**Chalk Ridge Primary School**

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

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| **Time and date:**2pm Wednesday 25th April 2018 |
| **People involved:** |
| Tom GreenMadeline Hussey |
| **Purpose of visit relating to relevant point on the improvement plan:** |
| **To review progress against SDP:****To review progress against SDP Maths/More Able KS2 only:**1f. Subject Leader action plans will be strategic and aspirational, leading to quality first teaching in all subject areas. Termly1h. Develop practice to ensure More Able/GDS pupils are effectively differentiated. July 20181i. Use staff meeting time and INSET to explore and define strategies to challenge and extend pupils working at greater Depth. July 20191j. Develop extended practice/non-negotiables booklet to include expectations for provision of GDS pupils. Nov 20173l. All teaching staff will be supported to understand the concept of Maths mastery and the link with assessment. July 20183m. CPD and training for teaching staff to be confident in teaching concepts within the mastery curriculum, and in particular a focus on arithmetic and calculations. July 20183n. Maths curriculum will become richer as a result of consistent planning and teaching of mathematical problems, puzzles and challenges. July 2018 |
| **Summary of visit:** |
| Discussed progress with the teaching of Maths since the LLPR Report of 10th Jan 2018, focusing in particular on mastery, and support for more able children. (There are a number of very mathematically able boys in Yr6.). Maths leaders have run two Inset Day training sessions for teachers since January: teaching methods for the times tables and mathematical fluency. The latter is part of the school’s ‘Big Maths’ initiative, which is underpinned by CPA methods (Concrete, Pictorial, Abstract). Staff understand the use of CPA in discussion and planning, and are making progress with confidence and consistency in the class room. Yr3 children are moving on to pictorial resources. The school’s aim is to have rigorous work and mastery in place by Yrs3 and 4. There is generally better differentiation of the more able children to ensure they are challenged. However some older KS2 children lack grounding at CP stages, making the move to reasoning and problem solving more challenging. Children will not move to Abstract without fluency in their times tables and mental arithmetic.Maths leaders follow a timetabled plan of assessment, evaluating planning and class work regularly through book scrutinies, learning walks, observations etc. They follow pupil progress trajectories for each child, and set up interventions for different pupil groups if they see it necessary, including for more able children. Brightly coloured work on walls around the school showed the progression of Big Maths challenges throughout the different years. I saw each stage of CPA represented in Yr6; bar modelling for multiplication and division (problem solving) in Yr5; a mixture of methods in Yr3; the use of Numicons throughout the school, including at concrete level in EYFS. Learning to use bar modelling is also providing professional development for staff themselves. |
| **Student observation points:** |
| n/a |
| **Key points arising:** |
| Mathematical work appears well planned and monitored. Remaining areas for improvement also appear to be well understood, with interventions where necessary, and consistency and confidence to be growing. Children seem to be enjoying the challenges of the ‘Big Maths’ and times tables work. |
| **Questions arising from activities/observation:** |
| To check what issues arise from the data drop that took place after this visit, and any response required. |
| **Comments/feedback from staff involved:** |
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| **IMPACT OF GOVERNORS VISIT:** |
| Governors well informed about progress in Mathematics and the issues still remaining., in support of reaching school targets for our children.  |