**Chalk Ridge Primary School**

**Governor evaluation – Record of visit (evaluation form)**

|  |
| --- |
| **Time and date:**Thursday 6th May 2021 10am by Zoom  |
| **People involved:** |
| Clare BeswickSue BaskervilleLee MorganMadeline HusseyIan Ross |
| **Purpose of visit relating to relevant point on the improvement plan:** |
| School Action Plan Area 2 Objective: Children will make maximum possible use progress this academic year, using the resources and capabilities of all staff.Visit to receive and review:* Achievement data and progress towards the school’s target against chronological year group of 70-75% children on track by end Summer Term in reading, writing and maths.
* Any required adjustments to recovery planning
* Effectiveness of new assessment resources
 |
| **Summary of visit:** |
| The school has conducted the new assessment NFER testing on Yr3/4/5 children in the first week of term; Yr6 will follow next week when in-school staffing levels will again allow it. This testing is inappropriate for earlier years. However phonics retesting has been carried out for YR2 children who were identified as behind expected levels last term. The results showed signs of progress; those who did not reach expected levels will be retested in Summer2. Yr 1 children will be tested in the near future.Governors reviewed the testing results and progress towards end-year targets in English & Maths. Together with feedback from parents, the results evidenced the quality of the remote learning the school had provided in lockdown; many children had obviously remained engaged with their learning. The data supported governors’ existing awareness of the classes which have a high proportion of children with specific needs, particularly in Yr5. These needs result from lack of parental support in some cases and a cohort with a high proportion of children with additional needs. More generally, the isolation imposed by lockdown had affected progress in Comprehension work. The school has currently placed their most experienced LSAs with these children, and is reviewing the LSA staffing structure going forward with the Special Needs lead. In September the Yr6 cohort (current Year 5) may will be split into three groups for English & Maths teaching with teachers and LSAs as required, possibly making use of the ICT suite space.The assessment of writing levels presents a challenge for schools. It is subjective, requires considerable input from teachers, and moderation between both classes for each year group. It will take place in Summer2. Both handwriting and context have to reach set objectives to meet the overall expected level in writing for Year 6. Children will need consistent practice in handwriting in the autumn. This will be supported where required by intervention groups (some after school), Occupational Therapy Groups, and a morning exercise group for those with physical needs. Overall, 90% of the evidence a child presents for assessment in all areas is handwritten. The school has laptops for those with handwriting difficulties; 2 children currently make use of them on occasions.Based on use of Catch Up Premium resources, summer term interventions/booster groups have been planned by year group and are set out in the 2020-21 Premium Report on the school website (under Policies). This will be re-reviewed, also in Summer2.   |
| **Student observation points:** |
| n/a |
| **Key points arising:** |
| Governors accepted that remote teaching made it more difficult to provide the differentiated learning required for children working at greater depth (an area of weakness identified in the 2019 data); however these children should be able to catch up more quickly, with evidence of improvement later in the term. YrR children have this capacity as well. It was also agreed that in current circumstances, the 70% target set in the Action Plan would probably be difficult to achieve, particularly in years 3 and 5, but that the school was optimising its resources in support of the children’s progress.The new assessment resources appear to be supporting recovery well and no adjustments to Summer Term planning have currently been required. Note: NFER is a marking scheme; The Hampshire Assessment Model is a tracking tool. |
| **Questions arising from activities/observation:** |
|  |
| **Comments/feedback from staff involved:** |
|  |
| **IMPACT OF GOVERNORS VISIT:** |
| Ensuring that both the recovery and progress of the children are maximised, within the resources available. |