



<p><u>School Development Plan Priority</u> Focus 2 Progression in maths 2.A All children access their year group objectives except in exceptional circumstances 2.B A range of strategies are used to teach and assess learning 2.C Barriers to learning are addressed</p>	<p><u>Focus of Visit</u> Data analysis</p>
<p><u>Visit time, date and Governor name:</u> 12pm 11/12/19 Simon King</p>	<p><u>Staff name:</u> Fran Ferguson</p>
<p><u>SDP actions to consider</u> National Curriculum year group objectives are taught accordingly using the White Rose mixed age planning as a framework. Parents are given end of year expectation and they are available on our website Book scrutiny to monitor how children are accessing the curriculum and the progress being made. Use of pre-teach strategies Provision maps Concepts are effectively broken down so all learners can access them. Children who acquire concepts easily are challenged to think more deeply through the tasks provided. Maths is used and embedded across the curriculum – this is tracked on the planning intent sheets. Concrete, pictorial and abstract examples need to be used to support learning Catch up is used to address misconception prior to the next lesson Interventions put in place as necessary Use barriers audit and actions to support addressing barriers – includes PP and SPP</p>	
<p><u>Previous visit: Progress on agreed actions and Impact</u> County Data to be discussed</p>	
<p><u>Observations and Discussions</u> EYFS – County data shows good attainment in numbers and shape and space – significantly above county level KS1 – Shows we are on the lower side attainment wise however 2 have already shown upwards movement and if we can replicate another 2 would be a 20% increase. Maths is above attainment in reading and writing. KS2 – we drilled further down into the data which evidenced that we are well above county levels and in some aspects significantly above national data – this shows a great achievement for this cohort. Looking at the likely projected data for this current year, this will not be to the same level due to individual circumstances and the impact of 1 child statistically due to a small cohort. Interventions are in place. 2A – children are being taught to their year group objectives unless there is a significant SEN 2B – various aids to planning e.g. my maths, schofield and SIMs, also planned twilight in January to look at manipulatives and representations 2C – whole staff discussion on barriers and subsequent interventions and use of TAs</p>	
<p><u>Summary to be entered on Governor Monitoring Plan:</u> Data shared from county showing county and national comparisons for EYFS, end of KS1 and end of KS2</p>	

Fourlanesend Community Primary School – Governor monitoring visit report form



SDP points discussed

Further Action Required:

Feedback from training
Look at school data from Autumn term

Impact of Governance:

A good understanding of what the data displayed and what has worked and looking forward to next year's results and how they will differ and what is in place

Date and time of next visit:

Spring term

Governor signature:

Date: 11/12/19

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Staff signature:

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