

Visit Report

Name: Jenny Horton	Date: Monday 16th
Purpose of visit: To attend the school Christmas concert	
<p style="text-align: center;"><u>SDP Priorities 2019/2020</u></p> <p>SDP 1: Quality of education</p> <p>1.1 Ensure progression is mapped in all subjects 1.2 Use Artsmark to support embedding arts within the curriculum 1.3 Raise attainment in reading, writing and maths for all groups- boys, pupil premium, more able</p> <p>SDP 2: Behaviour and attitudes</p> <p>2.1 Increase parental engagement through reward system in KS1 2.2 Further develop provision for behaviour support for individuals 2.3 Attendance - Raise attendance of boys to at least match girls, of PP pupils to at least match all pupils and reduce PA of PP pupil</p> <p>SDP3: Personal development</p> <p>3.1 Improve well-being of pupils by developing provision for SEMH 3.2 Ensure PSHE curriculum meets requirements of revised Relationships curriculum</p> <p>SDP4: Leadership and management</p> <p>4.1 Consistency of practice and provision across school 4.2 Governor visits used effectively to support monitoring and evaluation 4.3 Review Safeguarding procedures to ensure they remain robust</p> <p>In addition, governors should be mindful of provision made for groups of pupils in class- PP, SEND, EAL, Boys, MA and GAP.</p> <p>The evening accorded with the aims of SDP 3- 3.1 for pupils, governors, parent/carers and the wider community.</p>	
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 3 hours approx.	
<ol style="list-style-type: none">1. Again, related to staff well being, when I arrived all the staff were in the staff room sharing a pizza meal- lots of happy talk and laughter. I got the impression of a group of work colleagues who not only enjoyed being part of the staff team but, actually enjoyed sharing each others' company. At the end of the evening, all staff joined in in helping to clear furniture from the hall, to make school ready for the next day. Again, smiling faces , happy chatter and even some dancing to the music still playing! Clearly everyone engaging with the team spirit and sharing the satisfaction of a job well done.2. It made me reflect on how much this camaraderie between staff, both continuously modelled positive relationships to our children, but also contributed to bringing alive the spirit of SDP 3 on a day by day basis, informing all aspects of the childrens' school experience.3. Staff were by the entrance door to welcome and receive children as they returned to get ready for the performance, and to welcome parent/ carers as the audience.4. Mrs Sheerin welcomed the audience and gave us some gentle nudges about how we could best support the children performing.5. The children walked in and took their places beautifully. As in previous years, the singing was beautiful, and even the youngest children were remembering words and joining in, and, if they couldn't do this (and there were many songs), they joined in with movements.	

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6. All children had a part to play because each class performed a dance, these were diverse in music genre and style, but, as in previous years, the combination of the traditional story alongside contemporary music and song worked by giving a fresh perspective on a well known story.

7. There were many speaking parts, with some of the children having had to learn a lot by heart. This they had done, and spoke their lines with confidence, articulating them clearly and, I thought enjoying the whole experience and the jokes!

8. Whether singing, dancing, playing a role in the telling of the story, as with the staff team, I came away feeling that the children, too, had a sense of their individual contribution to the whole, and recognising that it mattered. Children were clearly working to do their best supported by the staff team throughout.

9. From where I was sitting, I was able to share appreciative comments and pride with parent/ carers. A quality, heart warming community event.

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)

Action following governing body meeting:

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