



St George's Primary School

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Standards Committee Meeting

Wednesday 12th July 2017

EYFS Building @ 1:00pm

Present

Community Governors K. Wadcock Chair of Standards Committee
 B. Clark
 P. Walters

Parent Governors P. Dunning

Staff Governors B. Cassidy Headteacher
 L. Horton

Also Present L. Mitchell
 K. Choudhary Clerk
 M. Chambers

Apologies T. Skarratts- Jackson

Item 1 Welcome, Apologies and Declarations of AoB

Chair welcomed the group and apologies were accepted as above.

Item 2 Minutes of previous meeting - 10.05.17

Accepted as a true and accurate record of the previous meeting.

K. Choudhary informed the Standards Committee (**SC**) that National Governors Association colleagues have advised that chair signature on hard copy of papers are no longer required. Moving forward, clerk will record acceptance at subsequent meeting.

Item 3 Action points from previous meeting

All actions from previous meeting have been completed.

ACTION SC10(07/17): K. Choudhary to explore different formats for summarising actions points.

Item 4 Assessment Policy

Assessment Policy was circulated to SC in the papers. P. Walters stated that he had not received papers.

ACTION SC11(07/17): B. Cassidy to forward papers.

ACTION SC12(07/17): B. Cassidy and K. Choudhary to revisit email group list for all committees.

SC informed that staff (ranging from NQTs to SLT) have been asked to contribute to the new Assessment Policy with the view of providing more cohesive approach towards assessment moving forward. Any action points and feedback from any working parties has also been considered in this version of the policy.

SLT recognised that whilst this is a long document, its aim is to answer all questions and gives the school standards to work towards. It was suggested that one of the key challenges in creating document was the changes to marquee policies and how they would be communicated.

SC informed that the Assessment Policy will be sent to all staff for comment and reminded that this a vital policy. It was suggested that there is a lot of staff training to be done to realise that ambition of this policy and having the policy is a good starting point.

SC recognised that Assessment Policy is a huge task and thanked staff for their endeavours. SC commented that they are happy that the document focuses on formative assessment and is process driven. It was suggested that Governors have a role to play in ensuring success on the Assessment Policy however there are some awareness training needs that to be addressed so Governors have a working knowledge and understanding of the policy – and thus strengthen the schools position when dealing with external stakeholders, for example, OFSTED.

SC asked about the possibility of some paired observations to better understand what good and outstanding teaching looks like so Governors can benchmark and gain a better understanding ‘on the ground’.

RESOLUTION: SLT suggested that this would be well received by staff as it would demonstrate that Governors really values their endeavours and appreciates the value of the Assessment Policy whilst embracing the schools emerging ethos of show - not tell, approach. SLT suggested that paired visits are something best achieved in the spring term.

SC took the decision that all Governors should be offered the opportunity to attend paired observation however SC governors should endeavour to work with their year leads to promote familiarity with the school staff.

Item 5 Blue Sky Performance

Agenda Item deferred given there is a scheduled meeting between SLT, SC and Blue Sky Performance on Wednesday 6th September 2017.

Item 6 Headteacher Initial Report on Standards

B. Cassidy tabled the Initial Report on Standards to SC.

Overall SLT are pleased to see improving trends however the concern underneath this is that there are several key data issues coming out across the school. As such, there is a lot more work to be done.

‘Big picture’ SLT are really pleased to see some improvement, including trends over time. For example;

- SC signposted to developments in EYFS GLD and how it has progressively improved from 67%, 74% to 81% is also an equal steps year on year. The data was heavily moderated within school.
- For KS1, SC signposted to overall data that shows those pupils meeting the Governments **Greater Depth Standards** and highlighted standards; writing 75.6%, reading 83.2%, maths 81.5% and science 87.4%. This is just above the national standard and showing good progress from where the cohort where and the number of pupil reaching age related expectation has improved.
- Phonics Data highlighted as having sustained improvement from 92% to 94% which is still much better than national average. For failing pupils there is discreet supervision and support in data.
- For KS2 test data, SLT informed SC that this academic year’s comparative data set is not comparative from previous year given the recent changes in national standards. SLT suggested that they are really pleased with improvements and credited the endeavours of staff this year given the challenges they have faced with no Assistant Head in place. Whilst SLT are pleased with progress this year however this is not celebratory news and there is still much work to be done moving forward.

SC noted that the endeavours of staff and thanked them for their continued hard work and recognised the challenges facing the school given its size. SLT stated that scheduled team planning time together has really been effective in addressing curriculum standards. It was noted that there is a lot more work to be done to achieve the school’s aspirations in Key Stage Two but this was a positive development.

Item 7 30 minutes work in unit pairs on end of year

Group broke out into smaller groups to analyse school data sets.

Group asked to completed document outlining areas of; strength, weakness, concern, development and follow on points.

