

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 7pm at Wooldale Junior School on Wednesday, 28th March 2018.

Present:

Mrs C L Armitage, Mrs V Baldwin, Dr L Fleming (Chair), Mrs G Holden, Canon J S Robertshaw (Part of) ,Mrs R Starrett, Mr S Talbot, Mrs M White and Mrs C Wood (Head Teacher).

In Attendance:

Miss Lia Heaton (Minute Clerk)  
Ms Manda Thornton-Cressey (Part Of)

Agenda Item	Discussion and Decisions	Action – who / by
<b>Procedural</b>		
571.	<p><b><u>Apologies for Absence, Consent and Declaration of Interest</u></b></p> <p>Apologies were received from Mrs A Barnes, Mr S Cressey, Mr S Rodgers and Miss D Whiteley.</p> <p>There were no declarations of interest.</p>	
572.	<p><b><u>Notification of items to be brought up under Any Other Business</u></b></p> <p>No items were raised.</p>	
573.	<p><b><u>Minutes Of The Meeting Held On 31 January 2018</u></b></p> <p><b>RESOLVED:</b> That this new agenda item be included as it had been deferred from the previous meeting on 22<sup>nd</sup> March 2018.</p> <p><b>RESOLVED:</b> The minutes of the meeting were approved and signed by the Chair as a correct account of the meetings proceedings subject to the following amendments:</p> <ul style="list-style-type: none"> <li>(i) Item 554, page 157 and Item 561, page 161, ‘Miss’ Kelly to be changed to ‘Mrs’.</li> <li>(ii) Item 555, page 158 ‘Performance Light’ to be changed to ‘Perspective Lite’.</li> <li>(iii) Item 557, page 158, remove ‘to’ preceding ‘PREVENT’.</li> <li>(iv) Item 557, page 158, remove ‘met’ preceding ‘members were asked....’ in the penultimate</li> </ul>	

	<p>paragraph.</p> <p>(v) Item 559, page 159, sixth line, 'in a service of data protection Officer...' to change 'of' to 'for'. Add 'to ensure compliance and to undertake the role of DPO' at the end of this same sentence.</p> <p>(vi) Item 561, page 161, under 'Post OFSTED Action Planning', three references to 'NLE' be changed to LLE (Local Leader in Education) with Catherine Jubb be named as the LLE.</p>	
574	<p><b><u>Matters Arising</u></b></p> <p><b>RESOLVED:</b> That this new agenda item be included as it had been deferred from the previous meeting on 22<sup>nd</sup> March 2018.</p> <p>The Head Teacher reported that there was no offer yet from Kirklees regarding buying the service of a Data Protection officer. Alternatives to be discussed under the GPDR agenda item.</p>	
575.	<p><b><u>Overview of Early Years from Manda Thornton-Cressey – 'The Unique Child'</u></b></p> <p><b>RESOLVED:</b> That the agenda items be taken out of order at this point to accommodate the guest speaker.</p> <p>The Head Teacher introduced Manda Thornton-Cressey (Early Years Coordinator at Kirkroyds). Manda had been invited to inform Governors on the difference between Early Years and Key Stage 1 and 2. There are recent calls to make reception classes more formal but the school's view was very much that play rather than formal instruction was required at this age.</p> <p>Manda provided a commentary to her presentation and handout. It was explained that Early Years curriculum (0 to 5 years) is very different to the National Curriculum. An overview was provided on the statutory framework, early learning goals, assessment and how Kirkroyds provided for these children. It was noted that Kirkroyds had founded excellent and unique relationships with local PVI (Private, Voluntary and Independent) feeders to assist children in the transition to Infant School. This successful model had been recognised and utilised by the Local Authority (LA) in a project to improve networking support for children with additional needs.</p> <p>The controversial proposals to create new baseline</p>	

assessments for 4 year olds (by 2020) was discussed and there was a general concern about this and what it could mean for Early Years children. The school's emphasis (along with many other experts in the area) is on having fun and learning through play whilst still leading the children to develop their academic ability. The impact of these baseline assessments, if implemented, would be significant to the school's current style and approach to the formative early years.

It was discussed that the increased use of technology has impacted on children's drawing and writing abilities.

**Q: Is this widespread issue?**

A: Yes, this is a common problem and will impact on benchmarking assessments for 4 year olds.

The Head Teacher thanked Manda and invited the Governors to ask further questions.

