

Visit Report

Name: Jenny Horton	Date: June 15 th 2022
Purpose of visit: As link governor for EYFS, and in the light of Early Reading/ phonics being an LEA priority, I went in to observe a phonics lesson in reception.	
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	
My visit incorporated the following priorities in the SDP-	
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	
SDP 2: Behaviour and attitudes	
2.1 Re-establish cooperative learning and engagement strategies	
SDP3: Personal development	
3.1 Improve well-being of pupils by developing provision for SEMH	
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	

Visit Report

1. My visit lasted an hour approx., and, during that time I observed the start of the day with children being dropped off at the gate by their parents/ carers and being welcomed by Mrs Drinkall. The children disinfected their hands and then made their way up the ramp to the classroom.

On entering the classroom, they chose which activity to become involved in either as an individual or joining an existing group.

The atmosphere in the classroom was one of calm, focussed activity- there were no raised voices, no running about, just a peaceful and focussed start to the school day.

There were a wide range of activities laid out for the children-

2 girls were playing with building bricks

A group of 4 boys and 2 girls were playing together with Lego.

A group of girls were pressing different shaped shells into playdough to make different patterns.

4 boys were sitting colouring, one told me he was making a card for his friend's mum.

1 boy was choosing to use the counting apparatus

1 girl was practising her letter shapes on a whiteboard using examples on the wall to guide her.

Staff were calling individual children for reading and writing.

It was evident that once an activity had been chosen, the children stuck with it, there was little transference from one to another, I thought, indicating a mature learning behaviour in our youngest children.

2, Laura then called out '1,2,3 look at me' and said it was time to tidy up. The tidying up video was put on with accompanying music, and the children set about clearing away the apparatus they had been using. They then individually came and sat on their circle on the carpet. This was done efficiently, calmly and quietly.

Mrs Drinkall then took the register greeting each child with 'Good morning followed by the child's name. Each child then responded with 'Good morning, Mrs Drinkall'. The dinner choice for that day was then read out – chicken dinner or Quorn dinner, and the children were told to make their decision now! Rebecca then read out each child's name again and the children replied fully and politely eg 'I would like the chicken dinner please' or 'Quorn dinner please.'

The children then left the carpet to go to their phonic groups.

The largest group (15) stayed with Laura who told the children they were going to recap phase 3 sounds before moving on to phase 4. Children sounded out each sound as it was presented on a card and made the appropriate action eg ng, ai, air,aw, igh, or, ee, ar, ch

A 4-phoneme word was then introduced pink, and the children were asked, 'how can I make my word say 'sink'?

I then went to check on the other groups and when I came back Laura was wearing a pirate hat and the children were crew with treasure coins in their hands. Each child had to display and read out the word on their card, and then the group had to decide whether it was a real word on which case it went into the treasure chest, or if not it got thrown into the sea eg kemb – not real, trick – real.

2. Helen Clark was working with 5 children on their phase 3 sounds. They were working on the sounds ee, ng, ar, or and ur. They were sounding out and doing the actions for each one. They then chose words from a selection held out by Helen eg p-ee-p and sounded each sound out using robot arms and then blended the sounds to make the word. This group were focussing on writing – Helen making the sound and the children writing it in a box on their whiteboards. They were asked 'how many ss at the end of the word 'hiss'?

Helen told the group that they were each going to receive 2 Dojo points for their work, one for reading, one for writing. She said, 'A few weeks ago you couldn't do this and now you can!' she then said that one child had asked if they could use the working wall, and she observed that none of the children were looking to check what someone else was writing, they all had the confidence to work independently.

Visit Report

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?)

3. Rebecca was working with a group of 7 children who like Laura's knew their 2,3 and 4 sounds but the focus of their work was the ability to identify those sounds within a word and write them, and be able to say where they come in a word eg

They were looking at the word b-ur-n and then the sound er

"What sound can you see at the end of the word b-ur-n?" Talk in your pairs. The children asked individually what can you see at the end of the word?' 'n'. So is 'ur' at the end?' 'No it's in the middle'.

This diagraph says 'er' does it usually come at the beginning, middle or end of a word?' It comes at the end. 'Can you think of a word that has this diagraph at the end?' Rebecca writes the word 'dinner' and shows it to the children.' Where is the 'er' sound?

The children then sounded out p-or-t . 'What letters make the 'or' sound?'

The children were then invited to collect their carton of milk with a piece of fruit and take these to the carpet.

Throughout the lesson and across all the groups, I was struck by the engagement and pleasure the teachers took in their teaching and the children's learning. The staff were alongside the children with each child being recognised and supported in their learning. Staff also were clearly enjoying the activity and the children responded accordingly. The quality of staff/ children relationships came shining through, as did the child/ child relationships. The children were supported all the while by learning behaviours being identified by staff and then the subsequent learning celebrated.

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)

The fact that staff know that the early reading/ phonics policy and programme works.

Action following governing body meeting:

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