

White Laith Governor Visit Report

Name: Jenny Horton	Date: Tuesday Oct 17 th 2023
Purpose of visit: To observe phonics teaching in reception and the new programme – Drawing Club.	

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>

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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

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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 enabled me to see how the following priorities in the SDP were being addressed-

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.
QE 4	Accelerate progress and attainment of all pupils on Writing
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.
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.

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?)

Phonics

1. When I arrived reception children were sitting on the carpet – there was a quiet, calm atmosphere across the whole unit. Laura asked Sarah to give everyone a dojo point for their readiness to start the day.
2. Lunch choices were then introduced to the children, and individuals asked which they would prefer, where there was hesitation staff supported the children in making a choice based on their knowledge of the child's preferences eg 'You like rice don't you?' Children responded confidently with many pleases after their requests.

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3. Laura introduced the phonics session by showing the children the pile of sound cards they already knew, and asking them to keep their eye on the sound card. The whole class quickly sounded each sound presented with the appropriate action- Laura and Sarah joined in watching all the while to ensure all the children were engaged.
4. O, S, M, D, N, A, I, T, P, C and K were sounded out enthusiastically by all the children.
5. Today's sound CK was then introduced and the children told it was two letters but made one sound. It was sounded out and then Laura told the children they were going to read some words with the new sound in.
6. She wrote SACK on the board and asked the children to say where the new sound was – at the beginning, in the middle or at the end of the word. The children sat with their folded arms lifted to show that they were ready to answer the question.
7. Laura pointed to each letter in turn saying to the children they were going to sound each one quickly 3 times and then say the word. This was repeated with PICK, SOCK, TICK,
8. Laura and Sarah then modelled partner talk for the children with Sarah pretending she found reading hard- words written under each other black, red, black and Laura read one, Sarah struggled with hers but sounded it correctly with Laura's help. All the children applauded her!
9. Then the children did the same with their partner with Laura's encouragement of ' Learning to read is difficult that's why we keep practising and helping each other.
10. A picture of a sock was then displayed on the board with blank lines for the letters underneath. Robot arms were used to solve the code with the sound for each letter individually made. The Laura asked which c is it- c, k, or ck? One child explained very clearly why it was a ck because it was at the end of the word.
11. When the children was told this activity would become a challenge for tomorrow, there was palpable excitement among the children.
12. The children were then directed to phonic challenges designed to embed and extend the work on the carpet. These were numbered unlike in the past and when I asked why Sarah said it was the result of the experience of a little boy last year who became anxious and overwhelmed when asked to find a challenge. So now children were directed to challenges by number. **I thought this was such a reflection of the care and attention to detail given by staff to ensure the learning well being of all children, and the willingness to adapt practice to meet the childrens needs.**

Drawing Club

1. This is a new programme introduced after Laura and Helen had received training from Greg Brosill, an early Years lead practitioner. I saw a session based around the story of Goldilocks and the Three bears, before the story was read the children sounded and actioned key words. I was most impressed by the complexity of the vocabulary- eg demolished, guzzle, slumber, piping hot, frosty, uneven, perfect and cramped.
2. Helen then read the story with the children joining in using some of the vocab rehearsed earlier ie Mr Bear's porridge was not too hot but 'piping hot', baby bear's was not 'just right' but perfect.
3. On Monday the children had then drawn either a bear or Goldilocks, today the problem was to draw a bear's house- Helen demonstrated by drawing hers first talking the children through the details as she went. 6 children were then chose to move to a table where they made their own drawing talking with Helen about it as they went and when completed.
4. **This was a quick snapshot of what is obviously quite a complex, well thought through intervention to stimulate childrens' imagination, love of story, extend their vocabularies etc As ever our staff were making it their own by incorporating learning from other areas of**

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the curriculum- eg Goldilocks was making an 'o' mouth, maths references etc. I'll be back for more!

Social Group

Sarah led this with 6 children all chosen for their different individual needs-they needed more practice in turn taking, sharing, they were new to school etc

The session started with the 'Hello' song where each child in turn is greeted and asked 'And how are you today?' Then a duck inside a ball was used and children were asked to shout the name of the child they were choosing to roll it to before they did. Next objects were placed on the floor and Sarah threw a cloth over them and the children had to identify which were missing when the cloth was withdrawn. The goodbye song was then sung again with children naming each other and waving goodbye.

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)

This visit confirmed what quality provision and practice our youngest children experience every day underpinned by the care and love demonstrated in the relationships between staff and children.

Action following governing body meeting:

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

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Guidance for Governors - Please delete this section when you have completed your form

Our school development priorities are expressed in greater detail this year. However, it is important that governors have a tight focus for their visit eg reading or maths.

But, within this focus, governors can be observing teaching strategies, pupils' learning behaviours, the provision made within the lesson for children with specific needs/ from particular pupil groups, deployment of support staff, issues around equalities etc

Governors may also wish to speak with pupils encouraging Pupil voice and letting pupils know we value their opinions.

The KEY recommends governors do ask pupils:

- What are you learning in this lesson?
- What do you like most/least about this subject?
- Can you show me some feedback you've been given in your book?
- Are you learning anything new in this lesson?
- How hard are you working right now?
- What do you do if you need help?

Governors may also wish to refer to the Key's Visits – your How to Guide.