



St George's Primary School

St George's Primary School

Standards Committee Meeting

Wednesday 24th April 2019

Lower Site @ 1:00pm

Present

Community Governors	B. Clark	
	K. Waddock	Chair of Standards Committee (SC)
Parent Governors	P. Dunning	
	A. Vickers	
Staff Governors	B. Cassidy	Head Teacher
	L. Horton	Assistant Head Teacher
Also Present	L. Binks	Assistant Head Teacher
	M. Chambers	Assistant Head Teacher
	T. Skarratts- Jackson	Deputy Head Teacher
	K. Choudhary	Clerk
Apologies	C. Scott	

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.

Item 3 HT Initial Report on Standards

Circulated as part of the papers.

B. Cassidy thanked SLT for their endeavours in getting this data ready so promptly – within hours of arriving in school. This is now available on the school website with other relevant information on national tests.

SC reminded that the report analyses trends across all cohorts. SLT highlighted the following from the report;

End of EYFS (Foundation 2)

- The school is delighted with the data.
- Overall GLD at 80% is significantly above National averages and is an excellent outcome. Also evidences sustained excellence.
- Progress from baseline is good.
- Gender gap at GLD has closed. Boys' attainment has improved and is above national. Boys progress is better than girls.
- PP gap is still significant and requires improvement – despite being broadly at national levels. Overall disadvantaged pupils do make better progress compared to non-disadvantaged pupils however the gap is not rapidly closing.
- Attainment for SEND pupils is below national averages. Progress is also slower for this group of pupils. That needs investigating.

Phonics Screening in Year 1

- Excellent outcomes achieved by the Key Stage One team. Their data is well above national averages. The impact of high-quality classroom teaching and intervention is evident in the data.
- Upward trend in results continues. Outcomes are significantly above national average.
- All key groups are above national data. Disadvantaged pupils out performed non disadvantaged pupils.
- Regular assessments, monitoring and teaching through a systematic approach has resulted in excellent results.
- All children who achieved GLD at EYFS passed the check and 90.5% of those who did not achieve GLD still passed the check.
- The school must continue to use a consistent approach to the teaching of phonics.

Key Stage One Assessments (end of Year 2)

- End of Year 2 results are positive and build on progress expectations from EYFS. Well done to the KS1 team and children.
- This is the third year of the new national tests.
- Reading, Writing and Maths results are significantly above national data. Results have improved significantly again. Clear upward trend.
- Combined (reading, writing, maths) results have increased over the past 3 years.
- Disadvantaged pupils' attainment significantly improved; especially at reading, writing and maths combined. Now above other pupils nationally. There remains an attainment gap, especially at greater depth/higher standard.
- Boys' attainment significantly improved; especially at reading, writing and maths combined. Progress for children not achieving GLD is excellent in reading and maths.
- Greater depth in writing is low compared to other areas and national average.
- Persistent absence – children with 90% attendance or below are not performing as well as other children.
- Mobile children (admitted after EYFS) also underperform.
- Although SEND attainment is low. There are very low numbers identified.
- Consider how we accelerate progress in writing for children not achieving GLD standard at the end of EYFS.

SC asked is there a reason Writing Greater Depth is slightly lower in this cohort when compared to the other areas?

RESOLUTION: SLT suggested that there is not any particular reason from the school's perspective and sometimes there are natural peaks and lows in a cohort achievement but

overall, writing across all areas has seen 20% of learners above National benchmarks. That said, SLT will be focusing on this area next academic year.

