

Visit Report

Name: AnetaKopiczko	Date: November 2020
Purpose of visit: This was a meeting about the Y1 with Helen Driscoll	
Overall aims for school development plan 2020-2021: <i>Embedded throughout is the continued development of KAGAN and metacognitive strategies to develop learning behaviours and promote speaking and listening.</i> SDP 1: Quality of education 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 SDP 2: Behaviour and attitudes 2.1 Increase parental engagement in reward system in KS1and 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) SDP3: Personal development 3.1 Improve well-being of pupils by developing provision for SEMH 3.2 Ensure PSHE curriculum meets requirements of revised Relationships curriculum SDP4: Leadership and management 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: SDP 1: Quality of education The children settled in well and are working really hard. Helen said it's non-stop learning but with lots of fun. Children have loads of catching up to be done as only the very top 6 children are where they should be at the beginning of Year 1. Teachers are making lots of progress though, and providing lots of extra booster sessions to move particular groups eg a group is having an extra 40 mins of phonics reading and writing every afternoon to speed their catch up (these are mainly children who did very little or nothing at home during lockdown). Extra sessions of Lexia and Teach Your Monster to Read for some pupils. More Y1 children are behind in reading at present than other areas because the beginning of Y1 recaps Maths and writing and strong basic learning has helped the children to keep up. Phonics Test target - 19/24. Targets for next half term for SEN pupils are: daily sentence writing session during Morning Work, using phonic knowledge to write their own sentence, write all sounds in words, use full stop, spaces between words. Top/ middle group pupils targets for next half term are: include adjectives to make writing more interesting, learn capital letters so they can be used more easily, use full stops consistently. Home learning child- Helen would like to give mum an extra sound each week to run through at home so child will be ready when come back to class (probably January). SDP 2: Behaviour and attitudes	

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There are 23 children in Y1 now. One child is home learning now. A Y3 child has joined the class due to very low ability levels and spaces in class – it was felt that child would get better and more focussed provision working in Y1 within a group whose level of work is already catered for. After half term 1 new child is joining class from Crossgates Primary.

SDP3: Personal development

PP children – 3 pupils - middle to higher ability, 1 - bottom of middle, 1 - lower ability. At the moment half PP children are on track and above. Aim to get child from “bottle of middle” to be on track by end of year = Helen said “tall order but aiming”.

SEN – There are 2 pupils with Autistic Spectrum disorder but both able to read and write, do simple calculations etc. They both have difficulties with expressing themselves, understanding symbolic work, understanding reading but both should pass the phonics test. One of them has poor memory, limited vocabulary, and delayed learning. The other one has got poor memory/recall, but verbal understanding is fine.

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

Helen said Dojo is great and that Y1 teachers have good relationships with most parents. Parents like that they can contact Helen and that she can respond quickly. Helen also mentioned that putting personal things on Dojo helps to engage children in their learning at home. Overall parental engagement is good but Helen still has a few parents who she has not managed to get supporting regularly at home.

I finally managed to log in to Y1 Dojo's. What a lovely comments from parents about teachers engagement! It was great to see that kids are so exciting about going to school in the morning because teachers prepare them some activities outside. Shelters looks great and big smiles on the photos tells how great day it was. It's fabulous that Y1 teachers are still able to give pupils so much fun despite everything going on right now.

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)