

MINUTES
SELF EVALUATION AND DEVELOPMENT COMMITTEE MEETING
FRIDAY 26th MAY 2017 AT 1:00pm

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| Present: Dave Spencer, co-opted governor and chair Kate Brown, headteacher Yvonne Clarke, co-opted governor Sue Evans, co-opted governor | Other in attendance: Jennie Lawrence, parent governor Julie Gibson, clerk |
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| 1 | WELCOME; APOLOGIES FOR ABSENCES DS welcomed JL and apologies were received from J Thomas. | Governors consented to the apologies |
| 2 | DECLARATION OF BUSINESS AND PECUNIARY INTERESTS | |
| 3 | TERMS OF REFERENCE (to be updated) DS informed the committee that the terms of reference were due for review. It was proposed that the following be added as responsibilities of this committee: <ul style="list-style-type: none"> • To triangulate the monitoring process relating to progress, attainments and standards through evaluation of data from SPTO, visits, books and pupil voice. • To monitor staff performance against targets? • to evaluate the impact of actions taken to raise standards • to evaluate the impact of any changes to the curriculum • To develop and monitor the school development plan. • to check data across the wider curriculum (Ofsted priority) • to raise standards in writing (Ofsted priority) | JG to draft terms of reference document for approval by FGB (JG) |
| 4 | FURTHER MATHS DEVELOPMENT DS asked KB for a report on maths progress in relation to SDP priority targets and the self-evaluation schedule. | |
| 4.1 | KB reported that recent maths monitoring had confirmed improvements; she confirmed that the previous resource, My Maths, had been phased out due to lack of positive impact, including minimal use by parents. | |
| 4.2 | KB informed governors that the newly chosen resource was Mathletics, with whole school training scheduled to take place after half term. She reported that a further session was scheduled for the inset day in September with Sarah Tennant from ECM returning to school to focus on bar modelling and reasoning skills. Federation schools had been invited and this would reduce costs | |
| 4.2 | KB added that on Monday 8 th Jan, staff from all the Federation schools would be meeting here joined by maths specialists when they would complete cross federation training. Separate training aimed specifically for TAs was also being looked into. | |
| 4.3 | DS What does Mathletics provide as a maths resource that the previous resource didn't? KB highlighted that the main benefit was the way that Mathletics embedded maths through other areas of the curriculum instead of standalone maths lesson. She reported on better opportunities for families to get involved with good online resources. | |
| 4.4 | The cost of the resource was discussed and KB advised that it represented good value due to the availability and wealth of material | |

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| | that could be downloaded at a reasonable cost. | |
| | SE What will be the format of the Mathletics challenges? KB advised that there would still be lots of fun activities and she confirmed that governors were welcome to join the training sessions on inset days. | The committee supported the new maths resource and were satisfied with the progress in maths. |
| 5 | REPORT ON MONITORING BY SED COMMITTEE MEMBERS | |
| 5.1 | DS explained to JL that this was a standard agenda item for this committee and that all scheduled monitoring visits had taken place prior to Ofsted visit. | |
| 5.2 | KB produced a draft of a new monitoring form for this term which she had simplified, with monitoring linked to new Ofsted recommendations. She confirmed that pupil voice was included on the form for reading, writing and maths. | Governors agreed that the new monitoring form supported a more streamlined monitoring process. |
| 5.3 | It was clarified how the master tracking document would be used to ensure that a spread of pupil abilities would be monitored. Q. S E. Will there be a focus on certain pupils? It was proposed that governors should focus on a range of abilities including disadvantaged pupils for writing. | |
| 5.4 | A discussion following concerning the types of questions that needed to be asked of staff to complete the triangulation process, e.g. If middle learners, are they one track? If a high disadvantaged pupil and making good or outstanding progress, should they now be identified as a high learner? | |
| 5.5 | Governors discussed how effective pupil voice was in terms of monitoring. | |
| 5.6 | The procedure relating to governors' use of anonymised data was explained. KB confirmed that she could identify pupils from the number in the online tracker and would be able to provide judgment criteria and pupil groups for monitoring purposes. | The Committee was satisfied that the systems in place for monitoring were effective. |
| 5.7 | Access to the School Pupil Tracker Online tool was discussed and it was agreed to meet on Monday 10 th July, 7 to 8pm, to go through School Pupil Tracker Online. | Committee members to make a note of the training session for SPTO and to make sure they have log in details. (all) |
| 6 | REPORT ON OFSTED INSPECTION | |
| 6.1 | Q. How does the outcome of 'good' compare to other schools in Wirral? KB reported that 5 or 6 schools had gone into special measures with others requiring improvement or good. KB reminded the clerk to ensure that the Ofsted priorities were included in the updated terms of reference for this committee. | |
| 6.2 | YC pointed out that schools judged outstanding had not been inspected since standards raised. | |
| 6.3 | DS conveyed that he thought the inspection report did fairly reflect the school other than the wording about pupil misbehaviour. | |
| 6.4 | KB circulated a booklet Key Assessment Criteria by Focus Education which outlined the key assessment criteria for each year group for each subject. It was clarified that the assessment criteria provided finer detail than the School Pupil Tracker Online tool. | |
| 6.5 | Q. YC Do the criteria fit in with long term planning? KB responded that they did and were focus skills based, allowing tracking across 4 years, alongside the master tracker. The committee discussed how the criteria would fit in with their monitoring role and KB confirmed | Governors acknowledged the clear and concise layout of the Focus Education assessment resource and were satisfied that |

