**Chalk Ridge Primary School**

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

|  |
| --- |
| **Time and date:**  11am Tuesday 26th March 2019 |
| **People involved:** |
| Kate Hare  Madeline Hussey |
| **Purpose of visit relating to relevant point on the improvement plan:** |
| To review progress towards SDP objectives and targets.  SDP Success Criteria:   1. Teaching will be good or better, with 50% outstanding 2. 80% plus in each cohort will attain EXS or above in Maths (some cohort data may be specific and will be lower than 80%) 3. 20% (of the 80%) plus in each cohort will attain GDS in Maths 4. A consistent and effective scheme of learning will be implemented to ensure mathematical progression across the school that is supported by mathematical models and images.   SDP Objective: Attainment of Year 2 and Year 6 pupils in Maths will be at least in line with National and LA  1a. Set up teaching buddies to promote discussion and support of practice, and use this strategy to develop practice. Prioritise maths teaching and learning.  1e. Develop practice to ensure that differentiation for more able/GDS pupils in Maths is challenging and well targeted. Ensure planning clearly shows provision for GDS pupils.  2a. All teaching staff will be supported to understand the concept of Maths Mastery and the links with assessment.  2d. Staff will have the skills and knowledge to model reasoning and mathematical explanations in problem solving.  2g. Greater emphasis on teaching and learning of timetables and number facts to impact ultimately on accuracy in calculation work and problem solving. Introduce 1-10-5 strategy for the teaching and learning of times tables.  2j. Teaching “buddies” will focus on Maths teaching. |
| **Summary of visit:** |
| Discussed KS1 progress against SDP objectives, based on Nov18 School Improvement Visit Report; February Data drop and Yr 2 SATS practice. School continues to be supported by Maths advisor Jo Lees.  Obj 1a 2j: Work in progress, led by Richard Lyddy. Teaching buddy action plans will be discussed at a coming staff meeting and put into place next term. Buddying work is already taking place with a local school (Manorfields) which has resulted in the transfer of ideas for teaching reasoning effectively. Was shown an example which appeared a creative approach (a problem without numbers which has to be unpicked before the numbers are put in.)  KS1 Maths continues to appear well planned with issues identified and interventions in place where necessary. The number of children needing extra support is rising. Contributory factors include the children in both Yr 1 and Yr 2 who have yet to meet their early learning goals from Yr R; the arrival of several new pupils, a high percentage of whom were below the necessary standard on entry; and problems associated with low attendance. Close the Gap activities are in place – building confidence is an important part of this.  In a recent cluster meeting with feeder schools, discussions in small year groups have shared expertise in dealing with an individual child’s problems. This has included ways in which to unpick maths problems, try to improve a child’s confidence and build up their vocabulary – all essential tools in this area. Creative cross curricular work is in evidence with Science, English etc.  Talked through recent SATs practice, including issues sometimes faced by mathematical GDS children. These include rushing on, not reading the question, being so logical/literal that they aren’t open to other possibilities. Mixed ability groups work well in tackling Maths problems. Children gain experience from the more able, who in turn may learn from others how to think outside the box. Most children like doing SATs tests – but again, confidence is key. More practice will take place next term. |
| **Student observation points:** |
| n/a |
| **Key points arising:** |
| We discussed the impact of the pressure on LSA support, which has increased with the number of children now needing their help. The staffing decision to focus LSA support on KS1 appears to be holding the required support in place.  Governors are continuing to monitor attendance levels and to work with the school to improve them.  The school’s reach to other schools appears to be improving this year, with the resulting flow of ideas and shared expertise.  Class work appears on course. Will follow up next term with a class visit to meet children and review how their confidence, teamworking etc looks to be progressing. This will include a review of working walls and the impact of the development of buddying, within school and without. |
| **Questions arising from activities/observation:** |
| None at present. |
| **Comments/feedback from staff involved:** |
|  |
| **IMPACT OF GOVERNORS VISIT:** |
| Governor awareness of the issues facing Mathematics teaching this year and work being done to address them. |