**LONGHOUGHTON C OF E FIRST SCHOOL**

**GOVERNOR’S VISIT REPORT**

**Date of visit**: 4th December 2013

**Visiting governors**: Audrey Jamieson (AJ), Sarah Dyson (SD), Cheryl Clayton (CC)

**Staff**: Tracey Critchlow (TC), Duncan Barriskell (DB)

**Focus of visit**: Inclusion

**Agenda**:

1. Review last report and recommendations.
2. Consider data on Pupil Premium pupils.
3. Consider data on SEN pupils.
4. Review home school agreement.
5. **Recommendations from last visit report**

It had been recommended that when recording an ‘E’ under the new EYFS criteria, a number should also be recorded next to it to show more clearly the level attained by each pupil. TC informed Governors that it was decided not to do this. Pupils are still monitored and their level tracked even though they may be in between levels. OFTSED define a good level of development as being those children who have achieved the ‘Expected’ level in Communication and Language, Physical Development, PSE, Literacy and Maths and see that these children should be attaining a 2B at the end of Year 2. Exceeding pupils should be achieving a 2A or 3. From the last cohort of children assessed using the EEE method, 4 out of the 13 were classed as emerging and therefore not showing a ‘good level of development’. Within this cohort there are pupils with complicated issues - their maths may classed as exceeding but their PSE and physical development are not which will affect their predicted outcome at Year 2.

The Intervention Tracking sheet now has an ‘S’ to indicate a service child.

**2 Consider data on Pupil Premium pupils**

Pupils who have Pupil Premium are carefully tracked to ensure their progress is as good as possible. All pupils data is analysed and collated but can be broken down to show each individual pupil or group of pupils. The school enrolment form has been changed to add a question regarding whether the child is from a service family or recently was a service family as they are entitled to Pupil Premium money and their progress is looked at carefully to ensure the money is used in the most effective manner. TC holds an enormous amount of data, which was looked at thoroughly during the visit and also at the FGB Meetings. The difficulty in analysing service pupils as a group is that the group is very transient with many ins and outs over the school year/years. The mix of children can vary enormously - TC showed the Governors how the data can show how each individual pupil is tracked and thus any anomalous or skewed statistics can easily be explained. Pupils are assessed termly with an ongoing assessment matrix and their results are used to build up a general picture of their progress.

Pupil Premium money goes into the critical role of teaching support and the good delivery of education. The money allows the teacher and teaching assistants to work very closely together to provide a positive learning environment for pupil premium children and their peers. The effect of having such a large proportion of service pupils is also an aspect of how the pupil premium money is used. The majority of SEN children are not service children or FSM so do not bring pupil premium money into the school.

**3 Consider data on SEN pupils**

Once again TC and Miss Liz Carr (LC) hold and analyse an enormous amount of data on the SEN children within school. Their progress is tracked across the year and colour coded on the chart to show whether the pupil is making sufficient or good progress in specific areas. If the pupil is found not to be progressing sufficiently interventions and strategies are then put in place to catch them and bring them back on track. Interventions and strategies are constantly occurring within school – from the continuation of Read Write Inc. to extra time for reading during registration or playtime. Even when a child no longer requires the strategies or interventions they are still monitored closely to ensure they stay on track.

The subject of maths was discussed in more detail as it is the subject that pupils are not attaining as high levels in. Many strategies have been introduced to address this issue. For the mixed Year 3/Year 4 class, maths is taught to the two years separately – there are 18 Year 3 pupils who are taught by TC and a teaching assistant and 15 Year 4 pupils who are taught by Heather Mortimer (HM) alone. One year 4 pupil is taught with the year 3 group as this is best for the development of their math skills. Within every class there is differentiated planning and teaching to cover all pupils’ abilities – both ends of the spectrum. The introduction of Big Maths is having a positive impact on the pupil’s maths. Big Maths is done as part of a normal maths lesson and covers **CLIC** - **C**ounting, **L**earn Its, **I**ts Nothing New and **C**alculation. The Learn Its are put into the pupils yellow books to take home and practice. The main maths lesson follows on from this CLIC session. An extra 15 minutes of maths has been slotted in by moving around playtime and worship. More focus on applying mathematical knowledge and skills has been introduced. This will have a positive impact on pupils’ ability to use the skills they learn in more complex or challenging maths problems.

**4 Review Home School Agreement**

New pupils starting at the school are given the Home School Agreement but this practice has not always been followed. It was discussed as to whether the Agreement is a legal requirement and if it is really worthwhile or necessary. The contents of the Agreement are within the online prospectus and the points are covered upon induction to the school. It was decided to look at and rewrite the Agreement with the plan to display it within each classroom. The purpose of this is to encourage pupils and parents to share responsibility for their learning and what is expected of them within school.

**Recommendations**

1. DB and SD to look at and review the Home School Agreement for display within each classroom.
2. HT Report in Standards to give more detailed information on Pupil Premium Money –TC.
3. As recommended in the last governors’ report, a simple sentence needs to be added to each governor report to show that the needs of SEN children are being met.

The Governors would like to thank Tracey Critchlow and Duncan Barriskell for their continuing hard work and for taking the time to meet and discuss all matters of Inclusion. Thanks are also given to Liz Carr for her work involving Inclusion as she was unable to attend this meeting through illness.

Signed