is available online.	
5.	<p>Review of progress against Strategic Priority Area – Standards</p> <p>5.1 <u>Pupil Outcomes - Current attainment and end of year targets</u></p> <p><u>Looking at the Tracker report circulated prior to the meeting</u></p> <p>Generally</p> <p>Pupil assessments were carried out in December in respect of all Year Groups. With the demise of 'levels' these assessments were completed using the new system.</p> <p>How Age Related Expectation (ARE) is defined under the new system was explained by Mr Procter.</p>	

Mr Whitaker queried the 2b assessment at entry to Yr3 as the measure of 'Age Related Expectation on entry'. Mrs Cloke explained that this on-entry assessments for new Year 3 children are based on the old system. Now they are assessed against the new curriculum, at a higher level and so the data on that basis does not show numbers achieving ARE have risen from entry in September to the December assessment.

Writing

The school's new assessment system for writing has introduced an 'Essentials Threshold' - a set of basic skills for writing which a child had to demonstrate before they could be assessed as working at ARE for their year group. This ensures that teachers focus on these basic skills for those individual children who have not mastered them.

Maths

Noting that Y3 are a lower ability group in respect of Maths, Mrs Done queried the Maths data presented. Mrs Cloke explained that as the school's mastery approach to maths was applied this could delay students in reaching a threshold. Mrs Cloke noted that Y3 staff had developed their skills at delivering the 'mastery approach' to maths over the term.

It was noted that Y6 teachers feel that that new target is achievable for maths. They are less confident in the children's ability to display their reasoning skills in the maths test and this is the focus for their teaching from now until May.

Mr Procter advised that good practice for intervening with children who have not mastered a particular strand of maths learning is being shared across the school at the Staff Development Session on 6th February.

Reading

Y4 cohort data shows that there continues to be a large number below ARE but the gap has narrowed considerably. Continued accelerated progress for these children is now the target. **Y4 reading is therefore a key focus for the school.**

The Y6 target is ambitious and dependent on a number of target children, currently working towards the ARE, making accelerated progress to achieve ARE.

It was noted that Y6 teachers feel that that new target is achievable for reading.

Actions

Given that the data is based on pupils having reached a threshold which, in the case of maths, may be delayed until they have achieved mastery, then Mrs Done advised that evidence in the children's books should be used by Governors, not only to back up any judgments, but also to see progress between thresholds. Samples will be brought to next meeting, therefore.

Sample books to next meeting

	<p>Mrs Cloke advised that staff are aware of the groups where further work is required. Mr Whitaker said that Governors need to be made aware of those children who are not at ARE and the actions being taken - specifically: which groups? which subjects; which year groups? so that interventions happening, and the effect of those interventions on individual pupils, can be seen</p> <p>Mr Procter will analyse the data in respect of groups e.g. boys, girls etc. – this will be the focus of the pupil progress meetings held with all class teachers in the coming two weeks.</p>	<p>Report to next meeting to cover whole school PP performance with details of interventions and impacts on individual pupils</p>
<p>5.1.2</p>	<p><u>Pupil Premium - current attainment and end of year targets</u></p> <p><u>Looking at the Tracker report circulated prior to the meeting</u></p> <p>The same data as used to in relation to Pupil Outcomes for all pupils (see above) has been used to generate the Pupil Premium tracker report.</p> <p>So, and as reported above, the December assessments are based on the new curriculum.</p> <p>Note that the number of children in school is relatively small means that each PP child has a significant impact on the percentages.</p> <p>The impact of an individual PP child who arrived in November on the data was explained to the committee.</p> <p>Mrs Cloke explained how the gaps (progress and attainment of PP pupils compared with non-PP pupils) can be identified.</p> <p>Mrs Done noted her concerns over the December assessments in relation to the number of children who are not at ARE in reading, writing and maths combined.</p> <p>Reading</p> <p>Reading of PP pupils shows strong progress and in most year groups PP children have progressed well. The exception is Y4 where it is expected that this will be rectified in the next data set.</p> <p>Maths</p> <p>Mrs Cloke explained how the Maths assessment has been carried out. This demonstrates that the gap in Maths between PP pupils and non-PP pupils is non-existent or close in Y4 and Y5</p>	

Writing

Closing the gap between PP pupils and non PP pupils in writing is proving a challenge and the new assessment system is showing a drop in attainment.

Whole school

The success of the school in effectively applying Pupil Premium money will be measured on combined outcomes.

Mrs Cloke detailed the actions being taken to address the target children.

Q – Are the PP children targeted for monitoring?

A – Target children are monitored whether PP or not – by Mrs Cloke in Y3 and Y4, and by Mr Procter in Y5 and Y6

Mrs Done queried if individual children are identified and a record kept of how the closing of the gap is being achieved. Mr Procter advised that the PP children are the focus of attention for all teachers. This is monitored through the Blue Book Monitoring Log. Examples are to be brought to the next meeting.

Also at the next meeting of this Committee there will be a special focus on Y3 Pupil Premium pupils in Maths and Y4 Pupil Premium pupils in Writing – using the Blue Book monitoring log.

