



## GOVERNOR VISIT FEEDBACK FORM

<b>Date of visit</b> 26.04.2022	<b>Name of Governor</b> Lesley J. Lee	<b>Governor responsibility</b> Mathematics
<b>Staff/area visited</b>	<b>Maths Team:</b> Katie Gilbert Peg Bentley Sarah Lloyd Claire Haworth Jess Gilmartin Aileen McCarthy	
<b>Objective/purpose of the visit</b>  <i>Why are you making this visit?</i>	<b>To consider the further development of teaching and learning in mathematics across the school</b>  <b>To be updated on actions from the previous meeting</b>  <b>To inform the full governing body</b>	
<b>Agenda/discussion points</b>  <i>This should be agreed before the visit and indicate key questions/issues you plan to explore</i>	<b>Questions were circulated in advance of the meeting and focused on some of the findings included in the Ofsted review of mathematics education.</b>  <b>Update from the previous meeting:</b> <ul style="list-style-type: none"> <li>• An update on the progress of Y2</li> <li>• Progress against the ‘actions to consider’ which were identified by staff following the survey.</li> </ul> <b>Additional questions:</b> <ul style="list-style-type: none"> <li>• Is the ‘White Rose’ maths scheme now fully embedded across the school?</li> <li>• How do you monitor the quality of teaching and learning in maths across the school?</li> <li>• What is the process for monitoring pupil progress? How is this information recorded and shared?</li> <li>• How are SEND pupils supported?</li> <li>• Ofsted have found that disadvantaged pupils are much less likely to meet the expected standards at EYFS, KS1 and KS2. What does the data <b>show for</b> Norwood?</li> </ul>	
<b>Outcomes of the visit</b>  <i>What did you see, what did you learn?</i> <i>Include any evidence that demonstrates the positive impact the school is having in this area</i>	The team were very supportive of one another and are working well as a team. They were well prepared for the meeting and each member contributed to the discussion. They provided the following information during the lengthy discussion:  <b>An update on the progress of Y2:</b> The team reported that altering the planning for Y2 has had a positive impact. Recent analysis of the termly data indicated that the number of children working at the expected standard has risen by 10.2% and that 24.4% of pupils have made three jumps of progress so far this year, which is above the norm of 2 jumps by Easter. This is positive news and supports the decision to change the planning.	

	<p><b>Progress against the ‘actions to consider’ which were identified by staff following the survey:</b>  A decision has been made to carry out a full review of the year in the summer term to inform preparations for the start of the next school year. It was confirmed that any issues that arose were addressed as soon as they were identified.</p> <p><b>The White Rose scheme is now fully implemented across the school.</b></p> <p><b>How do you monitor the quality of teaching and learning in maths across the school?</b>  Expectations are agreed at the start of the year in terms of planning, teaching, and learning. A document is provided to all staff outlining these expectations and are discussed fully with staff. Monitoring is ongoing throughout the year and carried out in a variety of ways, which includes: a scrutiny of pupil’s books; monitoring teachers plans; learning walks; discussions with staff and listening to pupils. Pupil voice is an important aspect of all monitoring within the school.</p> <p><b>What is the process for monitoring pupil progress? How is this information recorded and shared?</b>  Assessments are carried out each term and outcomes are recorded on the pupil tracker. The data is analysed by the class teacher and pupil support is provided where needed. Pupil progress meetings are held termly, which are attended by the relevant staff, SENDco and lead for assessment. During the meeting the data is scrutinised, the children’s progress and any barriers that are affecting progress are discussed and possible interventions are agreed.  In addition, the assessment lead, Headteacher, PP lead and SENDco track termly progress and monitor any trends that may be forming.</p> <p><b>How are SEND pupils supported?</b>  SEND pupils have individualised path plans, and support is provided to address the children’s individual needs. the SENDco monitors pupils’ workbooks to ensure that content reflects the needs of the pupils. In class support is provided through a variety of means including, the use of interventions, differentiated tasks, use of resources, PAP meetings and 1-1 in class support. Staff liaise with parents and the SENDco.</p> <p><b>Ofsted have found that disadvantaged pupils are much less likely to meet the expected standards at EYFS, KS1 and KS2. What does the data show for Norwood?</b>  There was lengthy discussion on this question and the team reported that support includes the following:  Phase TAs provide extra support for PP pupils through pre/reteaching.  There is school led tutoring and a homework club for PP children.  The phase leaders provide support with the PP lead and in addition the phase leaders carry out ‘drop ins’ and have discussions with pupils.  There has been whole staff training on Pupil Premium first approach, to raise staff awareness and increase opportunities for disadvantaged pupils.</p> <p>The team did not provide any data at the meeting and will be considered at our next meeting.</p>	
<p><b>Any actions agreed during the meeting</b>   <i>Include deadlines</i></p>	<p><b>LJL to meet with JC (Assessment Coordinator) regarding the collection and analysis of mathematics data.</b></p> <p><b>The team to consider what the data indicates regarding disadvantaged children and to discuss at our next meeting</b></p>	
<p><b>Date of review by headteacher and chair of governors</b>   <b>Any further action identified</b></p>	<p>8<sup>th</sup> June 2022</p> <p>Follow up meeting to discuss the data as required above.</p>	
<p><b>Signed/date</b></p>	<p><b>Signature</b>  Lesley J Lee</p>	<p><b>Date</b>  16.05.2022</p>

**Please pass a copy of your report to the Chair of Governors and Headteacher within 10 working days of the visit.**