

Governor Monitoring Visit Report 1, November 2017

Learning walk – Personal development; learning behaviour and welfare

Name	Governor's Monitoring Visits
Date of Visits	8 th – 16 th November 2017
Focus of Visit	To monitor and evaluate the provision for the pupils' personal development; behaviour and welfare.
Class/classes/activities visited	All classes – morning & afternoon visit; Golden Time; Anti-bullying parents meeting & Anti Bullying Assembly
Summary of activities	Observing part of a 'normal' school day

Lesson observation:

1. PERSONAL DEVELOPMENT/BEHAVIOUR

Do the children appear happy, engaged and purposeful?

Do the children appear to be independent and resilient, taking responsibility for their learning?

Do the children appear to enjoy the lesson and know what they are learning?

- **Ask them to explain what they are doing and why.**
- **Ask them to show you some of their work and see if they can explain the feedback/marking – do they know what they are good at and what they need to get better at?** (targets)

Do the staff have high expectations re behaviour and if there are any low-level disruption or behaviour issues, is this well managed and do the children respond appropriately to it?

- **What happens if children make the wrong choices?**

Are attitudes positive towards peers, staff and visitors? **How well do they respond to your questions – are they respectful?**

Do pupils take pride in their work (presentation/handwriting, state of books), their appearance (uniform) and their school (tidiness/litter)? **How do you see this in action?**

Do the children conduct themselves well around the school and not just in lessons?(eg. corridors; transitions between rooms/lessons)

In all classes visited the children appeared happy, engaged and purposeful. They all appeared to be happy and at the same time they knew if they are not sure of something it is alright to ask the teacher.

Children in each class were asked if I was at St Botolph's school and someone was unkind or not being very nice to me what should I do. All the responses were very positive. They told all Goves (in slightly different ways) - to move away from that person and tell an adult.

Only minor low level noise was witnessed in classes, the teachers asked them to be quiet and respectful, especially if shouting out answers when others have their hands up.

There was an instance of misbehavior and it is appreciated that children sometimes are going to misbehave, it is how the teachers deal with the situation which is important and it was handled effectively.

All children confirmed that they get a chance, then warning and potentially miss golden time or loss of free time.

The pupils are always pleased to see visitors and are polite and respectful. Most want to be asked questions although some may look a little unsure as they are concerned that may give a right or wrong answer.

The presentation of the handwriting in books was impressive, lovely and neat. A pupil said they take pride in their work and want it to look neat. They have to underline the date and learning challenge.

All classes were well controlled and learning independently in groups, tasks were set clearly and when discussed with the children they all understood what was expected of them.

All children were able to demonstrate what they were

doing, how they had set themselves up to complete the tasks.

Staff all had high expectations of behaviour, saw one example of a child being unruly which was quickly dealt with expectations set and returned to learning. In all classes as time passed the classes became louder and this was dealt with differently by different teachers, either re-emphasising expected standards or using a catch phrase that reminded the children what they needed to do.

All pupils well aware of what happens if behavioural standards are not met, warnings, strikes loss of golden time. The children also talked about the pod and the ability to use it if struggling as a preventive measure, one child talked about the issues they had last year and how the pod has really helped and that they were ok this year, positive as discussed in front of class mates without any judgement.

Pupils all seemed keen to produce work to the highest standard even if it wasn't their favourite subject

The main theme at school this week was "Anti Bullying Week" and NR had constructed a PowerPoint presentation for two meetings with Parents and a school assembly.

This presentation was well-constructed, fully informative and thought provoking for both adults and pupils alike.

The whole of Years 1 - 6 entered the main hall in a very orderly manner with any distractions being immediately dealt with.

The presentation concluded with another acronym "STOP" – Start Telling Other People. Refer to a trusted adult and tell them how you feel.

With class and school rules established at the beginning of the September term reflecting both the Christian values and School ethos.

The impression at the conclusion was that many of the pupils have a clear understanding about bullying.

In the Tigers the children were just finishing a session on the floor. The children were asked to sit with their eyes closed and to be quiet – they did this beautifully!

All the children were then called to line up for the assembly. They behaved very well; stopping the array of tasks they were engaged in and lining up with the minimum of fuss.