Item 8 Feedback to Committee

- EYFS – data suggests that there is plenty to be pleased with;
 - Predicted 77% would be at good but good levels of development however the school has achieved 81% which is highest level the school has ever achieved.
 - 95% are at expected levels for reading and writing.
 - Prime Areas of Development (Personal, Social, Emotional, Communication, Language and Physical) levels range between 95% - 99% which is very strong.
 - Other areas of strength are reading (90%), writing (83%) and numbers (92%) – well above local and national data sets.
 - The gap between Pupil Premium and non-Pupil Premium learners was identified as an area of development given the gap of 10% - an increase of 5% from previous year.
 - There is a gender gap with boys achieving 73% good leading development while girls achieved 91%.
 - Manipulative skills levels have gone down 5% however last year it was 99% last year so it was noted that this level is not sustainable.

| Areas of Strength | Areas of Concern | Areas for Development | Further Questions |
|---|-----------------------|--|---|
| <ul style="list-style-type: none"> • Good Level of Development is 81%. Above national average. There is an improving trend. • Outcomes for all groups including disadvantaged are also high. P71% of pupil premium achieved GLD standard. • It is also above predicted level of 77% during last governor visit. • Internal moderation supported teacher judgements. Involved scrutiny from senior staff and key stage one colleagues. • All prime areas had expected outcomes at expected or above of 95%+. • Specific at expected outcomes or above: <ul style="list-style-type: none"> • Reading • Reading 90% • Writing 83% • Number 92% • All outcomes are above national figures (using 2016 data). • R, W, Inc outcomes are positive at end of EYFS. | <p>None recorded.</p> | <ul style="list-style-type: none"> • Gender gap of 18% in this year's cohort. However both groups are above national figures. • Small gap between disadvantaged and non-disadvantaged pupils of 10%. | <p>How are we strengthening support for disadvantaged pupils?</p> |

- KS1 – data suggests there are a lot of positives within this cohort;
 - The cohort is above national average with good progress in reading, writing and maths.
 - Phonic screening phenomenal with a huge upward trend predicted – although the school currently sits way above national average.
 - Pupil Premium gap in closing in Year 1.
 - 1 area of concern, is the Year 2 pupils who are well below they should be – 3 maths, 2 reading and 2 writing.
 - Pupil Premium is lower in Year 2 - 53% (combined) which is very like the previous year. It was suggested that given we statistics are dealing with such low numbers, a single pupil issue can a big effect on the percentages contained within the reports.

| Areas of Strength | Areas of Concern | Areas for Development | Further Questions |
|--|--|--|---|
| <ul style="list-style-type: none"> • Combined KS1 levels (Reading, Writing and Maths) at expected levels have improved to 68.1% Predicted to be above national averages. • LA and early national data (from SPTO) suggests that KS1 are above national levels in all areas for expected standards. • LA and early national data (from SPTO) suggests that KS1 are above national levels in all areas for greater depth standards. • Year 1 and 2 show good progress from EYFS outcomes. • Year 1 standards are also very positive. In reading, writing and maths combined. • Year 1 Phonics screening were strong for all pupil groups. Well above national. • Internal moderation supported teacher judgements. Involved scrutiny from senior staff. | <ul style="list-style-type: none"> • Supporting low attaining children with SEND needs. 3 children working well below expectations. | <ul style="list-style-type: none"> • Improving outcomes for disadvantaged pupils (entitled to pupil premium) at the end of KS1. • Improve children in current year 1 working at greater depth/higher standard. • Increase combined figure above 70% | <p>How are we strengthening support for disadvantaged pupils?</p> |

- Year 3 & 4 – while there are some strengths in year 3, the data suggests that there are significant areas for development;
 - 86% of Year 3 pupils are at age related expectation for reading however only 19% are working at higher standard.
 - Only 62% of Year 3 pupils are at age related expectation for writing – which is a decline from KS1. This needs to be reversed immediately.
 - There is no narrowing of the gap between Year 3 and 4.
 - 100% of Year 3 and 4 pupils are below age-related expectations in Maths. SLT suggested that 100% does not represent pupil’s capabilities as a lot of issues are curriculum based – not pupil ability based nor teaching ability.

| Areas of Strength | Areas of Concern | Areas for Development | Further Questions |
|---|---|---|--|
| <ul style="list-style-type: none"> • % of children working at ARE in reading. 86% in year 3 and 83% in year 4. • Progress is at expected standards from KS1. • | <ul style="list-style-type: none"> • Current attainment levels in mathematics. This needs to be addressed immediately through the introduction of new curriculum. • Improving outcomes for disadvantaged pupils to close the gap. Issue in writing and maths in year 3 and 4. Attainment is lower and progress is not closing gap in these subject areas. • % of children working at greater depth is too low. • % of children working significantly below expectations is high in Y4 writing (8.3%) • | <ul style="list-style-type: none"> • Improving attainment in writing. 63% in years 3 and 4. This needs to be improved. (entitled to pupil premium) at the end of KS1. • | <p>How are we strengthening support for disadvantaged pupils?</p> <p>What improvements can we make with the curriculum and organisation (setting etc) to accelerate progress?</p> <p>How can we evaluate impact in mathematics early in 2017-18?</p> <p>How can we support children sig below with SEND needs?</p> |

SLT acknowledged that the data sets are below expectations. It was suggested that the new curriculum will yield significant improvements moving forward.

