

## Governor Visit/Monitoring Report Session 2 – Assessment and Pupil Premium

<b>Name</b>	S. Dutnall; M Boyle; A Fowler; M Hart; R Whitelock; L. Money; S. Potter; V Pitambaran
<b>Date of Visit</b>	8 <sup>th</sup> November 2016
<b>Type of Visit (please tick)</b>	Presentation on Assessment to governors by Mr N Hackett Learning Walks Discussion with staff Questions to HT
<b>Purpose of Visit (Specify SIP target visit is related to, if relevant)</b>	To monitor the effectiveness of the school development plan particularly with regard to:- <ul style="list-style-type: none"> <li>• SDP priority 4 ‘Developing innovative strategies to further narrow the gap for groups of pupils who are underperforming.’</li> <li>• SDP priority 2 ‘To ensure consistency and challenge in teaching and learning.’</li> </ul>
<b>Staff visited</b>	All teaching staff were visited during the morning plus Mr Hackett gave a presentation on one of the assessment systems the school uses.
<b>Objectives for the visit</b>	<ol style="list-style-type: none"> <li>1. To assure themselves of the rigour of the assessment process.</li> <li>2. For governors to understand pupil data and what this means.</li> <li>3. To observe at first hand strategies teachers use to ‘narrow the gap’ for pupils who are underperforming.</li> <li>4. To see challenge for all groups of children.</li> <li>5. To be informed about intervention and enrichment activities for pupils who are underperforming and also for the more able.</li> </ol>
<b>Document, Data and Policies referenced as part of this visit</b>	SDP End of year data Information on Academy web site Marking Policy Assessment Policy
<p><b>Summary of visit activities.</b> Mr Hackett gave a very informative presentation to governors of the new assessment package and answered all questions raised. Governors had timetabled visits to all classrooms and to one intervention session which was being held that morning. They had been given suggested questions to ask themselves and opportunity to note any queries for which they could not find the answer. They were addressed to the Head Teacher and Deputy Head Teacher in the de-briefing session. Findings of the governors were also discussed during the de-briefing session.</p>	
<p><b>4) How do you think governors / SLT can measure the effectiveness and impact of this element of the curriculum?</b> Through presentation and analysis of data Learning walks Scrutiny of books Monitoring classroom and corridor displays Discussion with intervention providers</p>	
<p><b>Summary of findings:</b> Governors were assured of the rigour of the assessment process and were pleased to find it was an ongoing process and not just something which was carried out at the end of term. 34.7% of children receive pupil premium funding. This is lower in Reception and KS1 due to parents not ‘claiming’ free school meals because their children receive Universal Free School Meals. (This problem is being addressed for new entrants). The website explains the pupil premium grant, who should benefit from it, how much money the school receives and how the grant is spent.</p>	

A huge range of ability was observed within the PP children.  
Nurture groups meet for twice a week for 12 weeks and consist of 8 -12 children. Individual work is offered to those who cannot cope with a group. These take place in afternoon sessions.  
Attached is information given by JH in response to governor queries.

#### **Areas for praise**

KJ (Reading support Leader) individually assesses each child on the programme when they start and as they reach the end of a stage.  
In classes there was some evidence of self assessment  
Teachers and TA's were questioning the children to assess their understanding.  
In no classroom were the PP children identifiable.  
'Hot' marking was seen where children get instant feedback on their work and ways they can improve it.  
66% of play therapy and nurture group members receive pupil premium funding.  
Interventions to support learning are provided for all children who need it. The children needing intervention who receive pupil premium vary from year to year and subject to subject.  
Staff have implemented the strategy of sticking dots on the books of PP children with – these then go on the top of the pile and are marked first.  
Extracurricular clubs are offered to all pupil premium children.  
All books were marked in line with school policy and marking is up to date.  
Marking reflects current thinking on effective marking.  
Governors were impressed with the Reading Recovery work  
Progress data from July 2016 show that PP children in lower KS2 are making more progress than non-PP children.  
Good feedback was given to children – which would form part of the teacher's assessment.  
Evidence of TA's working 1:1

#### **Any areas for concern or queries**

In some books there were a lot of pink marks and no green – are these children being sufficiently challenged?  
The take up for extracurricular clubs is lower for PP children than for non PP children.  
Attendance for PP children is lower than non PP children.  
Some TA's were observed just sitting during teacher input instead of explaining to/ encouraging children.  
Concern that children attending nurture and intervention groups are missing out on other subjects and therefore will not achieve in these. JH said that most of these groups met in the afternoon so the children would not miss out on core subjects.

**Next Steps** e.g. Follow up activities, points to be raised at a governing body meeting, agreed actions  
Governors to monitor the implementation of individual targets for English and Maths throughout the school.  
Governors to monitor the effectiveness of TA input.  
PP governor to continue to monitor the progress of PP children and report to FGB.

**Impact assessment** (Consider the impact or outcome of your visit. This may be, for example, that you are able to verify first-hand the way the school works, or have better understanding of something, or met new members of staff, or represented the GB at an event)  
Governors gained firsthand experience in what is being done in the school to 'close the gap' for PP children.  
Governors gained awareness of the range of abilities of PP children.

#### **Comment from Headteacher**

I welcome the comments of the governors and was pleased so many were able to attend the day. Their comments will be fed back to colleagues for discussion. PP take up at clubs is lower than NPP, however that is in line with the percentage in the school – it should be noted that PP places exist (without cost) in all our extra-curricular provision. Attendance is an area that is being continually addressed with support for certain families in place alongside the LA.