

# White Laith Governor Visit Report

Name: Jenny Horton	Date: Jan 23 <sup>rd</sup> 2024
Purpose of visit: As link governor for SEND this year to observe a maths lesson as part of SEND provision led by our SENCO.	

## 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>

## White Laith Governor Visit Report

<b>QE 8</b>	Explore approaches to Assessment across the curriculum so that assessment of long term learning is established.
<b>QE 6</b>	Develop provision to ensure effectiveness of support for SEND pupils.
<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.

# White Laith Governor Visit Report

<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 incorporated elements of the following priorities in our SDP plan-

<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>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.

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 lesson lasted 1hr approx. and took place in the 'homework' hut, and Janice explained the group was made up of children from years 3,4 and 5. There were 2 year 5 girls and I asked if these were likely to be returned to maths lessons in their class at some point. Janice said this was a big debate, they had been part of her maths group for 3 years and she described their maths understanding as solid within the curriculum they had covered. She described one of the girls as 'terrified' of maths and unable to function with it in a classroom setting- demanding a great deal of teacher time, and with the likelihood that the teacher would then 'talk' them through the maths, but, within the small group (11, they ) were able to get on with it and develop independence. A decision would be made at a later stage as to whether these girls did their Year 6 SATS Maths paper, as there were questions covering the years 3,4,5 curriculum.
2. Janice also pointed out that there was a slower pace within the group which was good for the children's self-esteem – they didn't feel that they were falling behind or feeling that everyone in class was 'getting it' and they weren't. These were also a group of children who could not memorize their times tables.

## White Laith Governor Visit Report

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3. She highlighted other needs within the group and the accommodations she made to meet them eg some of the children had reading issues, so she ensured any worksheets she used were not too wordy. She also said some of the children had problems laying out equipment- wobbly lines instead of straight etc. I also noticed one child had a fidget aid.
4. The children arrived at the hut for their lesson calmly and sat in their places across three tables. There were 9 children present and normally Janice would have the support of a TA , but this person was absent. A variety of numbers were displayed on the screen-2,3,4-digit numbers. The children were asked ' if I want to subtract 10 which digit will change?' The children indicated their readiness to answer by super sitting with folded arms. Then Janice articulated the answer very clearly 'The 10 digit'. ' Am I going to have 10 more or 10 less?' Then 'Good job' when children gave the right answer. The group then worked through 48 subtract 10, articulating which digit changed 'How can I tell that 38 is less than 48?' 'I've still got 8 1s. All say the 1s have stayed the same.' The group as a whole repeat this looking at the screen. The children were then told 'We are going to subtract 8 this time, how many less than 10 is 8, say it in a sentence – 8 is 2 less than 10.' 38+2 more is 40. '
5. Janice then held up a number line and the children counted the groups of 8 on it, Janice encouraging the children to look at the pattern. 'What do we notice, I'm looking at the 1 digit now, it gets lower each time, how much lower?' 2 less, Your turn- all the children say the 1 digit is getting lower each time by 2.' 'Where have we heard that pattern of numbers before?' ' Child says our 2 times table- so we know our numbers are going to be even.' The children then read the numbers displayed on the number line forwards and then backwards. She removes 32 and asks, 'How do I know the missing number?' 'how can 24 help me or 40 help me?' That 40 is 5 groups of 8 is established. 'How can that help me get 4 groups of 8 if I can't remember? Child tries to explain, and Janice says I think I know what you are meaning, but what would we need to do" 'Show me 3 groups of 8 with your counters And count the groups of 8- 8,16,24.'How many more do we need to make 32, make 4 groups of 8. 'What did you have to add to your array to make 32?' Children answer 1 more 8.
6. 'What can I do if I can't remember 48? Can I use 40 to help me? If I know 5 groups of 8 = 40, what can I do to work out 6 groups of 8?' What would I need to do?' Add another 8.If I can't remember I can add another 8.
7. After this meticulous step by step preparation- with the children learning via repetition, talk/ active participation, visual representations, physical use /manipulation of counters they are handed a worksheet with the 8 times table displayed but with some sentences missing the answer  $0 \times 8 = 0$

$$1 \times 8 = 8$$

$$2 \times 8 = 16 \text{ etc}$$

$$3 \times 8 = \text{ etc What do you need to do to work out the missing numbers?}$$

$$\text{To } 12 \times 8 =$$

There were also problems  $3 \times 8 = 2 \times 8 + \_$

$$3 \times 8 - \_ = 2 \times 8$$

Then a story problem sheet eg First Layla buys 6 packs of pencils. Then she gives one box to Jacob. Now how many pencils does Layla have left?

The children as a group drew the 6 packs of 8 pencils on their white boards, then deleted the pack for Jacob, helping them to 'see' the operation and work out the answer.

## White Laith Governor Visit Report

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The lesson finished with the children sticking their sheets into their maths books.

This was a masterclass with the children acquiring so many skills in addition to their numeracy learning. Janice's approach was developing thinking skills and learning resilience - embedding a can do attitude with the repeated stress on what do I know that can help me work this out? And challenging the notion that one either knows something or one doesn't/ I can do it, or I can't. A real lesson in learning how to learn and apply what you already know, and a privilege to observe.

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)

It also brought home to me the fact that at our school all of the school leaders were actively engaged in the act of teaching themselves. One could think this was necessary in such a small school, but I believe it is best practice regardless of school size. It demonstrates to all staff members that everyone is engaged in the prime function of the school. I think this must contribute to staff cohesion with the expertise of senior staff being demonstrated on a daily basis and contributing to the expectation/ ethos of QUALITY FIRST TEACHING. It must also make the position of senior staff easier when it comes to offering advice/ recommendations to others eg through the pupil Progress meetings and in staff accepting the outcomes of lesson observations.

Action following governing body meeting:

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