



St George's Primary School

Standards Committee (SC) Meeting

Thursday 16 March 2023

Lower Site, Head Teachers Office 4:30pm

Present

Community Governors	J. Marshall	
	B. Clark	
	C. Scott	
Parent Governors	P. Dunning	SC Chair
Staff Governors	B. Cassidy	Head Teacher
Also Present	K. Choudhary	Clerk
Apologies	None	

Item 1 Welcome, Apologies and declarations of AoB

- 1.1 Apologies noted and received as above.

Item 2 Declaration of any business or pecuniary interests

- 2.1 There was no declaration of any business or pecuniary interests.

Item 3 EYFS

- 3.1 Data report circulated as part of the papers.
- 3.2 SC informed that C. Scott met with L. Binks in February 2023.
- 3.3 SC discussed the data and C. Scott highlighted the following strategies in place to Support Educational Achievement and growth for the remainder of 2022/23;

- Comprehensive, structured, and timetabled intervention across F1 and F2 will further support SEND and vulnerable pupils.
- Newly appointed x2 TA3 roles in EYFS will further develop our SEND offer and ensure long term impact from the Youth Music grant – offer includes music therapy and parental groups.
- PP trips have been well attended and will continue to target our most vulnerable pupils with key opportunities – performance, reading and outdoor learning priorities.
- Teacher led after school clubs for Spring and Summer term will target lowest 20% of learners and parental engagement.
- Use of TA 36-hour contracts will target self-regulation, well-being, parental engagement and basic skills in Literacy and Mathematics
- Income from F1 reinvested into F1 side outdoor environment will ensure free flow and more outdoor learning opportunities.
- Sept intake indicator – 64 FT places / 8 PT places allocated, indicates sustainable model. Open day promotional event planned 02/03/22.

3.4 B. Cassidy shared schools' recent moderation, target setting and quality assurances processes for EYFS. Highlighted a very positive picture for children's progress and quality of teaching.

Item 4 Year 1 - 2

- 4.1 Data report circulated as part of the papers.
- 4.2 SC informed that P. Dunning met with L. Horton in February 2023.
- 4.3 SC discussed the data and P. Dunning highlighted the following strategies in place to Support Educational Achievement and growth for the remainder of 2022/23;
- TA's all deliver 2 clubs a week before/after school. These have been used to target children who do not complete their home learning and vulnerable children.
 - Year 1 clubs – home learning, reading, natter chatter (social speaking group), funky fingers (fine motor skills).
 - Year 2 clubs – home learning x 2, reading club (higher attaining readers), reading club (children off target for EXS), mindfulness club.
 - Volunteer reader working with children still on RWInc in year 2 to develop reading fluency.
 - Focus on handwriting in addition to English lessons to develop writing fluency.
 - AR will start in year 2 after half term. Teachers will use this time to develop guided reading sessions to target specific reading skills with specific groups.
 - Focus on developing modelled writing through sentence stacking in y1 and y2.
 - Oracy skills being used to enhance learning across the curriculum. Particularly evident in Math's and writing.
 - Forest school in year 1 and year 2 – Katie Nall (TA) is developing the y2 forest school to fit in with the y2 curriculum.
 - RWInc 1:1 remains the main intervention for reading in yr1 and yr2. All children WTS in reading receive this support.
 - RWInc fortnightly masterclasses are being provided for all staff to ensure that all staff are confident in the teaching of phonics.

- 5 children off track for phonics are being taught by one of our most experienced reading teachers.
 - Speech and language therapist has worked with TA's so that they can deliver a communication intervention to children who are waiting to access speech and language.
 - We have had pupil premium trips to the theatre and are currently planning another trip for this half term.
- 4.4 B. Cassidy shared schools' recent moderation, target setting and quality assurance processes for KS1. Highlighted a very positive picture for children's progress and quality of teaching. Some areas of development that L. Horton is leading on. She can debrief KS1 link governor on these.

