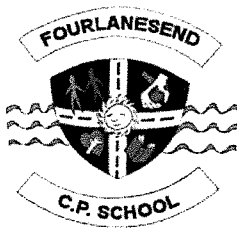


<p><b><u>School Development Plan Priority</u></b>          3.2 F Teachers and other staff have consistently high expectations of what each pupil can achieve</p>	<p><b><u>Focus of Visit</u></b>          Ensure that progress and attainment in maths is inline with/exceeding national          Evidence of 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>          12.00 16/03/18 Simon King</p>	<p><b><u>Staff name:</u></b>          Fran Ferguson</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> <ul style="list-style-type: none"> <li>■ 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.</li> </ul> <p><b><u>Ofsted Good</u></b></p> <ul style="list-style-type: none"> <li>■ Teachers expect and encourage all pupils to work with positive attitudes so that they can apply themselves and make strong progress.</li> </ul>	
<p><b><u>Previous visit: Progress on agreed actions and Impact</u></b>          Reviewed papers and the data and analysis produced from those. This showed there are children working at greater depth.          Cross-curricular maths still being recorded and conversations taking place</p>	
<p><b><u>Observations and Discussions</u></b>          We looked at data from year2-6 showing where children were at the January point in maths. Strengths were in arithmetic. The data mirrored what was thought by the teachers but has allowed specific interventions to be put in place based on the analysis as well as whole class areas to focus on.          It showed that in all year groups there were some children already meeting the expected standard and some of these children should go on to achieve greater depth at the end of the year.          Challenge was shown through questioning by Simon on individuals who were low and through questions on the number of children already meeting expected standard.          We discussed the use of recording cross curricular maths which is still occurring and has fitted well with the STEM week.</p>	
<p><b><u>Summary to be entered on Governor Monitoring Plan:</u></b>          Data and cross curricular maths discussed and challenged. See Observations and Discussions for more detail.</p>	

Fourlanesend Community Primary School – Governor monitoring visit report form



**Further Action Required:**

FF to bring evidence of cross curricular maths from all classes

Final analysis of data to be discussed using end of year data

**Impact of Governance:**

Some challenging questions on achievement of pupils

Challenge and discussion on the suitability of the assessments as well as increased governor understanding of the content of the tests

**Date and time of next visit:**

July 2018

**Governor signature:**

**Date:** 16.3.2018

A handwritten signature in black ink, appearing to be 'J. J. Johnson'.

**Staff signature:**

16/3/2018