



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

Name of Governor	Helen Brown / Shamir Ghumra
Date and Time of visit	Wednesday 27th March 2019
Purpose of visit	To look at Post 16
<p>Links with the College Improvement Plan (How does the visit relate to a priority in the College Improvement Plan?) “To embed across the Post 16 Curriculum a fully interleaved subject content and assessment system in order to raise outcomes and reduce subject variation for academic subjects.” Objective 1b (Head Teacher ‘s PM agreed with Pay Committee October 2018) “By September 2019-20 achieve a positive L3VA score for A level/BTEC subjects by developing/embedding rigour in leadership and teaching practice across Post 16”</p>	
<p>Governor observations and comments 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</p> <p>8.45 to 9am visited two year 9 tutor groups (due to year 13 assembly and year 12 on 1 to 1 interviews) All students arrived on time. One group discussing items on the news. The other group looking at famous landmarks in Leicestershire as part of the Artsmark agenda. Students on task. Good relationship with their respective tutors.</p> <p>9.05 to 10am. Meeting with Assistant Head and Head of Post 16 Full Health checks for each course have taken place and weaknesses revealed. Assistant Head shared some of these with us. A’levels are harder and BTEC courses have changed. Entry requirements into Post 16 have increased. Students now wanting a more vocational course often choose local FE College. Still need to see what other post 16 centres are offering. Network with other heads of Post 16 in the county and in particular with Bosworth College. All year 11 applying to this Post 16 (both internal and external) are interviewed. Assistant Head introduced a resit Mock exam week for students getting a low grade first time round. This is to show that these are serious exams and good practice for the real thing. They also show that the college has high expectations. Some students gained a higher grade. Students expected to do a minimum of 20 hours study time outside of timetabled lessons. Independent learning logs have been introduced which are checked by tutors and subject teachers. Assistant Head needs to check their impact. Some students use “Jiffy” a time management app. P16 Focus Day. Past students invited back to talk to current students on what it was that made their journey successful. Assistant Head and Head of Post 16 felt this was very powerful. DS students are identified when they enter post 16 and monitored. No PP money for Post 16 students. Student bursary for some students ie single parent families. Attendance to lessons has improved but still a problem. May be due to hard courses, unconditional offers from universities or through health problems. This year 70% of students who have applied to university have been given unconditional offers. Not all will take them up. (40% in 2018)</p> <p>10.05 to 11am walk through KS5 classes</p>	



BROOKVALE GROBY LEARNING CAMPUS

Valuing Everyone, Achieving Excellence

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Telephone: 0116 287 9921 Website: www.brookvalegroby.com

Model for expert teaching:-

1. Knowledge recall 2.Challenge 3.Explanation &Modelling 4. Questioning 5.Feedback

We visited 5 areas – Graphics (year 13), Biology (year 12) Business (year 12) Performing Arts (year 12/13) and Psychology (year 12)

We observed Challenge, Explanation and Modelling and high level questioning in the Biology lesson plus reference to how to obtain high marks in exam questions.

In Business we observed STAR time in their marked folders plus good feedback and students reflective comments.

Coursework folders in Graphics were of an exceptional high quality.

Students in Performing arts working in year groups on their exam pieces. The Peter Pan final performance from year 13 involved working with younger years to perform in this production. Year 12 working on shadow puppets. They stopped to tell us about outreach work in other schools concerning drama about suicide and bullying.

In the Psychology lesson we observed two LSAs working with individual students. One student was visually impaired and the other required notes taken because of a hearing problem.

In all lessons we did not see passive learners but students being on task, working in groups or independently. All were willing to share their work and talk to us about what they were doing.

11.25 to 11.55am Student Voice

Student panel -3 students from year 12 and 3 students from year 13. Also present Assistant Head.

All the students felt well supported in the college and enjoyed being treated like adults. They welcomed the good relationships they had with their teachers. When asked what makes a good P16 lesson they replied that they liked lessons to be interactive and welcomed a variety of styles. They all felt they are pushed to work hard. To organise one student's time she used an app called "Google keep" Their teachers gave feedback which they use to progress further. Many of their lessons referred to what the expectations are in exams and how to gain those extra marks. Tutor time activities have been focusing on study skills (year 12) which some found helpful. One year 13 student felt she was not given as much support for Oxbridge as the current year 12s. Knowledge organisers in their infancy. PE has produced something similar and students find the booklet invaluable. Praise was given to Textiles, Photography and Graphics for the help and feedback given to develop their coursework.

When asked if they have any suggestions on how Post 16 can be approved –lack of computers for private studies and a problem with computers in graphics for being too slow. Some would welcome more sports extra- curricular activities?

Overall positive feedback from the students.

11.55 to 12.25pm Meeting re Student Support/Attendance

The Post 16 Student Support Officer deals mainly with 1to1 issues.

The Post 16 Admin Assistant contacts home for any students who are missing individual lessons or complete days. Attendance is improving but still a problem. Reasons for being absent: - health issues, courses too hard or pressure is off because of unconditional offers by universities.

Both staff felt well supported by Head of Post 16, Assistant Head and Headteacher but at times did not feel like part of the campus.

Post 16 Student Support Officer felt she needed training on dealing with Mental Health issues especially as there is no longer a counselling service in Post 16. Post 16 Admin Assistant felt she was not a trained attendance officer and would welcome training. She will lose the help of the LRC Supervisor when her

contract changes next year.

12.25 to 1.25pm Feedback Session

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

We felt that what we are being told in Trustees and LAB meetings and has been documented for governors is actually happening.

Follow up action

Record any action agreed by the governing body with regard to this visit.

Suggestion

Repeat the same process in the year 2019/20. Governors to visit same areas to track progress.

Trustees to review post 16 spend on staff versus the under 16 provision.

Regarding meeting with Post 16 Student Support Officer and Post 16 Admin Assistant, the role of online systems could be reviewed as the admin burden seems to be growing.