

White Laith Governor Visit Report

Name: Sarah Dunwell	Date: 20-10-22
Purpose of visit: I am a new school governor and have been linked with years 3 and 4. This was my first visit, to meet the children and colleagues, before the end of the first half term.	
<p><u>School Development Priorities 2022-23</u></p> <p><u>Quality of Education</u></p> <p>QE 1 Target intervention effectively and consistently (eg class focus, additional intervention, pre-teaching, tuition) to ensure children 'keep up' not 'catch-up'.</p> <p>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</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>QE 6 Improve effectiveness of Individual Provision Maps for SEND pupils.</p> <p>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)</p> <p>QE 8 Explore approaches to Assessment across the curriculum so that assessment of long-term learning is established.</p> <p><u>Behaviour and Attitudes</u></p> <p>BA 1 Pupils attendance is in line with National figures including those who are classified PA – attendance target 96.7% pre-Covid</p> <p>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</p> <p><u>Personal Development</u></p> <p>PD 1 Pupils and staff receive appropriate support for their wellbeing in order to develop resilience and confidence.</p> <p>PD 2 Ensure Pupil Voice is a powerful driver for school improvement.</p> <p>PD 3 Ensure all elements of PSHE and Relationships Curriculum are in place.</p> <p><u>Leadership and Management</u></p> <p>LM 1 Increase engagement with parents so that they are more aware of what their child is learning in school.</p> <p>LM 2 Quality of teaching, assessment and feedback positively impacts on attainment and progress across the whole school.</p> <p>LM 3 Governors are able to provide effective support and challenge.</p> <p>LM 4 Ensure Safeguarding procedures are robust</p> <p><u>Early Years</u></p> <p>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.</p> <p>EY 2 Develop Nursery provision to ensure children are 'Reception -ready' by the end of N2</p> <p>EY 3 Accelerate progress in Writing and Maths (Number and Numerical Patterns) to at least match overall attainment in Reading.</p> <p>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).</p>	

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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?)

During my visit I observed activities corresponding to the following priorities from our School Development Plan:

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

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.***

My visit lasted from 8.45am when the children arrived until around 10.30am and I observed and joined in with a number of different activities:

1. The day started with the register being taken and the children choosing their lunch options. They were each also given the opportunity to share something they were excited about and most selected a hallowe'en activity that they were looking forward to. It was Abbey's birthday and we sang happy birthday to her. A number of children had brought in pictures to show Miss Caulfield and these were all given time and attention. One child with additional needs was gently encouraged to join in and was able to share that he was looking forward to dressing up.
2. **A short period of quiet reading followed, and all 4 children on table one were able to tell me about their book, why they had picked it and a bit about a book they'd already finished and enjoyed. They were enjoying a wide range of books, including fiction, non-fiction and reference books.**
3. After reading, the children put away their books and gathered on the carpet. Miss Caulfield used several different techniques to gain and keep their attention. The children were eager but focused and I observed most of the children's attention on the teacher, even when given the opportunity to discuss the topic with a neighbour. Carpet time was an opportunity to discuss safety at Hallowe'en, which is during the upcoming half term. The children considered how to enjoy the event while still being respectful of their neighbours and local community and I was impressed at their understanding and ability to articulate their representation of the school.
4. **Five minutes of TT Rockstars came next, giving the children the rapid-fire maths challenges that keep their learning fresh. They focused well and worked at pace, completing a page of questions in a short period of time. A small number of children were allocated different maths-based tasks, and Miss Caulfield and they were all clear what was expected of them. There was no confusion between the groups, with everyone focused on their own work.**

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5. **That same group continued to work on their maths interventions while the rest of the class came back to the carpet.** Again, the children were eager but focused and when Miss Caulfield reminded them that they were to have a day working on RE, they were excited and enthusiastic. They were given a clear overview of the day... 'by the end of today, you will be able to...' and then asked to discuss with a partner why learning about religions was important. The session then moved from discussion to feedback, watching a video, rewatching to identify the qualities of the Sikh religion and a group discussion about the characteristics of this and other religions. Miss Caulfield asked lots of questions and drew answers out from those children less inclined to answer. The children were confident to try and answer, even if not entirely sure of the answer and no one's answer was discounted.
6. The children then moved back to their tables and **worked in pairs to create a written mind map** of all the elements that made up the Sikh religion...community, kindness, generosity etc etc. They were confident to sound out and attempt to spell some unusual words. As I moved between the tables, the children were proud of their work and were confident to share with me their thoughts on religion. I was struck by how keen they were to talk to the class visitor and the pride they demonstrated in their work.
7. My time with Year 3 ended with a wet play time and we all enjoyed two exercise videos that got everyone moving and joining in. A big well done to Ruby, who noticed one young man without a partner and invited him to join her and her friend 'so that he didn't miss out on the twirling'.

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)

There were only two adults in the classroom, but one child with additional needs and a small group of children working on different tasks were all engaged and encouraged, along with the main body of the class.