

White Laith Governor Visit Report

Name: Jenny Horton	Date: May 8 th 2024
Purpose of visit: To spend time in reception particularly to observe the progress made by the children in their phonics learning since my last visit.	

Summary of priorities

QE – Quality of Education, **BA** – Behaviour and Attitudes, **PD** – Personal Development, **LM** – Leadership & Management, **EY** – Early Years

QE 1	Explore approaches to metacognition to support retrieval. Help children to know more and remember more.
QE 2	Ensure children can decode, blend and comprehend using phonics to equip them for reading for understanding. <i>All year 1 children will pass phonics test and every year 2 and year 6 child achieve expected level in reading</i>
QE 3	Accelerate progress and attainment of all pupils in Reading so that it is at least in line with National, FFT 50 and moving to FFT 20 as in pre-covid years.
QE 4	Accelerate progress and attainment of all pupils on Writing so that it is at least in line with National, FFT 50 and moving to FFT 20 as in pre-covid years. <i>By the end of year 2, all children to have fluent handwriting.</i>
QE 5	Accelerate progress and attainment of all pupils on Maths so that it is at least in line with National, FFT 50 and moving to FFT 20 as in pre-covid years. <i>All children use precise mathematical language to explain thinking.</i>
QE 6	Develop provision to ensure effectiveness of support for SEND pupils.
QE 7	Finalise Curriculum Intent Documentation to clearly identify the crucial knowledge and skills that pupils must know in all subjects and teachers know what to teach (Why this? Why now?). <i>Across all subjects, teachers will have understanding and knowledge about what children need to know and when. (Curriculum Intent)</i>

White Laith Governor Visit Report

QE 8	Explore approaches to Assessment across the curriculum so that assessment of long term learning is established.
BA 1	Pupils attendance is in line with National figures including those who are classified PA – attendance target 96.7% pre-Covid
BA 2	Pupils with SEMH barriers have effective support to reduce incidents, regulate behavior, increase self-confidence/self-esteem, independence and promote positive learning behavior.
PD 1	Pupils and staff receive appropriate support for their wellbeing in order to develop resilience and confidence.
PD2	Ensure Pupil Voice is a powerful driver for school improvement.
LM 1	Quality of teaching, assessment and feedback positively impacts on attainment and progress across the whole school.
LM 2	Governors are able to provide effective support and challenge.
EY 1	Develop provision (N&R) to ensure both outside and inside are high quality, promote good learning and progress and develop communication and language skills.
EY 2	Develop Nursery provision to ensure children are 'Reception -ready' by the end of N2
EY 3	Accelerate progress in Writing and Maths (Number and Numerical Patterns) to at least match overall attainment in Reading.
EY 4	Increase engagement in learning for Nursery parents

White Laith Governor Visit Report

In addition, governors to continue to pay attention to the provision for specific pupil groups in class -Pupil Premium, boys/ girls, children with English as an additional language, children from an ethnic minority background, children with special educational needs or disability (including higher attainers).

My visit addressed the following priorities in our SDP

QE 1	Explore approaches to metacognition to support retrieval. Help children to know more and remember more.
QE 2	Ensure children can decode, blend and comprehend using phonics to equip them for reading for understanding. <i>All year 1 children will pass phonics test and every year 2 and year 6 child achieve expected level in reading</i>
QE 3	Accelerate progress and attainment of all pupils in Reading so that it is at least in line with National, FFT 50 and moving to FFT 20 as in pre-covid years.
QE 6	Develop provision to ensure effectiveness of support for SEND pupils.
PD 1	Pupils and staff receive appropriate support for their wellbeing in order to develop resilience and confidence.

Governor observations and comments:

(e.g. What did you see? How long did the visit last? What did you learn? What would you like clarified?)

My visit lasted 2 hours approx..

1. I was greeted by Laura on my arrival who excitedly told me about new research on the way in which autistic children develop language skills , this has been introduced under the guidance of Rebecca Babbs, the speech therapist, and is being used with all children considered to be on the spectrum in EYFS. Laura is going to send me some links but governors will find a lot of information on this exciting development by googling 'Gestalt theory language development in autistic children'. As I understand it-typical language development is by children saying single words then joining two words together, but, there is evidence that shows that autistic children acquire

White Laith Governor Visit Report

language by learning whole chunks of language. There was a nudge sheet for staff with Rebecca Babbs suggesting that staff use whole sentences when talking/ modelling with children eg Let's go outside, It's a big dog, I am feeling happy. So that language development starts with whole memorised phrases rather than single words. This means that the child learns the meaning of individual words through phrases or 'chunks' that include that word, as opposed to the word itself.

I thought how admirable it is that our school continues to press forward in its journey of child centred provision whole meeting diverse needs.

