

White Laith Governor Visit Report

Name: Jenny Horton	Date: Dec 14 th 2023
Purpose of visit:	

Summary of priorities

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

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).

During my visit I was able to observe progress in the following aspects of our SDP-

QE 2	Ensure children can decode, blend and comprehend using phonics to equip them for reading for understanding.
QE 6	Develop provision to ensure effectiveness of support for SEND pupils.

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 visit lasted approximately 2 hours.
2. I arrived at 8.55 and all the atmosphere in the reception area was calm but busy with all the children engaged in activities with staff circulating talking with them about what they were doing. Sarah Pullman was hearing readers- it was noticeable that many of the activities had a Xmas link eg one boy was counting and laying out Xmas baubles according to the number he'd picked, there was Father Christmas colouring task using a shape colour code outlined at the side.

The atmosphere in the area was one of purpose and productivity, underpinned by an ethos of children being set up to succeed within a caring, nurturing safe space.

3. There were 4 children in the enclosed area with a TA- one of whom staff were not yet sure of his needs but who could not currently manage carpet time. Mrs Walker checked one child's insulin levels.
4. Mrs Drinkall then said the magic words 123 look at me, and there was instant quiet and focussed attention. The tidy up music was put on, and all children set about tidying their area and then moving to the carpet when they had done so calmly.
5. Mrs D then read out the lunch choices and children made their choice as their name was called responding with a 'please'.
6. The children were then told that they were going into the hall for a practice of their Xmas dance, again they formed a queue by the door getting up from the carpet to join the line when their name was called. The line was perfect, and the children walked beautifully into the hall. They listened as Mrs Walker directed them into their positions, two lines facing each other. The music played and staff supported the children by mirroring the actions with them- the children concentrated hard remembering their movements and working with their partners. They had props of a candle each which they handled with ease and care holding them aloft and waving them in time with the music at the end. It was delightful and it was a given that they were going to receive a rapturous response at the following day's performance, which they deservedly did!
7. Mrs Walker then spoke with the children preparing them for their performance the next day explaining that the whole school would be there as well as an audience of grownups. She explained where the teachers would be in support and that Mrs Sheerin would be asking the parents to wave the lights on their phones when the children waved their candles. (It was a moving moment at the performance with parents mirroring the children's movements). Mrs Walker then, to my mind, said something very powerful to the children, **'You may feel a bit nervous tomorrow, but you've got each**

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other/ your partners.’ This recognition that the staff are not the only teachers in the room and that children from the beginning of their school experience are explicitly told this, and through the ways of teaching and learning practised throughout school eg Kagan, this is a real strength in enabling the children to understand that learning is a co-operative, collaborative endeavour, and their role as learners with responsibility for the learning of others as well. This will feature strongly in my report of my year 6 visit on the same day. On performance afternoon, it was noticeable how the children were observing each other while performing their dance.

8. The class then seamlessly moved into phonics with Mrs Drinkall teaching the majority of the children on the carpet and Ms Pullman with a small group elsewhere.

The children were told they were going to practise the sounds they knew and cards were produced in a very speedy fashion, and the children sounded out with action each one- every child was focussed waiting for the sound and ready to respond.

Zz,z,y,x,w,v,u,ck,m,r,o,ss,l,ff,e,c,u,l,h,g,d,s,k,j,n,p,t,a,b,qu

‘We have learnt two digraphs this week – 2 letters which make 1 sound- qu,ch.’

‘What is funny about the word ‘church’- it has the same digraph at the beginning and end of the word.’

‘Look at the words on the board – where is the digraph, some will be at the beginning, some at the end’.

‘Chin,’ ‘such’ the children were told to look at the word, and talk to their partner about where ch was in each word, individuals then share their thinking with the group.

They were then asked if they could segment the word ‘much’- Rebecca repeated the segmenting sounding it out more quickly/ can you blend that word?’

Then other words were segmented and blended ‘chill’. ‘chip’, ‘rich’- all the children were involved in segmenting then blending.

9. Rebecca then brought out a pink bag asking the children which words did Tricky Troll bring us on Tuesday? She pulled out a troll puppet who was snoring, she woke him up with a cheery, ‘Good morning Tricky Troll, have you got new tricky words to trick reception this morning?’

The children read the TT word from Tuesday ‘she’ and asked the children ‘Can we segment the TT words? No, they don’t make sense.’ She then pulled out of the bag previous TT words learnt and the children read them-

He, be, her, into, I, the, girl, no

New TT word today- ‘they’. ‘Have I seen this word in your books when you’ve been reading? One child reads/they’. TT says he can’t believe the child got it right.

Rebecca reads the word with a high voice then a low voice and puts it into the sentence ‘What are they doing?’

The children then say “bye, bye Tricky Troll’ and Rebecca puts him back into his bag.

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She tells the whole group they are getting really good at listening and looking at our words.

10. The group then went on to challenges with a group reading to Rebecca and working on handwriting sheets , and practising their high frequency words independently

This was a carefully planned lesson building on and practising past learning and introducing new – it was pacy, engaging and fun!

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)

Governors may like to note the progress the children have made over the course of this term in their phonic knowledge and their abilities to make use of it.

Action following governing body meeting:

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