

Kirklees Directorate for Children and Adults

DCSF: 4054

THE GOVERNING BODY OF KIRKBURTON MIDDLE SCHOOL

Standards and Effectiveness Committee

Minutes of the meeting of the Standards and Effectiveness Committee held at 7.00 pm at the School on Thursday, 13 July 2017.

PRESENT

Miss V Green (Chair), Mr N Gemmell, Mr G Johnson (Head Teacher), Mr J Papworth

In attendance

Mrs C Woodcock (Minute Clerk)

Minute	Action
<p>1. APOLOGIES FOR ABSENCE, CONSENT AND DECLARATIONS OF INTEREST</p> <p>Apologies were received from Dr Ann Harris, with consent.</p> <p>There were no declarations of business interest.</p>	
<p>2. MINUTES OF THE MEETING HELD ON 25 May 2017</p> <p>RESOLVED: That the minutes of the meeting held on 25 May 2017 be approved and signed by the Chair as a correct record.</p>	
<p>3. MATTERS ARISING</p> <p>a) <u>Report of Work Scrutiny (Spring 2017) – Minute 5 refers</u></p> <p>ACTION: Findings of the Work Scrutiny Project to be shared with all governors at the next meeting of the Governing Body, on 5 July 2017.</p> <p>The Head Teacher shared the findings of the work scrutiny project with the Governing Body on 5 July 2017.</p>	

<p>c) <u>Complaints Policy and Procedures 2016-17</u></p> <p>The Head Teacher highlighted that the Complaints Policy and Procedures 2016-17 is a Trust wide policy and that it is based on the Kirklees Model Policy.</p> <p>Q. Are we required to adopt the Policy if it has already been agreed by the MAT?</p> <p>A. The Policy can be returned for amendment if there are any concerns.</p> <p>Governors discussed the process for Stage Three of the Complaints Procedure - Review Process/Panel Hearing. It was noted that any review of the process followed by the MAT would be conducted by a panel of three members of the governing body or Trust Board. The Head Teacher clarified that this would include one member from the local governing body of the school in receipt of the complaint and that the other two members would be governors from across the MAT.</p> <p>It was noted that the Complaint Form referred to in Stage 2, Formal Stage, was not provided in the procedures annex as stated and the Head Teacher agreed to locate this.</p> <p>ACTION: Head Teacher to locate the Complaint Form referred to in Stage 2, Formal Stage.</p> <p>RESOLVED: That the Complaints Policy and Procedures 2016-17 be approved by the Committee, on behalf of the Governing Body.</p> <p>d) <u>Freedom of Information Act Policy and Publication Scheme</u></p> <p>The Freedom of Information Act Policy and Publication Scheme had been reviewed by governors and there were no requirements for any amendments.</p> <p>RESOLVED: That the Freedom of Information Act Policy and Publication Scheme be approved by the Committee, on behalf of the Governing Body.</p> <p>e) <u>Voluntary Policies</u></p> <p>Mr Papworth tabled a document detailing statutory/Ofsted required policies, together with non-statutory policies. The document included timescales for review of policies and identified the following non-statutory priorities for the forthcoming academic year:</p>	<p>HT</p>
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	<ul style="list-style-type: none"> • Equality, Accessibility and Disability • Monitoring Curriculum • More Able Pupils • Teaching and Learning <p>Governors noted that the Spiritual, Social, Moral and Cultural Policy had not been reviewed since 2006. The Head Teacher advised that this would be reviewed and provided to the Committee for approval, as no significant changes were required. Similarly, the School’s Anti-Bullying Policy would be reviewed as a priority and provided to the Committee for ratification.</p> <p>In terms of prioritisation, it was agreed that the next meeting of the Committee, on 19 September 2017, would focus on policy review and that consultation with staff regarding the Equality, Accessibility and Disability Policy would be completed before this date.</p> <p>ACTION: Consultation with staff regarding the Equality, Accessibility and Disability Policy to be completed prior to the next meeting of the Committee, on 19 September 2017.</p>	<p>HT</p>
<p>5.</p>	<p>SATs and STANDARDS REPORT</p> <p>a) <u>SATs</u></p> <p>Mr Papworth tabled data on the provisional results of the KS2 SATs examinations, which took place from 8th to 11th May 2017.</p> <p>Mr Papworth outlined that the picture was very much an improving one and that the results were a step up on those of the previous year. Whilst there had been an improvement in outcomes nationally, the School had exceeded national figures in Reading and Writing and had come close to national figures in Spelling, Grammar and Punctuation (SPAG).</p> <p>With regard to Maths, the School’s results were down against national figures, although the results represented an improvement of 9% on those of the previous year.</p> <p>The combined scores (RWM) were above national and local figures with the School achieving 62%, as opposed to 61% (nationally) and 57% (Kirklees).</p>	

b) Progress Data KS2

Mr Papworth outlined that the KS2 progress data had been difficult to plot due to the matrices changing. In September, national matrix scores will be published and a progress report for each child will also be generated. The matrix scores assigned at that time will be based on the outcomes of all the children tested, as in the old A Level scoring system.

In terms of the results of the School's high-attaining groups who had not achieved the outcomes the School expected, it was noted that a greater volume of children were being identified as high-achieving nationally and that 65% of high-achieving children in a small school does not equate to the same percentage of pupils in Kirkburton Middle School.