**Q: If pens, paint, pencils, etc are provided do children join in by copying each other?**

A: Yes some children will do this whilst others will stay in their comfort zone. Unfortunately some children are not ready physically as their fine muscle development has not been developed substantially through play (due to their reliance on technology).

**Q: Have the children changed?**

A: Declines in social and emotional development are witnessed. Children arrive at the school without many expected skills such as zipping their own coat and using a knife and fork. There is a further decline in language, sharing and turn taking and ability to follow instructions.

**Q: Is there any evidence that the way we do things works better than the proposals?**

A: We believe in what we do and would resist this change towards such formal learning and testing of 4 year olds. Our children's development assessments are broadly in line with Kirklees figures and just below national averages.

**Q: Is it worthwhile making a similar presentation to parents before their child starts school so they are aware of expectations and can better prepare their**

	<p><b>children?</b></p> <p>A: We do discuss this in September at the phonics and reading meeting but maybe this is too late. The June meeting may be more appropriate. It can be difficult to engage the parents of the children who require most improvement.</p> <p><b>Q: When children enter Early Years, is there some form of contract covering basics such as toilet training?</b></p> <p>A: There is only the Home School Agreement and little is formalised. Information is provided in a 'Getting Ready for School' leaflet but this is for advice purposes rather than agreements.</p> <p><b>Q: How is the transition from Early Years to Key Stage 1?</b></p> <p>A: There is a continuous provision in Year 1, which creates quite a seamless transition. Backwards steps can happen when away from school for lengthy periods such as 6 week summer holidays. In addition the Early Years Curriculum does not dovetail particularly well into the National Curriculum, which can cause progress barriers.</p> <p>The Governors and Head Teacher passed their sincere thanks to Manda for the informative presentation, which helped provide a good understanding of how reception works and the transition into Key Stage 1. It was now quite clear how and why play was such an important part of developing other skills including writing.</p> <p><b>ACTION:</b> Presentation to be streamlined and presented to parents.</p>	<p><b>MTC and Head Teacher</b></p>
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<b>School Improvement</b>		
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<p>576.</p>	<p><b><u>Senior Leadership Team Report</u></b></p> <p>The pre circulated Kirkroyds Infant and Wooldale Junior School SLT Report to Governors Spring Term and supporting documents were discussed.</p> <p>There were a couple of minor corrections on class organisation at Wooldale school regarding an amendment of support hours and staff within three of the classes. Governor visits had been added to the report.</p> <p>The Head Teacher reported she had recently received</p>	
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notification of initial applications for reception (Kirkcroyds). There are only 39 compared to 58 last year. This means when the current Year 2s leave, there will be 152 children in the school. It is possible this may increase with children new to the area in September.

*Canon J S Robertshaw left the meeting at this point.*

**Q: Do you think the decrease is due to the results of the recent OFSTED report?**

A: It was felt that the decrease was due to less children in the area rather than the school being a less popular choice.

The Pupil Premium (PP) Report highlights a significant difference with punctuality and attendance with PP and Non PP children. Less than 95% attendance triggers a 'persistent absentee' threshold. 20% of Wooldale pupils are classed as PP so this strict threshold creates an issue for the school, which the report seeks to address.

**Q: Is attendance an issue?**

A: There are issues with persistent absenteeism. Some of these are for genuine reasons, which the school can work with and others require work with the parents.

**Q: Had the new attendance policy made any impact?**

A: There are less requests for holiday and generally requests are not authorised (except under exceptional circumstances). However, unauthorised permission is not always a barrier to parents removing their children for periods of time. The attendance policy is being followed and further discussions with the LLE (Local Leader in Education) may help improve the policy further.

Sports Premium documents had been updated with predicted spends from the increased budget.

**Q: Are there interventions for health within Sports Premium?**

A: Yes. Some recent examples implemented at the school includes self defence classes to improve confidence, grants for less fit pupils to incorporate nutritional advice and a male sports coach to work at lunchtime with boys displaying some behavioural issues. This latter example provoked some discussion that whilst such sports activities for behavioural issues was commended, there

