

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 started with half the class in the ICT suite with Mr Sheerin and 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.

My visit lasted from 10.30am when the children finished morning break, and ended at around noon, as they started their lunch break. I observed and joined in with a number of different activities:

1. The children had just arrived back in the classroom, after having received flu jabs and they were excitable and fidgety as they lined up to walk to the ICT room. They walked calmly and quietly though and by the time they settled down on the carpet, they had focused and were ready to learn. Mr Sheerin gave an overview of the last lesson...do you remember we learned about the wires and computers and how every website had an address'. The children quickly remembered some of the terms they'd learned, like browser, Chrome, Safari, server.
2. **It became clear that some of the children had more experience with IT equipment than others and Mr Sheerin worked hard to make sure that everyone was keeping up and was clear in their understanding of why something wasn't working for them. Prompts around 'have you spelled the address right, is the volume turned up, are the headphones plugged in' allowed the children to correct their own mistakes.**
3. The children moved repeatedly from the carpet to the computers and back again, as the lesson unfolded. **Over the next hour, they opened browsers, typed in web addresses, identified countries on a map, used the search bar and switched from video to web page with each search.** The children had to recognise the terminology, type accurately, manage the hardware (headphones, keyboards etc) and both identify and correct any mistakes they'd made.
4. Much of the lesson was spent reinforcing terms and activities already learned, but that content was built on with the aid of a reference book, as Mr Sheering was able to equate the index of his book with the search bar of a browser. This was new knowledge and the children picked up the concept quickly.
5. I was impressed with how much of the lesson was self-directed. 'Can you use the search bar to find out something WOW about a cuttlefish' gave the children lots of opportunity to use the skills they'd learned. Most of the children used that time well and those that lost focus were soon re-directed by Mr Sheerin, who was able to engage even the children who were struggling to concentrate.

Just before lunch, we walked back to the classroom, where Miss Clarke was working with the remaining half of the class. They were finishing some art work, outlining the paintings they'd done, to emphasise each section of the bird they'd drawn. I visited each table and enjoyed time with each child, as they told me about their picture and how they'd decorated it.

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<p>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)</p> <p>None</p>