

# Visit Report

Name Jenny Horton:	
Purpose of visit: I am link governor for EYFS for this school year	
<p><b><u>School Development Priorities 2022-23</u></b></p> <p><b><u>Quality of Education</u></b></p> <p><b>QE 1</b> Target intervention effectively and consistently (eg class focus, additional intervention, pre-teaching, tuition) to ensure children ‘keep up’ not ‘catch-up’.</p> <p><b>QE2</b> Ensure children can decode, blend and comprehend using phonics to equip them for reading for understanding.<b>All year 1 children will pass phonics test and every year 2 and year 6 child achieve expected level in reading</b></p> <p><b>QE 3</b> 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><b>QE 4</b> 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. <b>By the end of year 2, all children to have fluent handwriting.</b></p> <p><b>QE 5</b> 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. <b>All children use precise mathematical language to explain thinking.</b></p> <p><b>QE 6</b> Improve effectiveness of Individual Provision Maps for SEND pupils.</p> <p><b>QE 7</b> 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?). <b>Across all subjects, teachers will have understanding and knowledge about what children need to know and when. (Curriculum Intent)</b></p> <p><b>QE 8</b> Explore approaches to Assessment across the curriculum so that assessment of long-term learning is established.</p> <p><b><u>Behaviour and Attitudes</u></b></p> <p><b>BA 1</b> Pupils attendance is in line with National figures including those who are classified PA – attendance target 96.7% pre-Covid</p> <p><b>BA 2</b> 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><b><u>Personal Development</u></b></p> <p><b>PD 1</b> Pupils and staff receive appropriate support for their wellbeing in order to develop resilience and confidence.</p> <p><b>PD 2</b> Ensure Pupil Voice is a powerful driver for school improvement.</p> <p><b>PD 3</b> Ensure all elements of PSHE and Relationships Curriculum are in place.</p> <p><b><u>Leadership and Management</u></b></p> <p><b>LM 1</b> Increase engagement with parents so that they are more aware of what their child is learning in school.</p> <p><b>LM 2</b> Quality of teaching, assessment and feedback positively impacts on attainment and progress across the whole school.</p> <p><b>LM 3</b> Governors are able to provide effective support and challenge.</p> <p><b>LM 4</b> Ensure Safeguarding procedures are robust</p> <p><b><u>Early Years</u></b></p> <p><b>EY 1</b> Develop provision (N&amp;R) to ensure both outside and inside are high quality, promote good learning and progress and develop communication and language skills.</p> <p><b>EY 2</b> Develop Nursery provision to ensure children are ‘Reception -ready’ by the end of N2</p> <p><b>EY 3</b> 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 addressed the following aspects of our SDP -</p> <p><b><u>Early Years</u></b></p>	

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**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

## **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 behaviour.

## Context

Laura had helpfully suggested that as I observed nursery in the outdoor area on my last visit, this time I looked at provision inside. She told me what key aspects staff had been working on.

1. A focus on children using the areas well to develop attention, play and communication.
2. Work on the children spending time in the areas instead of flitting.
3. Attention to the quality of resources out – chosen on the children's' interests and staff knowledge.
4. Squiggle as you Wiggle.

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 the afternoon.

Nursery Environment

All the areas of provision were attractive and inviting with provision for play, language development – written and oral, with appropriate reading material alongside, mark making, maths.

1. The home / role play area had a full size single bed, dressing table, book case with books, curtains with labels saying ' Turn the Light Off', Good night' etc It also had a kitchen complete with units, cupboards, a cooker and washing machine, and a sink with a drying rack. Labels here read 'Good Morning', 'Let's have some toast.'

Close by was the snack table with a bowl of pears and cartons of milk.

