

# White Laith Governor Visit Report

Name: Jenny Horton	Date: Wednesday Nov 8 <sup>th</sup> 2023
Purpose of visit: to talk with parents about reading with their children at home. Parent governor, Chantel Johnson, and myself engaged with parents in the hall as they walked around the displays, bought books, sampled food prepared by the school kitchen etc.	

## Summary of priorities

**QE** – Quality of Education, **BA** – Behaviour and Attitudes, **PD** – Personal Development, **LM** – Leadership & Management, **EY** – Early Years

<b>QE 1</b>	Explore approaches to metacognition to support retrieval. Help children to know more and remember more.
<b>QE 2</b>	Ensure children can decode, blend and comprehend using phonics to equip them for reading for understanding.  <b><i>All year 1 children will pass phonics test and every year 2 and year 6 child achieve expected level in reading</i></b>
<b>QE 3</b>	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.
<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><i>By the end of year 2, all children to have fluent handwriting.</i></b>
<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><i>All children use precise mathematical language to explain thinking.</i></b>
<b>QE 6</b>	Develop provision to ensure effectiveness of support for SEND pupils.
<b>QE 7</b>	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?)

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	<i>Why now?). Across all subjects, teachers will have understanding and knowledge about what children need to know and when. (Curriculum Intent)</i>
<b>QE 8</b>	Explore approaches to Assessment across the curriculum so that assessment of long term learning is established.
<b>BA 1</b>	Pupils attendance is in line with National figures including those who are classified PA – attendance target 96.7% pre-Covid
<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.
<b>PD 1</b>	Pupils and staff receive appropriate support for their wellbeing in order to develop resilience and confidence.
<b>PD2</b>	Ensure Pupil Voice is a powerful driver for school improvement.
<b>LM 1</b>	Quality of teaching, assessment and feedback positively impacts on attainment and progress across the whole school.
<b>LM 2</b>	Governors are able to provide effective support and challenge.
<b>EY 1</b>	Develop provision (N&R) to ensure both outside and inside are high quality, promote good learning and progress and develop communication and language skills.
<b>EY 2</b>	Develop Nursery provision to ensure children are 'Reception -ready' by the end of N2
<b>EY 3</b>	Accelerate progress in Writing and Maths (Number and Numerical Patterns) to at least match overall attainment in Reading.
<b>EY 4</b>	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).

Our engagement over 3 hours hopefully made a small contribution to this priority on our SDP.

**QE3 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.**

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?)

1. The hall was laid out in a welcoming and inviting way. We had a large display about reading behind us with quotes sourced by Poppy Brown from research eg '90% of children feel happiest when reading and writing, as opposed to playing games or watching cartoons.'

**I thought this was a powerful statement, and one I must confess that took me by surprise.**

Also, 'Reading can release stress by 68%' - **also an important finding at a time when there is so much concern about children's' mental health.**

And, 'Taking 20 mins to read each day can boost your mental health.'

Also on display were colourful images of trees with individual author's names on and suggestions of branching out eg if you like Julie Donaldson, Jaqueline Wilson , Tom Gates etc then you might like to try...

Chantel and I also had Top Tips for Reading with your Child – EYFS& KS1 and the same for KS2 to hand to parents with an illustrated sheet of suggested books for each age group.

2. Nicola had then laid out a large mat with cushions on the floor with a basket of books that children could choose from. She then spent quite a considerable time reading there with children through the evening.

John was in front of three large scale Scholastic displays of books for sale, and was kept busy for most of the evening.

And another big draw was the food samples prepared and offered by the kitchen staff. They also had sample menus to hand out to parents. The food on offer covered a variety of main course options as well as puddings- they were kept very busy!

On another table, there was a display of leaflets about mental health with a notice of an anxiety workshop from parents run by the Mindmate team on Nov 20<sup>th</sup>.

Surplus school uniform was also on display with an invite for parents to help themselves.

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Throughout the evening there was a constant change of parent/ carers in the hall, with warm engagement between them and their children ( year 1 books were laid out in the space which parents could look at and talk with their children about before their appointment,)

3. Chantel and I spoke with parent/ carers and their children from each class through school about reading at home- if it took place, if it happened every day etc. All the parents were very willing to talk and took the Top Tip leaflets very readily. I did not speak with one parent/ carer or child who did not recognise the importance of reading. What was also impressive was the number of children who spoke about having their own books at home- a child in reception told me straight away 'I have lots pf books at home.' Several nursery parents talked about sharing books with their child.

And where there might have been some reluctance on the child's part, the parent had worked around it

Eg A Year 2 parent of a child who had gone straight to the books on the mat said, 'Yes we read every day, and if she doesn't want to, then I read a page and she reads a page.'

A year 1 parent said her child read for homework

Another year 2 parents said, 'Yes we read every day and there's a story at bedtime.'

As children became older parents reported them reading more independently and one Year 4 girl told me that the local library was one of her favourite places. Year 5 parent said her daughter was an independent reader at home and 'devours any book I give her'.

Another year 5 child was very keen to share with me the books she was reading at home and buying from the display.

And throughout the evening, there did not appear to be any gender difference in the attitudes to reading and books of parents and children.

One year 5 boy with his parent talked with me at length about the books he had on the go at home.

The parent of a boy in Year 6 confirmed his son read every day and was npw at the stage where he enjoyed reading by himself.

Yet another year 6 boy told me he read every day- 'I really enjoy it.'

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)

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I thought the evening demonstrated clearly that the school has successfully communicated to parents and children the central importance of reading in and for education itself, and its value in promoting lifelong pleasure , knowledge etc

It felt a privilege to be part of this life affirming evening.

Action following governing body meeting:

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