

Visit Report

Name: Jenny Horton	Date: 2.03.2021
Purpose of visit: To meet with Ms Poppy Brown to discuss the progress of Year 6 since our last meeting in December	
Overall aims for school development plan 2020-2021: <i>Embedded throughout is the continued development of KAGAN and metacognitive strategies to develop learning behaviours and promote speaking and listening.</i> 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 broad and balanced curriculum which supports catch-up (including online/remote) 1.3 Use Artsmark to support embedding arts within the curriculum SDP 2: Behaviour and attitudes 2.1 Increase parental engagement in reward system in KS1 and yr3/4 2.2 Re-establish provision for behaviour support for individuals (in light of Covid disruption to learning) 2.3 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 Review deployment of staff to maximise opportunity for in-class intervention and catch-up 4.2 Consistency of practice and provision across school (incl. marking and feedback) 4.3 Governor visits used effectively to support monitoring and evaluation 4.4 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 with Poppy lasted approx. 1 and a half hours. 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 broad and balanced curriculum which supports catch-up (including online/remote) Poppy had received requests from children and parents for SATs papers, and, a full assessment week was conducted as per usual in the last week of last half term. The class had a Google meet every day for four days with the same structure as would have been employed in school eg a Top Tips session prior to the start of the paper to prepare and focus the children's minds. Papers were set for Spelling and Grammar, Arithmetic and Reading- the 2018 SATs papers were used. Poppy then posted the answers and the children/ parents sent in their scores. Poppy felt there might have been some grade inflation in a very few cases, but, overall felt that the scores did match her expectations. Mathematics Nov- 50% of children achieving at age related Target for May 77% Dec- 63% Feb 2021- 3 children did not send in their scores, 74% achieved at age related with 30% at greater depth. 1 child was really close and had made huge progress from last term. Reading	

Visit Report

In November we had 53% of children at age related , and this did not rise in December due to the difficulty of the test used. **Target for May 67%**

Feb 2021- All papers sent back apart from 1. 69% achieved at age related with 30% at greater depth.

Grammar and Spelling

23 scores sent in of which 80% achieved age related, with 24% at greater depth.

Poppy said she felt the result showed that both the grammar plan and the new spelling scheme were working.

She felt that none of the children had slacked off. She'd explained to them that even though they would not be sitting the SATs papers this year, that these were the skills they needed for High School, so the curriculum focus would remain the same.

SDP 1: Quality of education

1.2 Provision of a

balanced curriculum which supports catch-up (including online/remote)

It is evident from my talking with Poppy and tracking the daily timetable posted on Clasdojo that the curriculum offered to the children is a broad and rich one- and that the presentation of teaching/learning tasks is varied and engaging. Activities themselves for the children vary with a balance through each day.

SDP 1 and SDP 2: Behaviour and attitudes

2.1 Increase parental engagement in reward system in KS1 and KS 2 2.2 Re-establish provision for behaviour support for individuals (in light of Covid disruption to learning)

Vulnerable groups/ Individuals

In her remote learning update for Teaching and Learning Feb 2021 Nicola had presented this picture of Year 6 engagement.

wc 11/1	wc 18/1	wc 25/1
96%	88%	85%

- Rise in engagement in all classes with the exception of year 6.
- In yr 6 in wk 1 only 1 child didn't engage – this has risen to 4. Of these 4, 2 have now been invited into school – both PP, to start wk 4.

Poppy was able to give % for the following weeks as

96% 88% 85% 92% 100% 91%

Poppy described the enormous efforts made by Nicola, herself and Melinda in working with both parents and children to promote the engagement of children regularly not sending back work. In addition to the daily timetable and resources posted on Dojo , work packs sent home , the weekly Google meet, and videos. Some children were phoned by Melinda 3 times a week, home visits were made, parents invited in to talk through access to learning via Dojo.

Poppy felt that this work would pay benefits now going forward in terms of the development of those parents' understanding and growth of confidence in supporting

Visit Report

their children. She had asked all parents for feedback on the remote curriculum and had received positive comments-

Parents liked the daily timetable , they had requested more google meets which she had done.

Poppy reported one quite moving encounter where a parent had asked to speak to Melinda, and told her how much she was enjoying Melinda's reading of the Harry Potter story because 'I've always wanted to read Harry Potter and you read it so well'.

Pupils in school

There were 7 of these who followed the same curriculum as the children working at home. 2 girls and 5 boys with varying behaviour and learning challenges. Poppy felt they had had a good deal having more of Melinda and herself, and more individual attention.

SDP3: Personal development

3.1 Improve well-being of pupils by developing provision for SEMH

Poppy felt the children had benefitted from the PHSE and Mindfulness activities and videos posted on Dojo by Ms Adamson and she is planning to use some of the resources from the current Mentally Healthy Schools resource pack next week, which has as its focus the return to school.

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)