

# White Laith Governor Visit Report

Name: Jenny Horton	Date: March 7 <sup>th</sup> 2024
Purpose of visit: To observe reception maths lessons and challenges afterwards. Also as session with Year 5 children coming in to share a book read a story individually with the children.	

## Summary of priorities

**QE** – Quality of Education, **BA** – Behaviour and Attitudes, **PD** – Personal Development, **LM** – Leadership & Management, **EY** – Early Years

<b>QE 1</b>	Explore approaches to metacognition to support retrieval. Help children to know more and remember more.
<b>QE 2</b>	Ensure children can decode, blend and comprehend using phonics to equip them for reading for understanding.  <b><i>All year 1 children will pass phonics test and every year 2 and year 6 child achieve expected level in reading</i></b>
<b>QE 3</b>	Accelerate progress and attainment of all pupils in Reading so that it is at least in line with National, FFT 50 and moving to FFT 20 as in pre-covid years.
<b>QE 4</b>	Accelerate progress and attainment of all pupils on Writing so that it is at least in line with National, FFT 50 and moving to FFT 20 as in pre-covid years. <b><i>By the end of year 2, all children to have fluent handwriting.</i></b>
<b>QE 5</b>	Accelerate progress and attainment of all pupils on Maths so that it is at least in line with National, FFT 50 and moving to FFT 20 as in pre-covid years. <b><i>All children use precise mathematical language to explain thinking.</i></b>
<b>QE 6</b>	Develop provision to ensure effectiveness of support for SEND pupils.
<b>QE 7</b>	Finalise Curriculum Intent Documentation to clearly identify the crucial knowledge and skills that pupils must know in all subjects and teachers know what to teach (Why this? Why now?). <b><i>Across all subjects, teachers will have understanding and knowledge about what children need to know and when. (Curriculum Intent)</i></b>

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<b>QE 8</b>	Explore approaches to Assessment across the curriculum so that assessment of long term learning is established.
<b>BA 1</b>	Pupils attendance is in line with National figures including those who are classified PA – attendance target 96.7% pre-Covid
<b>BA 2</b>	Pupils with SEMH barriers have effective support to reduce incidents, regulate behavior, increase self-confidence/self-esteem, independence and promote positive learning behavior.
<b>PD 1</b>	Pupils and staff receive appropriate support for their wellbeing in order to develop resilience and confidence.
<b>PD2</b>	Ensure Pupil Voice is a powerful driver for school improvement.
<b>LM 1</b>	Quality of teaching, assessment and feedback positively impacts on attainment and progress across the whole school.
<b>LM 2</b>	Governors are able to provide effective support and challenge.
<b>EY 1</b>	Develop provision (N&R) to ensure both outside and inside are high quality, promote good learning and progress and develop communication and language skills.
<b>EY 2</b>	Develop Nursery provision to ensure children are 'Reception -ready' by the end of N2
<b>EY 3</b>	Accelerate progress in Writing and Maths (Number and Numerical Patterns) to at least match overall attainment in Reading.
<b>EY 4</b>	Increase engagement in learning for Nursery parents

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In addition, governors to continue to pay attention to the provision for specific pupil groups in class -Pupil Premium, boys/ girls, children with English as an additional language, children from an ethnic minority background, children with special educational needs or disability ( including higher attainers).

My visit covered aspects of the following priorities in our SDP-

<b>QE 1</b>	Explore approaches to metacognition to support retrieval. Help children to know more and remember more.
<b>QE 5</b>	Accelerate progress and attainment of all pupils on Maths so that it is at least in line with National, FFT 50 and moving to FFT 20 as in pre-covid years. <b>All children use precise mathematical language to explain thinking.</b>
<b>QE 6</b>	Develop provision to ensure effectiveness of support for SEND pupils.
<b>PD 1</b>	Pupils and staff receive appropriate support for their wellbeing in order to develop resilience and confidence.
<b>PD2</b>	Ensure Pupil Voice is a powerful driver for school improvement.
<b>EY 3</b>	Accelerate progress in Writing and Maths (Number and Numerical Patterns) to at least match overall attainment in Reading.
<b>EY 1</b>	Develop provision (N&R) to ensure both outside and inside are high quality, promote good learning and progress and develop communication and language skills.

