

# White Laith Governor Visit Report

White Laith Governor Visit Form 2022-23 Page 1

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Purpose of visit:

Observe year 2 in class – English/Maths/PE –

## **School Development Priorities 2022-23**

### **Quality of Education**

**QE 1** Target intervention effectively and consistently (eg class focus, additional intervention, pre-teaching, tuition) to ensure children ‘keep up’ not ‘catch-up’.

**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***

**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.

**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.***

**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.***

**QE 6** Improve effectiveness of Individual Provision Maps for SEND pupils.

**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)***

**QE 8** Explore approaches to Assessment across the curriculum so that assessment of long-term learning is established.

### **Behaviour and Attitudes**

**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

### **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.

**PD 3** Ensure all elements of PSHE and Relationships Curriculum are in place.

### **Leadership and Management**

**LM 1** Increase engagement with parents so that they are more aware of what their child is learning in school.

**LM 2** Quality of teaching, assessment and feedback positively impacts on attainment and progress across the whole school.

**LM 3** Governors are able to provide effective support and challenge.

**LM 4** Ensure Safeguarding procedures are robust

### **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.

**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.

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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?)

I visited year 2 for the morning on the 23<sup>rd</sup> November 2022 to observe teaching and focus on core subjects. I also spoke with 6 pupils to discuss early progress since transitioning into year2.

Both TA's were absent due to COVID, all children were in attendance. I observed and was involved in morning reading, writing and maths. I took 6 children out of the class for a feedback session, stayed through morning snack time and during the daily PE session.

To start the morning, all pupils were focussed on reading, both the level book they are at and the specific key/frequent words that had been set for them. There is an eagerness to read to an adult and I enjoyed listening to the children read. Following morning reading the teacher led a whole class session focussing on comprehension – it was an topical subject (world cup) so captured the attention of the class. The children read aloud and were provided with opportunities to contribute. Following whole class teaching they were set a workbook to complete, a continuation of the comprehension – I noticed how the handwriting had continued to improve since Y1. Moving onto maths the class were split into 2 – half joined the carpet and engaged in directed learning and the rest studiously took a tablet and logged into Mathletics to complete work that had been set for them. Whilst splitting the class in this way isn't a typical strategy it allowed to re-focus on the subject area. I'm always impressed at the focus of the children and behaviours. Same experienced during snack time.

I then took 6 children into the staff room to encourage pupil voice. It was a really enjoyable session – all were keen to contribute and loved the opportunity to speak with me. I asked questions about what they were learning, what they liked in class. All took the opportunity to share their own assessment of their performance and abilities – they were all so positive about their strengths and areas for improvement and really valued the positive mentoring sessions. The smiley face approach is meaningful for the children and helped them understand where they needed to focus more. It was evident a clear focus in class is the core subjects but also how the recent school trip has added real benefit to broader curriculum topics. Year 2 were learning about trains – their knowledge was impressive, and they were excited about what was to come.

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)

I knew several of the pupils from reading some years ago and all seemed matter of fact about the tests which I hope was being calm rather than compacent about them.

There are a couple of children in Y2 that require additional support and it's clear how the TA resource in class is a necessity to ensure all children can excel in class. That said the children are so in tune with the routine in class and are so involved in their own learning journey – the TA absence has limited impact on the quality of teaching and pupil engagement I observed.