

Kirklees Directorate for Children & Adults

THE FEDERATED GOVERNING BODY OF KIRKROYDS INFANT AND WOOLDALE JUNIOR SCHOOL

Minutes of the meeting of the Governing Body held at 7:30 pm at Wooldale Junior School on Thursday, 22nd March 2018.

Present:

Mrs C L Armitage, Mrs A Barnes, Mrs V Baldwin, Mr S Cressey, Dr L Fleming, Mrs G Holden, Canon J S Robertshaw, Mr S Rodgers, Mrs R Starrett, Mr S Talbot, Mrs M White, Miss D Whiteley (Chair) and Mrs C Wood (Head Teacher).

In Attendance:

Miss Lia Heaton (Minute Clerk)

Agenda Item	Discussion and Decisions	Action – who / by
Procedural		
563.	<p><u>Apologies for Absence, Consent and Declaration of Interest</u></p> <p>There were no apologies.</p> <p>There were no declarations of interest.</p>	
564.	<p><u>Notification of items to be brought up under Any Other Business</u></p> <p>The following items were referred:</p> <ul style="list-style-type: none"> • School Financial Value Standards (SFVS) sign off • Recruitment of Head Teacher 	
565.	<p><u>Minutes Of The Meeting Held On 31 January 2018</u></p> <p>RESOLVED: In order to concentrate, within the time available, to review the Ofsted Action Plan it was agreed to approve the minutes and review any matters arising at the meeting on 28th March.</p>	
566.	<p><u>Matters Arising</u></p> <p>RESOLVED: Agenda item to be deferred until 28th March 2018.</p>	
School Improvement		
567.	<p><u>Post OFSTED Action Plan – Wooldale Junior School</u></p>	

RESOLVED: That the agenda items be taken out of order at this point to give priority to the key agenda item (OFSTED Action Plan).

A copy of the OFSTED Action Plan had been pre-distributed. The Head Teacher gave some commentary to Governors on the report. The focus of the report was addressing points raised by OFSTED which required improvement. The report consists of two main sections the school can directly focus on – actions to increase the quality of teaching (with a focus on reading and writing) and increasing effectiveness of leaders, including Governors. The third part of the report centres around external reviews.

Detailed costs are included in the report for implementing the actions. There is an imminent meeting with the Local Authority (LA) to allocate these costs.

Action points for increasing the quality of teaching are listed as:

1.1 Work set challenges all groups of pupils, particularly middle ability and most able.

1.2 Pupils' learning is accurately assessed and work adjusted when necessary to make sure pupils make good progress.

1.3 Skilful questioning deepens pupils' understanding of what is being learned.

1.4 There are more opportunities for pupils to write at length in a range of subjects to deepen their learning and understanding.

1.5 Punctuation and spelling are accurate and enhance the quality of writing.

1.6 Teachers insist on good handwriting skills and presentation.

1.7 Reading materials challenge pupils of all abilities to make good progress.

1.8 Pupils' understanding of what they are reading is checked thoroughly, so they develop a comprehensive understanding and make good progress

The Head Teacher updated the Governors on a forthcoming (Strategic School Improvement Fund) SSIF bid for some additional funding which could assist with the actioning of the

