

White Laith Governor Visit Report

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| Name: Alexster Pearson-Clough | Date: 16/11/2023 |
| Purpose of visit: Class Link Visit | |

Summary of priorities

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

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| QE 1 | Explore approaches to metacognition to support retrieval. Help children to know more and remember more. |
| QE 2 | Ensure children can decode, blend and comprehend using phonics to equip them for reading for understanding. <i>All year 1 children will pass phonics test and every year 2 and year 6 child achieve expected level in reading</i> |
| QE 3 | 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. |
| QE 4 | 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. <i>By the end of year 2, all children to have fluent handwriting.</i> |
| QE 5 | 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. <i>All children use precise mathematical language to explain thinking.</i> |
| QE 6 | Develop provision to ensure effectiveness of support for SEND pupils. |
| QE 7 | 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?). <i>Across all subjects, teachers will have understanding and knowledge about what children need to know and when. (Curriculum Intent)</i> |

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

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?)

Maths

1. I entered the classroom mid-lesson whilst the children were sat on the carpet learning about exchanging numbers. There were three 4 digit numbers on the smartboard and one of the children had volunteered to work out the addition of the three numbers in front of the class.
2. The entire class were sat on the carpet and fully focused on the challenge on the board. The child calculating the task on the board was fully explaining what he was doing as he did the workings-out.
3. Cheryl gave the children some tasks to do and all children immediately went to their seats and began their work on their 'challenges'. There was a strong sense of structure and upon observing, I took note that the board displays around the classroom were very colourful and informative.
4. During the time to complete their tasks, Cheryl and Mrs Turner were continuously walking around the classroom and marking answers for each of the children. There was a lot of positive reinforcement and reassurance and the majority of the class remained focused throughout. Many of the children seemed confident with the task and were sure to ask for assistance if they were unsure. Both Cheryl and Mrs Turner were very pro-active and supportive with any incorrect answers and prompted calculations where necessary. I did observe a very simple and effective response from Mrs Turner which was "What have we forgotten here?" to which the child responded with the correct answer and amended her work. There was also an additional challenge sheet for any children who finished the initial work set.
5. When attentions started to wander, a very simple "1, 2, 3, Look At Me" brought attentions back into focus and I found it to be a very appropriate and effective method.

Small Break

1. The children were able to go and get some fruit and BBC Newsround was on the smartboard. I was pleasantly surprised to see the children enthralled in the age appropriate news and think it was great that they were subjected to this during their brief break from learning.
2. We then proceeded to have a short period of time outside where the children were learning how to do a single jump and a double jump with skipping ropes. All children appears engaged and happy to be working towards beating their initial number of jumps in 1 minute. I found this was another great way of exercising during their break and seemed to help bring their attention back into focus whilst being both physically and mentally stimulating.

English (Writing)

1. The River was the book the children were currently learning about. There was very little text but many illustrations within the book which led onto the main focus of the lesson – writing about the illustrations. The illustrations from the book were all put onto an A4 paper and the children were asked to pick three of their favourite images on their sheets to write about, with a minimum of three sentences per image. During the initial time of the carpet to go through their task, the children again were very engaged and questions were asked regarding adverbial phrases, verbs, adverbs, conjunctions, adjectives, nouns and punctuation. A selection of children confidently answered questions on what each of the above were and gave examples.

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2. Childrens places at tables were changed according to their individual support needs which I thought was very important and made me very aware that their additional educational needs were fully taken into account during each individual subject.
3. Another subject lesson that received great interaction from the class and additional support and prompts were given to the children who needed it and the structure of the lesson was very good overall.
4. Any children absent from the previous writing lesson were invited to sit at Cheryl's table to go through the book and what the tasks entailed. When asked who wanted to read out there sentences, the majority of the class wanted to participate and raised their hands. There were some fantastic sentences read aloud and the children got great feedback and seemed rather confident.
5. I observed one table where a child was unsure of a spelling, so asked another member of their table about the spelling and he responded with the correct spelling.
6. Mrs Turner spent the majority of the lesson assisting the blue table, which I later found out included children who did indeed require a little more support and had special educational needs – I thought this was very well managed and a great idea, and also provided reassurance for the children who need it the most at that time.
7. Cheryl did the final few minutes of the lesson before lunchtime on the carpet to discuss the teachers meeting she has on a Wednesday after school and explained that the one last night was to do with grammar and proceed to give the sentence **I saw the farmers working hard at their busy jobs** and asked the children about the words. One of the children confirmed 'working' to be a verb and Cheryl proceed to go around the class and ask what type of work they thought 'hard' was. Many answered with adjective, which would have been correct in most circumstances but due to how the sentence was set out, transpired to be an adverb and a handful of children guessed correctly. I thought this was a really good lesson for the children.

SEND

1. It was very clear that SEND children were catered for within the school environment and processes had been implemented to ensure any children requiring additional support were able to do so. I particularly appreciated the moving of tables/seats, where appropriate, during different lessons, to ensure those children requiring the most support were with either Cheryl or Mrs Turner for additional support, prompting and guidance.
2. I really appreciated the addition of the 'play area' within the classroom for one of the children particularly, who could take himself away when required to decompress and have a little time to play and regulate.
3. I also noticed the provision of ear defenders for any of the children requiring these – the classroom had a layout consistent with ease of moving around and everything was managed very efficiently.

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)

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Action following governing body meeting:

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