Q. What more can be done to improve the Maths results?

A. The work we are doing is filtering into classes. The extra Maths lessons are to continue and the implementation of the Maths Mastery programme will have an impact. However, it will probably take two years to bring these interventions to fruition, as there are children coming into School who haven't been exposed to these methods. In addition to this work, mindsets will also need to be changed.

Q. Why is Writing highlighted in red?

A. Because the findings are currently being measured against an assumed set of data. Therefore, the results for Writing are measured against the number of children achieving 'greater depth' across the country. Also, where schools have been moderated the results have gone down by 8%, as opposed to 13% up for unmoderated schools.

Q. Are the equivalent percentages from 10 years ago available?

A. Yes, but the results would not be particularly relevant now.

Q. Do you get to see the KS1 results of the children entering School?

A. Yes, these have been shared us this time and there are fewer children achieving 'greater depth'.

Q. Are you satisfied that the results are accurate?

A. Yes, but we won't know for certain until the children come in to School.

c) GL Assessments

The Head Teacher outlined that GL Assessments are nationally standardised tests and that they provide robust data for analysis of pupil progress.

The assessments had taken place at the beginning and end of the academic year 2016-17 and findings are compared with the expected rate of progress (ERP) from the previous test.

The number of pupils making excellent rates of progress was very high across the board during 2016-17. For example, in English, the attainment level for the whole of the Year 6 cohort was 109.5, an improvement of 4.6 points on the previous test, with very low levels of poor attainment. Similarly, the Year 7 result in English was 110.2, an increase of 5.4 points; also with very low levels of poor attainment.

In Maths the result for Year 6 (whole cohort) was 103.1 and for Year 7 (whole cohort) 107.5, an increase of 4.5 points.

Mr Papworth confirmed that more detailed GL Assessment data will be tabled at the next meeting of the Committee, on 19 September 2017, as currently the School does not have a complete breakdown of data in respect of disadvantaged pupils.

Q. The number of disadvantaged pupils in School seems high?

A. Yes, the number is 90 or 1 in 5 pupils. In Years 6 and 7 these are primarily out of area children and a number are leaving School this time. However, the spectrum is wide and includes children of high ability. That is why we need to have a complete breakdown and understanding of the data, to ensure we are doing the right thing. By this time next year, we will have three year's worth of data and this will provide robust evidence for the School and for Ofsted purposes.

Q. Do the junior schools use GL assessments?

A. No, they currently use PUMA or FNER.

Q. Will we still meet the criteria for Coasting Schools next year?

A. We may meet the coasting school definition because of the lack of progress of high attaining pupils (L3 at KS1). However, the criteria and measures could also be altered before then.

The Head Teacher thanked Mr Papworth for preparing and presenting the progress data.

	<p>d) <u>Transition to Shelley High School</u></p> <p>A question was raised regarding the effectiveness of pupil transition to Shelley High School. The Head Teacher confirmed that the School is questioning the sole use of KS2 SATs results in the setting of pupils on transition to High School.</p>	
6.	<p>SCHOOL DEVELOPMENT PLAN</p> <p>The Head Teacher presented the School Development Plan (SDP) with updated RAG ratings.</p> <p>The Head Teacher advised that the success criteria for each objective needed to be reviewed and that staff perceptions were required in order to complete this aspect of the SDP for 2016-17.</p> <p>It was agreed that the Head Teacher would consult with staff and that the success criteria would be RAG rated prior to the next meeting of the Committee, on 19 September 2017, when an outline would also be produced as to how the current SDP can be morphed into the 2017-18 version.</p> <p>ACTION: Head Teacher to consult with staff regarding the success criteria for each objective and RAG rate these prior to the next meeting of the Committee, on 19 September 2017.</p> <p><u>Thoughts for SDP 2017-18</u></p> <p>It was agreed that the following areas would be carried over to the SDP for 2017-18:</p> <ul style="list-style-type: none"> (i) To develop and embed a Growth Mindset approach to learning and teaching across all aspects of school life (this is a two year plan and will include review of policies to ensure they are growth mindset oriented). (ii) To continue to improve standards in writing across Years 4 and 5 to be at least in line with the national average (a joint Pyramid objective). (iii) To improve SATs results in Mathematics at the end of KS2 to be at least in line with the Kirklees and the national average (extra Maths lessons in Year 6 will continue, alongside the development and implementation of Maths Mastery). <p>In addition to the above, the following areas will be considered for inclusion to the SDP 2017-18:</p>	HT

	<p>(i) School to school peer review and support (review of school self-evaluation by MAT Head Teachers and Trustees).</p> <p>(ii) A focus on high-attaining and disadvantaged pupils.</p> <p>(iii) Communications with parents (the FROG programme is now ongoing and will be monitored, rather than continuing as a SDP priority for 2017-18).</p>	
7.	<p>ANY OTHER BUSINESS</p> <p>There were no items of Any Other Business.</p>	
8.	<p>DATES OF FUTURE MEETINGS AND POSSIBLE AGENDA ITEMS</p> <p>RESOLVED: That the next meeting of the Standards and Effectiveness Committee be held at 7.00 pm at the School on:</p> <p>(i) Tuesday, 19 September 2017</p> <p>Items for the agenda: Progress Data, Review of Policies</p>	
9.	<p>AGENDA, MINUTES AND RELATED COPY</p> <p>RESOLVED: That no part of these 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 8:10 pm