

THE GOVERNING BODY OF KIRKBURTON MIDDLE SCHOOL

Minutes of the meeting of the Local Governing Body of Kirkburton Middle School held at 7.00 pm at the School on Monday 7 May 2019.

PRESENT

Miss V Green (Chair), Mrs V Barraclough, Ms E Charlesworth, Miss A Fothergill, Mr D Greenhalgh, Ms P Harrow, Mr G Johnson (Head Teacher), Mr J Papworth and Mrs D Sheldon-Wright.

In Attendance

Miss A Walker (Minute Clerk)

Item	Minutes	Action
1. APOLOGIES FOR ABSENCE, CONSENT AND DECLARATIONS OF INTEREST	<p>Apologies for absence were received from Dr A Harris with consent.</p> <p>There were no declarations of interest.</p>	
2. NOTIFICATION OF ITEMS TO BE BROUGHT UP UNDER ANY OTHER BUSINESS	<p>No items were notified.</p>	
3. TEACHING AND LEARNING PRESENTATION	<p>The Head Teacher noted this presentation is in response to governors' questions about how the school provides quality assurance on the quality of learning and teaching. The Head Teacher explained he currently has full responsibility for this area but capacity is stretched and an additional leader dedicated to teaching and learning is required. The school is due to interview four candidates for the assistant head post and there is a strong field.</p> <p>The presentation provided an update on the following areas:</p> <ul style="list-style-type: none"> • There are three keystones to the accurate evaluation of learning and teaching. <ul style="list-style-type: none"> - The effectiveness of teaching. 	

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	<ul style="list-style-type: none"> - The quality of pupils' work in books and discussions with pupils. - Pupil outcomes and attitudes to learning. - However, all three must be underpinned by a relevant and engaging curriculum, which serves the needs of its pupils (the new Ofsted Framework focuses on intent, implementation and impact). <ul style="list-style-type: none"> • What are we looking for when we are evaluating the effectiveness of teaching? <ul style="list-style-type: none"> - What have the children learnt in this lesson? - What have they remembered from the previous lesson? - How does the content of this lesson fit with a planned sequence of learning and the aims of the school curriculum? - How engaged are the children? - How 'agile' is the practice of the teacher in assessing the learning taking place during the lesson and steps taken when the learning is slow or weak. • How do we evaluate the standard of pupil outcomes? <ul style="list-style-type: none"> - Module/end of unit scores (including question level analysis to highlight any gaps). - GL test scores (summative). - AREX and KPI data (shows whether pupils are meeting expectations). - Outcomes at the end of KS4. - Work in books. • What are we looking for in pupils' work that demonstrates effective learning is taking place? <ul style="list-style-type: none"> - The pride pupils take in their work. - The effectiveness and frequency of marking in deepening understanding (there is a new marking policy which uses a colour code – green if something is right, orange where a minor mistake has been made and red where the error relates to a misconception). - The regularity of pupil responses to marking and their effectiveness. - Is there evidence of peer assessment and self-assessment (peer assessment is a powerful technique)? - Is the work error free (if so, the books would expect to show some additional challenge)? 	

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	<ul style="list-style-type: none"> - Is the work marked for SPaG? - Is the work more challenging from the start of the book to the end (the blue books are useful for showing this progression as they span from years 6 to 8). <ul style="list-style-type: none"> • How and when do we monitor the quality of teaching and learning <ul style="list-style-type: none"> - Daily 'walks'. - Regular learning walks – SLT and curriculum leaders (this approach is moving away from formal observation to more of a drop in basis). - More focused observations once or twice a year. - Appraisal observations (once a year). <p>Q. If there are issues with the quality of teaching seen in a learning walk, does this lead to a graded observation?</p> <p>A. Not graded but it would lead to a more lengthy observation if further learning walks also raise concerns.</p> <p>Q. How does it feel from the teachers' point of view to have observations?</p> <p>A. (Staff Governor) This does not make any difference. This is part of the school ethos.</p> <p>A. (Head Teacher) The school introduced the short learning walks as formal observations can put people on edge.</p> <p>Q. Do staff know when learning walks will take place?</p> <p>A. Staff do know which day of the week these will take place. Observation needs to be part of normal classroom practice.</p> <ul style="list-style-type: none"> • What happens if we are unhappy with the effectiveness of someone's teaching (informal support)? <ul style="list-style-type: none"> - Discuss areas for development – informal plan of action and a specific period of improvement set (the majority of issues relate to classroom management). - Movement along the pay spine could be suspended. - Revisit lesson with a specific focus. - The teacher observes other who are highly effective – here and elsewhere. 	

