

# Visit Report

Name: Aneta Kopiczko	Date: February 2021
Purpose of visit: To meet with Helen Driscoll to discuss pupil progress, remote learning, pupils wellbeing and catch-up plan.	
Overall aims for school development plan 2020-2021: <b><i>Embedded throughout is the continued development of KAGAN and metacognitive strategies to develop learning behaviours and promote speaking and listening.</i></b> <b>SDP 1: Quality of education</b> 1.1 Catch-up learning missed due to Covid in order to move towards raising attainment in reading, writing and maths for all pupils and groups- boys, pupil premium, more able 1.2 Provision of a broad and balanced curriculum which supports catch-up (including online/remote) 1.2 Use Artsmark to support embedding arts within the curriculum <b>SDP 2: Behaviour and attitudes</b> 2.1 Increase parental engagement in reward system in KS1 and yr3/4 2.2 Re-establish provision for behaviour support for individuals (in light of Covid disruption to learning) 2.3 Attendance - Raise attendance of boys to at least match girls, of PP pupils to at least match all pupils and reduce PA of PP pupils (19/20 target) <b>SDP3: Personal development</b> 3.1 Improve well-being of pupils by developing provision for SEMH 3.2 Ensure PSHE curriculum meets requirements of revised Relationships curriculum <b>SDP4: Leadership and management</b> 4.1 Review deployment of staff to maximise opportunity for in-class intervention and catch-up 4.2 Consistency of practice and provision across school (incl. marking and feedback) 4.3 Governor visits used effectively to support monitoring and evaluation 4.4 Review Safeguarding procedures to ensure they remain robust.	
Governor observations and comments: <b>SDP 1: Quality of education</b> Currently in Y1 TAs are at school full time one week, 2 days the next week. Helen is at school 4 days a week, 5th day working from home - planning school and home learning, Live Meets etc. Miss Speck supports Helen on Dojo - reading class novel, marking and commenting on work when she is working from home. Miss Lavelle is reading on the phone with 3 children 3 times a week (reducing to 2 as 1 child starts back at school). Helen has been offering a Live Meet each week - 3 different times to attend (reduced to 2 due to take up) - 1pm Thursday, 4pm Thursday, 6pm Friday. The sessions after school give the opportunity for children at school to join in and see those working at home too- numbers at this have grown to 13 each week. During Live Meetings children had opportunity to play sounds and materials games, they also played Bingo up to 50, Kim's using shoes as a object. <b>SDP 2: Behaviour and attitude</b> Since lockdown there are 12 children in Y1 plus 1 Y2 in Y1 bubble at present. This has grown slowly over the past weeks. These are all key worker children except 1 vulnerable child. Staffing arranged to reduce people in school but also give plenty of staff to push the children on in their learning. Atmosphere in class is relaxed, yet focussed. Helen said they are having lots of fun but working really hard. All the children are happy to be at school and enjoying having lots of teacher attention. <b>SDP3: Personal development</b> The children in school at the moment are mainly Y1 lower to middle ability and SEN children - this has given Helen the opportunity to really push basic skills - reading and writing twice a day. Helen feel really positive with the progress these children are making, their skills are increasing. Helen hope that they could be on track at the end of the year. Most are really happy and motivated with their reading now. Children who are working at home -	

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- 5 Higher ability children who are completing all tasks both learning and creative every day,
- 2 higher ability children who are completing most of more formal learning tasks,
- 1 middle ability child who has not completed any work last 3 weeks -Mrs Sheerin has spoken to mum on the phone, Helen offered a place in school due to family circumstances but have heard nothing, Mrs Sheerin to ring again,
- 1 child who is at the top of the lower ability group is doing most of work set (Helen has worked hard to praise and motivate child parent and child is completing loads more work than at the beginning of this lockdown),
- 2 children also at the top of the lower ability group are doing limited work despite IT support, lots of message support, home visit, IT device given, both having reading over the phone, Helen's trying to see 1 child three times a week when younger brother comes to Nursery to make child work but both do attend Live Meets regularly. One child is coming to school after February half term,
- 1 lowest ability child who has completed virtually nothing at home, not answered phone for reading over phone, had weekly home visits from me and Mrs Sheerin, Family support now engaged, school dropped off new school uniform as this was a barrier to returning should. Child at school now.

Helen's biggest concerns are the lower ability children who are doing very limited work. They are also avoiding work they find harder so writing skills in particular will be massively reduced when they do return to school. Helen doesn't feel there is any more school can do but will keep going, encouraging and supporting parents and talking to children to tell them that teachers expect more!

2 SEN children with ASD are making limited progress towards personal targets - they are still having daily individual communication sessions but the gaps between them and their peers is becoming more pronounced. They will need totally different topic work moving forwards - most probably personalised and not even the same theme as the class.

### 3.1 Improve well-being of pupils by developing provision for SEMH

Like last time Helen said that relationships with parents are very good through Dojo for those both at home and in school. Parent's appreciative of the support they are receiving and see Helen as a human and joke about things. Many children who are in school completed the daily work on snow days and sent it in - shows increase in parents valuing each day of education.

### **SDP4: Leadership and management**

This has been an intense time for Helen - learning new skills (online teaching, Live meets), adapting learning so it can be carried out at home, and keeping motivating both children at school and home. She had lots of work to comment on/mark after school and videos to film before and after school. Helen is planning everything ahead and created her own system which works really well.

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)

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