

## Reporting a Governor visit to Kea School

Name	Sian Goddard	Date	7 <sup>th</sup> March 2017
<b>Purpose of visit</b> To discuss data monitoring within Kea School with K Warren and to observe progress and work where possible.			
<b>Governor observations and comments</b> This visit is my second since becoming the governor responsible for data monitoring. My initial visit in October 2016 was concerned with familiarisation of the school's monitoring system. There has been a by significant change to data monitoring since September 2015 and a change to the school curriculum. Most importantly, pupils can now only be graded as having achieved their set target if they demonstrate all the requirements; so it is no longer a best fit grade, where pupils can be deemed to have achieved the level if they meet the majority of the targets and may do very well on most areas, but have missed one or two. This has a knock-on effect as it means that if pupils have not been taught the full curriculum we cannot accurately grade them as they will not have covered all the required aspects to reach the target. If not addressed, this could have meant that it would not be possible to identify those pupils not making the required progress until the end of the year.  Reading: progression is good across the school and the RWI programme is producing results.  Writing: All classes have been given more opportunity to carry out independent writing and free writing which the RWI programme does not allow sufficient time for, as it focuses more on short writing tasks. This has led to better identification of progress and areas where further work has been required. Again the loss of the 'best fit' model means that creativity in writing has been hampered by the requirement to include all assessed aspects of written language in a piece. The school are aware of this and the provision of writing opportunities has helped address this.  Maths: Clare Green has worked hard to create an interim monitoring tool to allow assessment of pupils at all levels before the end of the year, to ensure our monitoring of progression is as accurate as possible. This new system has been applied by the class teachers and progress has been demonstrated in all years with good identification of those who need further work. In addition to this, all classes are focusing on 'Maths mastery' where steps are taken and tasks given to reinforce learning and allow pupils to demonstrate full understanding of a topic before moving on. This has also demonstrated good results.  Year 6: the current teaching provision in Year 6 is working very well with assessed work and monitoring by the Ms Warren demonstrating good progress despite the challenges of staff change due to absence.  Ms Warren and I undertook a classroom walk round and observation of pupils work in Year F, Year 1, Year 2, Year 3 and Year 6. The independent and free writing work clearly shows progress within the year, and it was easy to see enthusiasm for their chosen subject in all years visited. Maths mastery was also clear to see from the work observed and pupils are clearly encouraged to self correct where possible rather than to rely on external feedback. The displayed work from St Piran's Day was excellent.			
Any issues arising for the governing body. The changes in curriculum and assessment have been challenging, and this was reflected somewhat in the results last academic year. However, the new structure is now embedded and progress is being charted effectively. The hard work put in by teachers to ensure that pupils are given the opportunities to shine is evident. It will be important to monitor our data carefully for the rest of this calendar year, to identify whether the previous challenging areas continue to be present or whether the changes made this year have produced desired results.			