- Year 5 & 6 – data suggests that while there are areas of strength for Year 6, the focus was on the struggling Year 5 which is a real area of concern moving forward;
 - 95% of Year 5 pupils are working at mid or below national average with the lower ability pupils attaining
 - Year 5 Maths progress is particularly worrying with the non-SEN cohort having similar achievement levels as the SEN cohort.
 - Data suggests that pupils struggling at end of KS1 are not only still struggling but the gap is widening.
 - There is still a differential between gender with boys achieving 12% lower against girl cohort – despite a near 50/50 split in the year.

| Areas of Strength | Areas of Concern | Areas for Development | Further Questions |
|--|--|--|---|
| <ul style="list-style-type: none"> • Combined KS2 levels (Reading, Writing and Maths) at expected levels have improved to 64.9% Predicted to be above national averages. • LA and early national data (from SPTO) suggests that KS2 individual subjects are broadly level with national levels in all areas for expected standards. This is an improvement. • LA and early national data (from SPTO) suggests that KS2 are at national levels in all areas for greater depth/higher standards. • Progress is broadly in line with expected standards. This is an improvement. • Year 1 standards are also very positive. In reading, writing and maths combined. • Year 1 Phonics screening were strong for all pupil groups. Well above national. • Internal moderation supported teacher judgements. Involved scrutiny from senior staff. | <ul style="list-style-type: none"> • Year 5 Attainment and progress. This is critical. • % of children working well below ARE in year 5 and year 6. • Improving outcomes for disadvantaged pupils. Too low at 48.2% combined. • HA maths progress. • LA progress in all subject areas. • Outcomes for SEND pupils (Only 13.3% combined). • Supporting low attaining children with SEND needs. 3 children working well below expectations. | <ul style="list-style-type: none"> • Raise long term aspiration to 85% combined by 2019. • Reduce gender gap. Boys 55.4%. Girls 67.9% at end of KS2. • Progress in writing. | <p>How are we strengthening support for disadvantaged pupils?</p> <p>What is the impact of new curriculum?</p> <p>How do we accelerate progress for current year 5. Well below aspirations.</p> |

ACTION SC13(07/17): B. Cassidy to collate the information gained and share with SC (send with minutes).

B. Cassidy left meeting at 2:30pm

Item 9 Governor Training

SC took the decision to focus on the following for 2017/18;

- New Raise On line
- School Pupil Tracker Online
- OFSTED Awareness
- Performance Management: SC reminded that Performance Management is already scheduled with Blue Sky Performance on 6th September.
- How teaching assessment works: as discussed in **Item 4 Assessment Policy**.

Item 10 Governors Visits 2017-18

SC stated that they are keen to get some Governors Visits in 2017/18.

SC suggested that Teaching and Assessment observations discussed above is something to be achieved in the Spring Term given that staff need time to implement the planned changes to curriculum – as discussed above.

SLT suggested that it would be good for Governors to meet the cohort and new staff in the Autumn Term – even if that is just for a walk round or attending an assembly. Given there are 2 new Assistant Heads, it was also suggested that a brief meeting with each head would be of benefit.

SC suggested that it would be valuable if each SC Governor visited their area of responsibility to look at (and assess) the ongoing changes to the learning environment undertaken by the recently convened Environmental Planning Groups, with the view to identifying what has been done and how it is supporting the teaching of pupils. This approach would give;

- a specific educational focus to an Autumn Term visit
- provide opportunity for 'facetime' with unit leads
- opportunity to act as a critical friend
- afford staff an opportunity to tell governors what they can do to help.

ACTION SC14(07/17): SC Governors and their Unit Leads to arrange dates for Autumn Term walk around visits to look any environmental improvements, impact of new curriculum and discuss what assistance Governors can provide moving forward and identify any actions.

P Walters left meeting at 2:45pm.

Item 11 Confirm dates for 2017-18 meetings

Dates shared with SC in the papers. **Dates agreed.**

Item 12 AoB

None.

Next meeting is scheduled for 6th September @ 1:00pm. Performance Management and Target Setting.

Meeting finished at 2:50pm.

| Item | Summary of actions from Standard Committee meeting | Whom | Date to be completed |
|------|--|----------------------------|----------------------|
| 3 | <u>SC10(07/17)</u> : K. Choudhary to explore different formats for summarising actions points. | K. Choudhary | Sept '17 |
| 4 | <u>SC11(07/17)</u> : B. Cassidy to forward papers. | B. Cassidy | July '17 |
| 4 | <u>SC12(07/17)</u> : B. Cassidy and K. Choudhary to revisited email group list for all committees | B. Cassidy K. Choudhary | Sept '17 |
| 8 | <u>SC13(07/17)</u> : B. Cassidy to collate the information gained and share with SC. | B. Cassidy | Sept '17 |
| 10 | <u>SC14(07/17)</u> : SC Governors and their Unit Leads to arrange dates for Autumn Term walk around visits to look any environmental improvements, discuss what assistance Governors can provide moving forward and identify any actions. | All | Sept '17 |