

Governor's learning walk

Plan	
Name and role of governor	<p>Marie Foley</p> <p>Chair of Teaching and Learning Committee</p> <p>Link Pupil Premium/Disenfranchised Governor</p>
Name and role of staff member(s)	<p>Cathy Bach DHT</p> <p>Cat Rowbottom – Breakfast Club Lead Teacher</p> <p>Laura Bryant – Year 7 Hub Teacher</p> <p>Alice Lane Assistant Head teacher</p>
Date and time of visit	23 November 2023 8.15am to 10.45am
Agreed focus <i>Make sure you focus on this agreed reason for the visit. Avoid getting distracted by other issues that haven't been agreed with the member of staff.</i>	<p>At the last Ofsted Inspection inspectors said the following: <i>"The governing body is aware that the achievement of disadvantaged pupils is a priority. However, members of the governing body have not held leaders to account diligently enough for their actions in this area."</i></p> <p>Follow on visit from Learning Walk on 7 February 2020 (attached)</p>
Relevant school objective or priority <i>This might be taken from the school improvement plan (SIP) objectives or the school's overarching vision.</i>	<p>Turton supports 'disadvantaged' students via the following:</p> <ul style="list-style-type: none"> • Disenfranchised strategy • Learning Strategy • Standards Strategy • Curriculum: Broad and balanced curriculum for all • Attendance <p>The purpose of the learning walk was to see these strategies in action and question teachers around the disenfranchised strategy, in order to hold the school fully to account.</p>
Learning Walk Findings <p>19.8% of students receive the PPG. However, Turton's ethos is not to label students but to try and provide an environment for all the disenfranchised to thrive both academically and pastorally. The expansion of NOR has seen an extra 30 children per year group coming into Turton, mainly from an area which is in the bottom 10% for deprivation.</p>	
Attendance <p>The Breakfast Club helps with attendance by providing a dry, warm, secure place before school. Cat Rowbottom the lead teacher at the Club said absences were down for PPG students who attended the Breakfast Club. It is well attended and funded by Warburton's Bakery. I met with the sponsors when they originally came to the school to see how they could help the most vulnerable students. Attendance is lower for PPG students, 88% compared to 92%. The school uses the PPG funding to pay towards an</p>	

attendance officer, mentoring and Early Help support is accessed for those families in need. I learnt that the 21 most vulnerable students are provided with something to eat at morning break, which would help promote attendance as well as making them more focused in class.

Learning Strategy

I observed Laura Bryant take a small group of Year 7 students for a Reading class, the students were part of the Year 7 Hub. Some of these students would have received 1-1 support in Primary school, the Hub aims to replicate this support. It is led by a Primary trained teacher; the aim is to encourage reading skills in these students so they can gradually catch up by Year 8. The students were very focused and well behaved. The teacher used dialectical teaching, constantly questioning the students to check for comprehension.

Standards Strategy

The Breakfast Club helped with the implementation of the Hive Switch. Funding ensured that any students who did not have the correct resources, eg pens, pencils, were provided with what they needed before they went to class. The Breakfast Club linked with the main school, as teachers and TAs were present. They helped with homework and helped resolve any issues the students may have, notifying the school if there was an issue they needed to be aware of. This helped ensure a calmer entry to lessons and encouraged good behaviour and so, a better learning environment. Students could only receive food if their uniform was correct and ties on.

Curriculum

There is an emphasis on Reading, with children taken from language classes to supplement time spent on reading. I asked if students with an interest and/or aptitude for languages could still fully access those courses, I was assured they could and that every student was considered separately. Alice told me that less than 10 SEND PPG had been withdrawn from Spanish, and withdrawals had been in consultation with their Primary schools and specialists.

Cathy explained that funding was used to buy uniform and subsidise trips. This meant that the poorest students did not stand out from others and by accessing educational trips they had the same general access to the curriculum. The funding was also used to pay for Careers Teaching, which looked at non 6th form, more vocational training and apprenticeships. Access to Bolton's Music Service was also free to PPG students.

Disenfranchised Strategy

Alice said there had long been a gap between PPG and other students, however, this was slowly closing, thanks in part to the emphasis on Reading. The Year 7 Hub helped to prevent any shame experienced by poor readers, allowing them to progress in small groups. Some students were disenfranchised due to added difficulties in learning to read, such as Dyslexia and Irlens Syndrome. The school made every effort not to stigmatise these students by adopting colour combinations which were easy to read by all. In all conversations throughout the morning the emphasis was on whole class learning, leaving no one behind. The data does suggest the gap is slowly narrowing.

Summary

I clearly saw with my own eyes all the efforts the school was making to close the gap, not just for PPG but for any disenfranchised student. There was a strong emphasis on not labelling students and ensuring strong pedagogy and a fully inclusive curriculum, that could be accessed by all.

Hopefully in time more PPG children make it on to the Scholar's Pathway, something I will continue to monitor. Currently 2.5% of the students on the Scholar's Pathway qualify for PPG.