



Governor Visit Record 2019-2022

| | | |
|--|--|--|
| Name of Governor | Pete Leatherland | |
| Date and Time of visit | 17/6/21 | |
| Purpose of visit | History link governor | |
| 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) | Links with the Faculty Improvement Plan (FIP) and priorities as identified at the exam results feedback meeting in the Autumn Term: | |
| <p>Governor challenge - observations and comments about the visit</p> <p>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> <p><u>Overall effectiveness of History? How do you know?</u></p> <p>History is in a much better place than previous, started in difficult position – this led to the Targeted Improvement Plan (TIP). The Assistant Faculty Leader was the sole teacher of history, a ‘one woman band’. The feeling now is that the dept. is a strong, good department. This is through appointments to support the Assistant Faculty Leader, and working as a team. Prior to the Assistant Faculty Leader, the schemes of learning (SOL) were very tired and not fit for purpose to prepare for GCSE. This had a direct impact on the quality produced at Key Stage 4.</p> <p>The team is now strong, shown in a member of the team securing promotion as Head of Dept. away from BGLC. The Dept. is interviewing for a replacement. The team have improved and are committed to improvement. The Assistant Faculty Header is very excited about the appointment of a new member of the team, coming into the school next academic year.</p> <p><u>What Quality Assurance (QA) do you have in place?</u></p> <p>Moderation has been in house this year for TAG (Teacher Assessed Grade) and CAGs (Centre Assessment Grade), no external standardisation. Did not do any external standardisation as they did not have the time after the assessments have been marked, etc.</p> | | |

They currently use OCR exam board for history as the Assistant Faculty Leader was a previous examiner. Now switching to AQA board after next year. This will allow better moderation and standardisation with other schools. The hope is that this will continue to lead to better outcomes. The Assistant Faculty Leader has registered to be an examiner for AQA.

QA is much more data driven. They have started to adopt a QLA question level analysis for interrogating the data. This has meant that the Assistant Faculty Leader's leadership has changed. Previously she was not as 'hot on the QA', data etc, but now clear and on top of the leadership with the support of the Faculty Leader. Much more data driven. The Assistant Faculty Leader shared with me the example of Year 12 QLA and therapy testing.

Areas of concern in history? I know there have been issues previously, what's been done to address this?

The leadership of the dept. has improved with the support of the Faculty Leader and Senior Team (SLT) link (Assistant Headteacher). The TIP forced the dept. to focus systems and overhaul many aspects to how history was taught. For example, the Key Stage 3 SOL has been overhauled to bring the Key Stage 3 SOL up to scratch to support the Key Stage 4 teaching. An example was shared with the interleaving of Year 8 SOL roadmap. The decision was to teach and reinforce the skills in Key Stage 3 not necessarily the subject or timeline. Therefore, this has led to a review of the roadmap for next academy year, with changes being made to the roadmap to look at themes. It was clear that good thought was being put into place around what's being taught and why. This is shown in the preparation for GCSE, with the topic on 1920's USA started early (at the end of Year 9) in preparation for GCSE.

When asked if they felt supported by the Senior Team – they both replied yes. Especially by their SLT link, Assistant Headteacher.

Both members of staff were able to tell me the safeguarding procedures for the school, including how to handle an allegation made against the Headteacher.

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 ability for staff to use moderation and standardisation time is an important factor. Whether this is through Year 11/13 gained time? When do the depts. have the opportunity for external moderation?

Dept. funding. The CPD budget for humanities is not enough to be able to support the access to external courses. This would be very important for a change of exam board. Therefore, are we able to support the hard work completed with the TIP to continue investing in history with some external courses for AQA?

The Faculty Leader wanted to have it placed on record that she wanted to say a 'big thank you' to all of the staff in history. Working together to bring about the changes needed.

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