

Visit Report

Name: Jenny Horton	Date: 25.09. 2022
Purpose of visit: to spend time with EYFS , my governor link for this academic year.	
<p><u>School Development Priorities 2022-23</u></p> <p><u>Quality of Education</u></p> <p>QE 1 Target intervention effectively and consistently (eg class focus, additional intervention, pre-teaching, tuition) to ensure children 'keep up' not 'catch-up'.</p> <p>QE2 Ensure children can decode, blend and comprehend using phonics to equip them for reading for understanding.All year 1 children will pass phonics test and every year 2 and year 6 child achieve expected level in reading</p> <p>QE 3 Accelerate progress and attainment of all pupils on Reading so that it is at least in line with National, FFT 50 and moving to FFT 20 as in pre-covid years.</p> <p>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. By the end of year 2, all children to have fluent handwriting.</p> <p>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. All children use precise mathematical language to explain thinking.</p> <p>QE 6 Improve effectiveness of Individual Provision Maps for SEND pupils.</p> <p>QE 7 Finalize 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?). Across all subjects, teachers will have understanding and knowledge about what children need to know and when. (Curriculum Intent)</p> <p>QE 8 Explore approaches to Assessment across the curriculum so that assessment of long-term learning is established.</p> <p><u>Behaviour and Attitudes</u></p> <p>BA 1 Pupils attendance is in line with National figures including those who are classified PA – attendance target 96.7% pre-Covid</p> <p>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</p> <p><u>Personal Development</u></p> <p>PD 1 Pupils and staff receive appropriate support for their wellbeing in order to develop resilience and confidence.</p> <p>PD 2 Ensure Pupil Voice is a powerful driver for school improvement.</p> <p>PD 3 Ensure all elements of PSHE and Relationships Curriculum are in place.</p> <p><u>Leadership and Management</u></p> <p>LM 1 Increase engagement with parents so that they are more aware of what their child is learning in school.</p> <p><u>Leadership and Management</u></p> <p>LM 3 Governors are able to provide effective support and challenge.</p> <p>LM 4 Ensure Safeguarding procedures are robust</p> <p><u>Early Years</u></p> <p>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.</p> <p>EY 2 Develop Nursery provision to ensure children are 'Reception -ready' by the end of N2</p> <p>EY 3 Accelerate progress in Writing and Maths (Number and Numerical Patterns) to at least match overall attainment in Reading.</p> <p>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).</p> <p>My visit covered the following aspects of our SDP-</p> <p><u>Behaviour and Attitudes</u></p>	

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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

Personal Development

PD 1 Pupils and staff receive appropriate support for their wellbeing in order to develop resilience and confidence.

PD 2 Ensure Pupil Voice is a powerful driver for school improvement.

Leadership and Management

Quality of teaching, assessment and feedback positively impacts on attainment and progress.

Early Years

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.

I was also able to observe the changes made due to staff redundancies and the unit now being run as an integrated unit.

Also, Equalities and multi faith work on Diwali liking it to other Festivals of Light in other religious traditions.

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?)

My visit lasted from 10am to the end of the morning session, but I am going to restrict my report to the Topic work I observed led by Mrs Drinkall with first a reception group, and then with a nursery one. The topic was the Sikh/Hindu festival of Diwali and, in particular, the story of Rama and Sita which the children had already shared.

Reception aged group of 5 were already around the painting table with Mrs Drinkall step by step modelling how to make a painting of Rama, the demon king. Mrs Drinkall told the children to get started on their ten heads, while she was painting hers. There was constant questions and answer discussion about the story with Mrs D referring back to the story. Each child had their paper and, the paints were ready mixed to match the colours of a cut out Rama figure. Teaching points were quickly picked up- one boy has only done 8 heads. He was asked to count them, and then asked, 'How many more do you need?' This question was asked of the whole group. The issue of 10 was then revisited when the children needed to paint a crown on each of Rama's heads. 'How many crowns?' Children show 10 on their fingers. The children then completed their paintings of Rama talking about different aspects of the story as they did so, and choosing the right colours for his clothes etc by looking at the cut out figure and/ or Mrs D's painting. This group had a good recall of the story and the main characters, prompted by careful discussion/ questioning from Mrs D.

Mehndi Patterns

This reception group then transferred to a table opposite, which was set up with pieces of card, markers, crayons and scissors. Mrs D showed the children a poster of beautiful mehndi patterns on hands and explained to the children that painting patterns on your hands was part of the Diwali celebrations. The children are told to write their name on the back of their card. Mrs D then clearly demonstrates to the group articulating what she is doing step by step how to first draw around your hand. 1. She tells the children to place their hand down firmly on the card with open fingers 2. To hold it still while they carefully draw around the shape of it. 3. To then choose a pattern from the poster to decorate their hand or to make up one of their own. Mrs D when she has completed her pattern, then asks the group, 'What have I forgotten?' - to cut out her hand. 4. She then demonstrates how to cut her hand out, following the line, and turning the card round.

Reminding the children that the pattern comes first, the cutting last, this group is then left to work independently on this task, which they all did.

The children had listened and watched carefully while Mrs D gave them instructions and demonstrated the how to, but I was impressed by the ability of these young children to hold the sequence in their heads, and complete their patterns in the way they did. I was watching Mrs D with her nursery group then, so did not observe if and to what extent the children were guided by each other.

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Nursery Group

A nursery group of 6 children came to the painting table, they accessed their aprons, put them on and then waited. Mrs D then proceeded to remind the children of key elements of the story – the main characters, main events using the illustrations in the book with actions to hold the children’s attention. She talked about the wicked stepmother and referenced Cinderella to broaden the context for the children. Questions were asked, eg When the 10 headed demon, Ravana, kidnaps Sita and takes her back to his palace- ‘What will Rama think?’ 1 child speculates that he thinks Rama will chop Ravana’s head off , but, another child notices Rama’s bow and arrow in the picture, and says he thinks that Rama will shoot him with an arrow. One little boy was fascinated by the ‘ naughty boy demon’ and said, ‘He looks cross’.

After this intensive revisit of the story, again demonstrating as she worked on her own painting, Mrs D asked the children if they could try and do 10 heads with the brown paint, advising the children to put some more paint on their brushes. She asked the children to point to the heads that they have done- one child points to his head.

Time was then called and Mrs D then went over to the reception group to celebrate their work with the patterns. Like the paintings, these revealed the differing skills and abilities of individual children but, all had completed the task.

This was a valuable experience in observing how a skilled teacher differentiated her approach to make the same task meaningful and engaging for children of different ages, experience and abilities.

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)

The knowledge and quality of relationships of nursery children already established by staff previously reception based, now that the unit is operating as one.

Action following governing body meeting:

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