



Governor Visit Record

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| Date | January 2024 | Governors | P Ford-Hutchinson |
| Objectives | | | |
| <ul style="list-style-type: none">• Ensure consistent quality across all subjects.• Ensure that planned approaches are further embedded and teachers are fully supported in implementing the updated curriculum and assessment methods.• Ensure consistent quality of assessment practices throughout the school to enable meaningful collection of whole-school data for monitoring and minimising variables.• Enhance the outward-facing role of skilled subject leads to improve the quality of SEND provision in partner schools. | | | |
| Links with School Development Plan | | | |
| Whole school targets | | | |
| Quality of Education - Setting the highest professional standards of effective performance and provision so that every child is experiencing excellence every day | | | |
| Background preparation | | | |
| Read through curriculum document Website information Prior discussions with SLT members Prior discussions with SIP | | | |
| Scope of visit / Breadth of visit Scrutiny | | | |
| <ul style="list-style-type: none">• Discussions with KMc (Deputy Head / Quality of Education Lead)• Learning walk with KMc (Deputy Head / Quality of Education Lead)• Discussions with HM (ELS Phonics, ECT and Interventions Lead)• Discussions with AA (Engagement Plus and Science Lead)• Discussions with RH (SaLT)• Discussions with DE (Assessment Lead) <ol style="list-style-type: none">Discussions with KMc: KMc provided an insightful overview of the developments within the curriculum and explained the expected standards and practices observable in classrooms.Learning Walk with KMc: The learning walk led by KMc showcased a broad and balanced curriculum, with high levels of pupil engagement observed. Teaching and learning practices were of exceptional quality, with students demonstrating a strong ability to articulate their learning experiences. Furthermore, staff effectively communicated lesson objectives and their | | | |

alignment with the curriculum, utilising assessment stickers and differentiated success criteria to support pupil progress. Notably, there was a clear sequence of learning observed, spanning from basic arithmetic to more complex mathematical concepts, reflecting the school's commitment to providing a structured educational pathway for students. There was a high level of ambition observed, particularly among pupils in a maths lesson aspiring to pursue GCSE qualifications.

3. **Discussions with HM:** Conversations with HM revealed a high level of understanding of the Early Career Teacher (ECT) process, including the various forms of support provided such as coaching, mentoring, team teaching, and observation. Furthermore, HM demonstrated a strong understanding of phonics and reading progressions, ensuring the availability of age-appropriate reading materials for older students still developing phonetic knowledge.
4. **Discussions with AA:** AA exhibited a solid understanding of the science curriculum and provided insights into leading a high-quality curriculum that sequences effectively throughout the school. Long term plans and Teacher Knowledge Organisers were shared which offered CPD links to ensure there was a consistent standard across the subject.
5. **Discussions with DE:** Conversations with DE demonstrated a comprehensive understanding of the National curriculum and Launchpad into assessments, including the depth of learning document. However, it was noted that end-of-year targets are not currently set for pupils, which could be an area needing further thought.

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| Issues to be raised with the Full Governing Body (if any) |
| <ul style="list-style-type: none">- Are the targets set for pupils in line with their expected progress sufficiently ambitious and challenging? |
| Plans for Follow-up Visit |
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| Date reviewed at FGB |