

# White Laith Governor Visit Report

Name: Jenny Horton	Date: Thursday March 7 <sup>th</sup> 2024
Purpose of visit: To attend World Book Day assembly, Mother's Day Lunch, and the Year 6 play	

## 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>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

# White Laith Governor Visit Report

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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 covered the following elements of our SDP

<b>QE 3</b>	<b>Accelerate progress and attainment of all pupils in Reading</b>
<b>PD 1</b>	<b>Pupils and staff receive appropriate support for their wellbeing in order to develop resilience and confidence.</b>
<b>PD2</b>	<b>Ensure Pupil Voice is a powerful driver for school improvement.</b>

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 for the duration of the school day.
2. There was a festive joyous atmosphere ( but as calm as ever!) as the majority of children and staff were colourfully dressed as characters from books. The classes came into the hall and sat down as thoughtfully and carefully as always. The assembly was led by Ms Brown ( dressed as a Viking) and the school reading Ambassadors. The big screen displayed the greeting 'Happy World Book Day'. Ms Brown then displayed the book covers of the titles the children could choose for a £1 with their World Book Day token 'You can go to any bookshop ,including MacDonal'd's, buy a book for a £1 and keep it forever.'

She then read out the titles and invited the children to talk with their partners about which one they might choose- this now being such an embedded Kagan strategy the children did this naturally and thoughtfully- staff sitting at the sides also interacted with the children near them. Two of the reading ambassadors then asked individual children to share their choices with the other children listening respectfully.

Then Ms Brown posed some questions – 'What would you say to someone who said'- and asked the children to give their Top Tips having shared their response to each one with their partner first.

'I don't have the time to read' What would you say?

'I've a lot of homework to do I haven't got time for reading?' The reading ambassadors again chose children to share their responses- 'Reading is a part of your homework', 'You can read books that help you with your homework.'

'I get distracted by other things' 'Move to somewhere quiet and away from a screen.'

'I never find books that I want to read.' 'Ask for recommendations', 'Decide what genres you like and read books from them.'

# White Laith Governor Visit Report

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'I'm too tired for reading' Ms Brown said she liked to read in bed, helps keep her calm before she goes to sleep.' The children then shared where they could/liked to read- on a plane, a train, outside, in the bath etc.

3. Video clips were shown on the screen of different authors talking about their reading preferences- one talked about listening to audio books while he worked. Another author said he liked to read in bed where he was warm and cosy with the curtains open. Another author said that she was going to read more non-fiction books. Ms Brown told the children that years 5/6 were going to be visited by an author, Julia Edwards and that she would be doing a workshop with year 6 around her book, "Saving the Unicorn's Horn" which was set in the Viking Age to coincide with their topic. Mrs Sheering had bought years 5/6 a set of Julia's books for their classroom libraries.
4. The screen displayed the message 'Read Your Way- Keep reading'. Ms Brown asked the children to tell her what books they had bought/ read and what they thought about them.
5. Mrs Sheerin then talked with the children about the Mothers' Day Lunch- 110 parents signed up and the children would be eating with them. 'Be patient, quiet while waiting in the corridor, remember our good manners.'

This assembly was a celebration of reading in all its forms with the Reading Ambassadors receiving high fives at the end from Ms Brown for their role in involving their audience. All the children took part in the Think, Pair Share activities and were willing and able to share their reflections and observations with the wider school community. Everyone left the hall with smiles on their faces.

## 6. MOTHER'S DAY LUNCH

This was an equally joyous occasion, and the dining tables were dressed with bunches of daffodils. It was a huge logistic exercise to locate the children in the playground when their parents arrived, but, this was well organised and calm both inside the hall and for parents/ children waiting outside. The dinner staff rose to the occasion greeting parents with their children warmly, and there were lovely sharing moments of lunches being eaten together, with many a photo taken to celebrate and remember the occasion. Parents and children parted afterwards having clearly enjoyed themselves, with thanks of appreciation for the opportunity.

## 7. THE GRUFFALO

This was pure magic with year 6 only starting to rehearse the day before. And at the rehearsal after assembly I said I thought it benefited from that because of the air of spontaneity about it. It was simply presented with groups of children representing the different locations in the story- trees, stream, log pile stones – but there was no doubt that these children gave as much to their team roles as the individuals with speaking parts. There was huge energy, involvement and enjoyment on the part of every child. The children spoke up loud and proud and the young lady playing the mouse had memorised her many lines and delivered them with feeling. The Gruffalo was indeed large and fearsome until clever mouse reduced him to a fleeing shadow of his former self. The humour in the story and the skill with which it was enacted, delighted both audiences later in the afternoon and the actors were applauded with whoops of joy. It was a bravura performance and a fitting end to a very special day. As a member of staff wrote "World Book Day and Mothers' Day celebrated on the same day the Whitelaith way! None better.

# White Laith Governor Visit Report

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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)

## **Guidance for Governors - Please delete this section when you have completed your form**

**Our school development priorities are expressed in greater detail this year. However, it is important that governors have a tight focus for their visit eg reading or maths.**

**But, within this focus, governors can be observing teaching strategies, pupils' learning behaviours, the provision made within the lesson for children with specific needs/ from particular pupil groups, deployment of support staff, issues around equalities etc**

**Governors may also wish to speak with pupils encouraging Pupil voice and letting pupils know we value their opinions.**

**The KEY recommends governors do ask pupils:**

- What are you learning in this lesson?
- What do you like most/least about this subject?
- Can you show me some feedback you've been given in your book?
- Are you learning anything new in this lesson?
- How hard are you working right now?
- What do you do if you need help?

**Governors may also wish to refer to the Key's Visits – your How to Guide.**