

Holy Trinity CE Primary School

Governor Visit Report

Name of Governor	Aileen Boaler
Date of Visit	24 th June 2021
Agreed Focus for Visit (linked to SEF, SDIP & Key priorities)	Curriculum: To provide a creative curriculum tailored to our pupils at Holy Trinity School reopening: To ensure gaps in learning due to school closure are identified and a fit for purpose curriculum is devised. Identify any pupils in need of additional catch-up teaching and plan appropriate delivery. Impact will show effect of school closure on pupil attainment and wellbeing is closely monitored and addressed as necessary.
Name of Staff	Ms Cullen (Maths Lead)

Next Steps/follow up from monitoring (27/3/19)

- Learning walk to review how new initiatives are implemented such as:
 - Daily teaching of concepts such as telling the time and understanding of past and present
 - Linking areas of maths to other creative subjects such as design technology, art and music to make it more meaningful and ease the pressure on curriculum coverage
 - Maths Fluency Mats
 - Maths walls & resources
 - Mathematician Monday
- Book Look
- Update following roll out of calculation policy to parents

Key Area in SDP: Monitoring Findings from this visit

Curriculum: ensure long term curriculum plans include complete coverage for all subjects. Cross Curricular Topic links are explicit.

- Impact will show a well-planned, progressive, creative curriculum evidenced in planning, pupils' books and displayed in the environment. Outdoor learning opportunities will increase impacting on pupil engagement and enjoyment.
- Impact of staff training will show an increased level of subject knowledge resulting in more opportunities for quality first teaching
- Subject leaders to monitor planning, lessons and work to ensure progression and coverage across the school
- Topic books will showcase pupils' learning and provide opportunities for creative presentation and extended writing

BC shared feedback from the staff inset day spent looking across subjects (documented in Maths Book Look, Planning and Environment Monitoring). This shaped my visit to looking at evidence to show the creative curriculum, staff knowledge, planning and progression in maths across all years.

Actions used to identify findings

- Interview with Ms Cullen, Maths Lead
- Review of HUGGS (Monitoring & SDP Folder)
- Subject Feedback Monitoring of Maths (doc shared)
- Maths Guidance KS1 & KS1 (doc shared)
- Number & Place Value – Ready to progress criteria (doc shared)
- Class visit - Yr 4 statutory times table check
- Learning Walk & Book look

What outcomes have been identified as a result of my visit

Ms Cullen felt that there was more to do in maths and the impact of covid had meant that she had not achieved all that she would have liked to. However, it was evident from our discussions that both staff and pupils had managed extremely well in terms of the maths curriculum over the last 15 months and huge amount had been accomplished. Pupil progress and achievement in maths had remained high.

Times table Rock stars had been rolled out to KS1. Staff all trained and using in class. Battles in Rockstars for KS2 where pupils battle against all times tables.

The current yr 6 did the statutory Yr 4 times table test last yr, the current Y5 class did not take the test and the current Yr 4 was taking the test internally (viewed this taking place).

Maths is Everywhere – display board showcases Y1-Y6 work showing maths used in different subjects/cross curriculum.

Maths leader training at the beginning of the year focused on only 'teaching measuring' when doing 'actual measuring'. Examples of this could be seen in displays (Yr 5 measuring outside/graphs in science, Yr 1 measuring beans growth)

Maths steps in booklets – parents are keen to support at home and booklets are ready to go out.

Evidence of creative curriculum with cross curricula links and outside learning examples shown in display of work and book looks.

Intervention data was shared and discussed.

Online training in March looked at the new maths guidance (doc shared) which focus' on 'ready to progress'. The powerpoints/models have been shared on server for staff to refer to. There are youtube videos and detailed examples on what to focus on to get children ready for the next academic year.

Mathematician Mondays no longer takes place, however it was successful in giving staff confidence. Problem solving is now used in most lessons and is really embedded in all areas. Children of all abilities are stretched (Bronze, Silver, Gold)

STEM week timetabled to take place in a few weeks.

Next Steps/follow up from monitoring

Booklet for parent to support – view booklet and any feedback from parents

Planning

- Consider whether all staff/year groups should be using the White Rose Scheme of Learning to plan from and how this can be added the school's LTP.
- Ensure all curriculum leaflets are on the Shared Drive (Autumn was missing for most year groups).
- Make sure cross curricular links are made explicit on Curriculum Leaflets (see Year 4 Autumn) and on LTP if maths is added to this document.
- Does the plan include opportunities to celebrate diversity explicitly?
- Does the long term planning and Curriculum Leaflets match the learning evident in books?

Books

- How can practical/outdoor Maths tasks be celebrated and displayed. SLT have suggested a class book similar to R.E Big Book.
- Plan for some hooks related to Maths. Year 5 had a Viking Maths Day in 2019-2020.
- How can teachers give children timely and age appropriate feedback on their maths work and make this evident in books?
- However, not much written feedback that is responded to by children.
- Worksheets are kept to a minimum in KS2 which promotes children to present their work well from Year 3 onwards. However, worksheets could be reduced in KS1 to prepare children for this earlier.

Environment/resources

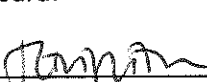
- Return to sharing Mathematics/Times Tables Rock Stars/Maths Steps certificates in KS collective worship when they return to the hall.
- Add Numicon to the wishing tree and aim for more sets to be shared across the KS1 phases. 6 sets would be ideal so that there is one per table for children to use.
- Ask Teaching Assistants/Subject Leader support TA to find out what resources are available in each class and subject lead to collate a list. Even consider a resource amnesty at end of term/summer holidays.
- Do we need to agree a title for all Maths displays?

Aspects I would like clarified/Questions I have

- Maths is not included on the LTPs. Does this need to be added?
- New maths guidance – has this had an impact on the way that maths is delivered?

To be shared with the school staff and school governing board.

Signed: 
(Governor)

Signed: 
(Headteacher/Staff member)