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# Boughton Leigh Junior School

Meeting of the Performance and Standards Committee  
held at the school on  
Wednesday 8th February 2017 at 6.00pm

## Minutes

(non-confidential, as signed)

### Governors present:

Jon Baxter (Chair)

Nicky Brown (also SENCo)

Paula Duynstee (also HT)

Alfred Gand (arrived late)

The meeting was quorate throughout (three governors)

*Also present:* Roddie Grant (Clerk), Lynne Mehta (Acting DHT), Mrs Cowley, Mrs Nealon, Mrs Windley (possible parent governors, observing)

The meeting began at 6.00pm

Those present introduced themselves.

### Procedural

#### *MP20170208.1: To approve apologies for absence*

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Paul Birch, Karen Miles. **The committee approved** these apologies.

Absent: No one

#### *MP20170208.2: To receive notice of any additional business notified to the Chair*

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Discussion on the vision (see minute MP20170208.8)

#### *MP20170208.3: To record any declarations of interest specific to this meeting*

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There were no declarations of interest.

#### *MP20170208.4: To approve and sign the minutes of 1st November 2016*

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**The committee approved** the minutes of 1st November 2016. They were signed by the Chair.

#### *MP20170208.5: To consider any matters arising from the minutes which are not elsewhere on the agenda*

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There were no matters arising.

### School improvement

#### *MP20170208.6: To review the RAP*

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~ *HT:* The RAP was discussed by the RAP working group in January.

~ RAP 1.

- *Staff:* We are adding value to the children; it is not about attainment at this point; if pupils are on track they are progressing well.

*Alfred Gand arrived (6.07pm)*

- *HT:* There have been initiatives on maths; we are moving reading forward while not losing out other subjects.
- *HT:* Reading with 17% at greater depth is a great achievement.
- *HT:* Data shows that boys, while behind girls, are not as far behind as last year; overall the gap is closing
- *Govs:* Is this a result of boys improving, not girls going back? **Yes!**
- Pupil Premium children are 8% behind in reading but were 10% – we are trying to close the gap.

- Writing is an issue; staff are very aware of who the children (boys) are.
- ~ RAP 2
- *HT*: Writing has been noted as an issue; Pupil Premium comparative data is against the national non-Pupil Premium data.
- ~ RAP 3
- *HT*: We have been focusing on grammar.
- *Govs*: Will the percentage of pupils at greater depth improve?
- *HT*: Yes; we are getting the foundations in place.
- ~ *Govs*: Data will become more relevant as the year goes on.

[Document MP20170208.6.1: Item\_6\_JAN\_Evaluation\_RAP 2 2016-2017 Sufficiently Accelerated Progress for disadvantaged pupils.doc

[Document MP20170208.6.2:

Item\_6\_JAN\_Evaluation\_RAP\_1\_Raising\_Achievement\_In\_Reading\_2016-17.doc

[Document MP20170208.6.3:

Item\_6\_JAN\_Evaluation\_RAP\_3\_Ensuring\_Good\_Outcomes\_Through\_Robust\_Tracking\_Systems\_2016-17.doc; HT]

#### MP20170208.7: To receive data on the quality of teaching

- ~ Anonymised data had been available with the meeting agenda.
- The quality of teaching *over time* is what should be assessed; it includes lesson observations, learning walks and other things.
- *Govs*: How are comments relayed to teachers?
- *Staff*: They are fed back individually after observations and book trawls; middle leaders produce overviews of a year group.
- *Govs*: Is there a plan for the development issues?
- *HT*: It feeds in to performance management, but is an integral part of being at school. The HT explained the 2-6-2 process.
- *Govs*: What is the timescale for staff to implement changes, for example following the marking policy.
- *HT*: Usually two weeks.
- Where progress is not OK (flagged in red) senior staff work with the teacher.
- *Govs*: Is the data designed to give early warning? Yes.
- ~ There is a push on the learning environment throughout the school.
- *Govs*: Can anything more be done to improve classroom environments.
- *HT*: The purpose of displays changes over time; displays are not just of really good work, but work which is on track.
- *Govs*: Is there interschool peer review?
- *HT*: Some, particularly internally; it can be difficult for teaching staff to have time to go elsewhere for interschool reviews; HTs and subject leaders make exchange visits.

