



BROOKVALE GROBY LEARNING CAMPUS

Valuing Everyone, Achieving Excellence

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Governor Visit Record 2019-2022

Name of Governor	Karl Stewart	
Date and Time of visit	Friday 6 th March 2020 (all day)	
Purpose of visit	Governor Engagement Day	
Links with the Campus Improvement Plan (CIP) (How does the visit relate to a priority in the Campus Improvement Plan e.g. closing the gap for disadvantaged students, developing curriculum partnership 11-16, embedding effective feedback and follow-up, improving rewards) To ensure all students have access to a broad, well structured and ambitious curriculum, based on educational research, that is understood by all stakeholders	Links with the Faculty Improvement Plan (FIP) and priorities as identified at the exam results feedback meeting in the Autumn Term: Link to History TIP	
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) My foci was Leadership, Management & History Deep Dive. This included a meeting with the Head of Department for History, a walk-through of History lessons and Maths lessons, a meeting with various teaching staff, student voice and a meeting with the Head of Humanities. Practice observed was reflective of what has been reported in meetings. <u>History</u> The Head of History was honest about the subject area, talked about the impact of her work so far, what more needed to be done and how the leadership support had been helpful. Student response to the subject was varied; some found it less interesting but others were well-motivated. The Y12 students in particular spoke well about the subject. Leaders knew which subjects students found less interesting and which ones they enjoyed. Some subject content was determined by the examination board. Most students spoken to felt a more varied approach to lesson delivery would be of more interest. They also felt feedback and revision strategies were general rather than specific for History. Leaders were now working on adapting lessons to focus on exam technique. <u>Teachers</u> The four teachers I spoke with were positive and supportive of the school. The areas that they felt needed consideration was staff absence (in a particular faculty), the workload of the BRAG sheets which could become unmanageable and the number of emails being received; this had reduced but was now creeping back up again. This included emails about students that they didn't teach. They appreciated the 'You-day' but some thought a little more flexibility on choice of activity would have been nice too.		

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

Would it be possible to provide 'clickers' in all classrooms or for all staff to make delivery of lessons more fluid and interactive?

Is there any more that can be done around staff sickness absence management?

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
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