	<p>was concern this was gender focused on males and may promote the wrong message for the girls. It was noted that girls should be encouraged to participate in sports as much as the boys and this could perhaps be better addressed through Project Sport, which focused on year groups rather than gender.</p> <p>The attainment and progress part of the report was picked up in the following agenda item.</p> <p><b>RESOLVED:</b> That this report be received every half term.</p>	
577.	<p><b><u>SDP and OFSTED Action Plan Termly Report &amp; Progress</u></b></p> <p><u>Wooldale</u></p> <p>The Head Teacher circulated a graphically displayed report covering Year 4, 5 and 6 attainment and progress in reading, writing and maths. It was explained that the progress was currently measured on teacher assessment but in future would be based on test results. It was also noted that additional needs children also had an impact on the figures. Year groups are shown by discipline as either 'greater depth', 'working at' or 'working below' expected. These are further broken down in to PP and Non PP, and progress to fit target FFT 50 (the 'average' target).</p> <p>In summary, whilst there is always room for improvement, progress was an improving picture. However, attainment and progress in Year 4 is an issue. This year group has a significant number of SEND pupils.</p> <p>Interventions already applied for reading include Cracking Comprehension and daily reading aloud for targeted children. Basic number skills and rapid maths intervention has been targeted at other groups. PP's in Year 5 would be targeted for a reading project, which would be measured over 4 terms and should make a significant impact.</p> <p><b>Q: Are these figures based on current or expected results?</b></p> <p>A: These are current so there is an opportunity to improve.</p> <p>Progress data and predictions were distributed for Year 1 and 2 by Mrs Armitage. Year 2's main area for concern in progress data was reading, which was largely due to the curriculum difference between Early Years and National Curriculum. Attainment data was broadly in line with national</p>	

average for reading and writing, and slightly behind for maths. A greater level of working above expected level was reported compared to last year for Year 2s in reading, writing and maths.

PUMA and PIRA tests were taken in February so we now have one set of data ready for comparable use when the next tests are taken in the second half of the summer term. This means that our previous reliance on teacher assessments can be underpinned with hard data.

**Q: Is there going to be test fatigue with all this new progress monitoring?**

A: No, the tests are done in ways to minimise pressure and it was agreed by parent Governors that their children hadn't been negatively affected by new tests.

The importance of breakfast affecting performance was discussed and the Head Teacher confirmed that on Year 6 SATs days breakfast was provided for all pupils. The school also ensure that if any child ever said they were hungry on any morning, they were fed breakfast from supplies always kept on the premises for this purpose (cereal, cereal bars, toast, etc).

Kirkroyds

Differently formatted reports were circulated. It was noted there were no red flags in any area. The data presented was from the ASP (Analyse School Performance) toolkit, which is what OFSTED used. In summary, main areas of improvement are around greater depth knowledge although figures were broadly in line with national averages. Prior attainment figures for maths and writing are below national average but not alarmingly so. As previously discussed the transition from the Early Years to National Curriculum can cause progress issues especially for those children classed as 'exceeding' in reception, who are then falling short of 'exceeding' by Key Stage 1 requirements. These are seen in greater depth figures for reading, writing and maths, which are below national averages. Disadvantaged children are another area requiring significant improvement to become more in line with national averages. Generally, figures are broadly in line with national average in phonetics in Years 1 and 2. The Early Years Foundation Stage profile shows FSM (Free School Meal) pupils are underperforming in general

	<p>levels of development, maths, reading and writing.</p> <p>Current Year 2 data was also distributed which showed a breakdown of all groups with targets. Ambitious targets were discussed but it was likely that 'average' targets of FFT 50 were realistic.</p> <p><b>RESOLVED:</b> It was agreed that the data was very comprehensive and detailed and therefore required further Governor contemplation and understanding.</p> <p><b>ACTION:</b> To include an agenda item at next meeting to revisit these reports for a Q&amp;A session.</p> <p>The Chair thanked the Head Teacher and Mrs Armitage for the all the extra effort required for creating and presenting these reports.</p>	<p><b>Clerking Service</b></p>
<p>578.</p>	<p><b><u>SEND Termly Report</u></b></p> <p>The Head Teacher had distributed this report ahead of the meeting. She noted that 10 children had EHCP (Education Health Care Plans) which would increase to 12 in September. The Head Teacher had attempted to address this with David Gearing and Mandy Cameron from Kirklees. As a result of the recent correspondence to David Gearing and Mandy Cameron, Tracy McDermot and Natalie McSheffrey had requested to come to visit the school to understand the impact as part of a high needs review. The bearing of this high number is not only monetary but also on staff and resources.</p> <p>There were no questions from Governors on this report.</p>	
<p>579.</p>	<p><b><u>Reports from Committees</u></b></p> <p>(i) Draft minutes of the Finance &amp; Staffing Committee held on 22 March 2018</p> <p><b>ACTION:</b> Item deferred to next meeting as the draft was unavailable.</p> <p>(ii) Draft minutes of the Health &amp; Safety Committee held on 8 February 2018</p> <p>The main focus of discussion from these draft minutes was the concern raised from enquiries from PIVOTS to use</p>	<p><b>Clerking Service</b></p>

