



LANGNEY PRIMARY SCHOOL

GOVERNOR VISIT REPORT

Governor Name(s) David Trunkfield	Date of Visit 15.12.2016
Focus of Visit <p>The focus was on the more able children and how the school has adapted its approach to these since the introduction of the new curriculum. We looked at how children are identified, what year groups are worked with and how the school is addressing the lower than national average score of the year 6 results for those working at a greater depth.</p>	
Classes/ Staff Visited <p>Mrs Marion Banner</p>	
Summary of Activities (e.g. observing classes, talking to staff and pupils, looking at resources etc) <p>I met with Marion to go through examples of work carried out by the more able children. We looked at some of the resources used, and we also discussed how the more able pupils are identified.</p> <p>Along with this, we looked into the data from the recent raise output and discussed how the school is adapting the more able programme to improve the weaker areas.</p>	
What I have learned as a result of my visit? <p>The visit was extremely informative. We broke the visit up into three areas;</p> <ol style="list-style-type: none"> 1) Impact of new curriculum and identifying pupils 2) More able in KS1 3) More able in KS2 <ol style="list-style-type: none"> 1) The new curriculum is allowing much deeper learning on each topic, rather than rushing through topics and now allowing a greater understanding of a topic. Although the identification of more able on the new curriculum is still an area of development, I feel that the school are developing good identification techniques since the introduction of O-track (the pupil tracking tool). Assessments are carried out in September and July (GL assessments) with all year groups. Pupils that score 110 or over in English & Maths show that they have a greater depth knowledge. Pupils on the cusp of that score are also placed into the group. 2) KS1 – there is a good level of more able pupils. Progress is good in KS1 as well as attainment. This has been a 3 year upward trend as seen in the RAISE data. There is a slight levelling off in maths and some of those identified in Year 2 as more able are perhaps not achieving their full potential, this is being addressed with the phase leader to allow more time to support these pupils and ensure that they continue to achieve their potential. 3) There is a greater emphasis on year 6 pupils at present , as this is an area of development for the school. Writing at greater depth is well above national average, Maths is slightly below national average(by 5%) and reading was well below the national average(although there are good reasons for this). <p>Year 5 has the highest level of pupil premium pupils in a year group(25%) and the lowest number working at a greater depth (25%) based on a year group average of 30-35%.</p>	



Years 3 & 4 where there are pupils working at greater depth are discussed in pupil progress meetings and are assessed by the class teachers using AFL assessments. Teachers in this year group are expected to know their pupils and have lesson plans showing how they will ensure that the more able pupils are able to understand topics at a greater depth.

The new curriculum has been good for pupils as it means that there is no ceiling to learning. It is also much more inclusive for SEN pupils and ensures that they are in the classroom for a longer period of time and accessing the same learning as the other pupils.

A way of assessing mastery of subjects is through the use of tutoring. If pupils understand a subject, they are then encouraged to help their friends that do not understand it so well. This shows that a child has excellent comprehension of a subject/topic.

Positive comments about the focus

The systems in place show that the school are still developing the process for identification of more able pupils, but within the short period of time that the new curriculum has been in place, have already developed a robust assessment programme that will only get better.

The work I was shown from the current year 6 group was very impressive.

The school have been looking at lexile scores of their books, and will begin to score all of the library books to ensure that Children are being exposed to vocabulary appropriate to their level of working.

Aspects I would like clarified / questions I have

Ideas for future visits

I would like to look at the processes used for marking and feedback.

I'd like to see how knowledge is shared with other schools and how they are working with more able pupils.

I'd like to see how the Blooms questioning is being utilised in classes where pupils are working at a greater depth.

Any other comments

Signed David Trunkfield
15.12.2016

Date