##### MINUTES OF SELF-EVALUATION AND DEVELOPMENT COMMITTEE MEETING

##### Friday 2nd November 2018 at 1.15pm

**Membership**

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| D Spencer, co-opted governor (committee chair) | J Lawrence, parent governor |
| K Brown, headteacher | J Thomas, staff governor |
| S Evans, co-opted governor | L Grant, associate member |
| Y Clarke, co-opted governor |  |

Clerk: Julie Gibson

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| 1 | **Welcome, apologies**  DS welcomed governors to the meeting. All members of the committee were in attendance. |  |
| 2 | **Declarations of interest**  There were no additional interests declared in respect of today’s agenda. Governors were made aware of the register of interests published on the school website. |  |
| 3 | **Terms of reference**  Governors were reminded of the terms of reference which had been updated last academic year. | Terms of reference agreed |
| 4 | **Minutes of last meeting\*** | Agreed true and accurate record |
| 5 | **Matters arising**  *11.1* YC, link governor for EYFS, reported the outcome of her monitoring visit when she had met with LG. She confirmed she had looked at split data for children who had attended 30 hours a week and had seen from the evidence grid how all areas were covered during the course of the academic year using the Hamilton Scheme, with practical assessments before moving on. The progress in maths and the allocation of one to one time, and speech and language therapy to children on 15 hours were highlighted as further positives. | YC was thanked for her report. |
| 6 | **Report on Monitoring by Committee**  YC reported that she had monitored greater depth in writing during designated writing week and had met with various staff members. She said she was satisfied that everything was being done to promote greater depth in writing and this was backed up by SE. | YC was thanked for her feedback. Agreed monitoring of writing progress will continue. |
| 7 | **Strategic School Improvement Plan\***  All members of the SED committee had attended the Curriculum Committee earlier in the day when the priority targets had been discussed. The Committee acknowledged that the SSIP process was ongoing and would involve regular evaluation and renewal throughout the academic year in order to meet goals and priorities. | It was agreed that the priority targets be shared with all committee and Chairs to highlight on every agenda\* |
| 8  8.1 | **3 year Performance accountability\***  The DfE’s three-year averages for attainment measures were addressed; a brief discussion was held about the exemption of ‘outstanding’ schools from routine inspections and the likelihood that this would change due to concerns raised at a national level. |  |
| 8.2 | Committee members were invited to raise questions/comments on the data for school performance accountability at key stages. KB reminded the Committee that the data for 2017/18 was provisional and might change when republished in a few months.  It was noted that the school was above the national floor standard and was not in the coasting category. |  |
| 8.3 | Improved writing progress at KS2 was celebrated as well as above national data for attainment in reading, including at greater depth. KS1 attainments in phonics and reading and writing were also celebrated and also the best results achieved to date for Early Years. |  |
| 8.4 | KB highlighted the dip in maths at KS2 and confirmed she had looked carefully at the data to try and establish what had been done differently to the other federation schools. She confirmed that the results for Wirral schools had no correlation to a particular scheme and that she had looked carefully at the results to try and identify whether the school was doing anything differently. A discussion followed about the relevance of contextualised data which the Committee agreed would be picked up under agenda item 9.  KB initiated a discussion about re-introducing more mental arithmetic, which was a less popular focus in current maths schemes and KB/JT said the children had also enjoyed it.  KB further referred to research which provided evidence of the importance of reinforcing learning through ‘say it, hear it, experience it’. | Agreed that alternative teaching methods would be considered and improvements would be picked up through monitoring of the SIP. |
| 9 | **Data 2017/18\***  DS referred to the data sheets that KB had circulated in advance of the meeting and invited comments/questions |  |
| 9.1 | **Nursery Data\***  It was established that the data related to those children who had completed a whole year in nursery from September 2017 to July 2018, with a separate tracking system for those who had attended 15 hours or 30 hours. The higher attainment and progress of those children who had attended 30 hours was noted and DS reminded the committee that although the 15 hours extra government funding was designated for childcare, this was a school setting. |  |
| 9.2 | **Reception Data\***  KB advised that national data had not yet been released and that the data was based on outcomes to date.  LG was invited to report and answer any questions. She confirmed that a Good Level of Development had been attained above local and national targets in prime areas, plus literacy and maths.  Significant success in writing was also celebrated and LG reported that she would now be looking at increasing the percentage of children exceeding/greater depth through moderation systems being developed with the Federation schools. | Governors acknowledged that the results were the highest achieved to date at the school. |
| 9.3 | **Y1 phonics** **benchmark**  KB reminded governors that ASP not yet updated but that the school was well above national. |  |
| 9.4 | **KS1 Data\***  It was noted that KS1 results were strong in all areas, although there was room for improvement in greater depth.  *Q. Is there more refined Science data for governors?*  KB reminded the Committee that Science was purely Teacher assessed and suggested that the Curriculum committee be asked to look at Science in more detail. | Action point – add Science to agenda of next Curriculum committee meeting |
| 9.5  9.5a | **KS2 Data\***  It was noted that 61% of pupils had achieved the expected standard or higher in RWM combined and that the average scaled scores in Reading were above average nationally and regionally. |  |
| 9.5b | *MW questioned the contextual data* and a discussion followed concerning its significance, particularly when the results for smaller cohorts were impacted by the data. KB explained why the raw data was not reliable for progress of 3 pupils in Y6 (referred to as outliers) because they did not have KS1 data due to eg home schooling or had moved from a Welsh school. |  |
| 9.5c | *The number of pupils admitted to the school in Y5* *was queried*. KB confirmed that the 3 pupils equated to 10% of the cohort and that Pensby Primary had no control of their education until they started. |  |
| 9.5d | KB showed how analysis of the contextualised maths data provided evidence that the school was on track. |  |
| 9.5e | *DS said he would like to see more disadvantaged children achieving greater depth.*  It was noted that data for children entitled to FSM was not yet available. DS reported that the LA had decided to purchase a new school meals package which would allow schools to more readily identify eligibility.  Governors were reminded of their role in triangulating the monitoring process alongside staff and leadership team. | Action point: governors to monitor greater depth and disadvantaged children. |
| 10  10.1 | **LA Sheets – Maths, Reading, RWM, Writing\***  KB highlighted the benefits of the data package allowing comparison with other Wirral schools before the summer. |  |
| 10.2 | The decline in Maths results across the Wirral was acknowledged and governors were satisfied that the school’s results had been addressed earlier in the meeting (minute 8.4) |  |
| 10.3 | KB added that leaders and teaching staff were looking at the different cohorts across the school to compare performance and further identify any unusual trends. | Action point – SED committee to monitor and evaluate the SIP |
| 10.4 | Support from the Wirral Teaching Schools was queried and KB said that they were currently focusing on mastery. She added that the Deeside Heads Consultation Group had asked for clarification of what the Teaching Schools could offer to meet the needs of Wirral schools. | KB to report back any developments re Teaching Schools |
| 11 | **Self evaluation Summary \***  Governors appreciated that the document was more concise. KB confirmed to MW that the data was not contextualised and reminded governors that there would be opportunity for feedback throughout the year as the document is updated. |  |
| 12  12.1 | **Shaping Governance**  DS proposed that the SED committee lead with the action plan that had been circulated following the governor self-evaluation session on 4TH October.  He reminded governors of the main areas for improvement:   1. Strategic vision for the school 2. Ensuring a broad and balanced curriculum 3. Improving pupil and parent voice 4. Governors’ visibility | Agreed that the SED committee follow up the action plan |
| 12.2 | DS proposed that governors revert to meeting with the pupil council representatives at regular intervals. | Action point (DS) to liaise with KB) |
| 12.3 | MW initiated a discussion concerning restructuring of the website pages so that information for parents could be obtained from one source. | Action point (KB) |
| 12.4 | DS suggested that a group governors’ photo be added to the governors’ page of the website. | Action point (DS) |
| 13 | **Any other business; date of next meeting**  There was no other business | Date of next meeting: 8th February 2019 |