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?)

1. My visit lasted 1 and a half hours approx., and the children came in from dinner time play calmly ( remembering this was also World Book day, so many of them in costume, and Mothers' Day Lunch). Helen was already seated on the carpet and asked the children to collect a ten frame and a pack of counters from the top of a cupboard on the side. The children sat and put these in front of them .
2. Laura introduced the lesson by saying they were learning about numbers 6,7 and 8 this week. The children were the asked to stand, and Laura showed them a card with one of these numbers on, the children had to shout out which one it was. Then Helen was shown a number and asked to

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make the requisite number of jumps. The children then responded to the card shown and made jumps counting out each one until they reached the number displayed. Ms Clark made 9 jumps instead of 8, looked embarrassed explaining she'd made the mistake because she wasn't looking at the card. Then the children were asked to count out those numbers making taps on their legs.

3. The children sat back down and were asked to put their ten frame in front of them with no counters on. 'We're going to play a game to see what you remember using the numbers 6,7,8. 'fill 5 first and then a little bit more.' The pattern of 5 being used as the stem number.,

Laura showed the children a picture of 6 objects – the children were asked to lay out the number of counters on their frame. I noticed one child helping another.

Count them, how many do you have, what is my little bit more? 5 and 1 more

This was repeated with each number eg 8 What is your little bit more ? 5 and a bit more 3

Some children laid out 9 on their ten frames, 'what do I do to make it 8? Take 1 away.

Ten frames and packs of counters were then put back on the cupboard surface by the children individually row by row without any rush or fuss.

Part way through the lesson, Mrs Walker had to leave to attend a meeting, she handed the lesson over to Ms Clark- the transition from one member of staff to the other was seamless.

## CHALLENGES

4. The children then moved on to challenges- some children were assigned a challenge others could choose.
  - a. One challenge made use of hoola hoops which were used to make 'oo' in the centre of words eg m—n, r—f , p—l, which the children then read when the card was completed. A few hoola hoops were eaten along the way too!
  - b. Another was made up of strips of laminate with a picture of objects , the name eg ten and then space for the child to write the word and then read it.
  - c. A challenge using diagraphs ar, oo and oa – the children had to place the correct diagraph in the middle of a word and then read it  
  
h ar d          r oo t          g oa t etc  
  
p ar k
  - d There was a British flag template with coloured paper and glu sticks and a group of children were making their own flags
  - e. water and sand construction
  - f. 3 baskets with language challenges laid out on a shelf top with a list of children's names and a TA had responsibility for ensuring those children worked on a task from one of the baskets twice a day. The tasks included cvc words to be read and coloured, putting the correct final letter at the end of a word and reading it- final letters g,d,n,s          ye, do, re etc

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I never fail to be impressed by the skill involved in the planning and creation .of these challenges week on week to match the learning in lessons, and afford the children time to practice and consolidate their.

understanding and learning independently ,or alongside others supported by staff. Also, then how staff monitor achievement and progress made by individuals in these sessions as part of their on-going assessments .

5. The children were then 'stopped' by a TA using the 1,2,3 look at me' message and this reinforced how the children respond to the authority of all adults in the room because all staff use the same behaviour management techniques. Morgan asked the children to tidy away what they'd been working on because the year 5 children were coming in to read them some stories The children went to the carpet – again calmly without fuss.

22 year 5 children came in with Ms Adamson and there was an excited buzz from the reception children. Year 5 were reminded to give their name to their reading partner and the children were paired up and found spaces to sit across the reception area. The year 5 children were considerate and respectful towards the younger children and ensured they were welcomed and made comfortable in their chosen space. They held their books so the younger children could see, engaged them in talking about the pictures, finger pointing the words and discussing the stories . there was such a lovely atmosphere of mutually enjoyed sharing and appreciation. Staff circulated with Ms Adamson taking photos of the special World Book day event. When the session was over and year 5 were leaving there was much waving goodbye between the two groups. Such a valuable experience for both groups of children.

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)