

White Laith Governor Visit Report

Name: Sarah Dunwell	Date: 15-11-22
Purpose of visit: Year 4 visit to Headingly Water Treatment Works	
<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?)

Year Four were accompanied by Miss Caulfield, Miss Lavelle, Miss Clark and myself on a trip to Headingley, to visit Yorkshire Water's Treatment Centre. One of the SEND children did not join us on the trip, having undergone a risk analysis that indicated a higher level of risk than was deemed acceptable. Miss Caulfield had spoken at length to the student involved and both were happy with the decision made.

We arrived by coach at around 9.30am, having enjoyed the coach driver's playlist and some singing together, and were shown to the venue's Education Centre. I have to admit to some trepidation...could a water treatment works be interesting enough to hold the attention of the class for a whole day? But it was a very successful day, starting with a series of interactive discussions, led by Adele and Vicky from Yorkshire Water, with the aid of some wall-sized, light up displays. We learned about the 'baddies' that the treatment centre remove from our water, such as peat, debris, bacteria, protozoa and pesticides and about the water cycle. I was impressed that the class already had enough knowledge of the water cycle to know words like evaporation, condensation and precipitation.

The day went on to include a tour, with the class split into two groups. One group stayed in the Education Centre, playing various games on the 4 PCs, while the other got dressed in a hard hat, high-vis vest, gloves and goggles and were provided with a headset each, connected to the leader's microphone. We saw the different stages of the treatment process and the children were able to connect those to the different baddies being removed at each stage.

After lunch in the canteen, we went back to the Education Centre and split into two groups, to learn about Water Aid and the fight to bring clean water and sanitation to the developing world. Again, this was a very interactive session, with the children role playing the digging of latrines, the carrying of water long distances and using a special gel that lit up under a lamp to demonstrate how hard it can be to wash hands effectively without soap and hot water.

I had a couple of reflections on how the day could have been improved, which I've shared with Miss Caulfield, ready for the arrival of the feedback request form from Yorkshire Water. One was that the day began without an overview, so the children had no idea of what to expect. A quick discussion of why they were there, what they might learn and how they day was going to pan out would have helped the children anticipate and plan.

The second observation was that the two YW colleagues were inclined to pick the quickest hand to go up, leaving little time or attention for those less confident or engaged children. The class had no opportunity to discuss their thoughts or answers together and so only those who were very focused and/or quick got called upon.

One final thought from me is that I was very impressed with the class and their focus and behaviour throughout the day. It was a fun day and one with lots of movement from one activity to another, offering plenty of opportunity to drift in concentration. They didn't take those opportunities and every child there threw themselves into the day and the activities with enthusiasm. I was proud of them – they represented WLPS brilliantly.

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)

None