Fourlanesend Community Primary School – Governor monitoring visit report form

School Development Plan Priority	Focus of Visit
School Development Plan Priority Quality of Education - Specific gaps identified following assessments from last year – Covid/Recovery curriculum. Please note, this may be amended/built on over the year based on assessment.	**Focus of Visit** Maths - In Maths identify gaps and teach content pupils have missed with a focus on core concepts and procedures.
Visit time, date and Governor name: Vicky Richards	**Staff name:** Fran Ferguson and Emily Green

SDP actions to consider
Teaching for mastery CPD
Using white rose as a skeleton fills the gaps and also follows DFE guidance

Ofsted - Good
Implementation

- Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support, including for those teaching outside their main areas of expertise.
- Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches.
- Over the course of study, teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas.
- Any remote education is well integrated within course(s) of study, and is well designed to support the wider implementation of the school's curriculum.
- Teachers and leaders use assessment well. For example, they use it to help pupils embed and use knowledge fluently, or to check understanding and inform teaching, or to understand different starting points and gaps as a result of the pandemic.
- Teachers create an environment that focuses on pupils. The textbooks and other teaching materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the school's ambitious intentions for the course of study. These materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.
- The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge.

Previous visit: Progress on agreed actions and Impact
Feedback from training – training undertaken and points taken forward – new resources also supporting with this

Observations and Discussions

1. What progress have you made against areas for improvement identified in the previous inspection? – Medium term plans, website

    4. How was the current school improvement plan developed? What input did you have in its development?

How do governors keep focus on these strategic priorities? – SDP

28. What training have you provided for staff to increase their subject specific knowledge? Maths mastery – CDP in staff meeting – obs to come

29. How have teachers identified student's learning gaps and new starting points?

How have you adapted the curriculum to respond to this? SDP, maths evaluation sheets from lockdowns, White Rose – linked to ready to progress,

4. How is the catchup funding being spent? What impact is this having on the achievement and personal development of disadvantaged pupils? How do you know? Data, tuition records

Maths audit
Discussed key points and what we look for next time

SEN – governor questioned general involvement in lessons – shown on audit and EG explained how it works in her class

Summary to be entered on Governor Monitoring Plan:
Maths across school in the Autumn term discussed

Further Action Required:
Discuss Mastery training and lesson modelling
Review maths area on website

Impact of Governance:
Governor initiated a discussion about SEN in maths

Date and time of next visit:
TBC

Governor signature:	Staff signature:
Date:	