

**MINUTES**  
**SELF EVALUATION AND DEVELOPMENT COMMITTEE MEETING**  
**FRIDAY 9<sup>th</sup> FEBRUARY 2018 AT 1.00pm**

**Membership**

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: J Gibson

	<b>AGENDA ITEM AND DISCUSSION</b>	<b>AGREED/IMPACT/ACTION POINT</b>
1	<b>WELCOME</b>	
2	<b>APOLOGIES FOR ABSENCES</b> Apologies had been received from KB and YC.	The Committee consented to the apologies.
3	<b>DECLARATION OF BUSINESS AND PECUNIARY INTERESTS</b> There were no declarations of interest in respect of the agenda items.	
5	<b>TERMS OF REFERENCE</b> The Committee was satisfied that the terms of reference reflected the remit of this committee.	
6	<b>REPORT ON MONITORING BY SED COMMITTEE MEMBERS</b> DS reported that he had looked at targeted maths books in year 3, 4 and 5 and had completed the governors' monitoring form which was made available to all governors.	
7	<b>INSPECTION DATA - SELF-EVALUATION AND SUMMARY REPORT</b>	
7.1	DS noted that weaknesses in different areas had been highlighted in the two documents circulated; questions from governors were invited.	
7.2	The writing progress in 2017 for KS2 was discussed and SE said that she had been delighted to see a drastic improvement across all year groups in the Autumn term, over a short period of time. She reported her commitment to reviewing pupil voice again, which she described as a powerful way of monitoring success. She said that she wanted to know how and what inspired pupils.	
7.3	SE added that she had been impressed with the way pupils had enthused about tasks when she had last talked with them and she explained how she now wanted to see their plans translated into their work.	

7.4	JT reminded the Committee that it was difficult to compare writing progress in 2017 with previous years as it was assessed differently.	The Committee was satisfied that steps were being taken to address writing progress for all pupil groups.
7.5	<b>Q. What action has been taken to ensure progress in Maths of KS2 middle attainers?</b> JT reported the benefits of Schools Pupil Tracker Online, which allows staff to monitor higher, middle and lower learners and she suggested that evidence of higher level progress could be picked up in the ASP reports in agenda item 8.	See agenda item 8
7.6	<b>Question. How was the weakness in spelling being addressed in KS2?</b> JT said that staff benefitted from now having had time to address government changes to spelling requirements and that this had led to some great improvements, with spelling reinforced in earlier years through the curriculum as well as provision of spelling lists, learning walls and use of incentives.	
7.7	LG reported that EYFS was now trialling a learning programme which involved children combining letters and sounds, and taking words frequently found in phonics. The Committee acknowledged the benefit of learning spellings at an earlier age	
7.8	JT said that she had taken the opportunity to give spelling tests in y6 and had been seen some good results.	The Committee agreed that an improvement in spelling was being fully addressed.
7.9	<b>JT was asked for an update on what had been done to ensure more pupils attain greater depths in KS1</b> JT reminded the Committee that it had been necessary to cover the new curriculum over a short period of time in the last academic year, and that pupils were now better positioned to consolidate their learning.	
7.10	The benefits of SPTO were highlighted as well as moderation in terms of making practitioners more aware of what was required to ensure greater depth. SE put herself forward to monitor literacy with a focus on daily write and greater depth.	The Committee were satisfied that the leadership team had addressed this area. SE was thanked for her commitment to the school as link governor for literacy.
7.11	<b>The progress of disadvantaged pupils including those with SEN was challenged.</b> JT and LG reminded members that a proportion of children with SEN had transferred from other schools. The Committee was also reminded that historically, SEN progress at the school had been outstanding.	The Committee agreed that there was no cause for concern at this stage and that progress would continue to be monitored at the next SED meeting. Add to agenda of next meeting (DS/JG)