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	<ul style="list-style-type: none"> - External CPD when available/appropriate. • What happens if we are unhappy with the effectiveness of someone's teaching (formal support)? <ul style="list-style-type: none"> - Formal capability meeting. - The specific teaching standards which are not being met are identified. - Specific guidance is given as to what is expected. - The support available is explained - A timetable for actions and improvement is set. - The member of staff is warned that failure to meet teaching standards in the time set could lead to dismissal. - A monitoring and review period is set. - There is a Formal Review Meeting. - A decision is made to either <ul style="list-style-type: none"> ▪ End the capability procedures. ▪ Extend the monitoring and review period ▪ Dismissal. <p>Head Teacher noted that formal capability is a very supportive process and one that is required very infrequently (he has only had three teachers on capability since starting in post).</p>	
<p>4. MINUTES OF THE MEETING HELD ON 18 MARCH 2019</p>	<p>RESOLVED: That the minutes of the meeting held on 18 March 2019 be agreed as a true record.</p> <p>As clerking cover had been arranged at short notice, the school had not received inspections copies. These are to be supplied at the next FGB.</p>	<p>Governor Clerking Service</p>
<p>5. MATTERS ARISING FROM THE MEETING HELD ON 18 MARCH 2019</p>	<p>The Head Teacher reported that issues with receiving papers through the post have continued. Chair noted that she had also been in touch with Governor Services to report missing papers.</p> <p>(a) <u>Governor Action Plan (minute 4 (a) refers)</u></p> <p>The Chair reported that there is some further work to do on the section about communication with the community and she will work with Mrs Barraclough on this and circulate a draft to all governors.</p>	<p>Governor Clerking Service</p> <p>Chair</p>

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	<p>(b) <u>Safeguarding (minute 4 (b) refers)</u></p> <p>Governors noted that the safeguarding visit report from Mrs Sheldon-Wright had been circulated. Mrs Sheldon-Wright provided an update, noting that there were no issues from the visit. Records are well kept and organised. Absences are monitored well, with letters going to parents for repeat occurrences. Absence is monitored by pupil group, for example, by SEND and genders.</p> <p>Incidents of poor behaviour are low level and relate to a small number of pupils, with most being one off occurrences, although there are four instances for one pupil. There have been three instances of bullying recorded for the year. Two of them were of a homophobic or racial nature but neither of them were malicious and were more to do with inappropriate use of language. In both instances, the issues were resolved and the pupils' parents involved. Mrs Sheldon-Wright recommended that the governing body receive the breakdown of safeguarding incident numbers at the end of the academic year and this reporting is to be included in the schedule of agenda planning.</p> <p>Q. What happens on the day of absence if a pupil is not present and the school does not receive contact from the parents?</p> <p>A. At 10am, the school office phones parents. If school is unable to contact parents this way, a home visit is carried out. It is very rare that a home visit is required as failures to notify school are normally oversights.</p> <p>(c) <u>Progress Since Last inspection (minutes 4 (d) refers)</u></p> <p>The action for chair to complete the report was carried forward.</p> <p>(c) <u>Governor Training and Governor Visits (minute 13 refers)</u></p> <p>JP confirmed he would circulate the governor training programme once it is published.</p>	<p>School Governor Service.</p> <p>Chair</p> <p>Mr J Papworth</p>
<p>6. SAFEGUARDING</p>	<p>The Head Teacher provided an update on vulnerable pupils, noting there is one pupil on a child protection plan and one child in need. New single assessments are being progressed for two pupils. One relates to a pupil with challenging behaviour.</p>	

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	<p>The school has recently commissioned the school nurse team for half a day a week to work with vulnerable pupils.</p> <p>Q. Is the school nurse commissioned across the MAT or just at Kirkburton? A . Just at the school.</p> <p>The Head Teacher noted there would be information about safeguarding apps shared with pupils in assemblies. <i>Calm Harm</i> is designed to reduce self-harm and will be shared with pupils in years 7 and 8. <i>Clear Fear</i> is designed to reduce anxiety.</p> <p>The safeguarding information on the school website has been improved. The transfer of safeguarding information to Shelley College has started and this is being done securely via CPOMS.</p> <p>Ms PH noted that it is appropriate for a school to initiate a single assessment when pupils present in school with difficult behaviours but if these behaviours are not presenting at school (for example, they only present at home) then it is not appropriate for the school to lead on the application.</p>	
7. PERFORMANCE MANAGEMENT	<p>The Head Teacher reported that the majority of the midyear observations have been completed by appraisers and these have been followed up via email or face to face.</p>	
8. STANDARDS REPORT	<p>The Head Teacher talked governors through the SATS predictions, which are included in the Head Teacher Report. These are based on Fischer Family Trust predictions and pupil assessment throughout the year (as discussed at Pupil Progress Meetings):</p> <p><u>Reading – expected 76-80 per cent (GDS 24-26 per cent)</u></p> <p>There is a range because there are some pupils who are very close to meeting the expected standard. If the predictions are accurate, this represents an increase in greater depth from last year.</p> <p><u>Writing - expected 89-92 per cent (GDS 10-13 per cent)</u></p> <p>The predictions represent an improvement on last year's results. There are concerns about greater depth and the school would like this to be higher.</p>	

