

Visit Report

Name: Peter Whelan	Date: 23/11/2018
Purpose of visit: To look at Year 6 in how they are improving writing.	
<u>School Development Plan priorities 2018/19</u> <u>SDP 1- Effectiveness of Leadership and Management</u> 1.1 Consistency of provision and practice across school. 1.2 Accurate understanding of progress and attainment of pupil groups- boys, pupil premium, more able and SEND.1.3 Governor visits used effectively to support monitoring and evaluation. <u>SDP 2- Teaching Learning and Assessment</u> 2.1 Embed new approaches in reading and maths. 2.2 Use editing, feedback and ongoing assessment more effectively to improve writing. 2.3 Refine approaches to assessment in Science and Foundation subjects. <u>SDP 3- Outcomes</u> 3.1 Raise attainment in reading, writing and maths for all groups- boys, pupil premium, more able and SEND. 3.2 Demonstrate good progress from different starting points. <u>SDP 4- Personal Development , behaviour and welfare</u> 4.1 Improve well being of pupils by developing provision for SEMH. 4.2 Revalidate Healthy Schools Award Status. 4.3 Improve attendance in line with national, reduce gap for PP pupils and reduce PA. In relation to the above, governors may find it helpful to refer to the termly qualitative and quantitative milestones to support evaluation outlined in the SDP.	
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 observed a whole class lesson related to improving Writing.This took place between 10.45 and 12.15, and consisted of several related activities. The class were writing their own version of ‘ Street Child’ a modern story of a Victorian orphan.In the lesson I saw, they had previously written the opening of the story and were now editing it. I was yet again,(old age shows) impressed that the breaking down of activities, and movement, allowed these relatively young children to be fully engaged for an hour and a half,recalling that in my own distant past, this time would have been occupied with two separate lessons ,with a gap between. The action of editing with a partner, and pulling out wrong, words, spellings, grammar etc. was impressive, and the amount of work Miss Brown had done in having photocopies of’sentences you should steal’ was significant. I again, as in observing before , remain impressed how movement and noise works.Each had to read out their corrected piece simultaneously, the cacophany was notable but so was the fact of this manoeuvre’s usefulness. I was initiated into the understanding of the ‘Pen licence’, and from someone who’s doctor’s writing is in a class of it’s own ,very impressed at how clear and legible most of the scripts were. The pupils appeared both confident and to have enjoyed this lesson, as did I.	
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 method of writing seems very fulfilling and meets the School’s goals. I was told that a professional writer talked to them last year, and showed his own edited scripts thus enabling the children to relate to this in a practical rather than abstract fashion.	

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