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| | that the resources would be available to them. ? | it complied with Ofsted expectations. |
| 6.6 | KB invited committee members to join the Athletics training on Tuesday 13 th June from 3 to 5pm. | |
| 7 | DISCUSS LATEST SEF | |
| 7.1 | All committee members had received a copy of the S.E.S., which KB had updated in blue font since the Ofsted inspection; she had also added impact statements. | |
| 7.2 | SE asked whether the Ofsted inspector had approved the format of the S.E.S. and the S.D.P. KB reported that although he liked the detail in the S.E.S, he recommended that it be shorter. She reported that he highly rated the S.D.P. which he said was clear and measurable. | |
| 7.3 | KB reported that Ofsted had asked for attendance data which excluded the handful of pupils with historic attendance issues. She confirmed that this information was made available to the inspector. | |
| 7.4 | Q What interventions are in place for families which have an impact on attendance? KB confirmed that Family Intervention and the ESW had ongoing involvement | |
| 7.5 | Q. DS We have a zero tolerance policy for homework but how effective has it been and how much resistance from parents? | |
| 7.6 | KB informed the committee that the impact of the policy was evident in Y5 and Y6 where there had been a demonstrable improvement in rate and standard of classwork and where there was a correlation between those pupils who struggled to finish lessons and those who didn't do homework. | |
| 8 | Q. YC Re impact statement on p5 relating to homework and support for parents, how are parents supported? KB reported that adjustments were made for those pupils with particular needs and that homework support was provided through TAs to avoid difficulties at home. | |
| 8.1 | SE acknowledged the extent of support provided by staff at the school and noted that homework was not excessive, with the school allowing a 5 day period for it to be completed. | |
| 8.2 | KB reported that some parents had objected to the policy and she highlighted the importance of showing parents what the impact of homework was. She reported further evidence of the impact of homework seen in attitudes and confidence, particularly in Maths. She suggested that governors would be able to monitor the impact through pupil voice and by asking staff if any pupils struggle with homework. | |
| 8.3 | The Committee acknowledged that Pupils' SMSC and British Values had been rated good by Ofsted with some outstanding provision. | |
| 8.4 | KB welcomed acknowledgement by Ofsted that the school had a low entry point for EYFS, something she said she had confronted for many years. | |
| 8.5 | A discussion followed concerning the benefits of offering a fully integrated nursery curriculum, which would ensure a smooth transition from reception. Eligibility for the extra 15 hours free childcare was clarified along with staff ratios and timetables. A variety of options in relation to sessions on offer were discussed. | The benefits of offering a fully integrated nursery curriculum were agreed. |

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| 8.6 | Q JL How many extra 15 hours childcare places have been requested? KB reported that there had been 7 requests so far. A discussion followed questioning the viability of extending the nursery provision to accommodate other families who would meet the criteria for the extra 15 hours. | |
| 8.9 | KB confirmed that a nursery meeting was scheduled to take place after half term when prices, nursery timetables and number of extra sessions would be discussed. | KB to meet with HLJ to discuss final prices. Refer to next Finance Committee meeting. |
| 8.10 | Q. SE. Are any adjustments being made at the school to cater for extra hours? DS said no adjustments were currently being made but reminded governors that there would be options available dependent on budget and needs. He explained how it would be possible to link the spare classroom to the nursery by taking down a wall. Reference was made to use of formula capital expenditure from which money had been earmarked for the outdoor shade canopy. | |
| 9 9.1 | DISCUSS LATEST SDP KB confirmed she had not rewritten the document since the Ofsted inspection, having decided to wait for the SATs results. Governors acknowledged that the school was on track to reach its main targets, with positive results expected for the middle learner target group. DS supported the decision to wait until after the SATs results. | It was agreed that SDP be revisited after SATs and meet at the beginning of July. (agree date: DS/KB to advise) |
| 10 10.1 | ANY OTHER BUSINESS DS informed governors of plans for the school's 10 th anniversary in September 2018. He disclosed proposals for a vegetable patch and wildlife garden which would involve children, staff, governors and the local community. He said that a working group would be set up. | Add to Full governors agenda Autumn? term 2017 (JG/DS) Add to next full gov. |
| 10.2 | Funding options were discussed. JL referred to Tesco's funding for school outdoor space. KB referred to Barnston Primary's brick purchase scheme whereby the path would be self-funded via parental contribution for personalised bricks. She also reported that she had recently spoken to the two spokespersons for the local residents who were supportive of the school. | DS to take proposals to the working party when it is formed. |
| 10.3 | KB asked the clerk to email all governors with details of the ECM training on Wednesday 5 th July. | JG to email governors re ECM training on 5 th July. |
| 11 | Date of next meeting | To be agreed |

Development Plan Priorities 2016/17

To raise the % of pupils attaining ARE at the end of KS2 in maths so that at least 70% of all pupils and 65% of SEND pupils attain the expected standard in maths. To raise the % of pupils attaining ARE+ at the end of KS1 to in line with Wirral/National in maths so that at least 20% of all pupils attain the greater depth standard.

To raise the % of pupils attaining ARE at the end of KS2 so that at least 70% of all pupils and 65% of SEND pupils attain the expected standard in reading. To raise the % of pupils attaining ARE+ at the end of KS1 to in line with Wirral/National in reading so that at least 20% of all pupils attain the greater depth standard.

To raise the % of pupils attaining ARE at the end of KS2 in GPS so that at least 70% of all pupils and 65% of SEND pupils attain the expected standard in GPS. To raise the % of pupils attaining ARE+ at the end of KS1 to in line with Wirral/National in GPS so that at least 20% of all pupils attain the greater depth standard.