Mrs Cloke-
for next
meeting

	<p>5.2 <u>Quality of Teaching & Learning</u></p> <p>The Quality of Teaching Overview – Autumn 2015 was circulated.</p> <p>As quality of teaching issues are addressed by the coaching and development process, there has been some movement of teaching/development areas as shown on the report from yellow ('securing good') to green ('securely good').</p> <p>Q – What are you doing about the 4 teachers where issues have been identified? School issues and individual teacher issues are shown by the report.</p> <p>A – Mr Procter noted that the development areas are very defined and coaching is taking place. Mr Procter reviews progress on areas for individual teachers through a regular formal lesson observation so as to note the impact of coaching development. Four teachers are taking part in the Lesson Study teaching development programme. Whole school issues and how these are being addressed particularly in respect of mastery approach to maths teaching were explained.</p> <p>The committee discussed how it is important that improvement is not only demonstrated in moving teachers to 'good' but also in ensuring 'good' teachers are improving too. The Quality of Teaching Overview document needs enhancing to show where individual teachers are 'good and still improving' and providing a model of exemplary practice for others to follow . Doing this will help in evidencing the drive towards good and outstanding teaching practice. Mr Procter will consider how best to enhance the Overview document , to be presented to the governors at the next Standards Committee meeting .</p> <p>Mr Anderson asked that some indicator of progress (or otherwise) be included in the report - perhaps using upward (or downward arrows).</p> <p>Mrs Done advised governors that the overview report should also be used to evidence the impact of leadership.</p> <p>Coaching is taking place on a regular weekly basis and the impact is feedback into the Quality of Teaching overview.</p> <p>Mrs Done advised that the coaching should link into the areas of concern identified by the data gathering.</p> <p>The main focus for Spring Term in respect of teacher development will be through book scrutiny, following discussions with Mr John Cooper and Mrs Done.</p>	<p>Mr Procter to enhance Quality of Teaching Overview document</p>
<p>5.3</p>	<p><u>Effectiveness of Leadership & Management</u></p> <p>The reports had been circulated prior to the meeting.</p> <p>Reading, Writing and Maths reports by the respective subject leaders had been circulated prior to the meeting</p> <p>The production of these reports by the subject leaders was noted as a significant demonstration of proactive leadership by these teachers.</p>	

	<p>Mrs Urmaji requested that the impact of any developments be included in future subject report.</p> <p>Mrs Done sought clarity on the targets in the reports, as they do not seem to align with those targets discussed above, and this will be investigated.</p> <p>Reviewing the progress of the action plans with the leaders by Mr Procter takes place termly .</p> <p>Linking this to the milestones was noted as important to enable leaders to be held to account.</p> <p>To ensure we do not lose sight of the science part of the curriculum, a subject-leader report on Science, in respect of teaching and learning and outcomes for pupils, was requested to be made at future Standards Committee meetings in a similar fashion to Reading, Writing & Maths in terms of monitoring and scrutiny.</p>	<p>Future subject leader reports to include an impact element</p> <p>Subject leader report for Science to be developed for and presented at future meetings of this Committee</p>
<p>5.4</p> <p>5.4.1</p> <p>5.4.2</p>	<p><u>Pupil’s Personal Development, Behaviour and Welfare</u></p> <p>Parents were given an opportunity to respond to the Behaviour Policy. Good ideas received from staff have been incorporated into the new policy which is on the website as a draft policy</p> <p>The Behaviour Policy was unanimously approved by the committee.</p> <p>Proposed: Mr S Anderson Seconded: Mrs M Middleton</p> <p>The draft policy on the school's website will be now shown as adopted and no longer draft</p> <p>The Serious Incident Summary was circulated showing the comparisons with last year. The positive impact on a child through attendance at the Behaviour Centre (Silver Birch) was explained to the committee.</p> <p>Mr Procter advised of the reduced levels of behaviour incidents.</p> <p>The Behaviour Log was explained and this shows mainly playground incidents and the outcomes.</p> <p>How the school can evidence the impact of initiatives in these reports was explained by Mrs Urmaji.</p> <p>An anti-bullying case study was circulated and detailed by Mr Procter. This highlighted how incidents such as these are dealt with in school. The positive outcome was noted along with the timeline of events/interventions.</p>	
<p>5.4.3</p>	<p><u>Safeguarding</u></p> <p>Mr Procter outlined the school’s role in relation to the Prevent strategy. Staff training and Named Person training was discussed.</p>	

	<p>Whole staff training is taking place on 3rd March 2016.</p> <p>An example of how the school had dealt with an incident relating to the Prevent agenda was given and Mr Procter noted that the incident had been addressed effectively.</p>	
6.	<p><u>Review of Actions and Deadlines</u></p> <p>This had been addressed during the course of the meeting.</p>	
7.	<p><u>AOB</u></p> <p>The Pupil Survey which is carried twice per year was circulated. Mr Procter explained how he follows up on areas such as where a few children have stated that they do not feel safe at school.</p> <p>The survey is used to identify children who are expressing concerns and staff are then in a position to address concerns.</p> <p>How the responses could be used to inform actions which may be introduced were discussed in detail. The pupil questionnaire will need a column adding to show the response made to any finding revealed by the answers given</p> <p>The School Council promotes and co-ordinates extra-curricular clubs/activities.</p>	Amend pupil questionnaire
8.	Date of Next Meeting – 10th March 2016 at 3.00pm	
Mr Whitaker thanked all for attending and the meeting closed at 5.00pm.		

Signed

Dated