

Governor Learning Walk – 2nd February 2024

Discussion with the Headteacher and Deputy Headteacher following up questions posed in the previous meeting.

Governors asked for feedback on how staff analysed end of Year exams for all year groups and how it informed teaching and learning going forward.

CDB – gave examples of Year 9 end of year test results and how they created an overall picture of pupils' knowledge and work ethic and where there were any gaps that needed to be addressed.

Assistant Headteacher tracked progress at KS3 and held discussions with HODs in terms of pupils' performances as well as deeper discussions around the assessments themselves. SLT worked with their own departments on developing assessments and the analysis of them to ensure they were providing accurate pictures of the current progress. This also allows a comparison between departments.

Year 10 had created issues to address as these pupils had been affected the most by the pandemic. Lots of work on routines to improve work ethic as well as summative assessments to assess gaps in knowledge.

The promotion of reading was also discussed. We saw lots of examples of a focus on reading both in English and around school. In particular, we learned how the introduction of reading groups at KS3 aimed to tackle how issues around low reading ages impacted learning across the curriculum. Pupils were selected for support and taken out of MFL where they are taught in small groups to address specific issues. We saw one of these groups in action and we were incredibly impressed how the calm and focused atmosphere allowed pupils to work and improve.

The Headteacher discussed the SEF with the Governors and the ethos of the school. As Governors we were able to corroborate her belief that the Quality of Education is excellent at Turton. We have witnessed the journey over the last six years the school has gone on in terms of a complete overhaul of the curriculum and the cohesive education the pupils receive with the focus on independent thought and strength of character. Evidence of this permeates all aspects of school life from working documents in the headteacher's room to the ongoing curriculum development in every department. Immersive Inquiries of departments and year groups ensure a deep focus and examination of any barriers to learning that might be flagged up and these findings are explored at great depth at SLT level in a non-judgmental but comprehensive way. These findings are shared with Governors.

CAPD – this is permeated throughout the curriculum with specialists tackling specific issues, for example sex education in Science and religious issues in Faith and Ethics. In particular misogyny, racial and sexual discrimination are dealt with from all staff who receive regular training and support to address these issues and challenge them wherever they see them.

Meeting with Head of MFL

Great insight into curriculum development in this area. Suzanne explained how sentence builders and reading aloud improved engagement, confidence and pronunciation in Year 7 pupils which allowed them to build on their knowledge from the start. In our Learning Walk we saw evidence of this in the classroom and especially how confident the pupils were in terms of their involvement in lessons.

We also saw how explicit grammar teaching was a core strength of the curriculum, and that the department would corroborate on the deepest aspects of learning so that any gaps were managed quickly. Other members of the department again corroborated this and said that they felt able to contribute to any tweaks to the curriculum.

Suzanne explained the impact problems with recruitment have had on all three key stages but in particular Ks5 with reduced pupil teacher time. However, 3hrs a week at KS 3 ensures pupils have a firm grounding in languages.

P Band pupils have the additional opportunity to study French and Latin.

Learning Walk

Maths- we saw excellent examples of embedded routines at the start of lessons as well as starter activities which were designed to revisit and check prior learning before moving on. We saw examples of this from all sets showing a department policy in action.

History – great question and answer sessions with examples of cold calling and fast pace.

English – reading groups were exceptional in terms of the focus and attitude to learning. Based in the Sixth form block helped to create a more mature atmosphere.

Break in Dining Room – no evidence of phones at all. Pupils were engaged with chat and the atmosphere was relaxed. Staff on duty were chatting with pupils. I saw one pupil sitting alone and a member of staff approached to chat and ensure they were ok. Kitchen staff spoke of the pupils' good manners.

The governors were impressed with the pupils' behaviour in the corridors at lesson changeover. Pupils were calm and adhered to the rules and showed politeness and respect to visitors. Very impressive.