

Holy Trinity CE Primary School

Governor Visit Report

Name of Governor	Sue Sleigh
Date of Visit	2 nd May 2017
Agreed Focus for Visit (linked to SEF, SDIP & Key priorities)	To interview children falling into the 'low attainer' maths group across both KS1 and KS2.
Name of Staff	Miss Wallbanks (Creativity team lead)
Key Areas: Monitoring Findings Interviews allowed the opportunity to find out more about different 'groups' of children within the school and to find out whether strategies employed by teachers are engaging this particular group of children. - To find out whether the strategies employed by teachers following 'Talk for maths' training are engaging this particular group of children - To find out any 'barriers for learning' among the group of low attainers - To learn the pupils view on the effectiveness of maths resources (following on from my last maths visit where I looked at resources) - To understand the impact of mathletics on children's learning, used for homework	
Actions used to identify findings Pupil interviews/questionnaires Interviewed 14 children: class 1 to 6, two children ("low attainers" in maths) per class.	
What outcomes have been identified as a result of my visit (See questionnaire results attached for full details) Staff employing strategies to make learning relevant and engaging is clearly successful – 12 out of 14 low-achievers interviewed agreed that they enjoy maths and maths is 'fun'. (HUGG Autumn 1, Spring 1) The introduction of 'mathletics' has been a success – children were animated in their appraisal of their new homework tool and 13 out of 14 children said that they enjoyed mathletics homework and that it was helping them with their maths. (HUGG Autumn 1) All children interviewed knew what maths resources were available and where resources were located within their classroom should they need them however it was not clear how many children were regularly using them and whether they are improving learning outcomes. Children were able to explain confidently the marking scheme utilised throughout the school and were unanimous in agreeing that their teachers had told them what they needed to do to improve. Older pupils are regularly involved in marking their work and the work of others. Most children said they had the opportunity to respond to teacher marking and comments – we need to ensure that those who do not understand comments also have the opportunity to be able to ask and discuss verbally with the teacher. Excellent feedback regarding small intervention groups and extra maths support pre year 6 SATS. Nearly all children expressed difficulties learning maths within the class as a whole.	
Aspects I would like clarified/Questions I have	

Is this group of children using maths resources or is there is a stigma attached to using them? Do they think that only those who are not good at maths need to use equipment? And if so, how can we change attitudes? This will be an on-going challenge.

Mathletics homework can be stressful if the child does not understand what to do. Ask teachers to remind children that there is a help button that explains the question in more detail and encourage children to feedback to teachers if they are stuck or homework is at the wrong level.

Next Steps/follow up from monitoring

Look at maths results to determine success of SDIP maths steps and milestones. Look at progress from start points and determine whether maths is now above national expectation and whether low achieving pupils are making at least good progress.

Additional Comments

Whole school maths day planned on Friday 26th May to engage children (HUGG Autumn 2). Fun maths based activities; fancy dress and much more.

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

Signed: M. Atkinson
(Governor)

Signed: M. Wheelbank
(Headteacher/Staff member)

S. Searcy