	<p>improvements, specifically in reading. This will require the identification of a group of pupils to work with on an eligible project. £8k could be available plus support and networking opportunities. Diagnostic tools would also be provided.</p> <p>ACTION: To keep Governors informed on this application</p> <p>Action points of increasing the effectiveness of leaders are listed as:</p> <p>2.1 Senior and subject leaders raise their expectations to make sure the quality of pupils' work and of teaching is consistently good across the school.</p> <p>2.2 Assessment is accurate and is used to challenge and support pupils to make good progress.</p> <p>2.3 Ambitious pupil targets are used to hold teachers to account for their work.</p> <p>2.4 Senior leaders to take swift action when school policies are not followed and pupils are not making good progress.</p> <p>2.5 Senior and subject leaders check pupils' work thoroughly and make sure good progress is being made.</p> <p>2.6 Actions to support disadvantaged pupils are checked meticulously to make sure they are effective in helping these pupils catch up quickly.</p> <p>2.7 Disadvantaged pupils attend as well as others to increase their rates of progress</p> <p>2.8 Improvement plans clearly show intended impact that actions are to have on improving the quality of teaching and pupil progress.</p> <p>2.9 The quality of teaching and learning are improved to good by using the skills of a good or outstanding school.</p> <p>The third part of the report regarding external reports are listed as:</p> <p>3.1 Complete an external review of the school's use of Pupil Premium funding in order to assess how this aspect of leadership and management may be improved.</p> <p>3.2 An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.</p>	<p>Head Teacher</p>
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<p>All of the points are accompanied in the report with a section on success criteria, who will lead, how monitoring will take place and resources used.</p> <p>A Timetable and Monitoring timeline was provided as a separate document. The Chair suggested that the detail should be focused on the short term to allow quicker reaction times to amend as we go. The Head Teacher confirmed this was the strategy she had adopted and the horizon currently stretched only as far as May 2018.</p> <p>A progress report for March with RAG (Red, Amber, Green) monitoring for all the listed points was the final accompanying document. This showed a positive position with the majority listed as amber - ongoing but not yet completed (as expected given the short period of implementation). There is already one 'green' completion of an action point for action 3.1 (Complete an external review of the school's use of Pupil Premium funding in order to assess how this aspect of leadership and management may be improved). This review had been completed and an action plan was being finalised based on the findings.</p> <p>Upon completion of the report briefings, the Head Teacher invited questions from the Governors.</p> <p>Q: Have the reports been shared? A: Yes, with support staff and teaching staff and a version for parents will be produced in due course also.</p> <p>Q: Are we confident this action plan will deliver what is needed and is it measurable? A: Confidence has come from validation of our judgements from a number of areas of support. Discussions with KLP, Dughall McCormick, Senior KLP, Beverley Richards and Local Leader in Education (LLE), Catherine Jubb have helped formulate the plan. The plan centres around sustainable longer term mechanisms and unfortunately this means there are limited opportunities for quick wins (with the exception of handwriting and presentation where progress is already being seen). Small and consistent steps will be key. Progress reports will measure improvements.</p> <p>The Wooldale's Got Talent evening had taken place the day before with much success. Governors commented that this sort of event was still at the heart of the school and should continue. The Head Teacher thoroughly agreed. It was noted that there was now additional pressure on staff to continue to provide such provisions whilst simultaneously increasing time spent in more meetings, writing additional reports and monitoring/review periods. Smarter working principles will need to be applied.</p> <p>Q: When will we see an assessment of progress?</p>	
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<p>A: Pupil progress meetings are already happening. Key Stage 1 results will be used as the benchmark to measure progress. Previously, year on year results were compared, but now the school will track progress three times per year. Attainment and progress will be compared to prior achievement at the end of EYFS for Year 2 and end of KS1 for Year 3 to Year 6. This will allow quicker intervention for pupils with progress issues. In February and in the summer term new PUMA and PIRA tests will be completed which will provide clear, comparable data for assessment of progress.</p> <p>Q: There are lots of changes proposed, how will the more successful elements be recognised?</p> <p>A: Largely by staff via pupil progress meetings and by their ongoing contact with pupils on a daily basis.</p> <p>Q: When will these improvements be applied at Kirkroyds?</p> <p>A: This has already started as where there are obvious parallels with KS2, actions are already being implemented, so a consistent formula will span both schools.</p> <p>Q: Much of the success criteria is non-quantifiable, how will this be overcome?</p> <p>A: Pupil Progress reports are quantifiable. Lesson observations are always going to be subjective. Teaching assessments will be to OFSTED standard ratings.</p> <p>ACTION: To be clearer in the action plan where the evidence can be found, perhaps by adding an annex.</p> <p>Q: How do teachers avoid ‘teaching to test’?</p> <p>A: There will be teacher assessments. Test data will underpin these. Both these need to be relied upon. Teaching assessment sheets are now also directly linked to the National Curriculum which is a new change.</p> <p>The introduction of PUMA (maths assessments) and PIRA (reading tests) were discussed. It was felt that generally, compared to SAT results, these were in line with the ‘average’ national scores. However, for children performing higher or lower than average, these new tests produced different scores than expected, but knowing that means we can incorporate it into our monitoring.</p> <p>Q: Should we be using these tests if there are questions about their accuracy?</p> <p>A: As a standalone activity they will work. They do allow a reading and maths age score. As they are repeated, progress can be measured. Assessment sheets are based on qualitative but the tests provide quantifiable data.</p>	<p>Head Teacher</p>
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	<p>The Head Teacher mentioned that the mid year reviews would provide a good opportunity to ask staff if there are any areas they would like to lead on. It is likely that time constraints would be a bigger barrier than willingness. Teachers had already been visiting 'good' and 'outstanding' schools and some good ideas had already been captured.</p> <p>ACTION: To consider additional capacity in the budget plan.</p> <p>Q: Have all Governors signed up to the Analyse School Performance (ASP) website? A: Most had done this and others were reminded that reactivation is time limited so there was some urgency.</p> <p>Governors reflected on the aftermath of the OFSTED review and how it had been a very difficult period. There was passion to rectify the situation and how it was necessary to focus on the future now and learn from the experience. It was felt that the school had great ability and resources and should keep up the great ethos and culture whilst building on the improvements recommended by OFSTED.</p> <p>The discussion concluded with agreement the OFSTED Action Plan was a good, fit-for-purpose document to build on.</p>	<p>Head Teacher</p>
<p>568.</p>	<p><u>Any Other Business</u></p> <p><u>SFVS</u></p> <p>RESOLVED: Governors approved sign off of the SFVS plans for both schools, which had been reviewed in detail by the Staffing and Finance Committee.</p> <p><u>Recruitment of Head Teacher</u></p> <p>A new advert had been placed with a closing date of 16th March 2018. There had been 5 applications. Shortlisting will take place on 4th April 2018. The applicant packs were currently with the Local Authority (LA) but the Chair would distribute these to relevant Governors on 23rd March 2018. Interviews were scheduled for 20th and 23rd April 2018. The structure for the day(s) had not yet been confirmed and will be dependant on how many applicants are shortlisted. Feedback will be provided to Governors after Easter.</p> <p>Q: What happens if we don't appoint? A: The recruitment process will be repeated. The Chair had already discussed this with the Head Teacher and it was agreed that the Head Teacher would consider a short term extension after September if required. Another option</p>	

	<p>would be a temporary Head Teacher provided by the LA. The selection panel reassured Governors they would be under no pressure to recruit anyone other than the right person for the job, even if this takes longer than anticipated.</p>	
569.	<p><u>Dates of Future Meetings and Possible Agenda Items</u></p> <p>RESOLVED: That the next meeting be scheduled for Wednesday 28th March 2018 at 7pm.</p>	
570.	<p><u>Agenda, Minutes and Related Papers – School Copy</u></p> <p>RESOLVED: That no minutes be excluded from the copy to be made available at the School, in accordance with the Freedom of Information Act.</p>	

The meeting closed at 9.10pm.