

Nottingham Roman Catholic
Diocesan Education Service



NRCDES Standards Committee

January 2017



NRCDES Board of Directors – Standards Committee

That all schools in the Diocese of Nottingham will be outstanding Catholic schools (DCI) and good or better (Ofsted) by 2020.

Context

The Diocese of Nottingham oversees 85 (69 primary and 16 secondary) schools spread over five counties and previously worked with 12 local authorities. The Nottingham Roman Catholic Diocesan Education Service began its work in 2012 and its purpose is to support the development of Catholic education in schools and academies throughout the Diocese of Nottingham. At present, there are 11 Catholic Academy Trusts in the diocese and 4 academies which are sponsored directly by the NRCDES. As of January 2017, 27 remain as voluntary-aided schools.

The *Memorandum of Understanding between the DfE and the Catholic Church* (published in April 2016) outlines the protocols which will govern the working relationship between the Church and the DfE (the Regional Schools Commissioners). It states that *'RSCs and dioceses will be expected to seek to share information about Catholic schools at the earliest opportunity, in particular any concerns about underperformance'*. (*Memorandum of Understanding, p5*)

As an integral part of its educational vision for the holistic formation of children and young people, the Catholic Church expects its schools and academies to promote and uphold high academic standards. The Catholic Bishops' Conference of England and Wales have reminded all those involved in Catholic education that:

"The Catholic Church in England and Wales is rightly proud of the high academic standards achieved in so many Catholic schools. However it is aware that some schools fall short of the standard expected by both Government and Church (cf. Can. 806 §25). Therefore the Bishops' Conference mandates the Catholic Education Service for England and Wales (CES) to develop strategies alongside Diocesan Schools Commissions and within the wider Catholic sector to ensure that Catholic Schools in difficulty can be helped to improve rapidly so as to offer an excellent Catholic education to our children."

Catholic Bishops of England and Wales, *Academic Standards in Catholic Schools* (2011)
(*Memorandum of Understanding, p15*)

In order to assist the work of the NRCDES, the Board of Directors has established three sub-committees:

- Standards
- Sponsored Academies
- Finance and Staffing

This document outlines the role of the Standards Committee and how this group will work in order to assist the NRCDES in its vision that all schools in the Diocese of Nottingham will be outstanding Catholic schools (DCI) and good or better (Ofsted) by 2020.

Authority

The Standards Committee is authorised to investigate any aspect within its terms of reference or which is specifically delegated to it by the Board. It is authorised to request any information it requires from a diocesan school or trust and all schools and trusts are directed to cooperate with any request made by the committee.

Terms of Reference

The NRCDES recognises that individual schools and academy trusts remain responsible for their own improvement working within a model of sector-led improvement.

- To ensure that the NRCDES has appropriate systems and resources to monitor and evaluate standards in diocesan schools.
- To work with the Director of Education and Deputy Director of Education to monitor, review and evaluate standards in diocesan schools and academy trusts including:
 - Performance data
 - Ofsted inspection outcomes
 - Diocesan canonical inspection outcomes
- To identify schools that are performing well and to acknowledge this.
- To identify schools that are underperforming and to support the Director of Education and Deputy Director of Education to offer appropriate challenge and support.
- To arrive at a 'shared view' about the most effective way of addressing any underperformance and how this approach will be taken forward including ways in which the school will be supported.
- To monitor progress with implementing actions agreed in meetings and evaluating the impact of these on school performance.
- To provide recommendations on schools that are in scope and monitor their school improvement actions.
- To review interim tracking data from individual schools in scope and agree actions to be taken by the schools to address the areas of underperformance or concern.

The Standards Committee will self-assess its performance against these Terms of Reference on an annual basis and will also review the Terms of Reference, submitting any proposed changes to the Board of Directors for approval.

Composition

A minimum of two members of the NRCDES Board of Directors.

The Board of Directors must determine the membership and proceedings of the committee annually. The membership of the committee may include associate members, provided that a majority of members of the committee are directors. Each committee must have a Chair, who is either appointed by the Board of Directors or elected by the committee and who must be a director. The Board of Directors may remove the Chair of a committee from office at any time.

Quorum

The quorum for the meeting of the committee shall not be less than two members of the Board of Directors.

Administration

The Standards Committee will meet four times a year. The committee's Chair or two committee members may call an extra-ordinary meeting. Other members of the NRCDES Board of Directors may be invited to attend the meetings.

The Chair of the Standards Committee will be elected every two years. If the Chair is absent from a committee meeting, then the committee will choose another committee member to act as Chair for that meeting.

Agendas for meetings will be agreed by the Chair of the Standards Committee before any meeting and minutes from previous meetings/agendas will be sent out to committee members at least five days before a committee meeting.

Minutes of meetings will be submitted to the next scheduled meeting of the NRCDES Board of Directors once approved in draft by the Chair of the Standards Committee.

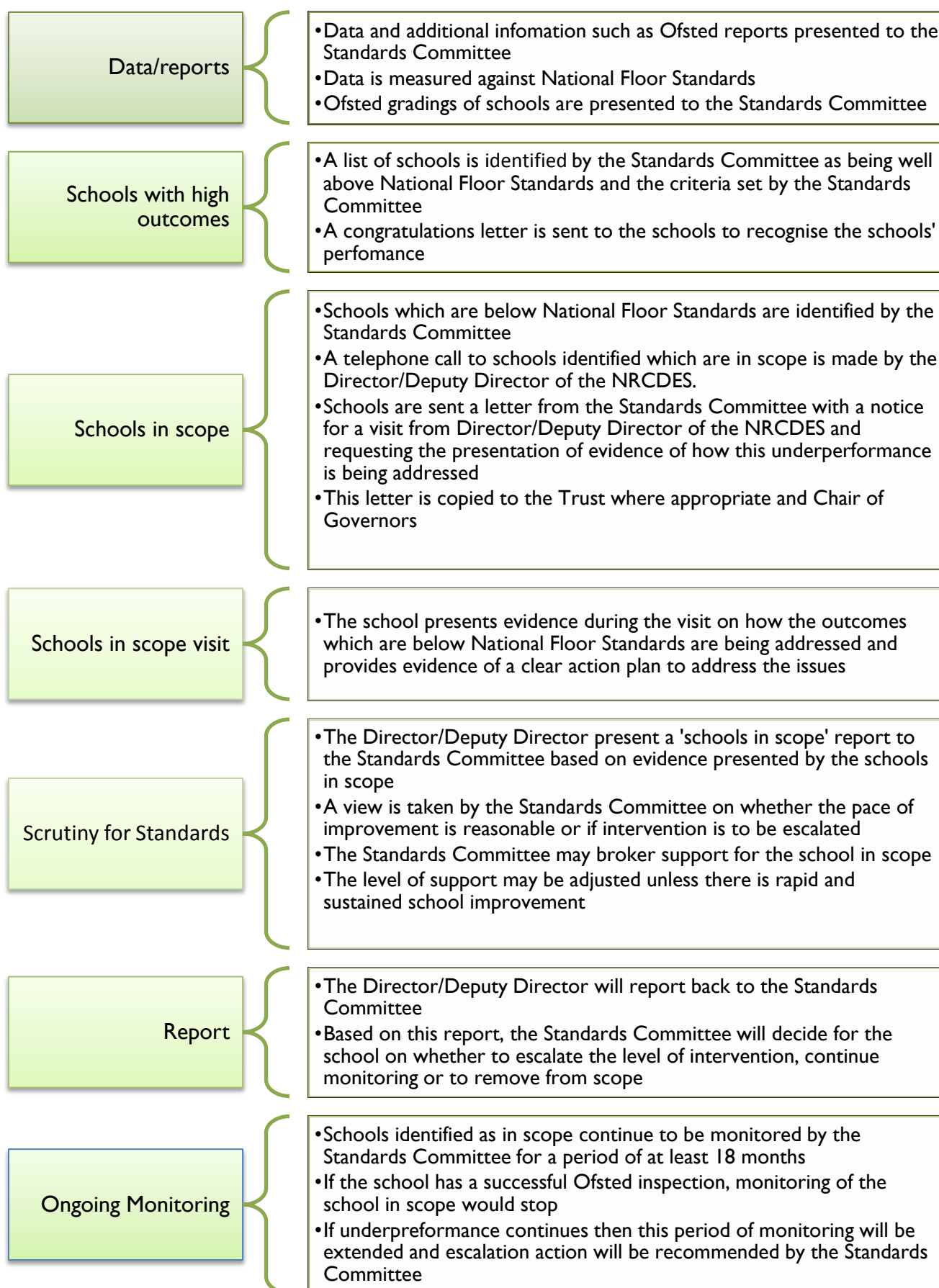
Confidentiality

All information provided by a school or the Director of Education and Deputy Director of Education is received on a basis of strict confidentiality. Documentation of the Standards Committee is strictly confidential unless marked 'Public'.

Members of the NRCDES Standards Committee:

NRCDES Directors:	Chair: James McGeachie
	Brenda Carson Rev Martin Hardy Pam Tonge David Wilson
Associate Members:	Fionuala Boucher Chris Davies Martin Fitzwilliam Ann Glynn-Jones Greg Hughes Sean McClafferty
NRCDES Staff:	Peter Giorgio Chris Maher
Company Secretary:	Neil Weightman

Process of the Standards Committee



Appendix I: Definitions: Headline Performance Measures and Floor Standards

Primary		
Academic Year	Headline Performance Measures	Floor Standard
2015/16	<p>Average progress made by pupils in reading, writing and mathematics;</p> <ul style="list-style-type: none"> Percentage of pupils achieving the national standard in reading, writing and mathematics at the end of Key Stage 2; Average score of pupils in their end of key stage 2 assessments; and, % of pupils who achieve a high score in all areas at the end of Key Stage 2. <p>The 'high score' will not be set until the first new Key Stage 2 tests are sat in summer 2016.</p>	<p>Schools will be above the floor if pupils make sufficient progress across all of reading, writing and mathematics or if more than 65% of them achieve the national standard in reading, writing and mathematics.</p> <p>National figures will also be used to compare schools across the Diocese using % of pupils reaching the expected standard in reading, writing and mathematics. The average scale scores will also be used to compare schools.</p> <p>Sufficient progress will be calculated using as a value-added measure from Key Stage 1 to Key Stage 2. The precise level of 'sufficient progress' will not be set until the first new Key Stage 2 tests are sat in summer 2016.</p>

Secondary		
Academic Year	Headline Performance Measures	Floor Standard
2015/16	<ul style="list-style-type: none"> % 5A*- C including English & maths is the % of students achieving 5 GCSEs including Maths and <u>English Language</u>. GCSE English 3 levels of progress is for <u>English Language</u>. The Progress 8 score considers the Ebacc English (the best of English Lit and Language) this is not for the % 5E&M. An estimated Progress 8 score based on 2014, as we are aware the official progress 8 score is not yet available. Progress across 8 subjects, including English (double weighted), maths 	<ul style="list-style-type: none"> A school will be below the floor standard if its Progress 8 score is below -0.5, unless the confidence interval suggests that the school's underlying performance may not be below average. (see below) <p>A Progress 8 score of -0.5 indicates that the average achievement of a school's pupils is half a grade worse per subject than other pupils with the same prior attainment.</p> <p>Information about how confidence intervals will be calculated is described in <i>Annex B of Progress 8 measure in 2016: Technical guide for maintained secondary schools, academies and free schools</i></p> <ul style="list-style-type: none"> Further details of the floor standard based on Progress 8 can

	<p>(doubleweighted), 3 English Baccalaureate qualifications and 3 other qualifications which can include English Baccalaureate subjects and other high value academic, arts and vocational qualifications from the DfE approved list.</p> <ul style="list-style-type: none"> • Attainment across the same 8 subjects. • Percentage of pupils achieving a C grade or above in English and maths. • Percentage of pupils achieving the English Baccalaureate • Further information about Progress 8 is in Progress 8 measure in 2016: Technical guide for maintained secondary schools, academies and free schools. RAISEonline has a list of the DfE approved qualifications which can be included in Progress 8. 	<p>be found in Progress 8 measure in 2016: Technical guide for maintained secondary schools, academies and free schools.</p>
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16-19		
Academic Year	Headline Performance Measures	Floor Standard
2015/16	<p>Headline performance measures for 2015/16 will be:</p> <ul style="list-style-type: none"> • % of students at A* • % of students at A*- B • % of students at A*- E Pass • APS per Entry QCA points • APS per Candidate QCA 	

Appendix 2: Identification of Schools to be Commended

Outcomes for Pupils:

When identifying schools with high outcomes the most weight is given to pupils' progress rather than attainment. Within this, most weight is given to the examination results at the end of the most recent academic year, taking into account how this compares with progress of other recent cohorts. The progress of all pupils is taken into account including those in vulnerable groups such as Pupil Premium (PP), Special Education Needs (SEN) and English as Additional Language (EAL).

Sources of Evidence:

Evidence on schools with high outcomes will be gathered from a number of sources:

- Provisional data provided by schools
- DfE Data Dashboard information
- FFT Aspire Evaluation reports on data
- RAISEonline data reports
- Ofsted gradings and reports

Disadvantaged Pupils:

Evidence on disadvantaged pupils gathered focuses on progress rather than attainment. The progress gaps between disadvantaged pupils and other groups of pupils is considered when looking at standards in schools.

Criteria for schools that are to be commended:

Primary and Secondary Schools:

- The school is in an Ofsted category of outstanding (1) or good (2)
- Progress of pupils from their starting points in any key subjects¹ or key stages indicates that pupils are achieving consistently above national standards
- From their different starting points, the progress of pupils in different Key Stages in English or Mathematics is consistently high and shows rapid or consistent improvement
- For disadvantaged pupils, the progress from their different starting points in English or mathematics is consistently above that of other pupils nationally and shows rapid or consistent improvement
- There are little differences in the progress and/ or attainment of different groups from similar starting points.
- From their different starting points, the progress of pupils in English and Mathematics is high compared with national figures.
- The school's performance regularly is above the floor standards in both attainment and progress measures.² Improvement is consistent, sustained and embedded in the school's standards

Identification of Schools within Scope

Outcomes for Pupils:

When identifying schools in scope the most weight is given to pupils' progress rather than attainment. Within this, most weight is given to the examination results at the end of the most recent academic year, taking into account how this compares with progress of other recent cohorts. The progress of all pupils is taken into account including those in vulnerable groups such as Pupil Premium (PP), Special Education Needs (SEN) and English as Additional Language (EAL).

Sources of Evidence:

Evidence on schools in scope will be gathered from a number of sources:

- Provisional data provided by schools
- DfE Data Dashboard information
- FFT Aspire Evaluation reports on data
- RAISEonline data reports
- Ofsted gradings and reports

Disadvantaged Pupils:

Evidence on disadvantaged pupils gathered focuses on progress rather than attainment. The progress gaps between disadvantaged pupils and other groups of pupils are considered when looking at standards in schools.

Criteria for schools in scope: (1 or more of these categories are needed for a school to be regarded as in scope).

Primary and Secondary Schools:

- The school is in an Ofsted category of requires improvement (3) or inadequate (4)
- Progress of pupils from their starting points in any key subject¹ or key stage indicates that pupils are underachieving considerably
- From their different starting points, the progress of pupils in different Key Stages in English or Mathematics is consistently low and shows little or no improvement
- For disadvantaged pupils, the progress from their different starting points in English or mathematics is consistently well below that of other pupils nationally and shows little or no improvement
- There are wide differences in the progress and/ or attainment of different groups from similar starting points and these are not improving
- The school's performance regularly falls below the floor standards². Any improvement is insufficient, fragile or inconsistent

¹ 'Key' subjects in primary schools are English and mathematics. In secondary schools, they are English, mathematics, science and any subjects studied by a high proportion of pupils

² Floor standards refer to the expected levels of performance at key stages 2 and 4 set by the government