



## STANDARDS COMMITTEE MEETING MINUTES

<b>Date of Meeting:</b>	<b>23<sup>rd</sup> March 2017</b>
<b>Time and Venue:</b>	<b>4.30pm</b>
<b>Attendees</b>	<b>Name</b>
	Mr Cassidy (Headteacher) Mr K Wadcock Mrs Horton Lynsey Mitchell Pete Dunning Brian Clark Phillip Walters
<b>In Attendance</b>	Clerk
<b>Apologies</b>	Mrs Skarratts-Jackson (Acting Headteacher) Had to attend top site Assistant Head walk around
<b>Agenda Item 1</b>	<b>Welcome and Apologies</b>
Keith Wadcock welcomes everyone and thanks everyone for attending. No other business raised.	
<b>Resolution/Conclusion</b>	
<b>Agenda Item 2</b>	<b>Terms of Reference</b>
<p>Keith starts by discussing the purpose of the standards committee. Summaries that Governors will need to meet regarding standards in school. This will identify training needs in order to serve school effectively. Keith states It's our duty as Governors to ensure we are up to speed with Terms of Reference in order to support school effectively. BC- We are here to receive information not make decisions as Governors today. Flag what the issues and needs of school are. The Governor's role is to recommend strategic decisions based on advice from SLT.</p> <p>Keith Wadcock discusses the terms of ref document. Draws the attention to the back page where it references focusing on appraisal structures and performance management. Section missing from the print outs.* Keith stresses how important this area is and how different the appraisal processes are in school/education compared with industry. There is a need to up skill Governors to ensure they are clear on processes in school Bernie and other Governors agree. Statutory guidance.</p>	
<b>Resolution/Conclusion</b>	*School Office to send on the correct document tomorrow morning.
<b>Agenda Item 3</b>	<b>Explaining School Data and Performance</b>
<p>BC As a Governor what do I need to know?</p> <p>BC went through the attachments explaining EYFS data and how it's Reported.</p> <p>EYFS staff are measuring the children against 17 learning aspects. Staff record the children's different stages of development at each age related statement point. Nationally there are early learning goals that schools are working towards. GLD = Good level of development. Children are measured against 3 prime areas and literacy and numeracy. They must achieve all early learning goals in these areas to achieve a good lev of development. We have Seen dramatic improvement on standards at St Georges and we can compare that to national figures for 2016. Pete Dunning - Why did the curriculum change? LM - It gave us permission to focus on primary areas of learning such as emotional, speaking, movement, and well-being before literacy and numeracy. Expectations in Literacy and Numeracy increased and are now more in line with Year 1 expected entry levels. (Year 1 ready). Headline figures for National standards have increased every year, the trend against national figures is up and school did well to move with national standards - very positive.</p>	

Phonics reading check was brought in 2012. National standard is 32 out of 40 the Government say this may change however it has been the same for the last few years.  
Children who do not meet the standard in Yr1 retake in Yr2. St Georges data is very positive and is above national average.

Areas to work on in KS1 are writing expected and writing greater depth.

PD - Is this is a written test and additional to sats?

BC - No the tests are the same thing and it forms a teacher opinion.

LH - Teachers are a lot more prepared this year, than last. The interim framework was released late it was march. This year we have had this from the onset, and teachers can gather evidence for each item on framework.

KS2 is where kids are under performing, this is measured in standardised score 100. The key focus is how many children from KS1 are now doing well in KS2.

Discussed results table. The indication for reading, writing and maths is significantly below. Flags up major issues.

BC discusses graph

PD - Could 1 reason be staff turnover?

BC - It hasn't helped but how school responds to new curriculum is important. Foundations laid in KS1 haven't always been built on in Year 3,4,5,6. If the model is not followed then teaching can drop.

BC - Our challenges are around vulnerable and disadvantaged children. These are children who have been on FSM or are adopted & LAC. Children with SEN perform significantly less well on all data. LAC always flag up on data.

PW - We need to look at further data as it seems to be on a downward slope.

PD - Pupil Premium funding has not gone to the right place. Downward trend is mirrored internally with data we see.

KW - We have to take action as this is statutory responsibility.

<b>Resolution/Conclusion</b>	KW and BC have met twice in regard to benchmarking. Governors may be asked to come in and check tests are conducted in correct manner. School Office to e-mail raise online doc's EYFSP Results Doc's if you have questions Governors can contact LM & LH.
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<b>Agenda Item 3 &amp; 4</b>	<b>What are current trends in St Georges according to national data?</b>
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Inspection Dashboard shows good indicators and training will be offered to Governors in the future.

