

Visit Report

Name: Jenny Horton	Date: May 10 th 2022
Purpose of visit: To observe the conduct of the Reading SAT test.	
Overall aims for school development plan 2021/2022	
SDP 1: Quality of education	
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 progressive, broad and balanced curriculum	
1.3 Further develop provision for SEND pupils	
1.4 Use Artsmark to support embedding arts within the curriculum	
SDP 2: Behaviour and attitudes	
2.1 Re-establish cooperative learning and engagement strategies	
2.2 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)	
SDP3: Personal development	
3.1 Improve well-being of pupils by developing provision for SEMH	
3.2 Ensure PSHE curriculum meets requirements of revised Relationships curriculum	
SDP4: Leadership and management	
4.1 Development of leadership in EYFS	
4.2 Effective CPD and Induction to maximise impact of staff on pupil progress	
4.3 Consistency of practice and provision across school	
4.4 Governor visits used effectively to support monitoring and evaluation	
4.5 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?) My visit addressed the following aspects of our SDP-	
SDP3: Personal development	
3.1 Improve well-being of pupils by developing provision for SEMH	
SDP4: Leadership and management	
4.3 Consistency of practice and provision across school	
1. I observed that all the requirements for the security and safe keeping of the test papers were carried out meticulously, both in terms of their storage, but also during and after the test with their collection and return to the locked cupboard in a sealed package to await collection.	
2. The children had enjoyed a hearty and nutritious breakfast to set them up comprising cereals, toast and jam, croissants, fruit, and banana smoothie. By popular request chocolate croissants were to be served the following day!	

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3. Extra time Of 12 and a half extra minutes had been requested for three children- (**one child had been thrilled to discover she had this**), and some children were in smaller groupings in different rooms with an adult for a variety of reasons including medical, needing a short break between sections of the paper, SEND, and/or needing a space with few distractions to aid their concentration and motivation.
4. One SEND pupil had been disallowed on the grounds of his needs, but he explained to me that he was a teaching assistant in Year 1 and had been given his own lanyard. **I thought this exemplified the school's thought and care in respecting all pupils and making them feel they were valued.**
5. The children came into the hall in silence and took their seats, those not taking the test in the hall sat at the side. Chocolate biscuits were given out.
6. Helen then led a Top Tips revision session while the rulers were given out. **I thought this was a powerful message to the children about the knowledge and engagement of all senior staff in the support of pupils for the test.** Individual children shared with the whole class strategies that they could use in tackling the paper eg highlighting key words in the text, make sure you read from the very first word as answers can be in the title etc. Staff emphasised the importance of continuous referral back to the text.
7. Ms Adamson then read the instruction page and told the children she would let them know when they had 5 minutes left. A large clockface on the whiteboard was visible to all the children. The test started at 9.30 and lasted for an hour.
8. There were three texts, one about a girls' football team, the second an interview with a Russian circus performer, and the third a story about a girl seeing a ghost in her house in Victorian times. The cover of the booklet was attractive and the children were encourage to look at it and start thinking while all the papers were given out.
9. There were the expected range of questions, factual ones where the information could be retrieved from the text, questions requiring inference- 'How could you tell that V did not trust Yuri to pack her bag'- give two ways, matching characters to the most suitable descriptions. Then questions about the whole text - 'What impressions did you get of P as she describes her experience? Give two impressions with evidence from the text.'
10. Staff were sitting with groups of children on different tables, with Ms Adamson moving around the room. **As in previous years I was impressed by the staff's attitudes- they can do nothing to help the children, but, they supported them by their presence and their unwavering attention.**
11. The 5-minute call was given and the children who had concentrated throughout put down their pencils, and lined up by the door in silence table by table.
12. I caught up with some of them in the dining hall later- several declared the circus interview their favourite text, comments ranged from 'easy' to 'ok' and 'not bad' with one boy saying, 'I've done better than I thought I was going to' and a girl saying, 'It was hard, kind of but, I got through it.' They all appeared calm and positive. **This speaks well of their preparation and involvement and engagement in this.**

Any key issues arising from the governing body:

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(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)

Acknowledging the quality of the teaching/learning through school that has led to the maturity with which the children approached this test, and the work of the school in PHSE and SEMH which has given the children the skills and understanding they need to do their best in test situations without feeling stressed or under pressure.

Action following governing body meeting:

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