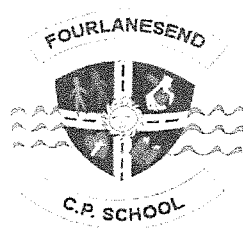


<p><b><u>School Development Plan Priority</u></b>          3.2 F Teachers and other staff have consistently high expectations of what each pupil can achieve          2.9 B          2.12 B</p>	<p><b><u>Focus of Visit</u></b>          Ensure that progress and attainment in maths is inline with/exceeding national          Evidence of progress in these areas to appear in HT report to the governing body, SPTO, data book, scrutinies and lesson observations.</p>
<p><b><u>Visit time, date and Governor name:</u></b>          1.15pm 07/11/18 Simon King</p>	<p><b><u>Staff name:</u></b>          Fran Ferguson          Emma Cunningham</p>
<p><b><u>SDP actions to consider</u></b>          From accurate assessment deeper learning is planned and effectively taught in maths across school</p> <p>OFSTED Next Step:</p> <ul style="list-style-type: none"> <li>• <b>Pupils have a range of opportunities to develop their mathematical knowledge, understanding and skills across the curriculum</b></li> </ul>	
<p><b><u>Ofsted Outstanding</u></b></p> <p>■ Teachers are determined that pupils achieve well. They encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work. Teachers have consistently high expectations of all pupils' attitudes to learning.</p> <p><b><u>Ofsted Good</u></b></p> <p>■ Teachers expect and encourage all pupils to work with positive attitudes so that they can apply themselves and make strong progress.</p>	
<p><b><u>Previous visit: Progress on agreed actions and Impact</u></b>          Different proforma in place and utilized for recording cross-curricular maths – evidence from across school shows different areas of maths are utilized across the curriculum          SATs analysis of year 6 shared</p>	
<p><b><u>Observations and Discussions</u></b>          The new recording sheets were shared for keeping a record of cross-curricular maths. These were from each class and showed that the expected amount has been completed and are intrinsic to the subjects and not just an add on. To make this even more evident – during planning for each term maths will be considered as to where it will fit, ensuring a wide coverage of topics. This will be shared next time.          We looked through the breakdown of the SATs questions for our previous year 6. It showed that we were above national average in all areas. The only one where we were under was FDP on the arithmetic paper however this was the opposite in the reasoning papers so there is no clear explanation for this as they were able to use it in a more in depth way. This was questioned by Simon as to why and the teachers responded that perhaps it was due to carelessness or first maths test nerves.          FF explained about how nationally the Singapore Bar method is currently very popular. Having had training and previously tried in school, we share it with the children as another way of representing problems and they come across it through different resources we use, however we don't force them to use this, instead allowing</p>	



them to represent problems in a way that suits the child. The success of these methods is evidenced in our SATs results.

FF gave details of training she has attended and will be attending.

**Summary to be entered on Governor Monitoring Plan:**

Data and cross curricular maths discussed and challenged. See Observations and Discussions for more detail.

**Further Action Required:**

FF to bring evidence of cross curricular maths planning from the whole school planning session

Interim data to be shared as appropriate

**Impact of Governance:**

Some challenging questions on methods, evidence and delivery of the plan. Simon encouraged teachers to recognize their success instead of down-playing the small numbers.

**Date and time of next visit:**

Spring 2019

**Governor signature:**

**Date:** 7.11.2018

**Staff signature:**