Item 5 Year 3 – 4

- 5.1 Data report circulated as part of the papers.
- 5.2 SC informed that B. Clark met with M. Chambers in February 2023.
- 5.3 SC discussed the data and B. Clark highlighted the following strategies in place to Support Educational Achievement and growth for the remainder of 2022/23;
- Mid-year moderation and pupil progress reviews allowed for productive reflection upon current practice and identified any ways forwards.
 - Book looks consistently employed within briefing to review, compare and contrast work between classes and year groups.
 - Planning (medium term plans) quality-assured in advance, allowing for constructive feedback, clearer planning goals and consistency.
 - Planning meetings (weekly) are focussed on learner outcomes rather than activity. Also, a time to discuss pedagogy and allow for planning of team teaching and observations (ECT)
 - Staff CPD is focused upon curriculum content and delivery. Time invested in staff to complete this training within the school day.
 - The Great Teaching Toolkit has been extended to support staff and cover staff.
 - Fifth set model appears to be working well and is constantly under review.
 - Coaching model adapted to grow teachers and their implementation of planning strategies.
 - Curriculum team meetings to oversee sequential teaching and year-on-year progression.
 - Assistive technology experimentation - looking for opportunities to maximise impact (so far this has been less successful in the main classes).
 - Handwriting has been researched and focus is on developing this throughout the year.
 - Spelling has been trialled in many different ways to aid children's instant recall
- 5.4 It was suggested that this is the first time that the school has been able to evidence that there has been no drop off in ARE and beyond in Maths, Reading and Writing from Y3 to Y4. Previous years have relied on internal school data but the school has now been able to benchmark against national datasets.

- 5.5 B. Cassidy shared schools' recent moderation, target setting and quality assurances processes for Y3-4. Highlighted a very positive picture for children's progress and quality of teaching. Some areas of development that M. Chambers is leading on and need to appoint new ECT (appointed mid-year). She can debrief Y3-4 link governor on these.

Item 6 Year 5 - 6

- 6.1 Circulated as part of the papers.
- 6.2 SC informed that J. Marshall met with G. Nathan in February 2023.
- 6.3 SC discussed the data and J. Marshall highlighted the following strategies in place to Support Educational Achievement and growth for the remainder of 2022/23;
- Staff CPD is laser-focused upon curriculum content and delivery. Time invested in staff to complete this training within the school day.
 - The Great Teaching Toolkit has been extended to support staff and cover staff.
 - Fifth set model appears to be working well, and is constantly under review.
 - 360s allowed for good reflection upon current practice.
 - Coaching model adapted to grow teachers and their implementation of planning strategies.
 - Teachers being released in pairs for PPA to allow for collaborative work.
 - Book looks consistently employed to review, compare and contrast work between classes.
 - Planning (medium term plans) quality-assured in advance, allowing for constructive feedback, clearer planning goals and consistency.
 - Curriculum team meetings to oversee sequential teaching and year-on-year progression.
 - Pre-teach being utilised to remove barriers to learning (applied well within the fifth set model).
 - Assistive technology experimentation - looking for opportunities to maximise impact.
- 6.4 It was suggested that the current Y6 data is broadly in line with end of Y5 data.
- 6.5 SC asked where is the school with 11+ results?
- 6.6 **RESOLUTION:** The school has seen a slight drop this year but still well above national average. It was suggested that a number of pupils that were grammar school ready (particularly girls) did not apply this year.
- 6.7 B. Cassidy shared schools' recent moderation, target setting and quality assurances processes for Y5-6. Highlighted a positive picture for children's progress and quality of teaching. Main concern was related to staffing issues (absence and maternity cover). B. Cassidy working with G. Nathan to manage these and minimise any negative impact.
- 6.8 Is a need to ensure high quality support before SATs. Have tuition and Easter school planned. G. Nathan can debrief Y5-6 link governor on these.

Item 7 AOB

7.1 None

Item 8 Date of next meeting

8.1 Meeting finished at 5:25pm

8.2 **Next meeting:** Friday 14 July at 9:00am

Item	Summary of actions from meeting	Whom	Date to be completed