	<p>Lydgate for permanently excluded Key Stage 3 and 4 pupils. The Head Teacher had already made her views clear that this was a great concern for security and behavioural issues.</p>	
580.	<p><b><u>School to School Support</u></b></p> <p>Rooney Kelly had completed a book scrutiny at Wooldale. As LLE were now involved, Rooney was going to shift focus to Kirkroyds.</p> <p>Catherine Jubb (Head Teacher at Lindley Junior School), a LLE (Local Leader in Education), had made 3 visits to the school and created a timetable of monitoring.</p> <p><b>Q: Has this affected staff moral?</b> A: This had not been a negative experience and there has been an understanding that this has to happen along with an expectation of high levels of scrutiny.</p>	
581.	<p><b><u>Governor Training and Governor Visits</u></b></p> <p>All volunteering Governors (for the OFSTED plan) had previously pledged to commit to Governor visit soon. Many had already made initial appointments. Staff Governors expressed their wish for Governors to speak to staff and this was strongly encouraged and welcomed.</p> <p>The Chair mentioned she had attended some recent Science Week activities where she observed some very well behaved children enjoying the activities.</p>	
<b>Governing Body Matters and Statutory Responsibilities</b>		
582.	<p><b><u>SFVS</u></b></p> <p>School Financial Value Standards (SFVS) plans for both schools had been signed off at the last meeting on 22<sup>nd</sup> March 2018.</p>	
583.	<p><b><u>Review SEND Policy – questions and queries</u></b></p> <p><b>ACTION:</b> Item to be deferred to the next meeting due to time constraints and the number of absent Governors.</p>	<b>Clerking Service</b>
584.	<p><b><u>Review Complaints Procedure – questions and queries</u></b></p> <p><b>ACTION:</b> Item to be deferred to the next meeting due to time constraints and the number of absent Governors.</p>	<b>Clerking Service</b>

585.	<p><b><u>Review Charging Policy – questions and queries</u></b></p> <p><b>ACTION:</b> Item to be deferred to the next meeting due to time constraints and the number of absent Governors.</p>	<b>Clerking Service</b>
586.	<p><b><u>Review Positive Behaviour Management Policy – questions and queries</u></b></p> <p><b>ACTION:</b> Item to be deferred to the next meeting due to time constraints and the number of absent Governors.</p>	<b>Clerking Service</b>
587.	<p><b><u>GPDR</u></b></p> <p>There is currently an abundance of information on this subject, some of which is conflicting. The Head Teacher had approached a company specialising in the area, who could manage compliance for the school. This would potentially cover data mapping, data collection, formulation of an action plan, penetration testing, etc. An initial quote had been obtained of £1,995 or both schools at £1,750 each. This could be cost effective, as the school would not need to fund an officer or relevant software. It was agreed that even if this route was taken through outsourcing, an in house “expert” should still be required.</p> <p><b>ACTION:</b> A further 2 quotes to be sourced.</p>	<b>Head Teacher</b>
588.	<p><b><u>Safeguarding – verbal update</u></b></p> <p>This was reported in the SLT report. Both schools currently have children with Child Protection Plans and Child in Need Plans. Work was ongoing with several multi-agency safeguarding officers.</p>	
589.	<p><b><u>Any Other Business</u></b></p> <p>It was quickly noted that the boiler handover has been slightly postponed and would now occur in the Easter holidays.</p>	
	<p><b><u>Dates of Future Meetings and Possible Agenda Items</u></b></p> <p><b>RESOLVED:</b> That the next meeting be scheduled for Tuesday 15<sup>th</sup> May 2018 at 7pm at Kirkroyds School.</p> <p><b>RESOLVED:</b> That the following Committee meetings be noted:</p>	

	<p>Finance and Staffing Committee meeting on Wednesday 9<sup>th</sup> May at 7pm at Wooldale Junior School in the Bungalow.</p> <p>Health and Safety Committee meeting on Wednesday 23<sup>rd</sup> May 2018 at 7pm at Kirkroyds Infant School.</p> <p>Standards and Curriculum Committee meeting be Tuesday 26<sup>th</sup> June 2018 on 7pm at Wooldale Junior School in the Bungalow.</p>	
590.	<p><b><u>Agenda, Minutes and Related Papers – School Copy</u></b></p> <p><b>RESOLVED:</b> 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 9.25pm.