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	<p><u>SPaG expected 67-75 per cent (GDS 20-22 per cent)</u></p> <p>The predictions are lower than where school would like these to be. 70 per cent at expected would be in line with national. There has been a lot of work in English to boost these.</p> <p><u>Maths expected 65-75 per cent (GDS 9-11 per cent)</u></p> <p>It is anticipated the results will be an improvement on those of the previous year, although there are concerns that the school might not be in line with Kirklees or national. There has been a lot of maths intervention carried out. Ms Charlesworth highlighted that there are many pupils on the cusp of achieving expected (17 pupils) and this is the reason for the wide range in the predictions.</p> <p>Q. Has the increase in pupil numbers had any impact on the year 6 results?</p> <p>A. No, because they were children from pyramid schools. There tends to be more of an impact when pupils join from out of area. Next year might be different as there are 20 pupils from out of area.</p>	
<p>9. HEAD TEACHER'S REPORT AND GOVERNORS' QUESTIONS</p>	<p>The Head Teacher presented the report, which covers pupils on roll; attendance; standards and effectiveness; CPD; pupil issues and safeguarding; staffing; premises; parent and community cohesion; MAT update; Shelley Pyramid update.</p> <p>(a) <u>Attendance</u></p> <p>Attendance is up at 96.1 per cent and disadvantaged at 93.6 per cent. Head Teacher explained that the school is doing everything it can to improve attendance, including the use of incentives. There will be further work on class incentives.</p> <p>(b) <u>CPD</u></p> <p>Governors received an update on the CPD programme.</p> <p>(c) <u>Pupil issues and safeguarding</u></p> <p>The Head Teacher had attended the DA Pupil Working Group. This meeting looks</p>	

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	<p>at the provision for disadvantaged pupils across the schools. The first cycle of peer visits has been completed and the focus has been on assessing barriers to learning.</p> <p>Q. Is the Working Group across the pyramid schools? A. Yes, this is pyramid wide.</p> <p>Head Teacher provided an update on the SEN pupil admissions from SENACT. The school has received three requests for places for pupils with ASD spectrum disorders. The school is unable to meet the needs of two of the pupils. The requirement to support one of the pupils includes 1:1 support, alternative curriculum and access to a quiet space. The school will be able to meet the needs of one of the pupils, with additional support from the LA.</p> <p>Head Teacher noted that there appears to be a lack of coordination at SENACT in terms of assessing the full picture and this has resulted in the school receiving three simultaneous requests for high needs admissions. It was clarified to governors that, if an admission is refused by the school on the grounds of the school being unable to meet the needs of a pupil, then a full reassessment of the pupil's needs and EHCP is required before the school should be asked to reconsider the admission. It was noted this is not always the case and there have been instances where the school is notified that a reduced level of support is required, but this is communicated to school without the formal assessment having taken place.</p> <p>Head Teacher noted that the school has a good reputation for meeting the needs of pupils with complex needs and that this has resulted in the school receiving a high number of applications. The fact that the school is a middle school also seems to impact the number of applications, with it being viewed as a smaller transition. Head Teacher noted that of the seven EHCPs in school last year, five of the pupils then went to a special school.</p> <p>(d) <u>Premises</u></p> <p>Q. The fire safety grant will be used to replace all classroom doors and the majority of existing fire doors. Will the grant cover the full cost of these?</p>	

