



St George's Primary School

St George's Primary School
Standards Committee Meeting
Wednesday 18th July 2018
Lower Site @ 1:00pm

Present

Community Governors K. Wadcock Chair of Standards Committee (SC)
 B. Clark

Parent Governors P. Dunning
 C. Scott

Staff Governors B. Cassidy Headteacher
 L. Horton
 T. Skarratts- Jackson

Also Present L. Binks
 G. Dunne
 K. Choudhary Clerk

Apologies M. Chambers

Item 1 Welcome, Apologies and Declarations of AoB

Chair welcomed the group and apologies were accepted as above.

Item 2 Minutes of previous meeting

Accepted as a true and accurate record. K. Choudhary reminded SC that the minutes were ratified at the recent FGB meeting.

RESOLUTION FOR ACTION 12(04/18): The decision was taken to deferred this action to the SC meeting in October '18 as it is a more appropriate point in the academic cycle.

Moving forward into 2018/19, decision taken that governors would follow their cohort throughout their learning journey so that they gain a fuller understanding of the school data, context and challenges unique to their cohort of responsibility.

Given SC have moved forward in their understanding of Quality First Teaching, SC decided that governors should contact their SLT link to arrange some paired observations in the following focus areas for 2018/19;

- Science – Autumn
- Computing – Spring
- P.E – Summer

SLT welcomed this decision however asked that Governors negotiate at least one week's notice.

Item 3 Head Teacher Initial Report on Standards

Circulated as part of the papers.

SLT reminded that the report provides a summary of the school's performance against national standards in 2017/18.

SC informed that tables towards the end section have been deliberately left blank to give Governors an opportunity to share their input (as per next agenda item) before the document is updated and published.

SLT highlighted that the report uses a RAG status definition as a visual cue to performance.

B. Cassidy's verbal summary of the report included;

EYFS

- When compared against national averages and trends over time, the school is now stabilising at the higher ends of achievement – circa 80%. This is a significant distance from where the school was 3 years ago.
- Overall, the data shows positive outcomes in 17 aspects of learnings.
- SEN support data was highlighted as attainment levels differ significantly in various areas. SC informed that there are only 3 pupils in this cohort - as such each pupil represents 33.3% in the data and one of those pupils has a specific physical difficulty. There are a number of barriers to success that the school has worked hard to address and has seen 2½ years progress in circa 6 months for that pupil.
- It was suggested that the data for EYFS is really strong and reflects the school self-evaluation feedback however the school would like to improve in PP cohorts and to close the gap in gender attainment levels

SC asked why is there a difference between gender attainment levels?

RESOLUTION: It was stated this is a national trend and evidence has suggested there that is different rates (circa 12 – 18 months) in development between boys and girls. However HT asserted that this is a key target to promote outstanding outcomes in EYFS.

KS1

- SC reminded that pupils that have not passed phonics screening in tests in Year 1 they are retested in Year 2.
- The school only has 2 SEN pupils in Year 1 and 10 in Year 2. It was suggested that the inclusion levels are much higher than the figures suggest however staff are really clear on the difference between pupils needing support in the class room but not looking for special educational needs support. As such, it was argued that SEN figures between KS1 (1 in 12 pupils) and KS2

(1 in 4 pupils) differs as a consequence of previous system lacking support whereas now the school has a much clearer focus on high quality teaching and early intervention where appropriate.

- Overall, the data show sustained improvement in the RAG status definition i.e red to orange and orange to green
- It was argued that KS1 has proved more difficult to reflect on good progress give the transfer from one curriculum to another and unlike in EYFS and KS2, the same mathematical algorithm does not hold true.

SC asked how has the school has addressed persistence absence?

RESOLUTION: It was suggested the school had not tracked absence as 'persistent' in previous years however the school now looks at this as a key priority.

SC asked are higher achievers masking any potential issues given their achievement may be raising the overall achievement percentile for the cohort?

RESOLUTION: SLT reminded SC that the report is only summary of the whole school data set and that SLT does closely monitor higher achievers and could very easily highlight pupils that are exceeding in areas. It was suggested that in term of a summary report, there are consideration able the information being easily digestible for to a wider audience.

SC fully endorses the practice of providing further support for those pupils that may be less able however challenged SLT to provide information on pupils that exceeding ARE at end of EYFS and are continuing to achieve throughout their learner journey.

RESOLUTION: SLT stated that they would look towards building this information into their transition meetings at the beginning 2018/19 and moving forward, will look to embed this information in future reports. It was noted that a one positive outcome from this direction will be celebrating achievement.

SLT stated that school is proactively looking towards data transparency and the report discussed today will be shared on the website over the coming days.