**Self-Evaluation and Development Committee TERMS OF REFERENCE**

**General Terms**

* To liaise and consult with other committees where necessary
* To contribute to the School Improvement Plan
* To consider safeguarding and equalities implications when undertaking all committee functions.
* To meet at least once a term and report to the next full governing body (provide copy of minutes)

**Objectives**

* to triangulate the monitoring process relating to progress, attainments and standards through evaluation of data from SPTO, visits, books and pupil voice.
* to quality-assure the operation and effectiveness of the appraisal system
* 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)

**SCHOOL IMPROVEMENT PRIORITIES**

**Key improvement priority 1** - To review the framework of our school curriculum to ensure the aims of the education for our pupils, including the knowledge and understanding to be gained at each stage are set out clearly.

**Key improvement priority 2** - **To improve pupils’ independent understanding of reading, writing and mathematics through developing the effective use of manipulatives and resources across the whole school to ensure national standards at expected and greater depth are consistent in all 3 subjects.**

**Ofsted Priorities**

**1. Ensure that leadership and management become more effective by:**

**– including precise success criteria in the school’s action plans for improvement that evaluate the impact of actions taken with reference to pupils’ achievement**

**– developing the skills of leaders of subjects other than English and mathematics so that they have a firmer understanding of standards in their subjects across the school.**

**2. Accelerate pupils’ progress, and especially that of the most able pupils, further by:**

**– ensuring that lessons are more consistently demanding and engaging to avoid lost learning time through occasional misbehaviour**

**– more consistently providing work for the most able, especially in writing, that is challenging and deepens their knowledge**