



CHERITON GOVERNORS

Newsletter from the Governors of Cheriton School

Changes to the Governing Body

Parent Governors

The Governing Body would like to thank the departing Parent Governor, Jacob Leadley for his valuable contributions to the school over the years he was a governor.



James Chaplin

After a parental election Jacob's place has been taken by James Chaplin (pictured). James is a commercial lawyer with one daughter at the school.

Staff Governor



Rebecca Haskins

"As a parent of Billy in Year 3 and a member of staff at Cheriton Primary School I hope to represent the interests of the children, parents and staff of our school community. Please let me know if you have any issues you would like raising at our meetings."

Parents' Evening Feedback and Comments

Parents Evenings provide governors with a wonderful opportunity to chat informally over coffee with parents and carers of the children in our school. As on previous occasions, a noticeboard with a few 'starter questions' stimulated conversation, some of which related specifically to areas currently under discussion amongst governors. During the two evenings other conversations and post-it-note comments provided feedback which reflected 'current thinking', and which for governors, supplements the more formal annual 'Parent Survey' during the Spring/Summer Terms.

Summary of feedback:

An area, which parents consider that the school does well, is in developing a culture of openness and welcome. Forest School is also considered an excellent addition to the curriculum. Parents will be aware that Government Sports Funding is now funding this for all year groups, rather than the school needing to request voluntary contributions from parents.

Comments related to the theme of 'communication' referred primarily to the new Dojo app linked to merits, which is being trialed this year and at the time was in early stages of use. Since the evening initial IT issues have been cleared up and Mr. Goldsworthy also included some information about the use of Dojo in his Autumn 10 Newsletter (17.11.17)

Parents felt that the 'Reading Evening' had been very helpful and there was general consensus that other similar evenings would be equally welcomed. Responding to this feedback, a 'Maths.' evening will be introduced in the New Year.

Parent's thoughts on the subject of homework were very diverse. Some parents said that homework (and the Dojo app) were a way of opening up conversations with their child about his or her learning in school. Comments made were helpful in informing discussions with the staff and the Learning Committee when homework was being reviewed.

Areas mentioned for the school to develop further included the variety of After School clubs and additional website content.

The Governing Body would like to thank to all those parents who scribed on post its and engaged so willingly in conversations, sharing their thoughts about the school. We were encouraged that parents were very positive about the school and that, should they at any point have a concern, they feel able to approach the class teachers to seek clarification.

Communicating with Governors

Governors with children at the school can regularly be found on the school playground at pick up and drop off times. They are Ben Ward, Brenna Weston Bell, James Chaplin, Andrew Flett and Paul Debont. They will be happy to have a chat with you.

Governors are always available at Parents Evenings to discuss any concerns you may have.

All governors can be contacted through the school office by emailing: adminoffice@cheriton.hants.sch.uk



Understanding the School's Performance Data

No doubt you have all seen our very pleasing Key Stage 2 SAT's results for last year (School Newsletter Autumn 3). The school results are well above national and regional averages in all areas and preliminary data is showing that the school is in the top 1% of schools in the country for attainment at Key Stage 2. The school is 1st in Hampshire for average Reading attainment and 5th in Maths, something that we the Governors would like to thank the Staff for all their hard work helping the children achieve such high levels of learning and thank the children for being so keen to learn.

As governors we have a duty to support and challenge the school, to maintain these standards and strive towards achieving even greater heights. To do this we firstly analyse the Key Stage 1 and 2 data from the previous year (identified above) using various tools

Aspire, ASP (Analyse school performance), previously RAISE.

All data analysed by Governors is anonymous. ASP analyse school data and organise it into groups such as gender, Special Educational Needs, mobility, ethnicity, and compares it to national averages. This highlights if any one group are underperforming on one specific subject or over a range of subjects, thus identifying areas for improvement. Data is also analysed for progress to ensure that results are not all about 'cramming' in the last few months before the exam but actually demonstrate at least steady progress from Key Stage 1 to 2.

School Comparisons

The school comparison information allows us to compare data against other similar schools so we can spot any discrepancies and dig deeper into their causes. We can compare our school with other schools data using information such as teacher: pupil ratios, Staffing costs and attainment.

As Governors we do not just look at outcomes for children when they leave the school at the end of Key Stage 2. We are constantly checking that all children in the school are achieving their expected progress. To do this on a Class Year basis we use NFER testing.

NFER Testing

These are tests that the school introduced when the old levels of 1 to 6 were replaced by the new system of ARE (Age Related Expectations). There was no comparable link between the two forms of assessment prior to the change over in 2016 and therefore it was difficult to demonstrate if children were on track to achieve their expected progress. NFER tests consist of three sets of tests: one for use in each of the autumn, spring and summer terms to help monitor attainment and progress in and across Years 3, 4 and 5. This testing has given us the comfort of knowing that the children were not falling behind whilst the new system became embedded and started to produce its own historical data.

The school's vision is not just about testing. We fundamentally believe that the results are a product of many differing aspects of teaching. Really good outcomes are only achieved through a solid foundation of general learning. Such things as Forest School enable children to build confidence and problem solving skills which are useful in life and also in the classroom.

What the Governing Body Does

The Governing Body's main tasks are to: set the aims and objectives of the school, support and challenge the school's leadership, ensure that pupils receive high quality education, oversee all financial matters relating to the school, plan for future development and improvement.

Governors are responsible for appointing the Headteacher and also supporting them in their leadership role. Although they do not manage the school, they do help to set the strategic direction the school will take, assist in drawing up policies, objectives, targets and monitoring of the school's finances.

Governors are volunteers who receive no pay for their role.