



**Steeton Primary School Development Board
Link Member meeting: Quality of Education
Minutes of the meeting of 05 February 2026**

The meeting opened at 4.55pm

Attendance

Link Governors

Shakila Towasin
Emma Wainwright

Others

Helen Osman (Clerk)
Claire Redman – acting Headteacher (aHT)

Documents

A. Progress and Attainment Spring 2026	Item StQE 16/25	<i>Issued with agenda</i>
B. Self Evaluation Form 2025-26 – Quality of Education	Item StQE 17/25	<i>issued 03-02-2026</i>
C. School Development Plan 2025-26 – Quality of Education	Item StQE 18/25	<i>issued 03-02-2026</i>
D. School Development Plan 2025-26 – Early Years	Item StQE 19/25	<i>Shown on screen</i>

Summary of Actions

Action No.	Action	Person	Deadline
StnQE 04/25	School to provide estimate (eg one or two case studies) demonstrating the financial and other savings to the pupil, school and other agencies of IL/SENCo support for families.	C Redman	13-02-2026

StQE 12/25 Apologies for absence and their acceptance

- All Link Governors were present.

StQE 13/25 Notification of urgent other business

- No other business was notified.

StQE 14/25 Declarations of interest in items on this agenda

- No interests were declared.

StQE 15/25 Minutes of the meeting of 04 November 2025 and matters arising

- The minutes were agreed as a true record.***

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Update on actions arising from previous meetings

Item StQE	Action	Status
StnQE 29/24	SDF to include in the 2025-26 FDP a milestone relating to development of a cross-Federation strategy and platform for issuing homework. Overtaken by events.	Closed
StnQE 04/25	School to provide estimate (eg one or two case studies) demonstrating the financial and other savings to the pupil, school and other agencies of IL/SENCo support for families.	Ongoing

The aHT said that this action would be undertaken when the school moved to the new Arbor management information system next term.

StQE 16/25 Monitor pupil progress and attainment – Document A

Year 6 assessments

5. The acting Headteacher (aHT) said that the autumn assessments had shown boys outperforming girls in all three of Reading, Writing and Maths. **Replying to questions** she said that EXS stood for expected and represented the proportion of children working at the expected standard; D stood for Developing.
6. Boys were outperforming girls in all three subjects. The performance pupils eligible for Pupil Premium funding (“PP pupils”) Was in line with that of their peers. The aHT said that PP pupils at Steeton usually performed well in the SATs. Among PP pupils with SEND needs (multiply vulnerable children), none were currently at Age Related Expectation (ARE): the aHT said that the nature of the SEND needs in this cohort centred on cognitive ability. These children were making incremental progress as measured through the LBQ dashboard, SEND monitoring through Individual Education Plans (IEPs), SEND meetings, teacher feedback, Curriculum Impact Meetings and Book Looks. Governors noted that academic progress was not necessarily the main indicator of progress for these children.
7. The aHT said that the school had introduced Friday morning assemblies to allow booster time, including for children with multiple vulnerabilities. From the enthusiasm with which some children in the supported Year 5/6 class had responded to the Maths boosters, it appeared they may be ready to access the Year 6 curriculum. The school looking closely at the Year 4 cohort as it approached Year 5 in 2 02627 to ensure that pupils were given access to the appropriate level of curriculum.
8. The aHT said that a number of Upper Key Stage 2 children, who had joined Steeton late in their education after missed schooling or for whom traditional phonics teaching had not worked, were unable to read fluently. Phonics teaching was provided daily for these children. These and other children with multiple vulnerabilities received additional support in class.
9. The aHT said that many children who had English as an Additional Language (EAL) had good attendance and no SEND needs, indicating that language was not a universal barrier to progress. Many of these children lived in multigenerational houses where English was not the main language spoken at home. A Governor who had attended the bedtime reading session in School said that he had observed a child hiding their work from their parent because the parent had been unable to read English. The aHT said that this was something the school was thinking about in the context of the books that it bought for pupils.
10. Referring to the outcome of a recent parent survey, Governors noted that 92% of respondents considered that the school supported their child to learn well and 89% of the parents of SEND children believed that the school supported their child well or responded neutrally. Two had disagreed.

Early Years

11. The aHT reminded Governors that, by the end of Reception, children were expected to reach a Good Level of Development (GLD), defined as meeting 17 Early Learning Goals. The government said that 87% of children nationally reached GLD by the end of Reception. 30% reception children were currently at GLD.
12. The strongest of the 17 ELGs at Steeton was Building Relationships, reflecting the excellent staff and the strong Early Years environment that they had created. While it supported all children to reach GLD where this aligned with their natural pace of development, the school did not support artificially force this rate of progress, for example by requiring children to sit down and write to ensure that they reached GLD. Instead it recognised that learning in Early Years needed to be secure rather than rapid to ensure that children entered Key Stage 1 with a solid foundation.
13. Early Years children were weakest in Communication and Language, the main area of SEND need in this cohort. This was a particular concern for summer-born boys, pupils with EAL and those with low attendance, and was addressed through play and rich language exchange with adults. The low proportion of summer-born boys at GLD reflected poor attendance and low developmental maturity: these children were below statutory school age. Such children often performed well in later years.

StQE 17/25 Mid-year review Self Evaluation Form (SEF): Quality of Education – Document B

14. The aHT said that the emphasis in 2025-26 was on consolidation rather than change. The school context section of the SEF had been updated to reflect the Latest numbers of children currently on roll with SEND needs, EAL or EHCPs.
15. **Governors recommended** that the School Governing Body approve the updated SEF.

StQE 18/25 Monitor the impact of the School Development Plan (SDP): Quality of Education – Document C

16. Discussion of the Quality of Education section of the SDP is recorded at [Annex A](#).

StQE 19/25 Monitor the impact of the School Development Plan (SDP): Quality of Education: Early Years – Document D

17. Discussion of the Early Years section of the SDP is recorded at [Annex B](#).

StQE 20/25 Any other business referred from Item SLQE 13/25 above

18. There was no other business.

StQE 21/25 Points from this meeting to raise at the next School Governing Body meeting

19. Link Governors agreed to draw the following points to the particular attention of the SGB at its next meeting:
- a) Year 6 Maths boosters indicate that Year 6 children in the supported (Year 5/6) class are ready to access the Year 6 curriculum. The school will reflect on how it ensures that older children in supported classes are properly challenged and stretched to fulfil their potential.
 - b) Governors recommend that the School Governing Body approve the Quality of Education section of the updated SEF.

StQE 22/25 Date of the next meeting

20. The next meeting would be held at **4.30pm on Thursday 18 June 2026**.

The meeting closed at 5.36pm.