

# Visit Report

Name: Jenny Horton	Date: 3 <sup>rd</sup> Nov 2021
Purpose of visit: to observe termly pupil progress meetings	
Overall aims for school development plan 2021/2022	
<b>SDP 1: Quality of education</b>	
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	
<b>SDP 2: Behaviour and attitudes</b>	
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)	
<b>SDP3: Personal development</b>	
3.1 Improve well-being of pupils by developing provision for SEMH	
3.2 Ensure PSHE curriculum meets requirements of revised Relationships curriculum	
<b>SDP4: Leadership and management</b>	
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	
My visit covered aspects of-	
<b>SDP 1: Quality of education</b>	
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	
<b>SDP4: Leadership and management</b>	
4.1 Development of leadership in EYFS	
4.3 Consistency of practice and provision across school	
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?)	

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By sheer coincidence my visit coincided with the meetings for two classes with which I have links this year- Year 6 and Reception. Year 2 was the other class meeting I sat in on.

## **General Observations**

1. Each class teacher came in well prepared for their meeting with Nicola and Janice- Year 2 and Year 6 brought in a detailed list of children in their focus groups for reading, writing and maths with targets/ next steps and key objectives outlined.
2. There was also planning laid out for additional focus groups in each area eg Year 6 reading- 6 pupils in the focus group each with a different target , these children also made up the morning readers group. Additional groups included interventions for phonics teaching, Lexia, Nessy and the Suffix spelling pack , so,e of these groups comprised some children from the focus group but other individuals as well.
3. Reception presented a list of their children who were assessed as currently being on target to achieve a GLD by the end of the year, this assessment was across all the areas of the EYFS curriculum

Physical development

Communication and language

PSE

Literacy

Maths

Understanding the World

Expressive Art and Design

4. Each meeting was conducted with openness , trust and respect from Nicola and Janice to class teachers and in their responses class teachers obviously felt able and willing to share both successes and challenges. They were professional dialogues with the needs of the whole class, groups and individuals discussed and priorities for the next half term agreed.
5. The depth of personal knowledge of all the children as learners historically ( and now, in the case of years 2 and 6) displayed by Nicola and Janice , in addition to their knowledge of the curriculum and the numerous interventions in operation through school is impressive, and, I think must enhance the confidence of staff and contribute to their wellbeing. The fact that they both teach must also be a contributory factor here.
6. It is obvious that senior staff make links of areas and issues relevant across age groups or across the whole school from these individual meetings, and that these then inform thinking around continuous improvements.

## **Reception**

It was a privilege to hear both Laura and Rebecca talk about the new organisation in EYFS, Laura's eyes shone with passion as she described how well this was working in terms of enabling staff to share their expertise through their work in both nursery and reception eg Helen Clark's expertise in language development- staff were making links as well as the children, and that these links were modelled by staff for the children.

There was discussion around the fact that 75% of the children were being assessed as on track, whereas previously Nicola had reported to governors that a significant % of the children were operating at a low level of skill. Laura explained that there was now with the paper New Development Matters more of an emphasis on keeping children together rather than differentiating at this early age. Laura and Rebecca said that some of the children were more solidly on track than others, and that these would be identified simply on the existing sheet, so that their progress could be particularly tracked at future meetings.

Laura emphasised how important the fact of having additional staffing was for the impact of the teaching on children's learning. Laura also shared that the preparation for the meeting had enabled her to fully appreciate how much progress had been made by herself as co-ordinator, staff and children this half term.

## **Year 2**

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Cheryl, as did all staff, displayed a detailed knowledge of her children's needs and what was in place to address these across the core areas of the curriculum. She discussed the use of her student to support phonic groups, only two children predicted not to pass the test. There was a discussion among all the staff re the new requirements for the teaching of phonics around the expectation of fidelity to one particular scheme. Nicola had consulted the adviser, Anne Fell, on this and she had suggested that fidelity to an approach might be a more helpful way of looking at it. Governors will know from the HT's report for our meeting on the 23<sup>rd</sup> that she has also now consulted the English Hub on this matter.

The CODE intervention was discussed and Nicola advised Cheryl to talk with Helen D about how she organised this in year 1.

Cheryl was starting Master Maths the following day.

## **Year 6**

Nicola/ Janice and Andrea talked about how best to organise the logistics of placing groups and individuals in this class for the SATs tests so that every child would have the best opportunity for demonstrating what they could do. Janice, as SEND lead in school has in depth knowledge of these children as learners all the way through school. Over half the class are on the SEN register, though as I observed, from my science lesson observation, I would defy anyone going into this classroom to recognise this fact, both in terms of the children's learning behaviours and the level of the work being undertaken by them.

Both Nicola and Janice recognised how valuable it was for Andrea to have taken this class from year 5 into year 6, and Janice also commented on Andrea's enhanced ability to see and understand the children's needs and integrate these into her teaching plan.

It was agreed that a minority of children would not reach the expected level, so there would be for them a priority of embedding their learning and understanding at their level in order to boost their confidence prior to starting High School. Janice talked about conducting maths interviews with this group to assess their confidence and enjoyment now and later in the year. She had done this with a group in Windermere who had completed work which Janice had thought quite simple. But, the children were saying, 'I really enjoyed that' and 'I'm feeling good at maths now, which could only be good for their future attitude to learning and belief in themselves.

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)

Extra staffing valued in supporting the catch up programme in school, though it was noted that some of this was diluted because of the need to cover for staff absence.

Action following governing body meeting:

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

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