



# BROOKVALE GROBY LEARNING CAMPUS

Valuing Everyone, Achieving Excellence

Katie Rush, Headteacher, Brookvale High School and Robert Coles, Headteacher, Groby Community College

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

## Brookvale Groby Learning Campus Governor Visit Record 2020

<b>Name of Governor</b>	<b>Helen Brown &amp; Helen Stockill</b>	
<b>Date and Time of visit</b>	<b>6 March 2020</b>	
<b>Purpose of visit</b>	<b>Governor Engagement Day – focus on curriculum</b>	
<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> )  All students have access to a broad, well structured and ambitious curriculum that is clearly conceived , taught and experienced.  Teachers' expert knowledge allows students to embed key concepts into their long term memory and apply them fluently	<b>Governor Planning 3-5 Years Intent:-</b> <ul style="list-style-type: none"><li>• Construct an ambitious curriculum particularly DS/SEND-cultural capital to succeed</li><li>• Coherently planned/sequenced -skills for future learning/employment</li><li>• Access to the full curriculum – specialising only when necessary</li></ul>	
<b>Governor Challenge-observations and comment about the visit.</b>  <b>Teaching and Learning Briefing:-</b> Retrieval practice. Special practice Dual coding Interleaving ELABORATION Concrete examples  This 10 min briefing's aim is to deepen understanding of how memory works. This week Assistant headteacher led on Elaboration. More detail on all the above covered in CPD sessions after school.  <b>Governors reflection</b> Seeing the briefing enabled us to triangulate the information shared in governors meeting about the research approach to curriculum development and how this is disseminated to staff. We discuss the core element of 'making learning stick' in meetings and this session demonstrated some of the research-based activities to achieve this.  At the end of day session we explored how this fitted with the overall approach to CPD providing us assurance that information shared in meetings is happening in practice.  <b>Meeting with Assistant Head – Raising standards:-</b>		



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Concentrating on a group of 23 students (yellow zone of graph plotting Attitudes to Learning and Progress). These are students that have good attitudes to learning but poor progress. Red box - poor in both targeted by KL. These 23 include 7 DS/pp students and 3 HPA. Gender split 11 boys 12 girls. All are assigned a mentor either individually or in small groups. Meetings once every two weeks.

Following the mocks in the Autumn term 4 different assemblies were planned (blue,yellow,green and red) all given different messages. Students with 2 grades below- Faculty Leaders were spoken to,

Raising Standards meeting set up with 4 SLT members and Tina Rummung.

### **Impact**

Students lacking resilience. Need further help building revision." Not where they should be ". Taken out of lessons. Bought in outside speakers and x students. Extra capacity given in library.

Second session of mock exams March 2020. All mocks marked by Easter

### **Governors reflection**

It was interesting to consider the different approach that had been taken in selecting student with good attitudes and low progress. At this stage the data was not demonstrating an impact of this strategy although it was still early days. We explored this in more detail and discussed the way the programme had shifted to focus on removing barriers and building resilience. There was some learning that the school had taken in tighten the criteria where there was some disparity in attitude to learning scores.

### **Meeting with members of Faculty Leadership Team:**

We met with Head of MFL(VMU), Head of Business and Computing (GHA). Head of English (ABE) Computing. See Computing on a page document bought to this meeting by George Hagen. (please ask Elaine to post in Trustees paperwork. This is one excellent example of progress over 3 years)

English merged 3 years ago. Historically KS3 skills based but not knowledge based. Although exciting and creative lessons building on knowledge in year 7/8. Year 7 introduce "The Tempest." Year 9 transition year. Start GCSE text "The Christmas Carol". Plus working on non- fiction texts. Languages first department to work collaboratively. This has helped prepare better for KS4. Some dual linguists. Strengths of the department -recurring topics-interleafing, confident faculty who know what they are doing. Constantly reviewing. Last term saw the rewriting of year 8 curriculum.

### **Governors reflection**

The information shared by the faculty leader exemplified the work that has taken place across the school in developing curriculum intent and implementation. Faculty Leads clearly had a good understanding of the journey of their curriculum area and the areas for development. Significant work had already been undertaken developing KS3 curriculum to support KS4 outcomes and creating a coherent 5 year journey.

### **Meeting with Assistant Head re google classroom /KO Homework**

2019 went live with KO.

Staff put homework on Google classroom. KO homework part of 20/20/20. Students record homework in planners. Checked and tested the following week.

Staff have a teaching and Learning briefing every Friday morning (rip feeding) plus CPD after school for a longer period of time,



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Head of ADT (part of work for NPQSL) is working with year 7 students who have not entered anything or very little in planner. Lunch time sessions.  
Maths have compiled work – booklets for all year 7 to 11.  
Homeworks are supplemented with other material in preparation for mocks and final examinations.

## **Governors reflection**

KOs continue to be developed and their use embedded. It was good to hear the development on this since our last visit and the KO were far more integrated into classroom practice than was previously reported.

We questioned the use of Smartparent and how widely used it was. The data wasn't readily available, and we discussed the importance of communication this to parents through multiple channels and on multiple occasions.

The initiative to reinforce the use of KO and planners where a trainee teacher had worked with a group of year 7 students had been effective and something the Leader would like to continue which we supported.

## **Meeting with Deputy Headteacher Curriculum.**

We discussed "Principals and Features of the Brookvale Groby Learning Campus Curriculum", This paperwork is available for all governors in the paperwork for LAB March 10<sup>th</sup> meeting. This is to be available on the website for parents to access.  
Faculty leaders are working on the Golden Threads

## **Governors reflection**

It was interesting to see the individual approaches used in KS3 and 4 in terms of the learning journey. We raised if there should be a consistency in the language used which varied from planning calendar, scheme of learning to learning journey and whether this should be built in to the principles and features document for a more coherent approach.

## **Student voice –**

Students very positive about Knowledge Organisers, We were able to see their planners and examples of their recordings. Most teachers are clear as to what task to do which is written on Google classroom. All staff are expected to give date as to when learning will be tested. They are guided by their teachers when KO are set as part of homework. The students feel that KO help them to make progress in their studies. For some there is not enough room in planner to write notes. The students have regular KO quizzes in lessons and support is given when students do not understand.

## **Walk Through MFL and Computing A level**

We observed-  
Good student teacher relationships.  
Good learning environment  
Good questioning



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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

## **Follow up action**

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

Governors to follow up March Mock results to see if progress has improved.

Meeting with representatives from FLT would have been better if interviewed separately,

Would enjoy the opportunity to be longer in the classroom to talk to students.

Elaine to make available "Computing on a Page\*" for Trustees to see an example of progress in one subject area over 3 years.

**This was a successful morning which confirmed the messages we are receiving in governor meetings are happening across the campus.**

**Forward to:** Headteachers for checking as draft. Will then be circulated to governors by Elaine Freeman - [efreeman@brookvalegroby.com](mailto:efreeman@brookvalegroby.com)