

White Laith Governor Visit Report

Name: Jenny Horton	Date: 21 st Sept 2022
Purpose of visit: To link up with my class responsibility as a governor this year, and to meet the children at the start of this new term for reception, and the beginning of their school experience for the nursery children.	
<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. All year 1 children will pass phonics test and every year 2 and year 6 child achieve expected level in reading</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. By the end of year 2, all children to have fluent handwriting.</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. All children use precise mathematical language to explain thinking.</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?). Across all subjects, teachers will have understanding and knowledge about what children need to know and when. (Curriculum Intent)</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>	

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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 corresponded with the following SDP priorities-

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

Nursery

1. I spent 2 hours approx. with nursery in the morning, during which time I observed the children's' first PE lesson in the hall, water and fruit time, outside play, story and lunch time.
2. During my time with staff and the children in their inside and outside learning environments and through their activities, I was able to observe the three prime areas of the curriculum- communication and language, physical development, personal. Social and emotional development, and also the 4 specific areas of literacy, mathematics, understanding the world and expressive arts and design.
3. It was evident how settled, calm and confident the children were despite their very short time in school, and their relationships with staff members were already strong and well established, as was their cohesiveness as a group, and friendliness with each other. It is also worth noting that this cohort of children were born during lockdown and that some children are part time, so the composition of the group changes. **I thought this spoke volumes about the quality of the staff's relationships with both the children and their parent/ carers, their thought and care in creating a child friendly and enabling environment, and their curriculum planning. (I later learned that all staff took turns on the door so the each one would meet parent/ carers and parent/ carers would get to know all staff).**
4. Laura, EYFS co-ordinator, spends Wednesday morning in the nursery and she led the children's first PE lesson in the hall. There was show time, big band music playing, and the children were moving to it in different ways responding to differing volumes, and commands of stop/ start. They then formed a large circle and sang 'The Farmer's in his den' with children playing the characters.
5. There was a seamless transition back to class- 'Good walking everybody' and the children calmly collected their water bottles, sat on the carpet while Jennifer offered each child a pear or carrot addressing each one by their name. The children were encouraged to sit on coloured circles on the carpet and staff sat with them. Conversations took place between staff and children following up a child's mention of an ice cream pattern on her bottle – the distinction was made between colour and taste. 'if your ice cream was pink, what might the taste be? Would it be chocolate?' Then, 'Who has a pink bottle like Miss Gibson' with children holding their bottles up accordingly. The conversation moved between group talk/ focus and individual questions eg '– what colour is your bottle?'
6. Staff and children then went outdoors and engaged in a wide variety of activities- the children moved through the space calmly and confidently. Laura sat in an area with three children reading a nursery rhyme book, 3 girls chose to ride – car, scooter and bike, Jennifer sat on the ground blowing bubbles and encouraging children to have a go- 'blow it away from your face', 'you've got the hang of it now.' Other children were pattern and mark making, assembling, Annabelle played a game of throwing the dice, reading the number and then making that number of jumps in a squared grid. Several of the children who played with her on this, continued to do so after she moved on. 2 children initiated a race between them, one on a scooter, the other in a car, Miss Gibson asked, 'Who is going to win?' One of the children replied, 'We can both win' and they ensured that they finished together.
7. **Laura said there was a focus on speech and language, which was obvious in all I observed, and while interacting with children staff would be identifying any children needing extra support in this area. She talked about a new scheme being introduced next week called 'Squiggle while you Wiggle'. The benefits of it are well researched and it practices core movements to make the children ready for writing. It is intended that there is a daily session in nursery and reception.**

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8. The children then settled back indoors on the carpet to listen to a story before lunch time – The Three Billy Goats Gruff Jennifer using stick puppets and Annabelle using musical instruments to produce the clip clopping sound of the goats’ hooves. The children joined in with the ‘clip, clop’. There was a large display of the story on the classroom with toy goats of varying sizes, field and bridge encouraging the children to retell and act out the story . The children had been exposed to different versions of this traditional story . As she told the story Jennifer was asking, ‘Can you remember what happens next?’ etc She also pointed out that this was slightly different from the other story but that there were still the same 3 goats and a troll.
9. The session ended by Jennifer sharing a book called, You Choose’ with the children. Pages had pictures around different themes , Jennifer would show the page to a child and ask them which house they would like to live in, what food they would eat etc Children responded and then lined up by the door ready to wash their hands ready for dinner.

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)

Nursery numbers are low at this stage of the year compared with previous years . This obviously has and will continue to have an adverse impact on our budget. Chantel suggested some measures that could be taken to promote our nursery within the community and so hopefully boost our numbers. I would suggest we consider these and possibly others at our next meeting.