

Governor Visit / Monitoring Report – Disadvantaged Pupils

Name	Sam Dutnall; Sam Potter; Michelle Hart; Vinay Pitambaran; Rachel Whitelock; Lynn Money; Anne Fowler; Lucia Salan
Date of Visit	16.03.17
Type of Visit	Governor visit to school
Purpose of Visit (Specify SIP target visit is related to, if relevant)	To observe the use of Pupil Premium and interventions. (SDP Priority 4: To develop innovative strategies to further narrow the gap for pupils who are underperforming)
Staff visited	A timetable for visits was given to all governors.
Objectives for the visit	To gain a better understanding of the marking policy and to observe some intervention groups.
Document, Data and Policies referenced as part of this visit	Marking Policy
<p>Summary of visit activities. NH gave a presentation to governors on the marking system and gave them opportunity to discuss this with children. Governors visited all classes and intervention groups for 30 minutes. They observed the sessions, made notes and participated in a feedback session at the end of the morning. JH and NH answered all questions during the feedback session. Unfortunately many of the intervention sessions were not taking place due to staff illness and KS2 SATs preparation.</p>	
<p>4) How do you think governors / SLT can measure the effectiveness and impact of this element of the curriculum?</p> <p>Governors now understand the marking system, which will inform their monitoring of children's books. The governors will look at the achievement of the children who receive funding for disadvantaged children. They will especially look at the gap in attainment between disadvantaged and 'other' children noting any progress in closing the gap. They will also challenge the school to show how specific interventions have given 'value for money'.</p>	
<p>Summary of findings:</p> <p>Through the headteacher's reports at governor and committee meetings as well as the scrutiny of books at pre-meeting visits the governors were aware of how pupil premium money is spent. They were pleased to be able to see some interventions taking place and noted the new intervention rooms and the Nurture Room. They were pleased to have an informative presentation on marking by NH which clarified the process for them. In discussions with the children they found that pupil clearly understood the system.</p>	
<p>Areas for praise</p> <ul style="list-style-type: none"> • A clear marking policy is in place which gives children a clear indication their achievement, opportunity to correct their errors as they work, time for reflection and a chance to mark others work. • Good use was made of the intervention areas. • The Forest School cabin, which was nearly completed, will be a valuable resource for both the Academy and the Children's Centre. • The Nurture Room provided a very relaxed environment for children. • Interventions were based on the individual needs of the children and covered a wide range of areas. • Intervention was given to higher ability children especially in KS2. • The intervention room Mrs Dixon used for phonics was very vibrant. • Children were encouraged to 'try', and then asked 'Did it work?' • Children said that they liked coming to intervention groups – they enjoyed every day. • Children knew that they attended groups because they needed help in certain areas 	

- Children being supported in class were all engaged in their tasks.
- Children in UKS2 were being well prepared for SATs.
- In class work was seen to be differentiated- with aids being available for those who needed them.

Any areas for concern or queries

- A governor commented that the Forest School had the potential to offer a great experience e for the children. As each group size was quite small was there any way the children could get more exposure to the facility.

Next Steps

- Governors will watch with interest the development of the Forest School facility.
- The Academy will review the effectiveness of the use of Disadvantaged Children Funding before planning spending for next year. This will be put before governors for discussion.

Impact assessment

Governors were able to see some of the uses to which the Funding for Disadvantaged children was put. They will be able to reflect on its effectiveness later in the year.

Comment from Headteacher

I appreciate Governors spending their time in the school and it was such a shame that staff absence thwarted some of their efforts to observe what happens on a daily basis (thankfully the absence is usually rare).

The Forest School provision will be extended to more children during next academic year.