

# Visit Report

Name: Terry Eddleston	Date: 18.11.20
Purpose of visit: To meet with Cheryl Potter virtually to discuss the school term to date, needs of pupils and to share the teaching/learning experience since lockdown, to mutually celebrate her, the children's and parent/carers achievements, as well as acknowledging the challenges.	
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: (e.g. What did you see? How long did the visit last? What did you learn? What would you like clarified?) <b>SDP 1: Quality of education</b>  Going well focused reading at the start of the day is helping the class and improve phonics and reading across the year. Having the 3 staff available all morning is boosting the catch up in key areas and the recent year 1 phonic test they all did shows this is working. Some children are having key one to one intervention. Working on the key areas missed at the end of year 1. Using part of the Nesy website to assist with some of the work on catch up in phonics.  Compared to last year all performing as expected. Reading is probably above where it was last year down to the time spent every morning. Using the White Rose recap lessons work well. Sometimes the pace of the lessons need to be managed on White Rose and Cheryl manages this with the class. To assist with the pace of the class Cheryl send out a link via the DoJo the night before some children watch this in advance so can get a understanding of the lesson from the beginning.  <b>SDP 2: Behaviour and attitudes</b> Parents are working well with the DoJo system and have embraced using it for homework and keeping up to date with school. Still have one or two parents who do not use it but working on a strategy to	

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develop their engagement. Mathematics also working well in class and TT Rockstar's for the 10 times table is helping improve the children's understanding and make it fun. Support where needed from Janice and school senior management. Supporting the children that require one to one on an afternoon can be difficult at times due to only having one class room assistant available at those times, but with planning and guidance of resource this is currently working but will require monitoring.

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

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)

System working well some systems introduced like reading on a morning and Dojo could be kept post Covid changes.

Action following governing body meeting:

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

none