

Governor Monitoring Visit Report 1, September 2019

Learning walk – Personal development; learning behaviour and welfare

Name	FGB
Date of Visit	9 th – 27 th September 2019
Focus of Visit	To monitor and evaluate the behaviour and attitudes of the children in lessons and around the school.
Class/classes/activities visited	All classes
Summary of activities	Observing part of a 'normal' school day

Things to consider/ask:	
<p>Do the children appear happy, engaged and purposeful?</p>	<p>Yes – in all reports governors commented that all pupils were happy, engaged and ready to learn. There was one comment with it being the first lesson on a Monday there were a few instances where children were not quite ready but 'teachers tackled these with spirit and enthusiasm'</p>
<p>Do the children appear to be independent and resilient, taking responsibility for their learning?</p>	<p>Yes – most children were working on their own although some were working in small groups as per the instructions of the teacher. In two classes observed the independent learning came later on in the lesson and they followed the instructions given by the respective teachers.</p> <p>Teachers knew which children required extra help to focus on the task, this was either offered by the TA or the teacher themselves.</p> <p>Pupils were encouraged to take responsibility in Y5/6 for making sure they wrote the correct homework down.</p> <p>In FS pupils were encouraged to dispose rubbish into the correct bins.</p>
<p>Do the children appear to enjoy the lesson and know what they are learning?</p> <ul style="list-style-type: none"> • Ask them to explain what they are doing and why. • Ask them to show you some of their work and tell you about it 	<p>Yes – it was clear that children knew what was expected from them. When they were spoken to, they could explain what they were doing. In Y2 they could explain what techniques they were using for the 'part, part whole models' In Y1 they knew what techniques to use to help them write the numbers correctly.</p> <p>In Y6 the children were learning about Roman numerals (nice to see both classes doing the same work) a pupil told me they had covered it a few years ago and as SATs were taking place in June this was a refresher. One child explained they had to roll 2 dices to make a</p>

<p>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?</p> <ul style="list-style-type: none"> • What happens if children make the wrong choices? <p>Are attitudes positive towards peers, staff and visitors? How well do they respond to your questions – are they respectful?</p> <p>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?</p> <p>Do the children conduct themselves well around the school and not just in lessons?(eg. corridors; transitions between rooms/lessons)</p>	<p>number and then had to write down the answer as a Roman numeral.</p> <p>Yes – all governors commented that staff have high expectations and any low level disruption was quickly dealt with.</p> <p>Children could explain what would happen if they make the wrong choice. They would get a warning, then a strike and 3 strikes would lead to missing golden time. When asked a small group could tell a governor what the school moto was which was nice to hear.</p> <p>Children were never penalised for getting the wrong answer, merely encouraged to try again. Pupils could also explain the marking scheme (green is correct, orange is wrong and you need to level it up, Pink in English is for a silly mistake Y6)</p> <p>Yes – all children were respectful towards each other, staff and governors. Some governors commented that pupils recognised them which is nice to hear. They enjoyed it when DC joined in with the times table challenge and all wanted to know how he did.</p> <p>Yes – reports mentioned the pride in which pupils took in their books, they also enjoyed showing them off to governors. Children were smartly dressed in school uniform and the school was nice and clean.</p> <p>In GK class she had made the children do their work again as their presentation was not up to scratch which demonstrates how important GK sees the quality of the work and this will have a good effect on the children.</p> <p>Yes - reports specifically mentioned how well children moved between classes and also if going to an assembly they lined up well and moved quietly.</p>
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Overall Comments and Recommendations

A pleasure to read all the reports. It is clear that all pupils have returned/started school well and are enjoying the new academic year and the challenges this brings. Reports could see the cross working between teachers in each year and how well this worked (including when a supply teacher was in for the day) A lot of praise for all teachers.

Pupils knew what was expected of them, and if any incorrect answers given were not punished, merely encouraged to think and try again. Respect was shown to all governors.

Praise was given to the Y1 arrangement and the staff, a 'class' with a lot of children who have learning difficulties but this was extremely well handled and all the children were engaged and motivated.

Use of toilet pass for children to go to the toilet, allowing only a limited number of children to the toilet at the same time.

FS staff were ready for the children starting 'full time' the following week.

Points requiring further discussion at full governors:

- PM – none
- JW - already partly discussed at the data meeting but a possibility of reducing the part time element to FS starts – how will this affect the ability to assess the children's baseline start point effectively
- DC – none
- DWi – none
- TS – none
- DWh - It was clear to me that there must have been considerable time and preparation committed by the Lower Key Stage Two team. Ensuring that the presentations for each class were identical and each of the 4 class groups were provided with identical work sheets to complete numerical values based upon a variety of artistic colours and shapes.

Having resolved the numerical sum values of two or more columns they were then required to identify if one of the sum values was either $>$, $<$, or $=$ the number to the left or right. There is clearly an enthusiasm for the subject and there was no discussion or indication of a shortage of resources from the staff. We should always be mindful that any successful teaching is only achieved by commitment and considerable hard work within a unified team.

- KH - none

Signed Daniel Cook
(Governor)

Signed _____
(Headteacher)