

Governor's Visit Summary 8th November 2017

Introduction

The governing body works with the Academy to arrange termly Governor Visit Mornings. The areas of focus are priorities in the Academy Improvement Plan and other key areas that governors want to look at in more depth.

These meetings give governors an opportunity to look in detail at these areas and to gather information from a range of staff members. Governors also visit classrooms to see the practice they have heard about. This information adds to that which governors receive in governing body meetings and enables governors to develop a rich and in-depth picture of the Academy.

At the November 2017 visit morning each governor met with the member of staff who leads on the area on which they were focusing.

Focus area	Met with member of staff	Governor	Linked class visit
More Able	Kirsten Holland	Cathy Brown	Higher ability maths group in Y6
Maths	Rozina Mulla	Mansoor Khan	
Computing	Roshni Morjaria	Naila Malik	
English as an Additional Language	Sheena Adatia	Liz Willoughby	EAL provision in HLTA-led Y6 group

Summary of Governor Visits

More Able (MA) Pupils

This is a priority in the 2017-18 Academy Improvement Plan: *the more able pupils will make progress towards attaining the highest standards and achieving as well as they should across the curriculum. The more able pupils will receive the support they need to reach their full potential.*

Governors looked in detail at MA in the last academic year and at the time they noted the considerable work to develop a more systematic and in depth approach across the Academy. The impact of this was noted in the May 2017 visit. This visit in November 2017 has highlighted how the MA work is being developed further.

A priority this year is to deepen the knowledge, understanding and skills of MA pupils. There is work to improve the transition between year groups so that teachers are able to plan for their MA pupils from the start of the year. The teacher coaching groups focus on improving teaching and they are all focusing on MA as their first area this year. The MA lead explained how much impact the Maths Skills

Tests have had since being introduced in the Spring Term 2017. Considering MA, the tests enable teachers to identify when to give MA pupils activities to develop their mastery in the subject.

The MA lead is using education performance data to ensure that pupil progress is maintained. She identifies pupils who were previously working at greater depth but who are not currently and then discusses with the teacher the reasons for this and actions to improve progress.

A key priority across the Academy this year is to develop growth mindsets and this extends to challenging the MA pupils. The Trust Stretch and Challenge Group enables sharing of approaches and Trust moderation ensures robustness in assessment.

There is work going on now with teachers to ensure that MA pupils are accurately identified in the foundation subjects. This involves providing opportunities for pupils to show natural skills in each subject, for example, in the recent art exhibition on the theme of a place to live, every child produced a piece of art and this is being used in the identification of MA pupils in art. Northfield House already provides a rich array of enrichment opportunities and this is being developed further to provide enrichment for MA pupils in their subject.

The year 6 higher ability maths group which was observed was engaged in a very fast paced question and answer session on ordering mathematical operations and sequences with the teacher and were going onto work on their tables with the teacher supporting one group.

Maths

The governor looked at a sample of maths books with the maths lead. The more able pupils exhibited very high standards of work and presentation. The weekly Maths Skills Tests in the books show how they enable the teacher to quickly identify areas of the curriculum that pupils have understood or are struggling with and so to plan effectively. There is still some work to do to ensure consistency of marking across the Academy.

A new Maths Journal was introduced this term to enable each pupil to record their learning. Each class now has a maths resource box which ensures that they are readily equipped with appropriate maths resources.

There is a parents' Maths Showcase event planned for January 2018.

Computing

The computing lead is new to the role this term and is developing her skills and attending relevant training. She has priorities around ensuring that technology is used throughout the curriculum, not just in computing lessons. She has conducted an initial survey of staff to establish how confident they are in delivering different aspects of the computing curriculum and this has resulted in a focus this term on developing staff ability around apps. The computing lead is researching apps that are appropriate to use in maths and English across the whole Academy. Secondary schools are being approached for support and the governor suggested seeking parents with appropriate skills to support.

Two pupils have been appointed as Digital Leads to support this work.

E-safety is a priority for the Academy and the Police will deliver a session on this during E-Safety Week in February. The governor and computing lead discussed ideas for ensuring the messages about e-safety are delivered to all ages and on a frequent basis.

English as an Additional Language (EAL)

There is now a comprehensive induction process for all new arrivals with EAL at the Academy and members of staff help with translation on arrival and at parents' evenings. More emphasis is being placed on speaking and listening across the whole school with teachers planning opportunities for talk for writing, drama activities and the teaching of vocabulary.

The EAL Co-ordinator assesses progress of EAL pupils at each data point. There is a range of actions to support EAL pupils, including: all teachers have had training on using strategies to support EAL children; there is an EAL toolkit in each classroom; and a number of appropriate learning resources have been bought. The teaching assistant who is employed to support the Slovak/Roma pupils is being used in numerous ways to support pupils with speaking, listening, reading, spelling and homework. He is also liaising and working with families including running parent workshops and drop in sessions, making home visits and supporting the Education Welfare Officer panel meetings.

The next stages are to share effective practice with other Trust academies, to continue to monitor provision around the Academy and to complete pupil questionnaires.

In the lesson visited, the governor focused on EAL provision where the children had to follow a set of instructions to make cheese scones. This provided an opportunity for talk for writing and would lead onto the children writing their own instructions. A teaching assistant and an app were used to support the learning.