

# White Laith Governor Visit Report

Name: Alexster Pearson-Clough	Date: 18/03/2024
Purpose of visit: Parent Governor Termly Visit	

## 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).

## 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 around 9:40am and the children were doing some work on their twelve times tables. As a group, the children went from 0-12 and then backwards from 12-0.
2. Great participation on this with the entire class focused and shouting out the answers collectively.
3. The class participated in Super Movers at 10am – Chirpy Cockerel doing a dance for the twelve times tables which the entire class were involved in, dancing along to the video and shouting the answers whilst singing along. I particularly enjoyed seeing this in a classroom setting as it’s encouraging exercise within the classroom whilst still taking something from the task with regards to learning – “you’re a twelve times table hero”.
4. The class then moved onto TTRS – Times Tables Rock Stars. There was a lot of positive reinforcement from Cheryl, with no pressure to answer all questions correctly but encouraging improvement, even if it was by one answer more than the previous time. The class responded very well to this and we even had some participation with the song playing for the 3 minutes for 60 questions (I’ll Be There For You – The Rembrandts).
5. Again, great participation and the music was evidently a motivating factor for the children whilst completing the task.
6. The children proceeded to mark their answers in colour pencil, with the majority of the class happy with their scores and progress they had made, even if they didn’t score full marks.
7. The Base 10 module was learned shortly after (number 2) and the class went over that in multiplication, the ‘product’ is the answer.
8. Children were able to write their twelve times tables on their whiteboards for prompts to help them with their worksheets.
9. Cheryl went over place values, digit sums to break numbers down to make them easier to work out (e.g.  $12 \times 6 = 72$  |  $10 \times 6 = 60$  |  $2 \times 6 = 12$  |  $60 + 12 = 72$ ).
10. Cheryl actively walked around the class, marking answers and Mrs Turner was there to support the children who needed it. Any wrong answers prompted a discussion for explaining their answers and allowing them to correct. White Rose Maths worksheets were used – I was also given a copy of each to see what the tasks were for the children.
11. Bar Model was visited and explained with the children as some children misread the question and got the correct answer but not as per how the question required the answer to be presented... (e.g.  $84 = 12 \times 7$ )

84						
12	12	12	12	12	12	12

The question was “Draw the correct bar model to represent 84 divided by 12 – Cheryl showed the class and opened a discussion about how to read what the question is asking for and present the answer as such.

84									
7	7	7	7	7	7	7	7	7	7

12. 10:45am was tidy away and carpet time for Newsround with milks, snacks, water. Before leaving the carpet, a child from each row had to correctly answer a question which was twelve times tables related. All children got the correct answers. The children saw Newsround cover Football & Rugby and a Volcanic Eruption in Iceland. The children seemed very interested in what was being shown. I still think this is a great addition to the daily learning time, as something that some children may not watch at home.
13. Unfortunately, I had to leave earlier than originally planned so didn’t get time to ask any questions to any of the pupils but was great to see them all focusing on learning and positive results coming from this.

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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)