

# White Laith Governor Visit Report

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| Name: Jenny Horton  | Date: 7 <sup>th</sup> March 2024 |
| Purpose of visit: to meet with Janice for a termly update |                                  |

## Summary of priorities

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

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| <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.<br><br><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 the following priorities in our SDP-

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| <b>QE 1</b> | Explore approaches to metacognition to support retrieval. Help children to know more and remember more.   |
| <b>QE 6</b> | Develop provision to ensure effectiveness of support for SEND pupils.   |
| <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.   |

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. Our meeting lasted an hour approx.
2. Janice talked about a recent Trust initiative which decided that as all our schools were facing challenges in meeting increasingly diverse and complex needs that SEND should be the next focus. 'Our classes look different and the teaching is different.'
3. It was decided that each co-ordinator should come to the meeting ( which was attended by the head of each school as well) ready to share 3 strengths and 3 areas for development. These were decided after conducting an audit across 8 areas using the LEA SEND review toolkit. The 8 areas consisted of – a. Leadership ( which included governors as well),b. Curriculum and quality first teaching including the use of TAs, c. Collaboration with Parents/ Carers and Pupil Voice, d. Assessment and Identification, e. Monitoring and Evaluation, f. Use of resources. g. Quality of SEND provision including the use of external involvement, h. Outcomes- academic progress and wider outcomes.
4. Janice said that completing the audit in consultation with Nicola had slightly changed her view of our key strengths, and she emphasised because an area was chosen as a strength did not mean that there was not further development to be done.

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5. **First choice – Affective systems in place for Parents/ Carers to express their views and how those are then fed back into our provision.**

She felt that the new separate Meetings for SEND parents were an important development for parent/ carers , children and staff, though the length of the meetings were still an issue but she felt this would improve over time as all participants became more familiar with the process. Each child's provision map was sent home before the meeting so parents had more ownership and could prepare before meeting with staff. Likewise Janice felt the provision maps and meetings gave staff more ownership and it was enabling them to take more responsibility for the planning. Janice now felt more of a Co-Ordinator

6. **2<sup>nd</sup> Identified Strength- our work with Outside Agencies.**

Janice cited the relationship with Rebecca Babbs and her Speech and Language work as of crucial importance with herself as Co- Ordinator, with all staff with her direct advice and training regarding practice and with parents. **Janice said that we used outside agencies less now because of the use of them in the past over years and this contributing to her knowledge and expertise over time. I was reminded of Ofsted Mr Wren's comments ' What she doesn't know about SEND isn't worth knowing.' I reflected afterwards on her depth of knowledge and expertise, quiet confidence and authoritative manner and the impact she has across school with all staff. Her leadership qualities, I feel, are outstanding.**

But outside agencies are used to train staff still eg the Neurodiversity training day in January. Janice felt this had further changed staff mindsets and practice- movement breaks, brain breaks and emotional coaching were now used in classes. We both agreed that the session on reframing our language when talking about challenges to teaching/learning helped staff, parents and children. She said that she no longer heard comments expressing questions about whether the needs of particular children could be met within school, instead the emphasis was on what changes to practice could be made.

7. **3<sup>rd</sup> identified Strength the use of Interventions.**

Practice had now evolved so that staff were no longer using standard interventions but adapting them to meet the particular needs of groups and individual children.

Janice cited examples of progress made by individual children using these – 2 children in her maths group had made 2 years progress in 2 years – when they started with her they were working at reception level now working at year 2 as year 4 pupils.

Janice also cited the developing use of the zones of regulation in supporting children with SEND/ SEMH to co regulate. **This observation was also borne out in my conversations with parents on parents' evening.**

**Areas For Further Development** – Janice said that there was overlap here with the findings of other Co- Ordinators so going forward there were opportunities for collaborative thinking/ working to improve these areas.

1. **Monitoring-**

- a. Janice aiming to speak with every member of staff at least once a month

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- b. Subject leaders focussing specifically on the needs of SEND pupils when planning/ reviewing their curriculum and their progress in their subject
  - c. For the books of SEND pupils to be included in book scrutinies.
  - d. To monitor the Pupil Voice aspect for SEND pupils in the Purple Files meetings with class teachers. Ms Adamson was adapting the purple files to better monitor SEND childrens confidence and self esteem over a number of years.
2. **Continuing Professional Development-** This was on- going with further development re responding to neurodiversity with a further across the Trust SENCO training being planned to increase knowledge and expertise in this area addressing the question- what does Quality First teaching look like for our SEND children?
- a. Janice was also thinking of TA development so that these key members of staff had a specialism.
  - b. Children Ambassadors- Janice cited the example last year of a year 6 boy with autism who achieved greater depth in his writing SAT- he could be a role model.
  - c. Training was also being planned across the Trust including **TAs** on 'executive functioning'

All exciting developments building on strong foundations.

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)

This report to be circulated to governors to further inform them on this key area of school provision.

Action following governing body meeting:

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