

White Laith Governor Visit Report

Peter Whelan Name:	Date: 6/12/22
Purpose of visit: Observe two SATS papers in reasoning,(Mathematics) as practice exams.	
<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 7Finalize 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>	

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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?)

I came to Year 6 on Tuesday, 6/12/22 to observe two SATS papers. These were from 2018. Yr.6 first had a quiet time reading, then did a 'Rockstars maths test, and marked it.

They then did the two papers. Each was for 40 minutes. The class spread out some children requiring a longer time went out with Mrs Kewley, and paper 1 commenced. The children were able to get the questions read to them if they were in difficulties, but all finished the questions in the times allotted. They then went out in the playground for ten minutes or so, and came back and did paper 2, with the same arrangements.

After paper 1 Miss Brown went through one of the questions which covered a topic they had yet to do, and this was repeated after paper 2.

The children appreciated the breaks, a second ten minute outing to the playground followed paper 2, and although both had questions on topics they were yet to cover seemed relaxed about both of them.

Review of both papers is due once they have been marked, but having sat in on several of the 'real' papers, the children coped very well and appeared not to be greatly pressurised, unlike students I have seen waiting to do their finals.

The morning finished with Art, a most relaxing way to destress I thought.

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)

I knew several of the pupils from reading some years ago and all seemed matter of fact about the tests which I hope was being calm rather than compacent about them.