Year 6 End of Key Stage Two Assessment (SLT)

- Well done to the year 6 team for securing rapid improvement in year 6 for our pupils. Results show a huge improvement in year 6 and the impact of the curriculum changes in maths and English. There is still a lot more improvement to come as we embed in our new expectations.
- Significantly improved outcomes for all key groups. Now broadly at or above national averages in all key subject areas. Includes combined data.
- Significant improvement for all key groups in mathematics.
- Significantly improved outcomes for disadvantaged pupils.
- Improve outcomes in reading at expected and greater depth.
- Look at how we strengthen greater depth outcomes in English.
- Improving outcomes for SEND pupils at ARE in English and greater depth/higher standard.
- Progress for prior lower attaining pupils.
- Reading outcomes for children previously at ARE in reading (also affects combined data).
- Greater depth outcomes for children with high prior attainment.
- English outcomes for mobile pupils (admitted after Year 4).

SLT stated that whilst they are happy with the Year 6 data and the distance travelled, the school is acutely aware that there are still some issues to address.

SC asked how much has mobility affected this cohort?

RESOLUTION: SLT stated that mobility is definitely something that needs to be factored in when contextualising the data and represents a real challenge for the school – however one which is being met.

SC asked can we isolate that looked after the children from the cohort?

RESOLUTION: Yes. The school has looked at numbers in this cohort as they are so low (5) and as result, have a disproportionate weighing on an already smaller cohort. The school has focused attention on this cohort.

SC praised school staff for their endeavours resulting in a positive direction of travel for the school and reflected on the transparency of data now being shared with governors which, it was suggested, is a real sea change from previous leadership practices and that while data does not necessarily give governors and SLT all the answers, the presents all stakeholders with better context and presents the opportunity to ask the more probing questions.

Item 4 Feedback with link Governor

SC took the decision that 15 minutes would be allocated to this task and that groups would feedback their headline points to K. Choudhary in note form;

- EYFS (B. Clark & L. Binks);
 - F1: 71% of students that moved from F1 to F2 are at ARE in GLD areas.
 - F1: PP gap is just 13%
 - F1: SEND data is at 0% - only 4 pupils so a case study report would be useful.
 - F2: Consistent picture of GLD remaining above National

- F2: PP group data below National but engagement with parents is positive and setting firm foundations.
- Reduced gender gap by 10%.
- KS1 (K. Wadcock & L. Horton);
 - Year 1: Teacher performance issue will be addressed. Overall, lower than expected but individuals identified who need support in Y2.
 - Year 1: Need drill down in PP cohort
 - Year 2: Need to celebrate excellent levels achieved in W, R & M between PP and non-PP
 - Year 2: Need to celebrate strong FS results reflected in KS1 results.
- KS2 (A. Vickers & M. Chambers);
 - Year 3: 118 pupils with two vacancies, with a much higher % of boys 71/47 which could impact on stats and so on and is worth noting.
 - Year 3: Need to keep an eye on SEND figures for this year. Could increase by a third to a figure of 15 and bring with it some considerable challenges.
 - Year 3: At or above ARE R, W and MA is 71.2% with 91% children at Maths.
 - Year 3: PP attainment for all is 56.5% with non-PP it is at 74.7%. Attendance is consistently high
 - Year 4: 120 children so full pretty equal distribution of girls and boys in this year.
 - Year 4: Mobility of children in this year group noted and attendance is good.
 - Year 4: Still not a stand out subject at Year 4
 - Year 4: Need to look at attainment. Year 4 PP ALL was 55%
 - Year 4 reading for SEND pupils is an improvement
- Year 5 & 6 (P. Dunning & T. Skarratts- Jackson);
 - Year 5: Combined for future Year 6 is something to focus on with regards attainment.
 - Year 5: Need to focus on PP
 - Year 5: There is a GAP between girls and boys in R & W.
 - Year 6: Reading is the main thing to be looked at.
 - Year 6: Assessment of science rigger
 - Year 6: Boys higher ability in reading.

Overall, SC reflected that the direction of travel for the school is really positive.

Item 5 Review of 2018/19 School Development Plan

Circulated as part of the papers.

SC informed that SLT have updated this document and introduced RAG rated system to the document for ease of reading and not to prove too onerous a burden on governors given the size of the document.

