

Visit Report

Name Jenny Horton:	Date: March 1 st 2023
Purpose of visit: To observe provision in this unit, on this occasion to observe Ms H Clark working with a group of reception children (15-20) using the outdoor provision.	
<p><u>School Development Priorities 2022-23</u></p> <p><u>Quality of Education</u></p> <p>QE 1 Target intervention effectively and consistently (eg class focus, additional intervention, pre-teaching, tuition) to ensure children 'keep up' not 'catch-up'.</p> <p>QE2 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></p> <p>QE 3 Accelerate progress and attainment of all pupils on Reading so that it is at least in line with National, FFT 50 and moving to FFT 20 as in pre-covid years.</p> <p>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></p> <p>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></p> <p>QE 6 Improve effectiveness of Individual Provision Maps for SEND pupils.</p> <p>QE 7 Finalize 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></p> <p>QE 8 Explore approaches to Assessment across the curriculum so that assessment of long-term learning is established.</p> <p><u>Behaviour and Attitudes</u></p> <p>BA 1 Pupils attendance is in line with National figures including those who are classified PA – attendance target 96.7% pre-Covid</p> <p>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</p> <p><u>Personal Development</u></p> <p>PD 1 Pupils and staff receive appropriate support for their wellbeing in order to develop resilience and confidence.</p> <p>PD 2 Ensure Pupil Voice is a powerful driver for school improvement.</p> <p>PD 3 Ensure all elements of PSHE and Relationships Curriculum are in place.</p> <p><u>Leadership and Management</u></p> <p>LM 1 Increase engagement with parents so that they are more aware of what their child is learning in school.</p> <p>LM 2 Quality of teaching, assessment and feedback positively impacts on attainment and progress across the whole school.</p> <p>LM 3 Governors are able to provide effective support and challenge.</p> <p>LM 4 Ensure Safeguarding procedures are robust</p> <p><u>Early Years</u></p> <p>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.</p> <p>EY 2 Develop Nursery provision to ensure children are 'Reception -ready' by the end of N2</p> <p>EY 3 Accelerate progress in Writing and Maths (Number and Numerical Patterns) to at least match overall attainment in Reading.</p> <p>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).</p> <p>My visit covered the following aspects of the SDP-</p>	

Visit Report

Quality of Education

QE 1 Target intervention effectively and consistently (eg class focus, additional intervention, pre-teaching, tuition) to ensure children 'keep up' not 'catch-up'.

QE2 Ensure children can decode, blend and comprehend using phonics to equip them for reading for understanding.

Behaviour and Attitudes

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

Personal Development

PD 2 Ensure Pupil Voice is a powerful driver for school improvement.

Early Years

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.

I was also introduced to the construction of an area within the EYFS unit designed and equipped to promote the learning and mental and well being health of autistic children in the unit, but, which is also being accessed by a number of nursery children, who recognize the benefits of that space for their needs ie a child filling a bucket with sand in order to self-regulate.

This was such an informative visit and I'm sure this form will not do justice to the revamping of this area planned by Ms Clark and Ms Pullman in their own time outside of school. Helen talked me through the challenges laid out for the children with conviction and passion. Their priorities for the area was to ensure that the outdoor provision mirrored the key curriculum areas being covered in the indoor provision so that children had their learning consolidated and extended by working with the same language and experiencing the same concepts presented in a different way in a different environment.

Helen showed me the timetable which covered activities to promote **Physical development** including motor control skills of dice rolling. **Maths**- children were challenged to measure how tall they were using lego bricks, there was a maths drain pipe and children chose 2 numbered ping pong balls to put down it then they had to complete an addition sum and record it on a prepared sheet eg $4+1=5$. **Phonics**- container with rocks on with letter and digraphs were marked, children had to pick out 3 and decide if they could make a word from them, and, if that word was a real one, **Construction**- building a ramp for your car- can you make it higher/ lower, longer/ shorter. **Small World**- a village set up with small figures to encourage imaginative play, **a Forest School** area with resources for leaf and bark rubbings, **A Beach Role play area**. There are also areas to promote free play.

I watched in awe as Helen observed and interacted with the children across all these activities, making interventions to question and embed key language, and reinforce learning all the while, and developing pupil voice eg one EAL boy who had been working on a reading words challenge was asked, 'What do you think of this challenge? Is it a good one? Shall we put it out next week?' At the same time Helen was monitoring the children's learning using a variety of means to do so, including the use of a camera, and identifying and following up children who might be avoiding certain challenges! She would also have been evaluating the challenges themselves to decide how they might be changed and adapted for the following week. Her knowledge of individual children and their needs was obvious as was the quality of her relationship with them, and the trust and confidence they had in her. It was an example of expert choreography and practice.!

The session continued through a rain shower without any pause or complaint.

At 2 pm the children sat in an indoor / outdoor space on a carpet for story. Normally Helen said she chose the story but this afternoon a number of children sat down with a story they had chosen. Helen immediately used this

Visit Report

to address the whole group, 'Which story shall we have?' She asked the individual story why they had chosen their book, why she should read it, and what it was about. 'The Billy goats gruff was chosen, and the children were asked how it fitted into their maths language- gradation in size language. The children were involved in the story from the outset, anticipating the repetition of phrases, with accompanying actions and answering Helen's questions. One boy said that her Troll voice was a bit scary, so she read the next part in a 'boring' voice, then reintroduced a toned-down Troll voice, checking if that was ok with the child!

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 an hour approx..

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)

To suggest that governors have a Learning Walk to view the new EYFS area to support our most vulnerable children before our meeting on March 28th

To ensure that all governors are aware of the contribution that support staff members make to the continuing development of our school, and the responsibilities that they fulfil.

To acknowledge the quality of team work in EYFS under Laura's leadership, and her expressed valuing of all members of that team.

Action following governing body meeting:

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

Visit Report