8 8.1	<p><b>ASP TRACKING OUTCOMES TERM 1 (PROGRESS AND ATTAINMENT)</b></p> <p>The government's focus on a combined evaluation for reading, writing and maths was noted; SE referred to the impact on results when prior high performers had not attained exceeding in all 3 areas.</p>	
8.2	<p><b>Q. Why is the percentage of high prior pupils attaining high standards lower than projected?</b></p> <p>JT reminded members of the changes that had taken place last year and the challenge to address all areas. SE acknowledged that middle learners and maths were priorities last year. JT assured members that higher attainers were now being flagged up in the assessment system and priority was being given to them in all subjects and across the school. JT also reminded the Committee that the data provided was for the autumn term only.</p>	<p>The Committee agreed that children were being provided with opportunities to excel and it was noted that new daily writing requirements were being introduced for identified pupils in accordance with priority key target 3.</p>
8.3	<p>LG referred to the F2 to Y1 transitional plan put in place and the importance of looking at the data in context. The leap from reception to Year 1 was acknowledged.</p>	
8.4	<p>SE emphasised the role of governors in their monitoring role when comparing the children's books later on in the academic year with their books at the start of the academic year.</p>	
8.5	<p>In relation to high attainment, the Committee discussed the importance of ensuring progress as well as attainment.</p>	
8.6	<p>The need to establish a fair baseline was discussed and the difficulty of assessing children at the start of reception. The reliance of teacher based judgements, moderation with the cluster schools as well as external moderation was acknowledged and LG emphasised the benefit of having end of EYFS data to more accurately reflect progress at the school</p>	
8.7	<p><b>Question. Can we now track back to EYFS?</b> JT confirmed yes. A starting point from end of EYFS was discussed. The Committee expressed concerns that there would be a massive variance depending on whether a child had attended a pre-school or not.</p>	<p>The committee was satisfied that data provided by EYFS could be relied on to determine progress throughout the school.</p>
8.8	<p><b>DS raised a query re 20% of pupils not making required progress in Y1? in ?</b>(to be confirmed) JT reminded members that this percentage was a reflection of the autumn data only so that the 17% making required progress meant that the school was above target. LG advised that although children achieved a</p>	

	good level of development in EYFS, some areas were new to them in year 1.	
8.9	<b><i>It was questioned whether the percentage of Y3 children targeted to reach the higher level in Maths ? (to be confirmed) was achievable.</i></b> JT again pointed out the high number of children who were emerging or expected so early in the academic year	The committee was satisfied with progress made. Higher level progress to be revisited at next SED meeting – add to next agenda (DS/JG)
8.10	<b><i>JL queried whether the percentage of Y3 higher writing group who had made expected progress was cause for concern</i></b> JT reported that as the English lead, she had examined this area and she emphasised that within the block of middle learners, there was a massive range of abilities, and steps were being taken to ensure further progression in the Spring term .	The Committee acknowledged JT’s commitment as the English lead and was satisfied that action was being taken to ensure progression in writing.
8.11	The national attainment data was queried, particularly in year 3 where that had been no exam. JT confirmed that it was incorrect.	
9	<b>REVIEW SCHOOL DEVELOPMENT PLAN PRIORITIES</b>	
9.1	<b>To at least maintain the % of pupils achieving ARE and ARE+ in all subjects – minimum of 75% at ARE and 25% ARE+. Focus on key groups as per 2016/17.</b> JT referred to pupil progress meetings and confirmed that the school was on target.	
9.2	<b>To further improve maths standards through enhanced staff training in PSRN</b> JT reported that following a recent training session, she had recommended the purchase of a new scheme from Babcock which approached fluency in number facts by showing patterns in times tables for years 1 to 6.	
9.3	<b>Improving challenge for the more able in writing by introducing new daily writing requirements</b> SE reminded the Committee of the evidence of outstanding progress having been made in this area.	
9.4	<b>Developing the understanding of standards in foundation subjects through the development of more robust assessment and subject leader development</b> JT reported that this priority area was being evaluated next week; SE and DS confirmed that they would be visiting the school to monitor after half term. SE reported that she would be meeting with foundation subject teachers on Friday 16.02.18.	The Committee was satisfied that steps were being taken to ensure that the priority targets were on track.

10	<p><b>Pupil premium Strategy 2017/18</b></p> <p>Questions were invited in respect of this document which DS confirmed would be posted to the school website.</p> <p>Governors acknowledged the support provided through pupil premium for children with complex needs.</p>	
10.1	<p><b>Q. How is the curriculum devised to meet the requirements of children with complex needs?</b></p> <p>It was established that the curriculum linked in with SPTO and that procedures were followed to ensure appropriate interventions.</p>	
10.2	<p>DS queried the use of external agencies. JT provided examples of needs where external agencies might be used.</p>	
10.3	<p>The introduction of named midday assistants was highlighted as well as staff training for two TAs who provide specialist support.</p>	<p>The Committee approved the pupil premium strategy document.</p>
11	<p><b>DATA PROTECTION AND DATA SECURITY POLICY</b></p>	
11.1	<p>The draft policy was circulated and JY informed the Committee that a data compliance audit would be taking place next week.</p> <p><b>Q Are photographs of children destroyed once they leave the school.</b></p> <p>JT confirmed that photos were deleted periodically and that that checks were also made to delete photos stored on school cameras.</p>	
11.2	<p>A discussion followed concerning the availability of lockable drawers and cabinets. It was confirmed that further action would be taken to ensure data compliance prior to May 2018.</p>	<p>The Committee was satisfied with steps being taken to ensure data compliance and agreed that the policy wording reflected the required changes.</p>
12	<p><b>ANY OTHER BUSINESS</b></p>	<p>There was no other business.</p>
13	<p><b>DATE OF NEXT MEETING</b></p>	<p>Friday 8<sup>th</sup> June at 1pm</p>