2. The children were all quietly and actively engaged – some being heard read, others engaged in challenges eg a basket of pictures of bugs, the children had to choose one and write a fact about it, another maths one- find different ways of making 9.
3. It was then time to tidy up and make their way to the carpet for registration, they were asked by Mrs Drinkall to pick up a whiteboard, pen and rubber on the way. Tidying up was done quickly and efficiently and the children lined up silently in a queue to get their equipment.
4. When everyone was seated Mrs Drinkall said, 'Today is Wednesday, let's look at our lunch choices- chicken pie, quorn dinner or jacket potato.' The children were then asked individually what they would like for lunch. They all stated their choice saying 'please' – and this was acknowledged by Mrs Drinkall 'Everyone used their manners there, remembering their pleases, well done.'
5. **PHONICS**

The session started with pace and rigour, the children being told by Mrs Drinkall to keep their eyes on the card and show the right action for each sound. Cards were then held up and all the children responded with the appropriate action for each sound-

Ai, ar, ow, j, sh, v, ear, ur, w, y, oa, zz, th, ng, igh- it was noted that this was a trigraph and the children were asked 3 letters, how many sounds? Throughout the session Mrs Drinkall was modelling mouth and tongue shapes. Or, oi, ee, oo- how many sounds does this digraph make- 2 with both sounds being made by Mrs Drinkall and the children. Qu, z, ch, x

All the children kept their eyes on Mrs Drinkall and the cards held up and the response in terms of actions was immediate. It was apparent how much the childrens' phonic knowledge and skills had grown since my previous visit, with an accompanying confidence.

At this point, about half the children left the carpet to continue their phonic work with Ms Pullman, who said that they were following the same programme but were just a few steps behind the others. Mrs Drinkall then asked her group of 14 to move so they were sitting with their partners, and reported that Mrs Walker had said that phonics had been difficult the previous day because of the introduction of a new trigraph- ure. Several words with the trigraph were then displayed on the board – sure, lure assure, unsure. The children were then told that some people said the words one way and others another. She read the words out and demonstrated using myself two different ways of saying 'lure'. Mrs Drinkall said 'Shall we just learn these words like the Tricky Troll words (high frequency words that cannot be sounded out)? 'Can I see the trigraph at the beginning, middle or end of with words? Children indicated by super sitting when they were ready to answer "Where do you think it is?" Several children were asked and gave the answer at the end.

Mrs Drinkall then showed some more words pure, cure, secure, manure "Is it still in the same place?" "The first thing to remember is that the trigraph goes at the end of the word. She then went back to the original 4 words and said, 'I'm going to say it 3 times, after reading each one she pointed to the children and they all read it in unison.' When you read the word you look at it, because this helps your brain to remember it.'

White Laith Governor Visit Report

She looked at SURE and said 'I use it in a question sentence' - Are you sure?'

LURE- Mrs Drinkall gave the example of being a zookeeper and wanting to lure the loin to her, 'what could I do?' One child suggested she could use a piece of meat.

ASSURE- Mrs Drinkall sounded this out using her robot arm A SS URE What letters make the sh sound, Can we see it in this word? Children identify SS. Mrs Drinkall then puts the word in a sentence " I assure you it's going to be sunny today." 'I assure you you will be going home at the end of the day.'

PURE- 'When something is pure nothing has been added to it.'

CURE- A child gives the example of medicine for a cough.

Mrs Drinkall then reads out ARE YOU SURE three times. 'It's a question sentence, so what does it need at the end?' There are three words in my sentence. You are going to write it on your boards. One child immediately looks round to the working wall behind to see how he would write ARE. Mrs Drinkall immediately picks up on this and praises the child, and tells the group to use the wall if they need/want. The children then write the sentence on their boards individually with Mrs Drinkall moving around checking the letter formation- one child is asked to do a row of a's because his was not corectly formed.

To end the session the group then read out a list of high frequency words held up on cards – with, too, see, will, then, that -Mrs Drinkall asking the children 'where's my tongue, everyone get your tongues out'.

I have described this session in detail so that governors can recognise the detailed planning in these daily sessions so that children rehearse sounds covered previously in each lesson before incorporating new learning into the old, and linking articulating sounds, seeing them in words and understanding their meaning with writing/ recording them. Also the skill in Mrs Drinkall's use of language – nothing surplus, very clear to promote optimum engagement and learning by all children. Embedding it all, and this is true across all staff across EYFS is the quality of the relationships fostered between staff and children.

Any key issues arising from the governing body:

(e.g. the way resources are allocated, the way the school communicates, progress in implementing a key policy, evidence of the impact of the governing body's work on pupils' achievement)

I also observed a member of the support staff working very skilfully with a rotating group of children to embed their reading/ understanding of high frequency words- recording individual progress as part of the session.

Also the quality of the outdoor provision and how this is used by staff and children.

White Laith Governor Visit Report

Action following governing body meeting:

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