**Langley Fitzurse CE Primary School**

**Link Governor Visit Subject / Area: Maths**

**Governor: D Bloomer Date: 13/02/20  
  
Overall**

Ms Causer seems to have grown well into the team, as a member and a thought leader in her Subject area. She has been active in planning, implementing and monitoring progress. The management should support this with regular diary slots to dedicate for subject leader activity.

**Detail**

1. What has been done to address the development points of the area/subject across the school, as identified in the last session?

Particularly fractions in KS1, and reasoning / multistage questions.

Observed KS1 and followed up with more recent book look across all years. Fractions now not just taught in blocks, but frequent recaps at the start of each lesson. White Rose blocks help build across years in a logical manner.

White Rose helps planning and time pressure on teachers. All staff who are new to WR appear keen on it, and are actively using it.

The idea of a Resource Bank (worksheets from different teachers) is yet to be kicked off but still felt to be a good plan.

1. Is CC clear about her role as a subject leader in the tri-yearly data / performance process?

Yes. Worked well. No improvements obvious for the next round.

1. How has she been supported / the plan improved by senior management?

Second meeting happened with the Head, after a delay and prompt by Chair, and CC has subject leadership training scheduled. Lacock co-working has been useful.

1. Have members of different groups of children been considered, resulting in effective, resourced plans? (e.g. IEPs for SEN, Pupil Premium Funding, Gender)

Strong interface with the SEN Coordinator Clare. Scheduling meetings easier than with Johanna, as both staff would need to be covered at the same time or stay late.

1. What evidence is there that any pupil who is forecast to miss expected standard by the end of the year has an agreed (between class room teacher and subject/area lead) plan to close the gap?

CC believes the team now regularly prioritise intervention resource support, as managed by James.

1. What evidence is there that higher ability students are being challenged?

White rose offers good reasoning / problem solving resource including greater depth work for higher achievers. On top of Brayside, DB sessions etc

1. What evidence is there that each class teacher’s marking has been checked by the subject leader, to clearly drive improvement, and that feedback has been given and the children have acted upon this feedback?

Another book look – each year group H/M/L.

CC has led 2 staff meetings addressing maths: the first on the action plan; then reasoning problem solving.