

Visit Report

Name: Peter Whelan	Date: 20/5/2022
Purpose of visit: See Year 5 during its Test morning.	
Overall aims for school development plan 2021/2022	
SDP 1: Quality of education	
1.1 Catch-up learning missed due to Covid in order to move towards raising attainment in reading, writing and maths for all pupils and groups- boys, pupil premium, more able	
1.2 Provision of a progressive, broad and balanced curriculum	
1.3 Further develop provision for SEND pupils	
1.4 Use Artsmark to support embedding arts within the curriculum	
SDP 2: Behaviour and attitudes	
2.1 Re-establish cooperative learning and engagement strategies	
2.2 Attendance - Raise attendance of boys to at least match girls, of PP pupils to at least match all pupils and reduce PA of PP pupils (19/20 target)	
SDP3: Personal development	
3.1 Improve well-being of pupils by developing provision for SEMH	
3.2 Ensure PSHE curriculum meets requirements of revised Relationships curriculum	
SDP4: Leadership and management	
4.1 Development of leadership in EYFS	
4.2 Effective CPD and Induction to maximise impact of staff on pupil progress	
4.3 Consistency of practice and provision across school	
4.4 Governor visits used effectively to support monitoring and evaluation	
4.5 Review Safeguarding procedures to ensure they remain robust	
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?)	
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)	
Action following governing body meeting: (Record any action agreed by the governing body with regard to this visit)	

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Visit arranged with Miss Caulfield to observe Year 5 during their tests session on Friday morning. The pupils were arranged in tables of four and the atmosphere calm but active. The initial test was on a piece on the early Shang and Chou dynasties of China. A passage was read out with the children following with their own paper. They were then asked ten questions, five which could be found by direct reference to the text, although one had a word substitution, whilst the other five could be answered by understanding the nature of the text and drawing inferences. (In passing I note that the questions do still follow the text, i.e. early questions in early part of text, etc.) The pupils marked their own work. The test was timed and those finishing early went and got their reading books without causing any fuss. The next test was ten minutes of Rockstars, and following this they completed a timed series of calculations with those finishing early again getting their books. This test was marked by the pupils and many did very well. Finally there was a Maths reasoning paper which included some questions which topics they had yet to cover. This again was a timed activity. Finally for my stay they went out for PE. All appeared both engaged and active. I continue to be impressed how the clusters of four do appear very effective, and the change in activities keep their interest. In the period of my observation, most took an active part in questions and answers. There was an easy harmony between pupils and teacher to my eye and very little staring at the ceiling, out of the window, or engaging in private conversations.