

Brookvale Groby Learning Campus Governor Visit Record 2018-19

Name of Governor	Helen Stockill, Steve Goddard
Date and Time of visit	27 March 2019 morning
Purpose of visit	Governor Engagement Morning
Links with the Campus Improvement Plan (CIP) (How does the visit relate to a priority in the Campus Improvement Plan e.g. <i>closing the gap for disadvantaged students, developing curriculum partnership 11-16, embedding effective feedback and follow-up, improving rewards</i>) CIP Priority 2: Subject variation elements looking at the data progress, walk through History and ICT classes, discussion with Faculty Heads for IT and Humanities. Student Voice and meeting with Faculty Heads for Maths and Science and how this related to Priority 6, 8 and 9.	Links with the Faculty Improvement Plan (FIP) and priorities as identified at the exam results feedback meeting in the Autumn Term: Linked to Targeted Improvement Plan in ICT & Computing, History
Governor challenge - observations and comments about the visit 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) Year 10 Assembly – excellent presentation on how a language can help in your career, good evidence of the links with the CIP priority 11 and seeing it embedded as a whole school approach. Data – Progress & assessment - practical explanation of the work being carried out including the process for contacting home early with any concerns, outline of the use of BRAG, all information is available for all to comment upon. Roles & responsibilities for data were clearly defined at all levels from SLT to class teacher. Whole school approach was evident with layered responsibilities. Additional focus on SEND, PP and PPA students showing robust challenge on performance of these vulnerable groups – links to CIP 1. Classroom walk through - Humanities and ICT – short session in each class to get a feel for lessons and the elements of the <i>model expert for teaching</i> being performed.	



BROOKVALE GROBY LEARNING CAMPUS

Valuing Everyone, Achieving Excellence

Robert Coles, Headteacher

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KS3 history lesson was engaging and had cross curricular links with maths. There was evidence on the board of the 'do now' activity. Students were on task and those we spoke to all commented on how they enjoyed the lesson.

The second lesson was a smaller exam intervention group. Students were supported with exam style questions and techniques.

There was a large number in a small classroom for Year 7 and a small intervention group in a large classroom. Question whether these could have been swapped.

The ICT class were on task and appeared to be enjoying the experience of programming.

Faculty Leaders Discussions

ICT

Humanities

A very honest and open discussion with the Heads of Faculties for ICT and Humanities. They clearly identified the challenges in each area which aligned with the information Governors had received at meetings. They both felt that there was issues around the love of a subject versus teaching students how to perform in an exam. We were reassured by the actions being taken to address weaknesses in each department however are realistic to know this isn't a one-year fix. They were realistic about the challenges ahead and had plans in place.

There was some concern about the changes to the process for assessing the quality of teaching judgements and how they were engaged in the process – we sensed this was a short-term issue rather than anything more fundamental.

It was voiced that there was a lack of computers for KS4.

We discussed Project 2018 (CIP 6), both leaders felt there was more work to be done embedding the knowledge organisers in classroom practise.

We identified workload as concern, as faculty leads they appeared to have the most demanding teaching load plus the responsibilities of subject leadership. Would question the work life balance expressed by the Head of ICT as 80+ hours per week is an issue of duty of care. It would be worth considering how we evidence the work being done to address workload issues.

Despite the workload concern, it was positive that both leaders felt they were well supported.

Student voice

We spoke to several KS4/5 students, they were very articulate about the subjects of History and ICT and others that they were involved in. They gave a good insight to the issues they face.

In terms of the expert model for teaching, students were able to articulate the 'do now's', the importance of learning objectives and what was meant by an interleaving curriculum. There was a view that they would like more opportunity for using 'Cahoot' and that it wasn't used consistently across all teachers. One student commented that she offered to create them for her teachers – we thought this would be a good opportunity to extend pupils learning and support teachers' workload.



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Students were engaged with Project 2020 and knowledge organised but commented that it was sometimes difficult to fit in the requirements especially where they had extracurricular interests.

When asked what they would like to see improved they commented on have more enrichment opportunities and smaller class sizes.

They felt staff were supportive but they felt some pressure around the expectation to achieve targets.

Faculty Leader Discussions

Maths

Science

The discussions with the Heads of Maths and Science were very interesting. The Heads of Maths had worked out how to be an effective “job share” and have clear understanding of their roles. They outlined some of the work they have introduced to support the curriculum with one scheme of learning per year, and “encouraging challenge”. They said that “interleaving” was working well. Good staff development was evident. They stated that both should attending the ‘Maths Network’ meetings to ensure consistency in the flow of information and the different contributions they can make due to the split of their roles.

The Head of Science felt that having taken on KS3 that this was working well. There are a number of issues regarding the curriculum and that the appropriate Exam Board would help the development of the curriculum, provide a good transition into GCSE’s which would help with setting an entry barrier for triple science.

It was felt that going to an all through school had provided positive benefits and relationships had much improved. The biggest challenge for Science was being in the two buildings across the site.

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

How could parents be further engaged in aspects of the school – for example, the languages assembly was excellent and would be a useful resource for parents to help support students option choices. Should all strategies have an explicit parental engagement strand?

Operational issues around the timetabling of small and large class sizes into appropriate rooms, Combined space for Science – could be a wider issue around strategic site development

Ensuring that Project 2020 continues to be embedded – better use of knowledge organisers in class, use of cahoot etc

The work life balance of staff and providing support and strategies with this. Evidencing the work already underway in this area.

Continued...

Follow up action

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

Forward to: Headteacher for checking as draft. Will then be circulated to governors by Elaine Freeman – efreeman@brookvalegroby.com