



## Groby Community College Governor Visit Record

<b>Name of Governor</b>	<b>Julie Thompson</b>
<b>Date and Time of visit</b>	<b>9<sup>th</sup> November 2012, 9.00-11.30am</b>
<b>Purpose of visit</b>	Update from SENCo The Curriculum Leader Varnam on progress and attainment of students with SEN, provision in place to meet needs and learning walk to observe classroom practice to meet learner's needs.
<p><b>Links with the College Improvement Plan</b> (How does the visit relate to a priority in the College Improvement Plan?) Progress and attainment of all learners, including those with SEN.</p>	
<p><b>Governor observations and comments</b> E.g. How long did the visit last? What did you observe? What did you learn? What good practice was seen? What would you like clarified?</p> <p>The Curriculum Leader and I discussed progress and attainment of students with SEN; current and future provision and conducted a learning walk.</p> <p>The Curriculum Leader was able to confidently talk through her most recent self-evaluation, which included outcomes for last year's SEN students in Year 11, addressing questions I raised. 2012 RAISEonline data was not yet available. Students with SEN represented 18.8% (52) of the cohort of which: 2.5% (7) Statement ; 5.8% (16) Action Plus 10.5% (29) School Action.</p> <p>The college clearly has a strong commitment to narrowing the progress gap between SEN and non-SEN students. The data indicates:</p> <ul style="list-style-type: none"> <li>• An improving trend in %5A*-C and 5A*-G for students with SEN at School Action (A), AP and S</li> <li>• Narrower gaps than nationally. (4% gap between School Action/cohort; 20% AP/Cohort; 27% S/cohort.)</li> <li>• No gap 5A*-G and 1A*-G which equal to or above national data.</li> <li>• %5A*-C EM an improvement on 2009/11 for A, AP and S. S an improving trend 5% above national data.</li> </ul> <p>Value added:</p> <ul style="list-style-type: none"> <li>• APS +Equiv.: A +15.85; AP =; S -16.85: better than nationally and improving trend.</li> <li>• APS GCSE only: A -71; AP -78; S -109: better than nationally and improving trend.</li> <li>• English APS: A -5.12; AP -9.37; S -23.82: better than nationally and improving trend.</li> <li>• Maths APS: A -6.065; AP -9.61; S -20.01: Better than nationally and an improving trend.</li> </ul> <p>The Curriculum Leader had identified and implemented necessary actions to secure further improvements in progress and attainment for all students with SEN currently in the college. These included strategies to improve attendance; contact with parents; use of assessment to monitor and inform targeted intervention work; literacy and numeracy across the curriculum as well as focused literacy/numeracy intervention; curriculum offer; CPD for staff; provision of lunch-time homework support. I suggested it would be very useful for the recently appointed member of support staff with responsibility for developing literacy skills to attend training on literacy intervention work, including the systematic teaching of synthetic phonics. This has now been arranged.</p> <p>In addition to above discussion we carried out a learning walk through most subject areas to look at in-class</p>	



provision for all students with SEN.

I was impressed with the purposeful learning atmosphere within all the classrooms visited. In the full range of ability groupings students were on task and well behaved.

It was evident that students were clear about the learning intentions, took responsibility for their own learning and were confident about clarifying their thinking with staff when necessary. I was pleased to see students with SEN being enabled to work with a high level of independence as a result of skilled teaching, appropriate support and suitable learning environments.

Many thanks to staff for allowing me to visit their classrooms and for finding time to talk with me and answer my questions.

**Any key isThe Curriculum Leaders arising for the governing body**

e.g. The way resources are allocated, the way the school communicates, progress in implementing a key policy

Continue to monitor provision, outcomes and progress of students with SEN particularly in light of reduced budget to ensure no detrimental effect.

**Forward to:** Principal for checking as draft. Will then be circulated at either TLA committee or full governing body.

**Follow up action**

Record any action agreed by the governing body with regard to this visit.

I am encouraged that the college has targeted intervention in place (in addition to good classroom teaching and support) to address the needs of students who have low literacy levels on entry.

The Curriculum Leader will monitor impact of all actions implemented this year and report back to SEN governor and governing body at a future meeting.