

Record form for a governor's school visit.

Name: Louise Thornley

Date: 23 November 2023

Governor Responsibility:

Pupil Development, Wellbeing & Safeguarding sub committee, shadowing Marie Foley for purpose of visit.

Staff seen during visit:

Cathy Bach

Cat Rowbottom

Laura Bryant

Alice Lane

Focus of previous visit (if applicable): N/A

Reason for visit (i.e. routine monitoring, specific focus):

To look at provision for pupil premium students;

- i) Visit the Breakfast Club to speak with Cat Rowbottom regarding the support offered by the Disenfranchised Team.
- ii) Visit a reading group led by Laura Bryant
- iii) Discuss the work of the Disenfranchised Strategy with Alice Lane
- iv) Review the PP spend with Cathy Bach

Preparation/background to visit:

(e.g. reading policy, discussion with Head/teacher. LA focus)

- 1) reading of PPG school strategy Oct 2023
- 2) DfE PPG Overview
- 3) NGA Pupil Premium Guide for Governing Boards
- 4) NGA Tackling Disadvantage in Education: Poverty
- 5) wrote number of prompt questions

Information gathered during visit:

(e.g. What you saw, what you learned, what you would like clarified, how long the visit lasted)

Our visit lasted approx 2 1/2 hours. We were taken to the Breakfast Club, which was situated in the canteen at 8.10am. There was already a large number of students (over 100) who had signed in to the 'signing in book' that is on a table as soon as you enter. The canteen was a clean, warm and calm place where the pupils were able to get a free breakfast which was donated free of charge by Warburtons. This is extremely generous of the town's local bakers to do this for all pupils and not just the pupils on PPG. All pupils must have their ties on to obtain a breakfast from Kelly the Meals Supervisor and all are aware of this rule.

We met Cat Rowbottom who explained there are teachers and TA's on duty to support any pupils who attend before school starts. They are available for helping with homework in all subjects and pastoral care. There was one Y10 pupil who was receiving extra support from a team member after having a challenging time. One major thing that stood out in the canteen area was how calm it was. The pupils' behaviour was exemplary.

Cat explained the Disenfranchised Team had only started in September, but it sounds like it has made a positive start, especially in such a challenging area. There was some pupils who started school without any equipment (eg. pens, pencils etc.) therefore the Disenfranchised Team were able to supply some of these pupils with a pencil case. I asked if staff were aware of which pupils were on PPG but Cat raised the issue of stigma being associated with being on PPG. Whilst I do agree in regards to this, are staff being made more aware in general of 'Poverty Proofing' school?

Cat informed us that the PPG allows for 21 pupils to get additional money on their dinner

cards, therefore allowing them to buy any additional food or drink that money allows them to. This is an excellent and well thought out process, as it gives those pupils a chance to budget for themselves, some independence and not to have to go without.

Some Y12 and 13 students have or are going to attend Breakfast Club to help students with their homework on a voluntary basis, this will help with their UCAS or other applications when they require voluntary experience.

Cat is in constant contact with families of the disenfranchised pupils. This consistent type of support is invaluable to families as they will feel supported and part of the school community, even if it is just to say how well their child has performed that lesson/day.

Cat's passion and enthusiasm for the Disenfranchised Team is evident when she talks about helping various pupils, including a previous pupil who got their GCSE results. It is encouraging to see a teacher so determined to help and encourage these pupils. She is an impressive role model for any pupil at Turton and we are extremely lucky to have an asset such as Cat.

Next, we went to visit Laura Bryant who is a qualified Primary School teacher, but is teaching pupils in need of extra support to bridge the gap. Laura was holding a reading session with 6 Y7's. Again, the behaviour (and appearance) of the pupils is to be noted as impeccable. Laura had them sit around one table and had them choral read a piece of news regarding school holidays. She followed up with questions to ensure they had understood the piece, rather than just concentrate on the words. All the pupils were well engaged. This brief session was just a weekly form period group.

Laura teaches other subjects eg. Maths, History and English.

We followed up with a meeting with Alice Lane and Laura Bryant regarding the Disenfranchised strategy and a continuation on the Learning Hub. Alice explained the Hub is a KS2 to KS3 stepping stone. Laura teaches years 7,8 and 9 groups for 2 hours a week. The 2 hours spent in the Hub is at the expense of learning Spanish. Y9's go to the 6th form block to avoid any stigma with being associated with attending the Learning Hub. This is a well thought out process for pupils' well-being, as some may feel self conscious in having lessons in the Hub, thus becoming more disengaged with learning. Alice informed us that pupils are taught the "value of reading" rather than to love it, for example, making pupils aware that if they are able to read a maths exam question correctly they can do as well as their peers.

Alice informed us that the students in the Hub use buff coloured booklets (at a cost of £1.70 per booklet) due to the likes of Irlen Syndrome (Irlen Syndrome is a specific type of perceptual problem that affects the way the brain processes visual information. It is not an optical problem - IrlenUK.Com).,dyslexia and other SEND. Using buff coloured paper assists with reading, as the likes of Irlen Syndrome makes reading black writing on a white page extremely challenging. Alice and Laura both stressed the importance of equality in the Hub and that there is no stigma attached in attending. The pupil's who attend do not feel embarrassed about attending the Hub as they know this is there to help them read as well as their peers.

The final part of the visit was back with Cathy Bach to review the Pupil Premium spend. Cathy provided us with the Pupil Premium Strategy Statement, Pupil Premium Spend - Report to Governors - Oct 2023 and the KS4 Results Summer 2023. The results show that Turton are indeed narrowing the gap between PPG and Non PPG students in some areas (P8 for PPG low ability

students was -0.66 in 2019 was -0.52 in 2023, high ability was -1.76 in 2019 and improved significantly to -0.50 in 2023)

These Progress 8 scores go to show that Turton seems to be well on the right track results wise.

Overall, I was profoundly impressed with my first visit to Turton School. From seeing the pupils well presented and exceptionally behaved, to seeing the Breakfast Club with Cat's, Cathy's, Laura's and Alice's hopes and strategies for the future of these pupils.

Any key issues arising for the governing board

(e.g. the way resources are allocated; the way the school communicates; progress in implementing a key policy)

Could a letter of thanks/recognition be sent from the Governing board to; Warburtons for their contribution to the Breakfast Club?

Some sort of thanks/recognition to Cat Rowbottom, Laura Bryant et al for their hard work in the implementation of the Disenfranchised Team, Learning Hub, Breakfast Club?

In regards to communication/advertising and the Breakfast Club, could a frequent post or a post be pinned on Facebook/Twitter about the Breakfast Club, or a mass text be sent out to parents? I'm not sure if Turton has the ability to send a mass text but it may encourage parents who may not be aware of the Breakfast Club to get their children to attend, therefore pupils are able to access a warm safe place for a free breakfast each morning.

Action following governing board meeting:

(record any action agreed by the governing board with regard to this visit e.g. training for governors)