<b>Resolution/Conclusion</b>	
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<b>Agenda Item 5</b>	<b>Schools Causing Concern</b>
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School is Band 2. There are 3 bands - The LA have met with Head and TSJ twice and they would like a Governor to be invited going forward.

LA are very concerned at the downward trend showing at school however they are assured by the work that has already been done by SLT such as re-writing the curriculum, appointing SENCO's and setting up the Standards Committee to work with and support school.

School was at risk of going into special measures as there was a lack of evidence to address concerns. This was why Governors had to reject the Pupil Premium report and not sign this off.

<b>Resolution/Conclusion</b>	School requires assertive action and Alison Simpson is working closely with BC and TSJ. School will remain as a School Causing Concern for several years due to figures in Yr5 that show no children are on track to reach age related expectations.
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<b>Agenda Item 6</b>	<b>Training &amp; Support for Governors</b>
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KW - Wallasey Alliance are holding Dashboard training on 25.04.17 at Liscard Primary. At 5.45pm. A reminder will go out from clerk. 5.45pm

KW - ECM Education was set up by 3 heads originally from Cheshire Schools. They left their jobs and set up the ECM Consultancy firm offering quality training. The Wallasey Alliance put together a package that goes in to next year. School can request a customised package that suits our training current needs, focusing on appraisal processes, pupil premium, raise online, systematic monitoring of school performance.

PW is already attending this training at a local school with TSJ and comments on the good value for money and extensive training options available. It lasts approximately 2 hours.

BC & KW to approach them and discuss a package to suit school needs.

BC - School Improvement Partner is appointed by Governor's each year. Governors decide how many terms are required.

BC - SPTO is used in school and TSJ is happy to go through this with Governors at any time. Governor log-in access is available keeping anonymity to students and families.

<b>Resolution/Conclusion</b>	Clerk to send reminder for training date 25.04.17 PD,PW & BrC hope to attend
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	<p>KW &amp; BC will work together to organise dates and will e-mail Gov's regarding training options.</p> <p>If you want further time or training we encourage this and support is offered to Gov's BC checks everyone has access to The Key.</p> <p>Susan re-send e-mail with log-in details to access The Key and check with Governors that it has been received.</p>
<b>Agenda Item 7</b>	<b>Working effectively</b>
<p>Keith- Governors need to become more involved in the school classroom with the children and teachers. Coming in to school with a purpose. Link the data to the classroom. Looking at how children learn, successes and operating in a way with agreed protocols in place for Governor involvement.</p> <p>BC and KW have had discussions about how to implement Governor support in school. KW found a protocol for Governors visits from an outstanding school in Cheshire. It sets out clear and rigorous, non-threatening protocol. KW advised using this document as a starting point to develop a school protocol to suit. This can be used across all Governing Body committees.</p> <p>LH agrees that it will alleviate staff concerns.</p>	
<b>Resolution/Conclusion</b>	<p>KW Circulate to committee for discussion with PW and BC.</p> <p>Governor links for each unit:  EYFS – LM = KW  Year 1 - LH = PW  Year 3&amp;4 = PD  Year 5&amp;6 = BC</p> <p>Pete due to have surgery early May – need wheelchair for 3-4 months</p>
<b>Agenda Item 8</b>	<b>Any other Business</b>
<p>Governor Membership – James Sandford has e-mailed PW to hand in his resignation due to personal circumstances. Governors acknowledge this will be a big loss to school He was a highly skilled Community Governor</p> <p>BrC discussed the skill sets that we are losing – need to find someone with current educational background.</p> <p>PD - Is it ok to have secondary school head?</p> <p>PW - It was always an advantage James brought experience of different age groups of children at differing standards.</p>	
<b>Resolution/Conclusion</b>	Head of Weatherhead to be approached as the role requires someone to support standards work at school.
<b>Agenda Item 9</b>	<b>Date &amp; Time of Next meeting</b>
<p>Summer term – 10.05.17 – 1pm</p> <p>Summer Term – 12.07.17 - 1pm EYFS Building required</p> <p>Autumn Term – 06.09.17 – 1pm Performance Management and School Development Plan EYFS Building required</p> <p>Feedback on Yr3/4</p> <p>Spring 2018 – 17.01.17 1pm</p>	

**Meeting Closed**