

Visit Report

Name: Peter Whelan	Date: 16/10/2019
Purpose of visit: Learning Walk with the Headteacher, Mrs Sheerin, around the whole school.	
<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>	
<p>Governor observations and comments:</p> <p>(e.g. What did you see? How long did the visit last? What did you learn? What would you like clarified?)</p> <p>I visited all classes of the school, although Year 4 (Ms Presley had gone to their swimming lesson) and the visit lasted approximately two hours.</p> <p>I started at the nursery ,reception ,and Foundation(Mrs Driscoll) The striking feature to me was the quiet, the ability of the youngest to get on with work of their own, and with the older children, their ability to work within a group patiently and cheerfully. Children's requests for help were answered immediately, and the youngest were happy to explain what they were doing to a visitor.</p> <p>Year 1 (Mrs Drinkall) were having a class lesson. All were attentive from my observation and readily participated in the discussion when invited.</p> <p>Year 2 (Ms Potter) A lesson in groups was just ending as it was breaktime. The class which was very active rapidly stopped their work, packed up and went out to play in a quiet and efficient way.</p> <p>Year 3 (Mrs Peckett) A small group were having a special intervention with the class teacher whilst the bulk of the class were doing ITC with Mr Sheerin. All were working well at their computers on their specific projects which they described. Opportunities for learning e safety were highlighted to me even as they pursued these individual tasks.</p> <p>Year 5 (Ms Adamson) The class was working actively in groups, there was a low buzz around the classroom as the children spoke to each other but they appeared keenly engaged and no one was seeking enlightenment looking out of the window.</p> <p>Year 6 (Ms Brown) Whilst waiting to do the walk I was impressed how sensible the children were in coming from their classroom ,down to the school printer, just outside the school office, to collect their printed work. They all came down ,picked up their work, and took it back. I saw over a dozen do this and all applied themselves to collecting their material and taking it back to the classroom. Opportunities to mess</p>	

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around were impressively eschewed. In the classroom the Kagan method was apparent, with the tables arranged such that four pupils were working closely together.

The overriding impression was one of great calm both here and throughout the school.

Windermere, (Mrs Turvey) About a dozen pupils were having special interventions, in small groups and individually, again, a quiet, positive, learning environment was present.

I also inspected the safe space area which had needed to be in use last year and in the limited space available to the school seemed appropriate in siting and construction.

The contrast with the calm and quiet which pervaded the school whilst lessons were on and the very reasonable noise level at the breaktime showed to me a very desirable and welcome balance.

The various boards of subjects had a uniform colour code and the displays of photos highlighting all the school activities were well and positively displayed.

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)

I found this a most uplifting experience which I will report back to the Governors.

Action following governing body meeting:

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

No specific actions arising from this visit.