2. SAFETY:

Do the pupils feel safe in school?

If the children are worried or have a concern, who would they go to and do the adult(s) listen and deal with it?

Examples of things you may wish to discuss/mention:

What if there was bullying in the school?

What if something nasty was said on their mobile phone or online?

Stranger danger?

Road safety?

The pupils did not express any concerns with regards to not feeling or being safe with many confident to express their views and understandings; there were no negative responses.

Many children in the classes all said that they felt very safe in school and that when they have concerns the teachers deal with their issues well to ensure that things are dealt with in a professional way.

They feel safe by the gates surrounding the school and the locks on the doors.

Due to completing internet safety over the past few years it is clear that the children are aware of what to do if unpleasant things happen online or on their mobile phone as they all agreed they would speak to their parents or an adult that they feel comfortable with.

DWi talked to some of the older children about this and those spoken to were fully aware of how to deal with different situations, who they should talk to and what to do if they experience any bullying or nasty behaviour. Although the year 6's spoken with did use social media, none had experienced any issues so far but they did say they would tell someone if something did arise. They were also aware that security and privacy settings are required on accounts.

All pupils asked felt safe in school, they trusted the teachers and were aware that the school was locked and secured during the day which made them feel safe, they also cited an example when a gate was left open and described the actions that they had needed to do together with the teachers to make sure all pupils were still in the school

Overall Comments and Recommendations

It was clear from the visits that the children are settled into their classes, fully engaged in their work and behaving well. They are confident enough to explain what they are doing, their marking system and to ask questions of visitors unprompted.

This was, as always, an enjoyable and rewarding visit.

Behaviour was good in all classes and all the children were on task.

It is clear that independence is being encouraged in the upper key stage but provisions have been put in place for lower attaining children also.

There was a very positive, relaxed and happy atmosphere within classes.

Lessons were well planned in each class.

The teachers knew each child's ability which meant the children worked in their appropriate groups.

Lessons started quickly.

Good communication between teaching staff. Also between teaching staff and pupils.

Support staff knew what children they had to focus on which helped to keep them on task during the lesson.

Children took a pride in their work and their appearance. They were all in school uniform which was clean and tidy.

Overall everyone was impressed by both the teaching staff and the pupils

It was encouraging to see the way they encouraged the children to engage in a way that benefited their learning style i.e. while some made lists others put their thoughts in boxes or bubbles. This addressed concerns for those who have different learning styles or requirements. One pupil, with a form of autism, was using a work book which helped him concentrate and block out the distractions.

The staff interacted well with the pupils and seemed to be able to detect if a pupil needed further assistance or explanation and provided this in a non-judgmental way.

The children were thoroughly enjoying their golden time and all had plenty to show (especially KS1 where they were on the final week of their groups). All the children were proud of the activities or work they had produced during the clubs

It was nice to see some books and I was very impressed with the presentation and tidiness of these. Also, the marking and feedback was good and consistent and that the children need to take responsibility by putting their initials by this.

Very impressed with the openness and communication skills of all of the children and also the various methods that the teachers used to maintain interest, concentration and behavioural standards in the classroom. All were different but effective.

Points requiring further discussion at full governors:

In terms of learning requirements and those with special needs:

- Would changing the background colour of the interactive board (maybe by a light tint) prove a problem for children without dyslexia or learning needs?
- Work books – Are those children with dyslexia or other learning needs given an opportunity to use books that are in colour to write on? i.e. ivory?
- Are teachers aware of children who may flounder with the independent attitude to tasks?
- Are some of the lessons being pitched too high? Is the planning completed together for parallel classes?

In addition:

- A few Y4 children mentioned bullying. Has there been an increase in reported bullying incidents?
- Continuing to inform the older children regarding social media, the issues that this can bring and the NEED for privacy settings on accounts
- Bullying is always going to be a possibility and governors must maintain an ongoing acceptance of their responsibility to ensure maximum support is available to staff. *The PowerPoint presentation has been added to Facebook and the school website and all governors are encouraged to view it.*

Please Note:

The above pages are considered to contain the salient observations from the individual Governor's reports and copies of these individual reports are available in the Governor's folder in the Staff Room.

Signed David H Whittington
(Governor)

Signed _____
(Headteacher)