

Reporting a Governor visit to Kea School

Name Tracy Baker	Date 11 th September 2018
Purpose of visit	
Attendance at a training meeting for volunteers to help with Years 3,4 and 5 times tables assessment.	
Links with the School Improvement Plan/ 20 Questions	
<ul style="list-style-type: none">Governors regularly visit the school to get to know it and monitor the implementation of the school strategy (no.16)	
Context within the National Curriculum	
<i>The national curriculum specifies that pupils should be taught to recall the multiplication tables up to and including 12x12 by the end of year 4.</i>	
<i>From the 2019 to 2020 academic year onwards, schools in England will be required to administer an online multiplication tables check (MTC) to year 4 pupils.</i>	
Context for Kea School	
Children in Years 2,3 and 4 are introduced to the times tables during lesson time. They aim to achieve the 2's, 5's and 10's by end of year 2; 3's,4's and 8's by end of year 3 then 6,9,11,12 and 7 by the end of year 4. Their progress is recorded on individual record cards as they are tested by parent volunteers during the week, achieving fluency in their tables at bronze, silver and gold level. Mrs Green oversees this programme and issues certificates once they have completed all 11 tables.	
Governor Observations and Comments	
Having been involved in the assessment of tables in Year 3 for 2017/18, and then adding Year 4 during that last summer term, I have noticed great improvements in levels of achievement in both year groups. This has been a direct result of parent assessment on a weekly basis. To assess a year group properly takes 1.5 hours per week with 2 parent volunteers.	
Consequently, Year 3 exceeded expectations, with 26 out of 30 pupils achieving the end of year 3 target and 10 pupils achieving the end of Year 4 target with all tables fully known.	
Intervention in Year 4 began later, with 20 pupils out of 31 achieving the end of year 3 target, and 16 achieving the end of year 4 target by the end of July 2018.	
Mrs Green set up this briefing meeting as she has successfully recruited more parents to assist with the assessment, initially with the new Year 3 (2018/19), then moving on to Year 4 to	

complete the programme, Year 5 to catch up those who have not yet achieved the target where this is possible/appropriate for their level of understanding and finally to get started on Year 2 if resources allow. It is most appropriate to start the tables later in the year with Year 2 anyway.

Once the new parents have been authorised as volunteers, there should be a total of 6 regular helpers and levels of achievement should increase significantly. In this area, children really benefit from regular testing, they enjoy the challenge, rise to the occasion and are genuinely proud of their achievements.

Each child's progress is reported weekly to their parents via the Reading Records and parents/carers are informed of the new target set for learning.

Behaviour

All pupils behave impeccably during this time, one to one with a parent volunteer. Pupils are taken out of lessons to be assessed. This is planned with the class teacher and is flexible when needed. I have genuinely enjoyed being involved with this initiative as the children rise to our expectations and are really keen to be assessed!

Safeguarding.

All volunteers have undergone the DBS checking and in-school training before starting the programme. They all wear the new lanyards to designate their status.

Any issues for the governing body

This has had a direct positive influence upon mathematical achievement at KS2. Where this level of volunteering can be maintained, no issues arise. It would be a great shame if volunteers could not be enlisted, as there are unlikely to be TA hours available as they are allocated elsewhere and the budget will not stretch.