



Governor Visit Record 2019-2022

Name of Governor	Brian Jones
Date and Time of visit	24/03/2021 Virtual 2.30pm. with Mrs. Michelle Tointon
Purpose of visit	Initial SEND Review.
<p>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)</p> <p>Quality of Education-Progress of all Students.</p>	
<p>Links with the Faculty Improvement Plan (FIP) and priorities as identified at the exam results feedback meeting in the Autumn Term:</p> <p>SEND REVIEW</p> <p>Initial meeting</p> <p>Data review /Academy SEF 2020-2021</p>	
<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>Challenge & discussion:</p> <p>1. Data analysis- What does it tell us?</p> <p style="padding-left: 40px;">What do we learn from it?</p> <p style="padding-left: 40px;">What is our response to it?</p> <p style="padding-left: 40px;">How do we meet changing need and implement it.</p> <p>2. Response to Leicestershire C.C. changes to policy and practise.</p>	

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 Alongside other Governor visits:-

1. How do we meet perceived increasing additional learning needs across the school vertically and horizontally?
2. What is the analysis of the current year 7 and our response?
3. Effects of COVID - learning gaps - short and long term?
4. What is our approach to Year 7 and Year 12 entry in September 2021?
5. Curriculum and examination changes long and short term.

Follow up action

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

As a Governing Body we need to monitor the data concerning the SEND cohorts and the DISADVANTAGED cohorts (PP and COVID) and consider the implications for teaching and learning in the short term and curriculum and examinations in the longer term.

Forward to: Headteacher for checking as draft. Will then be circulated to governors by Elaine

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I believe my challenge is for the school to reflect on the many changes facing the current and ongoing 'disadvantaged' cohorts. Research talks about co-production, cooperation and professional collaboration which tends to be LA directed and regulated leaving schools to resolve complex funding and delivery. All this takes time and often further delays pupil progress and usually doing what we have always done. Practical, vocational and technical education have taken a back step for many years and some research would suggest this has lessened opportunities for these cohorts and as a consequence the curriculum and examination processes have narrowed qualification opportunities. If the data is showing us that more young people in our school have differing needs how do we manage the changes to provide a broad and balanced inclusive curriculum?