

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

<b>Name of Governor</b>	Karl Stewart
<b>Date and Time of visit</b>	27/03/19 (all day)
<b>Purpose of visit</b>	Governor Engagement Day
<b>Links with the Campus Improvement Plan (CIP)</b> (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> )  Priority 6: To embed all aspects of Project 2018 11-19 in order to impact on the quality of learning and outcomes for all students	<b>Links with the Faculty Improvement Plan (FIP) and priorities as identified at the exam results feedback meeting in the Autumn Term:</b>  N/A
<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>The visit lasted for most of the day with opportunity to speak with school leaders, staff and students. It included a walk through from Y8-13 and a discussion panel for student voice consisting of Y8 &amp; 10 students. The visit concluded with a feedback session to record observation from the different aspects of the school under review.</p> <p>The visit confirmed what school leaders had previously presented on at meetings and supported the school's self-evaluation. During the walk through, I saw aspects of the model of expert teaching being practiced, including knowledge recall, modelling and questioning. Staff following through on school policy was also clear; I saw consistency in the structure of the tutor group, senior leaders commenting on student dress code and all pupils could talk about knowledge organisers.</p> <p>All students I spoke to knew of the knowledge organisers. Their attitude towards them varied, with more students liking them in KS3 and fewer students using them in KS4. There also seemed some variance in subject approach to the knowledge organisers; MFL came across strongly but this faculty had been using them for longer than other areas. This also showed in the student voice; the Y8 students liked them with some of the Y10 students not too keen. There was also a difference in parental support with more parents supporting the Y8's than Y10 students.</p> <p>I also spoke with senior leaders about how performance management was organised and how the curriculum had been developed. This also included next steps. It was evident that there had been a focus on both of these areas and performance management had been used to target improvement in the use of tutor groups.</p>	



# BROOKVALE GROBY LEARNING CAMPUS

Valuing Everyone, Achieving Excellence

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When asked if the pay policy limits the number of staff who are eligible for the Upper Pay Spine (UPS), the answer was that it does not currently limit the number of UPS teachers. I wonder if this is something for discussion at a finance meeting for future sustainability.

Another question I asked was how do senior leaders know the same literacy expectations are held in each subject area? It was pleasing to note that this had been discussed during inset. Moving forward, I would be curious to speak with teaching staff about the practicalities of this.

One final note that I felt I had to mention, despite it not being within the remit of my area was the work I saw in performing arts for Y12 & 13. The students were incredibly eloquent and passionate about what they were doing and the opportunities that they had been given. One girl spoke at length about the opportunity to speak at the annual BETT show in London and how this had improved her confidence. Another group talked to me about the work they had done in writing and then presenting a show at other schools. This in itself was great work but they had then gone on to film this in virtual reality (VR) and this really took the work to a new level. This video was being shared widely and I felt this was a fantastic accolade for the school.

## **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

The activities on the day confirmed what school leaders have been reporting to trustees and governors; knowledge organisers have been introduced across all year groups and staff have received training. Practice now needs embedding across the school with teachers being more explicit on direction to students on effective use of knowledge organisers.

## **Follow up action**

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

With reference to the knowledge organisers, I spoke at length with students and senior leaders and felt this was helpful in evaluating the impact to date. However, I didn't have opportunity to speak with teachers or middle leaders in order to collect their views, on how they think they are working, any barriers and any improvements.

I feel that this would be a useful piece of work to inform trustees and school leaders of any adjustments that could be considered. Using trustees and governors in this way would demonstrate support for staff but also could give an external point of view to the evaluation.