

## THE GOVERNING BODY OF HINCHLIFFE MILL JUNIOR AND INFANT SCHOOL

Minutes of the meeting of the ASP and Governor Expectations Meeting held at 7pm at the School on 11 January, 2018.

Present: Mr C Crossland (CC), Mr A Turner (AT), Mrs Y Donkersley (YD), Mrs L Metcalfe (LM), Mrs V Short (VS), Mr S Clarke (SC), Mrs A Hornby (AH), Mrs C Bolton (CB), Mrs C Taylor (CT), Mrs V McCormick (VMc), Mrs R Townsend (RT)

Apologies Mrs N Holgate

Agenda Item	Discussion and Decisions	Action – who/by
1	Apologise for absence of NH	
2	Welcome Stephen Clarke & Angela Hornby as new Parent Governors	
3	<p><u>Governor Training and Expectations</u></p> <p>Need to help us step back and assess how we operate going forward. Governance is part of the schools leadership and could be a factor in the school evaluations.</p> <p>CC has been on a number of Governor training courses: Knowing Your School Data and Getting Ready for OFSTED. Need to appreciate that expectations placed on Governors have changed over the years. Can we stand up to the scrutiny?</p> <p>Training over the next few weeks should help us in preparation for any scrutiny we come under.</p> <p>[CC shows video re: Expectations of Governors]</p> <p><b>Q: How will OFSTED liaise with Governors?</b></p> <p>A: It may be that a call is put out to see who can attend school on that particular day, or telephone/ Skype calls have also been known to happen. Ultimately it is a team approach as all the Governors are in it together.</p> <p>The Governing Body did well at the last OFSTED visit, however, next time they will dig deeper. The window opened from 8<sup>th</sup> January 2018 however there are many other triggers so Governors cannot be complacent. Ultimately however, OFSTED are there for a purpose and not the focus so long as we focus on our purpose and are doing right by the children.</p>	
4	<p><u>Analyse School Performance (ASP)</u></p> <p>This is the replacement service for RAISE online, of which everyone has access to since November. Questions to ask are;</p> <ul style="list-style-type: none"> <li>➤ What are we doing to improve school and is it effective?</li> <li>➤ Are we aware of what is going on?</li> <li>➤ Are we able to support, encourage and drive the school forward?</li> <li>➤ Are we able to stand up to scrutiny?</li> </ul> <p>[RT shows video re: progress and how the figures are produced]</p> <p>ASP headline is shown. The national floor is 65%. School's combined score for Reading, Writing and Maths is 71% therefore results good but could be classed as a 'coasting' school due to progress.</p>	

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The biggest issue is Writing (-5.31 progress score) however the positive being that there was a significant improvement on results compared to prior years.

Three areas to look at ultimately are attainment, progress and where both compare nationally. School recognises that they may look good in all areas but may still not be good nationally.

It was recognised that it is difficult for a small school in a statistical sense as each child carries a high percentage weight. Therefore one result of WTS will significantly skew results.

**Q: What happens when a disadvantaged child with an unfortunate back story significantly skews results?**

A: There will be discussions but it could mean this child's results could be removed.

It was offered that Governors could do a separate, internal analysis of progress to demonstrate that results are being considered and action has been taken. These do not have to be statistical but can also be reports on a child by child basis on how this current situation is trying to be turned round for future years.

It was acknowledged that it is imperative each child's progress and development is tracked year on year to ensure they are heading to the correct result at the end of KS2.

**Q: When a child comes into the school from another school, do they come in with assessed levels?**

A: Yes. They will have levels attached for KS1 if Year 3 or older. From Y3 down it is based on the EYFS result provided by the previous school. Trust has to be placed in the previous school where a teacher assessment has been taken.

**Q: Is this the same system for academies?**

A: Yes.

**Q: Are we currently classed as a 'coasting' school.**

A: We will know this once the results for 2017 are submitted, currently on 2016.

RT explains how children are expected to progress;

- Level 3 = Greater Depth Standard (GDS)
- Level 2a = GDS
- Level 2b = Expected Standard (EXS)

In 2015/16 when changes were implemented the concentration was on reaching EXS. In 16/17 the target was to improve the combined score for RWM (which we did by 21%). In the meantime the 'middle' achievers (2a) were failing to reach GDS which the government expects them to be.

RT shows group pages of the ASP report covering pupil progress in RWM in more detail, with analysis of gender differences, attainment at KS1 etc.

It was acknowledged that looking further down into the detail demonstrated there is a story behind each gender. Where there is dispersion we need to be confident when speaking to OFSTED.

It was recognised that staff have been pooled together to utilise the most appropriate staff to help with guided reading, such to improve both attainment and progress.

It was acknowledged that Writing is an area for development but results are much better

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than previously.

### **Q: Are we harder on ourselves during our Teacher Assessment of Writing?**

A: Although it doesn't seem logical that we are above in other areas, yet below national and Kirklees for Writing, we have been moderated and the result was that our internal assessment was correct.

Governors discussed that this is a subjective area and that the SEF needs to include the Governors role regarding moderation. It was explained that all KS2 teachers are reviewing each assessment to try to reduce this subjectivity.

NH absence was discussed in relation to what is taking place to cover the Year 6 to keep them on track. RT explained that Miss Vann is covering in the areas that need more attention. It was advised that this should be documented to build on evidence regarding the challenges this current year has brought when faced with OFSTED. Confidence was placed in Miss Vann and how her role in continuing to support NH will be beneficial in the longer term.

It was recognised that it is the middle attainers who are not reaching the goals set nationally and so more focus needs to be placed on these children.

### **Q: When do KS1 SATs finish?**

A: The current year will be the last set of children who will take these tests.

### **Q: What impact will this have on progress?**

A: We are currently unsure as for each child there will only be an assessment at entry age 4. However, progress will continue to be tracked internally each year, as is already the case.

### **Q: It has been discussed regarding impact if a teacher is absent, what if a child has a long absence or is a persistent absentee?**

A: Currently there is no data, but it is definitely something we could look at in the future to see if there are any correlations.

During discussions it was acknowledged that the statistics for a small school could be deemed unreliable as each child carries a high percentage weight towards results, and there can be a case study for each child. The advantage here, however, is that individuals can be targeted more readily. An example was given where at present, teaching is being held before school and is targeting '2c' pupils to get them to EXS and '2a' pupils to get them to GDS.

### **Q: Are SEN numbers included in the statistics?**

A: Yes, however, these will be taken into account when completing any internal analysis.

### Committee Meeting Reviews

CC shared information from Youtube webinar Inspecting Governance, from 7<sup>th</sup> December by previous OFSTED inspectors.

CC provided a summary of slides with main information from webinar to help provide clarity to the role.

It was acknowledged that Governors need to be asking the right questions and actioning the feedback they receive. This is not working appropriately through long Governor meeting and short Committee Meetings.

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	<p>Committee Meetings should be minuted.</p> <p>The 2 committees break off into separate groups to discuss and review how to:</p> <ul style="list-style-type: none"><li>➤ Make committees more focused with a clear agenda</li><li>➤ Minutes are kept and distributed</li><li>➤ Prove Governors are challenging, questioning and supporting the school</li><li>➤ Link the above into the SEF and SDP to see how the school is progressing.</li></ul> <p>[See separate minutes for the above]</p>	
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11<sup>th</sup> January 2018 Loraine Metcalfe