

## Governor Link Visit Record

Governor Link Area		Maths – Previous monitoring, Times tables and Autumn term questions
Governor/s	Titilayo Adewuyi	
Staff	Billy Waters	
Date	3/10/22	
Meeting with: Billy Waters, Alana Poole, Emily Schofield		
<p>Questions asked about multiplication data: What scores did children get in the multiplication check? Scores were presented in a table, which outlined which bracket the children scored within. This was a large increase compared to last year’s check. We discussed provision in place to ensure children are secure at their number facts, including support that can be given at home. How do these scores compare to national? National figures were explored. The average score within school was 19.2, with the national average being 19.8. What support will children receive if they did not score highly on the check? Support is given throughout school to times tables, as we know that this is an area which helps children with a lot of other areas of mathematics. Children in Year 5 will get continued support based on their check scores.</p>		
<p><b>Positives/strengths from monitoring discussions:</b></p> <ul style="list-style-type: none"><li>• Questioning allowed the children to think deeply about their maths work.</li><li>• Mathematical vocabulary was effectively used by members of staff.</li><li>• Resources were effective and linked closely to recent trainings from White rose maths.</li><li>• White rose scheme was followed however, adopted rather than adapted.</li><li>• Behaviour across school was very good.</li><li>• High child engagement was observed across school.</li></ul>		
<p><b>Areas to develop:</b></p> <ul style="list-style-type: none"><li>• Lots of teacher talking was observed, it would be beneficial for children when teachers and children collaborate to support knowledge retention over time.</li><li>• There is need for further improvement on the EYFS outdoor provision to support number skills.</li><li>• Refine and redistribute a clear marking and feedback policy to ensure consistent standards in books throughout school.</li><li>• Further develop mental strategies for pupil and allow exposure to these strategies by their teachers.</li></ul>		

**Summer term questions (from previous academic year):**

a) Hold discussions with key staff to understand:

- Key themes from end of year data and how these will be addressed, are mathematics outcomes improving?
- Progress of vulnerable children;
- How data compares to national results;
- Other issues/concerns identified.

Discussion was held with Mr Waters and two other Subject Leads. Mr Waters explained to me how the Maths subject monitoring and observation process was carried out in school from the reception year through to year 6. The written evidence of the observations was shown to me as well. Some of the strengths observed during the monitoring sessions were also discussed. For instance, it was observed that the behaviour and engagement of children was positive, the trackit point system was effective in most classes to keep a calm and orderly environment, resources used were consistent to reflect the recent trainings given to staff, there was an effective and appropriate use of mathematical language among staff etc. Areas of development and action plans on how this will be carried out to improve the subject outcome were discussed as well.

We looked through the KS1 and KS2 result and compared it to the preceding years, the percentage was lower than other schools in Leeds and the national average. Although, the overall percentage was low compared to the previous years, there are evidences to show that there has been some improvement considering the effect of COVID -19 on pupil and the general educational system for children post COVID. Mr Waters, however talked me through the plans of the school has put in place to continue to effectively work hard towards reaching the desired goal for school.

Progress of vulnerable children- Year 4 pupil have been observed to needing more support to effectively progress in the subject as there is a significant gap between disadvantaged pupil and none. There is a daily 1hr tutoring slot for pupils in this category, often targeting the pupil premium children first.

Mr Waters talked me through the 2022 Multiplication tables Check (MTC). We looked at the school result with an average score of 19.2 out of 25 and we compared it to the national results of 19.8. A large percentage of pupil (48%) scored between 21-25 and (27%) scored between 16-20 which is a positive as this reflects that almost half of the pupil have a very good understanding of what is required. Mr Waters explained to me that action plans have been put in place to support children who fall below average score.

b) How are children being prepared for transition and are they ready for the next phase? Have staff planned effectively for this transition to provide support for children so that there is no interruption to learning? Does the transition information ensure teachers in every year group know which children only just reached the expected standard and which children almost attained greater depth?

An explanation on how children are prepared for transition and ready for the next phase was provided by Mr Waters. Details of children and the progress level at which they are working are passed on to their next class teacher, teachers work in partnership to communicate and pass correct information about children so that children can be effectively supported through the different stages in school. Where necessary, teachers can arrange to meet to share ideas and information. Also, all teachers have access to the previous data of the pupil in their care. Similar partnership processes are also followed for high school transition.

c) Does school benefit from partnerships/learning opportunities with other schools?

At this time, I was informed that the school is not getting as much benefit from partnering with surrounding schools as they used to. However, there is an ongoing collaboration with the local authority, with subject leaders attending networking meetings, conferences and updates. This ensures leaders have the most up to date knowledge to best support the staff and pupils at school.

d) Has the school been involved with the Maths Hubs?

Mr Waters explained to me that there is no maths hub at this time but, there is collaboration with Leeds council on maths courses, trainings for subject leads and lesson monitoring.

Staff Signature

B Waters

Governor Signature:

TS Adewuyi