[Document MP20170208.7.1: Item\_7\_Quality of teaching\_WHOLE\_Staff\_overview\_Jan\_2017.doc; HT]

#### MP20170208.8: To consider the vision

- ~ *HT*: Vision and values must appear on the school website. A brainstorming session by staff led to a list of ten values which are being shared with parents and governors for ranking.
- The HT will email the ten values to governors via the Clerk.
- Three vision statements have been drafted, and one will be chosen.
- The committee decided that not enough governors were present to have a representative discussion.

Action: Head, Clerk

#### MP20170208.9: To receive update on assessment without levels

- ~ An update from Assistant HT Katy Boaler was distributed at the meeting.
- *Govs*: As this is the first year we have to wait to see how accurate assessment was.
- *Govs*: What is 'Achieve 100'?
- *HT*: A scheme to ensure children meet the national standard.

[Document MP20170208.9.1(p): Update on assessment and data; Katy Boaler]

Chair's initials

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MP20170208.10: To review RAISEonline data

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- ~ HT: There is training on RAISEonline next week; I will comments on some of the tables which are most useful to governors; RAISEonline does not show anything we didn't know about.

[Document MP20170208.10.1: Item\_9\_RAISE\_2016 Unvalidated Inspection Dashboard.pdf  
[Document MP20170208.10.2: URN 125598 2016 unvalidated summary report.pdf; HT]

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MP20170208.11: To receive report on pupil progress and attainment

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- ~ Data analysis had been available with the meeting agenda.
- ~ Govs: It seems you set a forecast, and rather than targets through the year it's about getting the children to a level by the end of year; it makes it hard to know if on pupils are on track.
- HT: It is a matter of professional judgement; this is the point of assessment without levels.
- Govs: We have to trust the SLT that there is nothing worrying in the data; it is hard to be absolute with data at a point in time; it's best fit.

[Document MP20170208.n.m:  
Item\_10\_AWL\_On\_Track\_To\_Autumn\_2016\_UPDATED\_Jan\_24.doc  
[Document MP20170208.n.m: Item\_10\_AWL\_PROGRESS\_Aut\_2016.doc; HT]

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MP20170208.12: To receive subject updates

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MP20170208.12a: Maths

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- ~ The report from the maths co-ordinator had been available with the meeting agenda.
- Govs: Is Mega Maths and Maths Quest done in class?
- HT: Yes, but a teacher takes interventions groups for targeted short sessions.
- Govs: Are there similar tools to use at home?
- HT: We have power projects at home; a lot of work already goes home.
- Govs: How do staff pick up on what pupils do at home?
- Staff: Basic skills are covered at home, and power projects.
- Govs: Does it filter back in to teachers?
- HT: Homework is non-measurable; we run homework clubs; we encourage children to do homework because it builds the discipline of doing it, ready for secondary school.

[Document MP20170208.n.m: Item\_11\_Maths update.doc; HT]

MP20170208.12b: Literacy

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- ~ The report from the literacy co-ordinator had been available with the meeting agenda.
- HT: The report shows what is happening in school, and the impact.
- Govs: Do teachers engage with the way they read to a class? Hope children pick up on that.
- HT: There is a lot of work on teaching of reading; staff very clear on where the gaps are.
- Governors made reference to the recommendations in the report on the monitoring visit to look at boys' reading on 22nd November 2017.
- HT: We have taken governors' monitoring comments on board.