KS2

- B. Cassidy stated that the standards in KS2 are below school's aspirations. However, progress in Year 6 has been excellent and the report clearly demonstrates this. The outcome achieved in this cohort are at the top end of the targets set at the beginning of the year. The school has also had to manage the impact of a nurture curriculum on the data too as a number of pupils were taken out main stream provision to provide them with nurture based education because they were so far behind in their social, emotional and academic needs.
- This report does not match the schools long term aspirations but in the short term it does.
- B. Cassidy was adamant that the school staff have worked extremely hard in this area and they should be congratulated.
- The school is nowhere near any red flag thresholds by the DfE and the school will continue to be a Band 1 Wirral school.
- The progress gap has been closed significantly and in many areas the school is not far off national averages.
- SLT has worked closely with staff on moderation considerations and managing expectations.

- SLT challenged staff to match their teacher assessments with pupil’s test results and this has been achieved.
- Although the school’s outcomes are not where the school wants to be, the distance travelled is considerable and the school is clearly headed in the right direction - and this needs to be recognised.
- The report clearly that pupils progress over the academic year has been significant with the cohort making in excess of ‘4 steps’ of progress which equates to 17 months progress in the academic year.
- The report shows that higher attaining pupils are doing really well.

SC asked how many looking pupils are progressing onto 11+ schools?

RESOLUTION: Circa 15 pupils and over 40 pupils have applied for next year. SC informed that some of the school’s higher performing pupils choose not to apply to 11+ schools instead electing to attend high performing comprehensive schools.

SLT recognise that the level of data much higher that previously submitted and thanked SC for their endeavours in ‘getting to grips’ with the data.

SC thanked the school for the continued hard work and stated that the transparency in the data has provided a very clear landscape and direct of travel moving forward.

Item 4 Feedback with Link Governor

SC broke into smaller groups to analyse school data sets. This task was allocated 20 minutes.

SC asked to feedback area of strength and weakness to augment and complete the schools Initial Data Report (as discussed above).

Feedback comments included;

Early Years Foundation Stage Review	
Strengths	Areas for Improvement
<ul style="list-style-type: none"> • Overall GLD at 80% is significantly above National averages and is an outstanding outcome – especially given the mobility issues and the non-comparable data element of this year’s cohort • From baseline of 40% at ARE to 80% at GLD demonstrates accelerated progress . • Girls overall attainment and progress with GLD at 93% is significantly above National averages. • 85% pupils from St George’s F1 achieved GLD in F2 compared to 78% non St George’s despite only 26 pupils from F1 – thus demonstrating the impact of an effective F1 provision. • ALL areas of learning are above National averages – Exceeding in Number and Reading are significantly above National Averages • Progress across all areas of learning and all 	<ul style="list-style-type: none"> • PP gap is still significant and requires improvement – despite being above local standards and mobility issues. Next step to further embed PP workshops and intervention for PP pupils. • Gender gap continues to widen and requires improvement despite boys being in line with national averages – high achieving girls are extending the gap. Next steps to further develop direct teaching and intervention for boys and continue the development of outdoor learning in direct teaching as a tool for improvement. • Develop consistency of attainment across classes – especially with NQT in F2 next year • Further develop exceeding writing to mirror exceeding levels in Reading and number • Continue to support vulnerable groups especially SEND – further developing SLCN support and intervention

<p>vulnerable groups are above 3 points progress with exception of SEND</p> <ul style="list-style-type: none"> • Speaking progress for all groupings is accelerated especially PP at 4.6 and SEND at 6.5 points progress • 75% F1 moving into F2 are at ARE across GLD areas • Reflective curriculum which meets child development needs effectively and is responsive to need and cohort. 	
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Key Stage One Review	
Strengths	Areas for Improvement
<p><u>Year 1</u></p> <ul style="list-style-type: none"> • Attendance is on target in year 1. • Reading in year 1 – attainment is very good. • Writing and Maths attainment is good. • Combined levels in year 1 are good at 78% • Progress in year 1 is good across all subjects. <p><u>Year 2</u></p> <ul style="list-style-type: none"> • Reading, Writing and Maths results are above national data. Results have improved slightly on last year’s data. • Combined (reading, writing, maths) results have increased over the past 2 years. • Greater depth reading and maths has improved. • Average Scaled Score for reading and maths is good at 106.7 and 107.6. • All results are above national data. 	<p><u>Year 1</u></p> <ul style="list-style-type: none"> • A small group of children have not made expected progress in maths in year 1 (identify for intervention in year 2) • Y1 boys writing is slightly lower than the girls writing. • Y1 Pupil premium combined is 11% below non pupil premium. • Y1 Pupil premium progress is slightly lower than non-pupil premium. <p><u>Year 2</u></p> <ul style="list-style-type: none"> • Attendance is slightly below target in year 2. • Greater Depth writing has decreased slightly this year – Boys and pupil premium to be a focus. • Pupil premium maths is below non pupil premium (EXP and GD) • Persistent absence – children with 90% attendance or below are not performing as well as other children. • SEND – try to close the gap so that more SEND children reach the expected standard. • Progress from EYFS to Y2 is good for reading and maths • Progress for writing is slightly lower (84%) • Focus on those children just below the expected standard. Good QFT and some intervention to support progress to EXP in KS2.