SC asked for further clarity on the traffic colour scheme, in particular yellow.

RESOLUTION: SLT highlighted that yellow represents some impact but the school is not quite matching long-term aspiration. Green represents the school has reached its ambitions and red represents still some way to reach ambitious. It was stated that some of the targets are linked to timelines and as such, may not be scheduled to be completed until a later date however SLT suggested that RAG rating gives clarity and transparency of the data.

SC reminded that this is a working document and subject to continual amendment/ update.

SC thanked staff for their endeavours on this document, recognising the scale and scope of the document.

Item 6 Overview of Key SDP Aims for 2019/20

Circulated as part of the papers.

SC informed that the overall Key SDP Aims for 2019/20 have been reduced from 11 priorities to 9, as follows;

1. Maintain momentum in school improvement with revised senior and middle leadership structure (include coaching and NPQMSL etc) and aims. **BC & LB**
2. Secure improvements in learning outcomes with a revised and structured approach to assessment and feedback across the school (include focus on greater depth) **TSJ & LH**
3. Ensure that we secure effective implementation of school's curriculum aims and intent to provide a high-quality level of education across all subject areas. **TSJ & LB**
4. Strengthen the quality of reading provision to improve standards and engagement in reading. **LH & TSJ**
5. Embed improvements in mastery mathematics through revised curriculum structure, lesson design and high-quality CPD. **MC & TSJ**
6. Strengthen school's mental health and well-being work to impact across the school community. **CR & MC**
7. Strengthen school's provision for vulnerable groups (include SEND and PP) to improve outcomes across the curriculum and with attendance (going to revise attendance strategy). **BC & LH**
8. Ensure a smooth and effective transition to new information management system (SIMs 8). **BC & CR**
9. Improving effectiveness of HR procedures on absence and working practice across the school. **BC & CR**

SLT highlighted that there are 7 curriculum priorities and 2 non curriculum priorities.

SC noted the schools drive towards mental health and welling being work as a positive for staff and pupils.

Item 7 Review of SC aims for the year.

Circulated as part of the papers.

SC reflected of the achievements of the academic year stating that the focus of the group has definitely broaden as result of the endeavours from this group, highlighting;

- Embed work of SC to improve outcomes for all pupils; especially those who are disadvantaged.
 - SC suggested that outcomes are better as supported by the improved data capturing process and skill of SC to interpret the data.
- Focus on standards in Science, P.E and Computing.
 - **Science:** these visits were very informative but it was obviously a new curriculum with some challenges, which have been addressed.

- **P.E:** SC noted the move towards sports coaches and the wider benefits for pupils. SC stated that it is important that the school continues to engage with inter school competitions.
- **Computing:** SC reminded that K. Wadcock & C. Scott observed some lessons and they were impressed with how the lessons follow the same level of detail in planning and execution as the core curriculum subjects.
- Develop governors understanding of teacher standards and how these are used to establish expectations in learning.
 - It was suggested that the level of understanding between SC and staff is much greater. SLT stated that staff really welcome the high level of enthusiasm from the school governors.

Item 8 Agree Training Priorities for SC next year

DECISION TAKEN: It was agreed that SC would look to set aims for 2019/20 in the first meeting on the next academic year.

Item 9 Dates/ Composition for next academic year

DECISION TAKEN: It was agreed that the following link governors would focus on the following areas next academic year;

- **P. Dunning:** EYFS
- **B. Clark:** Key Stage 1
- **A. Vickers:** Key Stage 2
- **C. Scott:** Year 5 & 6

SC reminded that as discussed at previous meeting, P. Dunning would be taking the role of chair for SC. K. Choudhary suggested that this is best ratified that the first meeting of next academic year when the TOR are reviewed.

Date of next meeting: Wednesday 2nd October 2019 @ 1:00pm

Meeting finished: 3:00pm

Chair Signature

Page	Item	Summary of actions from Standard Committee meeting	Whom	Date to be completed