



# BROOKVALE GROBY LEARNING CAMPUS

Valuing Everyone, Achieving Excellence

Robert Coles, Headteacher

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## Brookvale Groby Learning Campus Governor Visit Record 2018-19

<b>Name of Governor</b>	Connor Acton & Brian Jones
<b>Date and Time of visit</b>	27 <sup>th</sup> March 2019
<b>Purpose of visit</b>	Vulnerable Groups
<b>Links with the Campus Improvement Plan (CIP)</b> (How does the visit relate to a priority in the Campus Improvement Plan <i>e.g. closing the gap for disadvantaged students, developing curriculum partnership 11-16, embedding effective feedback and follow-up, improving rewards</i> )	<b>Links with the Faculty Improvement Plan (FIP) and priorities as identified at the exam results feedback meeting in the Autumn Term:</b>
<b>Governor challenge - observations and comments about the visit</b> E.g. How long did the visit last? What did you observe? What did you learn? What good practice was seen? What would you like clarified? (see policy for example questions – Appendix B)	
<p>Both Brian and I spent the day on the campus looking at a variety of areas.</p> <p>As part of the day Brian and I met with the Assistant Headteacher with responsibility for vulnerable groups. We discussed a large variety of topics relating to the work the school is doing with students in vulnerable groups including being a part of a local business mentoring scheme for individual students, Accelerated Reader and Numicon. The school also works with local universities to try and meet Wider Participation standards and ensures that vulnerable group students have access to these events.</p> <p>The school has worked hard to ensure that Pupil Premium funding is being spent appropriately, resulting in their 'Pathways' approach with PP students being split across four pathways – it is clearly recognised that the label of 'Pupil Premium' can encompass a wide variety of students/needs and as such the pathways are allowing the school to develop cohort based approaches from experience and research. As part of the pathways approach staff are also provided with advice and guidance for what is likely to work best for pupils within each pathway – this is an area that the Assistant Headteacher/the school are still developing and honing.</p> <p>The school is also working to ensure that best practise and research are considered when working with vulnerable groups and this links directly with the CIP. Vulnerable students are not directed to take options pathways such as the EBacc, rather they are consulted on their opinions by school staff and offered advice to support their decisions in an effort to ensure that students are undertaking a suitable/enjoyable curriculum. The school welcomes parents of pupil premium students each year with a letter, introducing the team and providing information about the school's approach to PP to ensure that parents understand the support available for them and their children.</p> <p>We also visited several lessons during the day, spending time watching lessons, speaking to students and looking through examples of work/books. It was pleasing to see that in all lessons students were engaged and responsive to the teaching taking place. The school has a model for expert teaching and in all of the lessons we visited strategies from this were evident – it was not possible to see all strategies in use due to the limited time we spent in lessons however it was clear that this strategy is on its way to being fully embedded. High level modelling was clear from staff in all lessons we visited and the clarity of instruction from staff resulted in students who knew exactly what they should be doing – on one occasion the teacher identified that students had not understood the first attempt at modelling how to attempt a task and stopped the lesson to cover this in a different way. Work that we saw in a wide range of books was well presented and students clearly take pride in their work – the progression seen was also excellent. I remarked at one point that a student had done a large amount of high quality work in their book (assuming it was a year's worth) only to find out that it was from February! Across all of the lessons we went into all students that I spoke with said they enjoyed their lessons – one student stated that he struggled with the lesson but that this didn't stop him enjoying it.</p>	



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## **Any key issues arising for the Governing Body**

e.g. The way resources are allocated, the way the school communicates, progress in implementing a key policy

**In some lessons questioning was closed and as part of the expert teaching model more open questioning could have allowed students the opportunity to offer in-depth answers. This could have been due to the fact that we only spent a short amount of time in each lesson though and just happened to miss the more open questioning.**

## **Follow up action**

Record any action agreed by the Governing Body with regard to this visit.