

Inkberrow First School Governor Monitoring and Evaluation Record
(Governor Visit Report)

Name of Governor:	Lisa Tagg
Date and Time of Visit:	Monday 18 th September at 9am
<u>Purpose of Visit:</u>	Data Meeting with Mrs Thomson following Summer Whole School Results 2018
Activities Undertaken (Tick those applicable):	<ul style="list-style-type: none"> • Observation • Work Review • Review of Planning • Review of Assessments • Review of Resources • Discussion • Other (please specify below)

Governor Observations

I looked at the whole School Data from KS1 and lower KS2 from the end of the Summer Term 2018. Here is an overview.

Reading

The results show good movement throughout the year in Year 1 which is very positive. Year 2 have a big increase in those achieving Greater Depth (up by 19%) and this is echoed in Year 3 also (up 13%). Those reaching ARE in reading range from 82%-90% in Years 1-4. The following figures indicate the high level of achievement in reading.

29% achieving Greater Depth in Year 4

33% achieving Greater Depth in Year 3

64% achieving Greater Depth in Year 2

Writing

There are very high results for children achieving ARE across all year groups (81%-90%)

23% achieving greater Depth in Year 3

32% achieving Greater Depth in Year 2

Maths

The figures for children achieving ARE in all year groups range from 81% -90%. Below are some particularly noteworthy figures which show how high achievement is in maths.

27% achieving Greater Depth in Year 3

50% achieving Greater Depth in Year 2

As the achievements at Inkberrow First School are extremely good (as can be seen in the results I have highlighted) I then tried to focus on the minutiae of the smaller, less positive elements of the data to try and explore how these results occurred and how they could be positively changed moving forward. This is for analytical purposes and is intended to show our rigour and keenness to continually improve and I hope it does not detract from the whole school's achievements.

I questioned why the WT figure seems to have increased across all year groups in writing? It was explained to me that this is an area school will be targeting this

year (see SDP). Staff believe this is figure is linked to vocabulary and grammar skills, families not speaking to children or correcting and modelling correct language use. School aims to feed this back to pre-schools. Staff will be attending courses on enriching vocabulary and 'Narrowing the Gap.' Some staff will also attend a SEND conference where the main speaker will discuss the importance of vocabulary.

I asked why all year groups saw a fall in those achieving Greater Depth in writing. The Head explained that staff have to justify why they are awarding this level and they are more stringent now in awarding it also. Greater Depth is an area that is being looked at again this year as part of the SDP (in non-core subjects this time). It was explained that the lower figure in Year 4 was due to the particular cohort of children and the dip between the figures for Years 2 and 3 was due to the increased content in KS2. The Head pointed out that staff conduct moderation in Y2 when deciding if a child achieves Greater Depth. In Year 2 skills are more listed whereas in KS2 more of a whole picture of performance is required.

I questioned the drop in percentages of Year 1 children who achieved Greater Depth in Maths in Spring (36%) to the Summer figure (17%). The Head advised that there had been some discussion amongst staff and adjustment. Greater Depth involves application of skills and Summer Assessments may show pupils meeting objectives but not always applying across curriculum / different contexts.

I queried a pattern of children's performance (at the Working Towards Level) peaking in the Spring Term, then reverting to a lower level, more similar to the Autumn Term figure. This was noticeable in Y3 Boys writing and Y1 and Y2 SEND Writing. In Year 3 the figures equated to just one child. We need to be mindful of the slant that small numbers can put on school data. In Year 1 there was an increase in the number of SEND children as 1 child was added to the SEND Register in the summer term. The Y2 figure involved a child who school thought might achieve, but sadly didn't, although they made lots of progress. It is important to note that it also depends on the child's particular special need, which may affect achievement in some areas and not others.

I have been informed that where children are on the SEN Register, there will be meetings with parents more regularly and parents of individuals requiring support will be met with by school staff also to aid positive intervention. For maths, school is considering encouraging parents to come into school to watch a Numicon session before being asked to carry out tasks with their child at home or attending a reading session to demonstrate how they can best support. Staff have met this week to discuss and evaluate interventions and plan the program for this year.

Evidence

We looked at Whole School Data grids for KS1 and lower KS2.

Strengths Identified:

- Whole school results are extremely good with very high percentages of children reaching ARE and Greater Depth

- Half of the children who were in Year 2 at the end of July 2018 will enter Year 3 (and Key Stage 2) in a very positive position in terms of maths skills. This should help them as the difficulty level of the work increases.
- 64% of this same cohort of children left Year 2 working at Greater Depth in Reading and will start Year 3 with the benefit of these skills. Changes in this cohort will affect % attained at end of Year 3 having lost 4 children working at greater depth to Private Schools or due to moving locations.

Areas for Development Identified:

- Staff are reviewing their provision, content and delivery of intervention to continue to accurately target children and positively affect their achievements
- Staff will record % of objectives attained for SEND Pupils on a half-term basis to support tracking / support for this group of learners
- School are considering encouraging targeted parents to observe support sessions in order to help their child at home through shared understanding and activities

Key Issues Identified for Governing Body

- Governors need to remain aware of the way whole school data can be affected by the small number of children attending Inkberrow First School and consider results from this perspective.

Actions Agreed

Forward to Helen Lees for inclusion on the school website.