[Document MP20170208.n.m: Item\_11\_Governor English feedback JAN 2017.docx; HT]

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MP20170208.13: To receive update on SEN

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- ~ The report from the SENCo had been available with the meeting agenda.
- Data is a priority, to show progress by SEN pupils; also ensuring the monitoring of impact of interventions.
- Govs: What is the comparative percentage of SEN pupils?
- HT: Usually we are quite close to the national average, but with more EHCPs. Some pupils come under social, emotional and mental health (SEMH) needs.
- INCo refers to the inclusion co-ordinator; their role is more operational while the SENCo is more strategic.

[Document MP20170208.1.1: Item\_12\_SEN update\_Jan\_17.docx; HT]

Chair's initials

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*MP20170208.14: To review child protection and safeguarding*

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- ~ The HT reported on safeguarding data and actions within the school; all safeguarding report forms ('green forms') are reviewed, and followed up appropriately.
- Govs: Is the volume of green forms what would be expected?
  - HT: A rise in numbers could be a sign of more awareness among staff; we log who submits each form to watch for staff who aren't alert enough; we look for patterns.
  - Govs: The process works, and it is good to see the school has this under control.
  - The HT commented on safeguarding issues relating to the coffee mornings for parents; these are now run within the school not the staffroom, and TAs are being deployed to prevent anyone wandering off.

[Document MP20170208.14.1: Item\_13\_Child Protection and Safeguarding Jan 2017.docx; HT]

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*MP20170208.15: To review pupil attendance against targets*

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- ~ HT: Attendance last week was 96.5%; today it is 96.3%. We are now tracking attendance of Pupil Premium children, currently 93.3%. The challenge is to raise that; we have a much tighter system in place.
- Govs: Does attendance get correlated with safeguarding report forms?
  - HT: Attendance is correlated with several vulnerable groups, but there is nothing significant.
  - HT: However, there are a few persistently late pupils, which is the biggest concern; this has been highlighted in newsletters; texts are sent out to parents when pupils are late.

[Document MP20170208.15.1: Item\_14\_Attendance up-date\_P&S\_Feb\_8\_2017.docx; HT]

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*MP20170208.16: To follow up the in-house training*

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This was deferred to the next meeting; the notes from the session with Lyn Johnson have been typed up and sent to the Chair of the GB.

Action: Clerk

## Governance

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*MP20170208.17: To consider policies and documents*

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*MP20170208.17a: Home-School Agreement*

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- ~ There are no longer required by legislation (Deregulation Act 2015), but are considered useful good practice.
- They are already in the Behaviour Policy. Parents will be asked to sign to say they have read the policy.

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*MP20170208.18: To receive update on racial incidents*

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The HT reported on a few incidents and outlined the school's responses.

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*MP20170208.19: To receive update on looked after children*

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The HT briefed the committee.

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*MP20170208.20: To agree areas for discussion at the next meeting*

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The next meeting will follow a standard agenda.

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*MP20170208.21: To confirm dates and times of future meetings*

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Monday 15th May 2017 at 6pm.

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*MP20170208.22: To decide whether any items should be excluded from the minutes and papers to be made public*

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**The committee agreed** that no items are to be excluded

The meeting finished at 8.12pm

Chair's initials

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Text in blue indicates participation by governors; text in green indicates participation by the Head, SBM, or another member of staff.

R J Grant  
Clerk to the Governors  
24th March 2017

*Glossary:*

DHT	Deputy Head Teacher	SEMH	Social, Emotional and Mental Health
EHCP	Education Health and Care Plan	SEN	Special Educational Needs
HT	Head Teacher	SENCo	SEND Co-ordinator
INCo	Inclusion Manager		
RAP	Rapid Action Plan		

*Action summary*

Action by	Minute number	Action	Date completed
HT	MP20170208.8	Email the ten values to the Clerk	
Clerk	MP20170208.8	Forward the ten values to governors	
Clerk	MP20170208.16	Include in-house training follow up on next committee agenda	

Chair's signature:

Date: