

## MAYFIELD PRIMARY SCHOOL

### Meeting of Full Governing Body Tuesday 7<sup>th</sup> June 2016 at 6.00pm in the Library

#### Attendees :-

Judith Greenwood (Chair)	Jas Hill (Head)
Kate Vadhia (Clerk)	Faruk Kara
Jim Thorpe	Alison Cox
Sarah Stepney	Mary Wheeler
Rob Thompson	Paula Ayliffe
Kate Stalker	Mary Cullen
Laurie Coppersmith (to 7.45pm)	David Hargreaves
Jo Sharpington	

#### 1. APOLOGIES FOR ABSENCE

Apologies were accepted from Bridget Somekh and Jo Walker. No apologies were received from Zareen Islam.

#### 2. PECUNIARY INTERESTS

There were no declarations of pecuniary interest relating to any items on the agenda.

#### 3. GOVERNOR ISSUES

The GB unanimously appointed Anna Chaudhri as a co-opted governor.

No self-nominations had been received by Kate for the post of Chair. Judith was nominated and was unanimously re-elected for a three year term.

#### 4. THE STRATEGIC ROLE OF THE GOVERNING BODY IN USING PERFORMANCE DATA

Emma Fuller ran a training session on The Strategic Role of the Governing Body in Using Performance Data with particular focus on assessment without levels, age related expectations and "mastery".

Emma asked the GB whether they know how well the school is doing and how do they know this: P&A review data on a regular basis ensuring the school is taking appropriate action, and report back to the full GB; the committees organise link visits and report back to the school and the full GB with recommended actions; subject link governors liaise with subject co-ordinators throughout the year. There is a lot of monitoring, challenge and support happening but how to evidence this to Ofsted? Chairs of committees to produce a one page summary of what their committee is working on ie issues being dealt with, outcomes, expectations by the next meeting etc. To be a rolling document updated after each meeting. P&A to decided on the focus of, and organise, their link visit.

Additional ways of monitoring the school could include evaluating the prominence around the school of areas of focus eg if writing is a focus can this be evidenced in displays, in books and in pupil engagement?

#### Action

Chairs of  
Cmmtts

David

## Action

Kate

Many governors visit school regularly but this is not recorded. Kate to start a governor visit file in which governors can briefly record each visit.

Emma gave a brief overview of recent changes in teacher assessments and SATS. From 2016 the KS1 SATS to be given standardised scores. These are expected to be between 85 and 115 with 100 being the expected level. The SATS can be used by teachers to inform their assessment but a pupil still has to achieve every bullet point of the assessment framework to achieve that standard. It is teacher assessments which are reportable, not the SATS results.

All of KS2 are playing catch up to some extent because they changed from the old to the new curriculum. KS2 SATS results to be published to schools on 5 July 2016. They will comprise a raw score and a standardised score, again this is expected to be between 85 and 115. Teacher assessment is reportable for writing only. For both KS1 and KS2 schools' teacher assessments are moderated at least once every four years – more often if there is a change of circumstances such as a new head or an NQT in Y2 or Y6.

The new national standard for KS1 roughly equals the old level 2b and at KS2 it roughly equals level 4b. Schools will be given progress scores calculated by comparing their pupils against pupils with similar starting points nationally.

Emma explained how the new progress score in KS2 will be calculated:

- Points will be given to the old levels from their KS1 SATS eg 2a = 17; 2b = 15
- Reading and writing scores at KS1 will be averaged and this average will then be averaged with the KS1 maths score to give one overall score.
- For each KS2 pupil their score for an subject in their KS2 SATS will be compared against the national average for pupils with the same KS1 score.
- The difference will give their KS2 progress score.

The school will have until the end of September 2016 to report the KS2 results to parents and national tables will be released later in the year. The governors considered how they would challenge/support any negative progress scores and how they would judge how much progress an SEN child was making.

Emma then took the GB through Age Related Expectations (ARE) which are used to judge where a child should be at the end of each school year. In September of each year the pupils start at Emerging and should then progress through Developing to Secure with some achieving Great Depth. "Mastery" is a term used for the concept of keeping all the children together throughout the year. Instead of pupils who have grasped a concept moving ahead they are instead given tasks to give them a greater depth of understanding while the rest of the class master the concept. For example, mastery is the difference between learning maths and learning how to be a mathematician. Governors acknowledged how important it was for parents to understand this in order to be able to help their child at home.

How to tell if there is mastery? Governors should be looking at the ethos across the school – can the pupils talk about their learning? Are displays interactive and are the pupils engaged with them? Are resources being used eg using a dictionary if spelling is weak? Are pupils given chances to show their mastery by their independent choices? Independence is knowing the strategies needed, not necessarily working alone.

Emma looked at the data available to governors. RAISE Online gives the school context and compares it both nationally and within County. Pages in RAISE Online which are of special interest to governors are marked with a G top right. The governors discussed some of the graphs on the Inspection Dashboard and considered whether there was evidence of a three-year improving trend. Emma also mentioned the Fisher Family Trust as a data source.

Lastly, the governors had a brief overview of example questions they could ask of the school eg are the school's identified strengths still strength? What is being done to address weaknesses? Have the strategies which have been implemented had an impact?

5. **ANY OTHER BUSINESS**

The GB decided on the following news items for the staff and parents newsletters:

At their meeting on 7th June the GB attended an excellent training session on “The Strategic Role of the Governing Body in Using Performance Data” with particular focus on assessment without levels, age related expectations and mastery. There are enormous changes taking place in education currently and the GB will be following up on specific actions arising from all that they learnt.

The meeting closed at 8.25pm