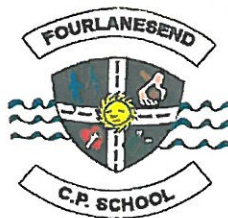


Fourlanesend Community Primary School – Governor monitoring visit report form



<p><b><u>School Development Plan Priority</u></b>          3.2 F Teachers and other staff have consistently high expectations of what each pupil can achieve</p>	<p><b><u>Focus of Visit</u></b>          Ensure that progress and attainment in maths is inline with/exceeding national Evidence of progress in these areas to appear in HT report to the governing body, SPTO data book scrutinies and lesson observations.</p>
<p><b><u>Visit time, date and Governor name:</u></b>          2pm 3/3/17 Simon King</p>	<p><b><u>Staff name:</u></b>          Fran Ferguson</p>
<p><b><u>SDP actions to consider</u></b>  <i>From accurate assessment deeper learning is planned and effectively taught in maths across school</i></p>	
<p><b><u>Ofsted Outstanding</u></b></p> <ul style="list-style-type: none"> <li>Teachers are determined that pupils achieve well. They encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work. Teachers have consistently high expectations of all pupils' attitudes to learning.</li> </ul> <p><b><u>Ofsted Good</u></b></p> <ul style="list-style-type: none"> <li>Teachers expect and encourage all pupils to work with positive attitudes so that they can apply themselves and make strong progress.</li> </ul>	
<p><b><u>Previous visit: Progress on agreed actions and Impact</u></b>          Data from SPTO for the Autumn has been collected and reviewed. This evidence shows that we are exceeding national expectation. This shows that the White Rose is having a positive impact in achieving what it needs to.</p>	
<p><b><u>Observations and Discussions</u></b>          Impact of White Rose on deeper learning:          Within books, evidence of deeper learning can be seen in the explanations children write to explain their reasoning when answering questions. There is also a greater amount of problem solving than was seen under the previous planning system. The White Rose facilitates this by providing example questions on reasoning and problem solving for the objectives, however teachers need to use their knowledge of their pupils to determine the teaching that leads to these and provide additional resources as needed. Impact of this has been seen in the pupils increased ability to explain why answers are right or wrong, they are improving in their ability to unpick questions.          Data from SPTO shows that progress so far this year in maths is excellent and at the end of the Autumn term, 74.3% of children were at ARE.</p>	
<p><b><u>Summary to be entered on Governor Monitoring Plan:</u></b></p>	
<p><b><u>Further Action Required:</u></b>          Continue monitoring SPTO to ensure that progress and attainment remains inline/exceeding national expectations.          Next term review a sample of books from across the school</p>	

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**Impact of Governance:**

The joint review of SPTO in action allowed me to see directly how it used on a day to day basis and question Fran on the meaning of elements and how flexible the system was and also see how this fitted in with the overall assessment system. This also enabled me to see how TAs are used within the system with regards to interventions and their recording. We reviewed the data for the Autumn term and how this fits within the national picture.

**Date and time of next visit:**

June 2017

**Governor signature:**

**Date:** 3/3/2017

A handwritten signature in black ink, appearing to be 'G. J. ...', is written over the Governor signature line.

**Staff signature:**

A handwritten signature in blue ink, appearing to be 'D. J. ...', is written over the Staff signature line.