

THE GOVERNING BODY OF HINCHLIFFE MILL JUNIOR AND INFANT SCHOOL

Minutes of the meeting of the Self Evaluation Summary Review held at 6:30pm at the School on 11 January, 2018.

Present: Mr C Crossland (CC), Mr A Turner (AT), Mrs Y Donkersley (YD), Mrs L Metcalfe (LM), Mrs V Short (VS), Mr S Clarke (SC), Mrs A Hornby (AH), Mrs C Bolton (CB), Mrs C Taylor (CT), Mrs V McCormick (VMc), Mrs R Townsend (RT)

Apologies Mrs N Holgate

Agenda Item	Discussion and Decisions	Action – who/by
1	Apologise for absence of NH	
2	<p><u>Summary Evaluation of SEF</u></p> <p>RT explained importance of having summary, based on SDP.</p>	
3	<p><u>Discussion of Key Issues – Previous Inspection</u></p> <p>Q: Clarity on how progression managed and monitored within school?</p> <p>A: It has become difficult to effectively track progression due to the changes in assessment, however, ultimately a child who was a ‘level’ 2A or 3 at the end of KS1 needs to be of Greater Depth Standard (GDS) at the end of KS2. School continually project each child’s attainment/progression throughout school life, i.e. keeping them on track, pushing them further, getting them back on track. Initially taking EYFS and developing on this through their school life. Mid – attainers are those who need pushing most.</p> <p>RT has implemented the idea of ‘subject leads’ where Governors report back on their visits and document what they found. This is to help show all stakeholders are contributing.</p> <p>Leads to further questions – how can subject leads be involved more?</p> <p>Q: Do subject leads report back to Governors?</p> <p>A: Yes but more could be done, detailing across the 4 classes.</p> <p>Q: There are certain non-negotiables/staples that children must know before they can progress, what about those children who do not know their ‘non-negotiables’?</p> <p>A: Children are differentiated within the classroom, therefore they can be grouped in such a way that work is tailored to help them develop and reach their potential. If it apparent that a large group is struggling, it would be questioned as to whether the subject matter in question would need to be re-taught. Essentially we are supporting other teacher through each child progression in school, ensuring that the non-negotiables are met.</p> <p>Q: At which stages are children reviewed?</p> <p>A: End of year expectations are gone through each term to see where each child is and should be. Assessment structure is taken from the DFE, which has changed recently and been implemented in school. Working Towards Standards (WTS) for KS2 should be covered and reached in Year 5. If a child doesn’t understand all the criteria they don’t</p>	

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	<p>pass the 'level'. The same happens in KS1, WTS will be taught and 'passed' in Year 1.</p> <p>Q: How does this relate to EYFS?</p> <p>A: The standards are utilised where appropriate and where children are capable/able. There is also a 40:60 month EYFS standards which these children are assessed against.</p>	
4	<p><u>Review of school strengths and weaknesses</u></p> <p>This is based on the children who have left but it is what school will be graded against.</p> <p>Q: Can Governors expand this document?</p> <p>A: Yes. It can easily be added to – i.e. Parent Questionnaires can act as evidence.</p> <p>Q: How will we know that Governors are making a difference?</p> <p>A: This will ultimately be seen in the results and ASP in future years, however at present we can assess impact via evidence, e.g. Governor visits can be documented and incorporated into the SEF. A bullet point can be placed in each area of the SEF for 'Governor Input'.</p> <p>Q: What evidence do we have to back up the SEF?</p> <p>A: The SEF Summary is an overview of the full document which details all figures and results etc. The area where difficulties lie is within assessment as it has been changing and developing year on year.</p>	