

SED MEETING MINUTES
HELD ON
FRIDAY 23rd OCTOBER 2015

Present:- KB, JT, YC, SE and DS

DS chaired the meeting. KB took the minutes.

Minutes of the last meeting and matters arising - Read and agreed

Pecuniary interests- none

Terms of reference - Agreed

SES (Self Evaluation Summary).

KB presented the SES. She explained how the new layout fits the OFSTED framework. Some sections/ parts were discussed. A focused discussion was held on attainment and progress (outcomes for children). Gobs questioned why the KS2 level 5 % was low for maths and writing. The committee looked at the starting points of the cohort and the Raiseonline ability banding for the pupils.

	School			National		
	Low	Middle	High	Low	Middle	High
Year 3 (year 4 2014/15)	6.3	71.9	21.9	13.0	58.4	28.5
Year 4 (year 5 2014/15)	10.7	71.4	17.9	14.8	58.6	26.6
Year 5 (year 6 2014/15)	20.0	68.6	11.4	16.6	58.5	24.9

The high % of low attainers and low % of high attainers in this cohort was noted and against the attained outcomes for 2014/15 the SED committee noted better outcomes than expected.

The 2015 KS2 cohort attainment from KS1 to KS2 in RWM APS in 2011 - 15.1 RWM APS in 2015 28.4. This gives a progress APS of 13.3 which the school judges as at least good and is moving towards outstanding (12 APS is expected progress).

In terms of progress, Raiseonline Transition Matrices were studied. Questions from the committee centres on pupils who attained more than expected progress and on the progress of vulnerable pupils (this had been the focus for last year). For all subjects, progress in the matrices was good with reading showing outstanding for those pupils attaining more than expected. KB had produced ECM transition matrices as these drill down progress even further in terms of sub level progress. This showed the same (attached to these minutes).

Governors asked if the school had secured a higher % of level 2B+ and 4B+ against national and how this compares to previous years where it has been low in some subjects. In 2015 the % of pupils securing a L4B+ in reading and GPS was above national figures (75% and 83%). The % of pupils securing a L4B+ in maths had been an area of need, being under national in 2014 at 63% and at 2013 at 58% In 2015 this rose significantly to 81%. In reading the school performance has been more mixed for L5+ with 3 years above national and 2 years below - 2015 being below. In writing the

schools performance for L5 has been above national for 3 years and below for 2 years and in Grammar the picture is similar with 1 year above, and 2 years below. In maths the school has achieved 2 years above, 2 years below and 1 year in line with Level 5. The performance of high ability learners is reflective of their starting points from KS1.

There followed a general discussion about year group and potential predictions and how this will look in terms of ARE. The school has set the target for 85% of pupils to be working at ARE at the end each year and 40% to be working at ARE+. This has been built into 2015/16 appraisal targets.

	READING				WRITING				MATHS			
	SCHOOL L4+	NATIONAL	EXPECTED PROGRESS	EXPECTED +	SCHOOL L4+	NATIONAL	EXPECTED PROGRESS	EXPECTED +	SCHOOL L4+	NATIONAL	EXPECTED PROGRESS	EXPECTED +
2 LEVELS PROGRESS 2014/15	92		91	47	97		100	28	94		97	22
2 LEVELS PROGRESS 2013/14	97	91	97	60 (National 35)	90	93	97	37 (National 33)	80	89	90	40 (National 35)
2 LEVELS PROGRESS 2012/13	96	88	96	42 (National 30)	88	92	88	21 (National 30)	100	88	100	29 (National 31)
2 LEVELS PROGRESS 2011/12	97	89	97		95	90	97		97	87	100	
2 LEVELS PROGRESS 2010/11	94	87	94		88	83	90		94	83	94	

The year 1 phonics screening data was studied. The committee noted that this remained good at 87% and is well above national figures.

Standards in KS1 have continued to rise over the last 4 years with higher attaining pupils improving considerably. All subjects are above Wirral average levels.

The Average point score has improved significantly - for all subjects from 14.4 in 2010 to 16.4 in 2015 which is above national. Reading, writing and maths have all improved and are at least in line with national with many areas above national.

APS in reading has risen from 15.1 in 2011 to 16.5 in 2015

APS in writing has risen from 14.9 in 2011 to 16.1 in 2015

APS in maths has risen from 14.9 in 2011 to 16.5 in 2015.

In 2013/14 there had been a gap in the attainment of disadvantaged pupils. In 2015 results show this is reversing. This is due to the new early intervention processes for SEND and more efficient tracking systems. This also shows the impact of last years Strategic plan and appraisal targets in achieving this (see Heads appraisal report to Personnel and Finance committee).

Master tracking document

Governors looked at the document and in particular the EYFS data. This showed very low starting points at the beginning of the year. The progress of pupils was noted as good with 63% gaining GLD. Dips in attainment were noted again in literacy and number on entry. A discussion was held on the numbers of current pupils in F1 and F2 who have been identified on the Welcomm screening at

attaining below or well below in Speech and language - F1 - 16 pupils, F2 - 11 pupils. Governors noted the significant numbers and a discussion was held as to whether our speech therapy provision was adequate for these pupils.

Strategic plan 2014 2015

The 2014/15 was reviewed and linked to outcomes reached - details are on the plan.

Strategic plan 2015 2016

Governors agreed that the priorities for this years SP were appropriate in terms of the data they had just reviewed:

Priority	What the priority involves in a nutshell
Focused Priority 1 Children's Attainment and Learning	<p style="text-align: center;"><u>To ensure a whole school approach to GAPS teaching so raising attainment for all pupils</u></p> <ul style="list-style-type: none"> • Focused monitoring of GAPS teaching to ensure expected teaching is being delivered – at least twice per week • New SPTO tracking system to be used by staff to track GAPS •
Focused Priority 2 Children's Attainment and Learning	<p style="text-align: center;"><u>To raise attainment in writing so that more pupils above Age Related Expectations (ARE)</u></p> <ul style="list-style-type: none"> • Staff to identify those pupils that should be above age related expectations (ARE) at the end of the academic year. Identify these pupils on the new SPTO tracking system. • Staff to ability teach those pupils in fast track groups to ensure at least good progress for 85% of those pupils. • In KS2 focus on raising boys attainment in writing. • In KS1 focus on raising attainment of PP and SEN pupils writing.
Focused Priority 3 Children's Attainment and Learning	<p style="text-align: center;"><u>To raise attainment in mathematics so that more pupils above Age Related Expectations (ARE)</u></p> <ul style="list-style-type: none"> • Staff to identify those pupils that should be above age related expectations (ARE) at the end of the academic year. Identify these pupils on the new SPTO tracking system. • Staff to ability teach those pupils in fast track groups to ensure at least good progress for 85% of those pupils. • In KS1 focus on raising attainment of PP and SEN pupils maths.

Governors reviewed their 2014 - 2019 Strategic plan

Comments on the OFSTED element and how it reads. Discussion on number of committees. Governors suggested that the curriculum/pastoral & the SEN/safeguarding committee's merge the children's club could merge into the finance/staffing. This would result in four main committees. Committee members agreed to present this to full governors.

Feedback joint Pensby/Stanley committee

DS gave an account of the above meeting, the formation of several governors working groups is now planned. See joint committee minutes.

Date of next meeting: TBA