

Visit Report

| | |
|--|-------------------------------------|
| Name: Peter Whelan | Date: 24 th October 2019 |
| Purpose of visit: Review Pupil Progress Meeting for Year 2 (Ms Potter) and Year 5 (Ms Adamson) | |
| <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> | |
| 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?) I sat in on Pupil progress review conducted by the HT,(Mrs Sheerin) and Year 2 class teacher, Ms Potter, and Year 5 class teacher, Ms Adamson. The process took approximately 2 hours. I observed the meticulous way each pupil was discussed and the various intervention in place or put in place to ensure that they had the opportunity to make sustained improvement. The discussions ranged widely about which pupils would benefit from what and how interventions had helped in the past and where the outcomes of interventions were less than satisfactory. No pupil was neglected. | |
| 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) | |
| <p>My concern, shared by the staff members, was that necessarily a great deal of effort including periods in Windermere, were devoted to the less able in order to bring them closer to the required National standard but time being limited, encouraging pupils with the ability to achieve greater depth appeared constrained, although to this lay person ,the uses of the Kagan system seemed to enable some chances of positive interventions for this group in Year 5.</p> <p>Whilst all pupils must have the key skills of literacy and numeracy to cope with the modern world, education is the key for social transformation, and pupils able to achieve greater depth, if provided with these chances are most likely to achieve their obvious potential.</p> | |

Visit Report

Getting the right balance with limited resources, especially time, is difficult. I believe the school is making great efforts in this direction, and would welcome a wider discussion from the professionals about this.

Action following governing body meeting:
(Record any action agreed by the governing body with regard to this visit)