



GROW EDUCATION PARTNERS LTD

Record of Visit Form

SCHOOL	St Paul with St Luke, Tower Hamlets
Name of Leadership partner	Brian Welsh
Person/dept visiting	Nicola Horton (head) and governors
Date of visit	26.2.16
Length of visit	Morning (8:30-11:30)

PURPOSE OF VISIT: Governor learning walk

PROGRESS SINCE LAST VISIT (if applicable): NA

SUMMARY OF ACTIVITIES:

Governors were invited to take part in a learning walk across all key stages with a maths focus. Six governors attended which was very positive.

Nicola went through the governor visits policy to clarify their role. She also talked through the main areas of focus based on SIP priorities (below) and explained some of the ways in which maths is being developed across the school, including the introduction of Big Maths (and Little Big Maths in EYFS). A "Big Maths" consultant visits the school termly for a learning review and the leadership team focus on the feedback for each class teacher to further improve the effectiveness of teaching and learning through the coaching system.

The maths priorities in the School Improvement Plan are:

- Ensure a consistent approach to the teaching of maths across the school
- Ensure misconceptions are picked up during lessons and addressed straight away or planned for the next lesson
- Develop mathematical reasoning and understanding
- Improve attainment and progress of disadvantaged children

Governors observed lessons in Rec, Y1, Y2, Y4 and Y5. In each class the main focus of the lesson was problem solving.

OUTCOMES AND AGREED ACTIONS:

There was a consistency of approach reflecting the Big Maths approach and in many of the classes there was evidence of CLIC (Counting, Learn its, It's nothing new and Calculation) through the lessons and displays. This ensures continuity between year groups and helps to ensure children learn basic number facts through repetition, songs, actions etc. In all the lessons seen, children were engaged and clearly enjoying their maths sessions. There were

opportunities for collaborative work and children showed sustained concentration and a very positive attitude to their learning. Differentiation was also evident in all classes.

There were examples of teachers quickly picking up on misconceptions and addressing them through a range of techniques including the use of number fans, white boards, direct questioning etc.

The regular problem solving sessions in each class provide good opportunities for children to develop their mathematical reasoning. Although we saw some good examples in the lessons we observed (finding all the different combinations of different coloured cakes, finding all the different ways to make a target number), ensuring this is drawn out and made very explicit in sessions will significantly impact on pupils mathematical skills in this area.

Nicola spoke with governors about provision for disadvantaged pupils in order that the attainment "gap" is closed or narrows. This includes having additional TA support, booster, specialist maths support as well as a range of activities aimed at developing pupil's enjoyment and engagement. Pupils are identified on the termly tracking sheet and their attainment and progress compared with non-disadvantaged pupils. We discussed including the additional provision for each child on the tracker in order that the impact can be clearly seen.

Governors were very positive about the insight the learning walk gave them into how the school are addressing one of their SIP priorities. Currently the governors do an annual learning walk and we discussed the advantage of having this termly, with a different focus each term. Governors were also given a copy of a booklet for parents that outlines the "Big Maths" approach at SPSL as well as the SPSL Primary maths curriculum document. One of the Governors also requested that termly tracking data is shared with all governors at the FGB meetings, in addition to the curriculum committee, in order that they all have a clear insight into how well pupils are achieving.

DATE OF NEXT VISIT (IF APPLICABLE): to be confirmed

Signed: Brian Welsh	Date: 26.2.16
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