



**MAYFIELD PRIMARY SCHOOL**

**Meeting of the Full Governing Body**

**Monday 18<sup>th</sup> July 2022 at 6.00pm**

**Attendees**

Anna Chaudhri (Chair)  
 Louise O’Gorman (Clerk)  
 Sarah Stepney (Head)  
 Paula Ayliffe (Head)  
 Ann Nicholls

Andrew Monteath  
 Jessica Rowson  
 Patrick Gosling  
 Alison Cox

Actions are highlighted in **RED**.

	<b><u>APOLOGIES AND DECLARATION OF INTERESTS</u></b>	<b><u>Action</u></b>
1 & 2	<p>Apologies were received and accepted from Judith, Charlotte, Halina, Richard, Jo and Clare.</p> <p>There were no interests to declare.</p>	
3	<p><b>SDP 2022-2023</b></p> <p>Sarah shared the School Development Plan with the governors and talked us through its updated content.</p> <p>The Heads were happy with the end-of year results achieved this year.</p> <p><b>3 year plan - Year 2022-2023</b></p> <p><b>Inclusion</b> – updating systems to develop inclusion in the school. TAs will be called Learning Support Mentors from September, and will not be focusing on specific children. Plans will be shared with the leadership team and any progress updated regularly.</p> <p><b>School Learning Environment</b> – focusing on the environment throughout school and ensuring it supports children learning. Work has started on this in Foundation Stage.</p> <p><b>Subject Leadership</b> – develop monitoring in the foundation subjects, and where possible provide subject leaders with Leadership time. This will depend on the budget available and it is thought that the Leadership days that year groups had once a half term may not be put into place until at least year 2 of the 3 year plan.</p>	

**Marking Policy** – the updated marking policy is to be used consistently across the school.

The governors made the following points:

1. There needs to be a clear link between the aims in the plan and those pursued by individual school staff.

2. Inclusion should include the high attainers as well, as well as those who require extra time and learning support.

*Q. Are the years noted in the 3 year plan, the years in which the aims will be completed or by when they will be completed?*

*A. They will be achieved by the end of that year. Obviously parts will be completed at different times of the year and this will enable us to adapt for the following year. We could break the items down further if necessary.*

**The Heads will take this into account and make any necessary changes.**

### **Aims for 2022 2023**

#### **Aim 1 – Phonics**

Embedding Essential Letters and Sounds throughout the school. As a new phonics scheme the school is adopting from September, it is essential that all staff are up to date with its methods and can adapt to the change.

All classes will have the appropriate resources and displays for children's learning.

*Q. Will this be challenging, considering the outcomes of one Y1 class in the phonics assessments?*

*A. We don't think so, the class were close to passing and the teachers are aware of what is needed to get them through. They are an immature class and will soon catch up; support has already been put in place to achieve the right levels.*

#### **Aim 2 – Maths**

To embed the consistency of approach to maths across all year groups. Liz Stow will continue to be the Maths Lead during Jo's maternity leave. This year classes have been using similar resources. White Rose and a similar resource will continue to be used in school for teaching. The school is looking into a suitable resource for the Reception cohort.

The school wants to focus on the calculation strand and ensure that everyone is aware how this should be taught in all year groups.

The aim showed target figures for each year group. They are a reflection of where they have been for the last two years and where they are expected to be at the end of the year

*Q. Why is the target for Year 5 so low compared to others?*

*A. This year's Year 4 have not come out so well in assessments. This has been reflected in the data, and a target set appropriately.*

#### **Aim 3 – writing**

Improve the outcomes in GPS (Grammar, punctuation and spelling) and reflect this in the children's writing; accurate moderation to ensure interventions are completed where needed.

Moderation should happen more often between year groups to get a more accurate picture of where we are.

<p>Figures were given of progress in the last two years and the targets/ predictions for the end of this year.</p> <p>O Track, the school assessment data system is being updated over the summer.</p> <p>For clarity and so the children are aware of what they should be working to, in the back of children’s books will be a list of what they are working towards for secure and greater depth, and how to achieve it. Spelling Shed will be made accessible to everyone in the school.</p> <p><b>Aim 4 – Subject Leadership</b>  Developing and monitoring progress across each subject. Identifying needs and supporting teachers in the planning of each subject.</p> <p>Before the pandemic we did well at subject leadership, the Deputy Head at Chesterton would visit regularly and give advice. It is important to revisit this area, as new staff have joined us. Staff are now able to meet across the school and work on the progression of each subject. We can ensure that foundation subjects are fit for purpose and covered well.</p> <p><i>Q. Is it possible for the Deputy Head to visit us again, as before.</i>  <i>A. He has now left the school, and Chesterton now have a primary school in their academy so we believe they are more interested in supporting them.</i></p> <p><b>Aim 5 - EYFS</b>  Develop learning inside and outside of school in Foundation Stage and provide the next steps to school life. Provision in each classroom for equal opportunities for all children to learn and develop.</p> <p>We have made a start on this, working on the outdoor Reception area, but there is a lot more to do. It is an ongoing project. Pippa will be returning to Reception in September, and she has a clear vision of what is needed.</p> <p>It is good to see that some of things which have been discussed in meetings this year are reflected in the aims. You can see that a lot of work has been done in the FS area.</p> <p>If we give the children a good start at school they will have a positive attitude to school life and learning and carry this on for further years. The better the provision is the more children are encouraged to be independent.</p> <p><b>Aim 6 - School Admin</b>  The new admin team are to have clear roles optimising their personal skills. Making the site staff aware of what is needed from a classroom to ensure good learning.</p> <p>Kate will be responsible for this aim. This ensures the inclusion of all school staff in the SDP. A school goes beyond the classroom and its teachers to run smoothly.</p> <p><b>Aim 7 – Inclusion</b>  Inclusion is the key word. It is not just SEND. EHCP’s and children’s needs will be considered in teacher planning and the provision maps.</p>	
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	<p>The outcomes from Year 6 have provided the evidence for this with the number of children who qualified and had extra time for their SATS. The positive results they got reflects how the extra provision worked.</p> <p><i>Q. Who will be responsible for this aim?</i>  <i>A. This will come down to teachers and TAs.</i></p> <p>Seven aims are manageable for the school. They are mapped into staff meetings throughout the year, so that staff can give their input. The Heads are then able to monitor and adapt the aims as necessary.</p> <p>Each committee has aims allocated to them.</p> <p>The governors voted unanimously to adopt the updated SDP for the following year.</p> <p>The Heads are now able to take this to the staff on the September Training Day and set out what they will be working on.</p> <p>The governors commented that it is good that the aims are focused on the school and its staff and considering what the children have been through in the last few years the data reflects progress well.</p>	
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The meeting closed at 7.10 pm

The next meeting of the full GB will be on **Monday 19<sup>th</sup> September.**