Key Stage Two Review	
Strengths	Areas for Improvement
<ul style="list-style-type: none"> • Overall accelerated progress made in all core subjects this year. (+4/16 month reading, +4.4/17 months writing, +4.4/ 18 months maths). This was achieved through quality first teaching and booster interventions. • Accuracy of teacher assessments. Rigorous moderation by SLT, teachers and cluster groups has ensured that teachers are accurately assessing children against the expected standards in all subjects. • Pupil premium progress is roughly in line with cohort progress. • A large number of children who did not achieve ARE had scale scores in the very high 90s. Reflects impact of new approaches introduced in 2018-19. • Progress of high attaining children at KS1. 	<ul style="list-style-type: none"> • Combined attainment (RWM) 55.1% compared to 64% nationally. <i>Pupil data tracking and interventions will be more specifically targeted at this group next academic year. Also felt that this should have been higher in view of individual subject scores.</i> • Attainment is below national averages in all areas. Children were at a lower starting point beginning year 6 in 2017/18 compared to the 2018/19 cohort. Next year's cohort already has a better starting point due to the progress made in year 5 this year. Quality first teaching and targeted interventions in year 6 will result in more children reaching ARE in 2019. • The progress of children who were low attainers at KS1. The additional teacher (mornings only) will be used to target this group of children next academic year. • Pupil Premium attainment. The additional teacher (mornings only) will be used to target this group of children next academic year • Progress across KS2 (from KS1 official data). • Staff development, implementation of the new curriculum and monitoring of progress across KS2 is addressing this. • SEN progress in reading and writing. They made 'expected' progress but not 'accelerated'. The additional teacher (mornings only) will be used to target this group of children next academic year.

ACTION SC15(07/18): SC asked SLT for clarification on the schools Year 5 data set for the October '18 SC meeting.

SC stated that they are very grateful for all school staff endeavours and that they need to be commended for the sterling work that takes place.

SC again thanked SLT for their continued hard work and reiterated that the transparency in school data has provided a very clear landscape and direct of travel moving forward.

Item 5 Overview of Key SDP Aims for 2018/19

B. Cassidy stated that one of the school's key aims is to accelerate improvement in KS2. While the school will look towards the recently refreshed SDP, it was suggested that for the purposes of this group only, there should be a heightened focus on the following areas;

- Maths – this continues to be a SDP priority as this is a common Achilles heel in KS2.

- Pupil Premium – ensure that the school secures better outcomes for pupils.

Item 6 Review Standards Committee Aims

ACTION SC16(07/18): K. Choudhary to look back through previous minutes at SC aims and objectives for review and discussion at the next meeting.

SLT stated that one of the targets was to work much closer with SLT and to understand the data and they suggested that this has definitely been achieved. As result, the governors have had a massive footprint on the direction the school is now headed.

SLT stated that the school staff feel much more supported by all governors and suggested that SC feedback to school staff would be really welcome - perhaps a couple of sentences in the news bullet? SC welcomed the news that school staff feel supported by the governor committees and agreed to provide some targeted feedback moving forward.

SC stated that it would be useful to have feedback from other committees of their targets and where they achieved?

ACTION SC17(07/18): SLT to arrange Committee Feedback on their targets achievement at next FGB.

Item 7 Training Priorities for 2018/19

SLT suggested that training around how to access the Governor Data Portal would be really useful as this would empower Governors and allow them to access data – not only receive it from SLT. This would present an opportunity to demonstrate a real shift in how the school has moved forward.

RESOLUTION: Decision taken for T. Skaratt Jackson to deliver School Pupil Tracker Online (SPTO) training at the next SC meeting on 3rd October '18 that will encourage Governors to use the school's data dashboard. **It is envisaged that this will take circa 90 minutes.**

SC stated that they are keen to further explore Teaching Standards to gain a deeper appreciation of the challenges school staff face, with the view to doing a paired observation with the SLT link and understanding what they are looking at in 'in the moment' rather than having things explained and digested after.

RESOLUTION: Decision taken that SC members will attend observation training before the next FGB meeting on 22nd November '18 at 4:30pm. **It is envisaged that this will take circa 60 minutes.**

For information, SC informed that SLT are attending a training session on the Principles of Coaching.

ITEM 8 Dates for meetings in 2018/19

Date of next meeting: Wednesday 3rd October '18

Upcoming: Wednesday 16th January '19/ Wednesday 24th April '19/ Wednesday 17th July '19

Meeting finished 3:15pm

Chair Signature

Item	Summary of actions from Standard Committee meeting	Whom	Date to be completed
4	<u>SC15(07/18)</u> : SC asked SLT for clarification on the schools Year 5 data set for the October '18 SC meeting.	SLT	October '18
6	<u>SC16(07/18)</u> : K. Choudhary to look back through previous minutes at SC aims and objective for discussion and review at the next meeting.	K. Choudhary	October '18
6	<u>SC17(07/18)</u> : SLT to arrange Committee Feedback on their targets achievement at next FGB.	SLT	November '18