

Visit Report

Name: Jenny Horton	Date: 14.6.2022
Purpose of visit: visit to year 6, the class I am linked with this school year.	
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 linked with the following priorities in the SDP-	
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	
SDP 2: Behaviour and attitudes	
2.1 Re-establish cooperative learning and engagement strategies	
1. My visit lasted just over an hour. When I arrived in class Ms Adamson said she was going to take the children out for 15 minutes to give them a break, but, prior to this she displayed on the whiteboard the aspect of PE that the children were working on, and asked 'What changes when we exercise?' The children responded with pulse and breathing rate. Ms Adamson then talked through what they would be doing,	

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weaving in and out of the cones raising the pace- low intensity at the start with a gradual increase. Then, as part of their work on different ways of travelling they would be using large muscle movements.

2. Once in the playground, the children quickly organised themselves into teams and spread their colour cones out across the playground. They then took their pulse before they started and the leader started weaving in and out with the rest of the team following at a two cone space. The speed intensified and at a signal this exercise stopped, and the children took their pulse rate again. 'Why has our breathing rate increased?' 'What do we breathe in?' 'What do we breathe out?'
3. In their teams the children were then given time to discuss how they were going to travel using large muscles in their teams. Before they started Ms Adamson reminded them to keep their heads up while they exercised to ensure they did so safely. The teams set off demonstrating different ways of travelling, including making use of different levels. Pulses were measured again, and before going inside Ms Adamson said that the next day, they would be travelling using smaller movements.

It was salutary, though perhaps not surprising to observe that a 15 min spell in the playground to give the children a break from sitting in their desks took the form of a structured PE lesson rooted in the planned class curriculum.

4. There followed a seamless transition from the playground to the classroom, hands were washed, English books distributed, and the date and Learning Objective written- I can write a short story.

Ms Adamson reminded the children of the film they had watched yesterday- The Lighthouse Keeper and told them that they were going to write the first para of the story using precise vocabulary to describe the scene and create the right atmosphere. Pairs of children shared an iPad which gave them access to a thesaurus.

5. The film was watched again, the story was told visually, no words accompanied the film. The change in atmosphere was noted, happy and cheerful at the beginning then becoming tense.
6. The first para of the story had to describe the setting and the village and introduce the lighthouse keeper. Ms Adamson then shared the first sentence of the para she had written and asked the children if they thought it was ok or if it needed editing to ensure it created the right atmosphere.

'One night when the waves hit wildly against the spiky rocks, a tall, bright lighthouse stood, its lamp beaming brightly over a small village.'

The children were then invited to improve the precision of the language to create the atmosphere needed.

One child thought the word 'tall' could be upgraded and the children looked at possible synonyms and discussed with their partners which might be best, bearing in mind what the light did. 'Altitudinal', 'Elevated' and 'Towering' were all considered. 'Bright' was the next word discussed for improvement followed by 'spiky'. Ms Adamson then suggested that 'stood' could be improved on by saying how it stood.

7. The next part of Ms Adamson's para was then highlighted on the board-

'Laughter and happiness rang out happily throughout the village, people cheered and raised their glasses despite the dismal weather.'

Ms Adamson said she thought she was going to change this because she felt she didn't need the word 'happily'. 'Inside the big lighthouse a man (the lighthouse keeper) heard the festivities. Angrily, he shut the window and continued to work by candlelight.'

Ms Adamson pointed out that this was the first introduction to the lighthouse keeper. 'How would we want to introduce him?' 'His appearance?' 'How is he feeling?' 'Can we think of an abstract noun- a man filled with?' One child offers 'irritation', we know he's irritated because he slams the window.' Why? Because the people are laughing and disturbing his work.

The children then proceeded to write their own first paragraphs, followed by 4 more the next day prior to re-editing their work. 6 children worked in a group supported by Mrs Kewley.

This was a far cry from the days of being presented with a blank piece of paper and told to write a story. At each step of the way, the children were actively engaged and involved with their partners, group teams and the class as a whole, in considering and improving aspects of Ms Adamson's work, rehearsing the questions and honing the skills they would be using when it came to working on their own individual stories. I haven't commented on the learning behaviours demonstrated throughout this lesson because they were of the same high standard as always.

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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)
Action following governing body meeting: (Record any action agreed by the governing body with regard to this visit)