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	<p>A. Yes and it is hoped there will be sufficient budget to cover consequential works also, for example, redecoration where the door work has damaged the decor.</p> <p>(e) <u>Staffing</u></p> <p>Chair noted the retirement of two long serving staff members; Mrs Tedder and Mrs Law, who have been at the school 17 and 18 years, respectively. Chair asked that the governors' thanks and best wishes be relayed to colleagues for their service to the school.</p> <p>(f) <u>Parent and community cohesion</u></p> <p>Governors noted the Rotary Club event in which pupils participated.</p> <p>(g) <u>MAT Update</u></p> <p>Governors received an update on staffing changes at Birdsedge First School.</p> <p>(h) <u>Shelley Pyramid Update</u></p> <p>The report provided an update on the disadvantage focus and the appointment of a Hub Coordinator.</p>	<p>Head Teacher</p>
<p>10. REPORT FROM COMMITTEES inc STANDARDS AND EFFECTIVENESS</p>	<p>Governors noted the minutes of the Standards and Effectiveness Committee, which was held on 30 April 2019. The Committee discussed the SSIF project; curriculum links to Holmfirth High School Maths and English departments; implications of the changes to the Ofsted Framework; tracking Pupil Progress Meetings; SDP milestones; and reduction in timetable for modern foreign languages.</p> <p>(a) <u>Implications of the changes to the Ofsted framework</u></p> <p>Chair highlighted that the Committee had undertaken a book scrutiny, which was helpful in showing governors the progress in books from years 6 to 8. Governors commented on there being evidence of pupils working hard and there being stretch and challenge across the board. Head Teacher noted that the school is undertaking</p>	

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	<p>a pupil questionnaire and those responses relating to the level of challenge shows that pupils do feel they are pushed all the time. Governors asked to see a summary of this pupil voice and this will be on the next FGB agenda.</p> <p>(b) <u>Tracking Pupil Progress Meetings</u></p> <p>Governors received the notes of the Pupil Progress Review Meetings held for English (3 April 2019) and Maths (11 April 2019).</p> <p>(c) <u>SDP</u></p> <p>Governors noted the update on the SDP, which is included in the minutes of the Committee. Objective 3A (To improve SATS results in maths at the end of KS2 to meet Kirklees' average or better) remains amber as there is some uncertainty about meeting the Kirklees average. Governors commented on the helpful update on NLE support.</p> <p>(d) <u>Reduction in timetable for modern foreign languages</u></p> <p>Chair confirmed she had looked into the concerns raised by the MFL teacher. Chair has looked at the timetable implications and noted that pupils continue to receive French lessons each week. Chair noted that a formal response has been sent to the colleague who raised the issue.</p> <p>Head Teacher noted that the decision was a difficult one, with different factors to weigh up. The Assistant Headteacher will benefit the entire school. There will be the loss of one hour a week French. Pupils receive more MFL than they would at a primary school. Head Teacher noted that, further down the line, it might be possible to increase MFL staffing.</p>	<p>Governor Clerking Service/ FGB Agenda</p>
<p>11. APPROVAL OF POLICIES</p>	<p><u>Charging and Remissions Policy (Mast Policy)</u></p> <p>Head Teacher noted there are legal requirements around what the school can and cannot charge for and the policy is in line with these. Where school is prohibited from requesting charges, voluntary contributions are sought on the basis that, if insufficient contributions are received, the activity will not go ahead. The school uses Pupil</p>	

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	<p>Premium to subsidise activity, where appropriate.</p> <p>RESOLVED: That the Charging and Remissions Policy be approved.</p>	
12. GDPR UPDATE	<p>The Head Teacher noted that the school has a termly meeting with the Finance Director who provides the GDPR service. The next development will be the adoption of the data retention policy, which is being developed.</p>	
13. GOVERNOR TRAINING AND GOVERNOR VISITS	<p>Mrs Sheldon-Wright gave a verbal report on her safeguarding visit on the 14th March. The written report was sent to governors prior to the meeting.</p> <p>Ms Harrow gave a verbal report on her SEN visit. There will be a follow up to look at EHCPs in detail and this will also look at the admission applications of the two pupils for whom the school is unable to meet their needs.</p> <p>Ms Green gave a verbal report on her discussion with CJ regarding MH and wellbeing. Questionnaires have gone out to staff and pupils and a Hub questionnaire has gone to all parents within the pyramid. An action plan has been created and a draft Mental Health and Wellbeing Policy is ready to be reviewed by staff.</p> <p>Ms Charlesworth noted that she is undertaking a certificate in mental health in young children, which is a 12-week course with Grimsby College.</p>	
14. ANY OTHER BUSINESS	<p>There were no items to discuss.</p>	
15. DATES OF FUTURE MEETINGS AND POSSIBLE AGENDA ITEMS	<p>RESOLVED: That future meetings of the governing body are held at the school on the following dates:</p> <p>3 July 2019 FGB 7:00pm – This was changed to Monday 8th Jul as 3 governors could not make the 3rd.</p> <p>10 July (Standards and Effectiveness) 19 June (Finance) 2:00pm</p>	Governor Clerking Service/ FGB Agenda

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16. AGENDA, MINUTES AND RELATED PAPERS – SCHOOL COPY	RESOLVED: That no part of these minutes, agenda or related papers be excluded from the copy to be made available at the School.	

The meeting closed at 9pm.