2. There was a construction area with shapes of different colours and sizes with accompanying pictures of arches, bridges, steps to illustrate what could be made. Again, there were written labels with blocks, small blocks, long blocks etc written on them.
3. A playdough table for modelling encouraging children to use their hands and fingers and develop their fine motor control, with shapes to press into it.
4. A mark making area with flower shapes with the outline drawn in dotted lines- children were invited to 'use the magic pen to draw your flower ' ie join up the dots.
5. Shapes drawn and scissors provided – 'Use the scissors to follow the line'

## **Staff Led Activities**

1. Mrs Dunwell worked with a group of children in a large area on the carpet using construction lengths of wood to construct pens for different farm animals. There was a large variety of animals of different sorts- plastic and soft toys. In units nearby there were fiction and non-fiction books about the animals, and a variety of animal jigsaws. There was much rich, oral communication between Mrs Dunwell and the children about the animals, and the way the children were using them as the activity was on- going.

'Make pens for your animals', 'Where can the cows go?' 'Can you remember what animals we get our milk from?' This was then extended by talking about what else we get from milk eg butter, ice cream.

'What else wouldn't we have if we didn't have cows? Yogurt.

'What do we get from hens? Eggs. 'What happens when you put your eggs in a bowl and beat them up and add sugar and flour?' We make a cake, and Mrs Dunwell told the children that there would be cake later in the afternoon because a child's mum had brought one in to share to celebrate her birthday.

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2. Ms Clark was working with groups of children to make seed balls – sleeves were rolled up with Helen demonstrating how, but again no opportunity was lost to develop the children's language and understanding. One child had short sleeves- Helen said, 'You have short sleeves they have long.' 'I'm going to give you some paper and we are going to tear and rip it. She explained they were going to make a seed ball so that flowers would grow for the bees and butterflies- there were pictures of these nearby. As the children tore the paper Helen was chanting Rip and rip, Rip and Tear. She explained 'We're going to put all our paper in the bucket of water and we're all going to have a stir. The children did this with Helen singing 'Round and round the bucket, round and round it goes.' She then introduced the seeds and put some in a bowl. Helen then gave each child a ball of the wet paper and they scrunched it into the seed bowl. Helen took photos of each child doing this as a record, and then each 'seed ball' was placed on a piece of paper with the child's name.

Helen had written a little poem which was printed out on each one- I made this seed ball

Just for you from  
Recycled paper and  
Some tissue

I love you and wanted.  
You to know, so plant  
It in the garden and  
Watch it grow,

### 3. Squiggle as you Wiggle

This is a programme designed to develop children's gross motor movements and in so doing help promote their readiness for writing. It involved the whole nursery group led by Ms Clark and Mrs Dunwell and the use of the screen. The children made a circle and Ms Clark handed out a piece of material to each, Mrs Dunwell found the page on the screen and the music started. The movement was demonstrated by Ms Clark and Mrs Dunwell who interacted with each other as they did so, using appropriate directional language. The material was held in both hands and arms raised above the head, large circle movements were then made slowly working your way down to the ground and back up. The children then joined in. This was repeated several times. Then pieces of paper and two crayons apiece were given out and the children now sitting on the carpet repeated the movement with the crayons on the paper, again, several times. And accompanied by the directional language. When it was finished everyone held up their paper to share their pattern.

This was an afternoon of rich learning experience for our nursery children with close staff teamwork supporting groups, and individual children in their chosen activities. I witnessed no flitting behaviour among the children rather engaged and focused play and work on activities, which were completed before any moving on. The children were calm, settled, confident and obviously 'at home' in the nursery environment. The knowledge of the children that staff have and demonstrate and the quality of relationships fostered must help children feel secure and supported. Staff modelling for the children of language and behaviours, and the quality of interaction they have with each other as well as promoting a positive, harmonious ethos, ensure that every child's needs are addressed, and children learn how to respect themselves and others around them.

I observed other quality activities in the course of this afternoon, including a maths session for reception children led by Mrs Walker and Ms Clark, and a collage flower building activity led by Ms Clark for a group of reception children.

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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)