

## Governor Monitoring Visit Report 1, November 2016

### Learning walk – Personal development; behaviour and welfare

<b>Name</b>	DW, JW, DC, PM, TS, EB, LS, JE
<b>Date of Visit</b>	November 2016
<b>Focus of Visit</b>	To monitor and evaluate the provision for the pupils' personal development; behaviour and welfare.
<b>Class/classes/activities visited</b>	Whole School
<b>Summary of activities</b>	Observing above class/activity, talking to pupils, hearing a child read.

#### 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 visits the children were happy and engaged in the work they were completing. Even when children were clearly not “keen” on the subject matter, they got stuck into their work (SB pointed out “you don’t need to be a good artist to enjoy it – look at my drawings” when one child decided he didn’t like art because he couldn’t draw well!)In most cases of disruption, this was dealt with quickly and effectively by either the class teacher directly or the support staff in the classroom. However, on one occasion observed in the KS1 AOW the staff member taking the assembly was the only adult present and some disruptive behaviour did go unnoticed until a second member of staff passed through the hall. The child was removed from the hall and then no other disruption was witnessed during the assembly.

The children were all respectful of each other when listening to others read aloud or express opinions. This was observed in number of classes and in a number of situations. Children were asked about the etiquette of answering questions in class and were clear that you should put up your hand and not shout out.

The children are aware of how to deal with feedback given and how to know if they are progressing well. The expectations of the children are set high and all children seem to enjoy rising to meet this challenge. Some of the children observed in KS2 were moving on to develop their understanding of division from a previous class and whilst most were happy and confident in moving forward there were a couple that were spoken to that were unsure of the basics.

The children asked were all aware of the consequences of making the wrong choices in school. They could tell the governors clearly how bad behaviour is dealt with and all agreed that missing golden time is a bad thing! The children spoken to were all in agreement that they thought the process worked and in most cases a sad face or a strike would encourage people to behave better.

## 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?*

Children all responded well regarding safety and there is a high number that understand how to deal with "something wrong" on the internet or on phones. This is increasingly important in KS2 as technology usage increases outside school.

There were some children who seemed unsure on "stranger danger" but others sitting close by were clear what this was and quickly helped to fill in!

## Listen to a child read (ideally one of the weakest readers in the class observed):

Is the child happy to read to you?

Is the child using strategies to help him/herself – are they appropriate?

Does the child enjoy reading?

Can the child talk about how school and home helps them to get better at reading?

A number of governors listened to the children read and in all cases this was successful. A range of abilities were listened to and regardless of the reading ability all children were confident in reading to a "stranger" and all were enthusiastic about reading.

A number of the children had been given the opportunity to choose their own books out of the library within their relevant reading stage. Those that had been allocated a reading book were aware as to why (usually this is to do with being new to the reading level). The children in all year groups were confident in "having a go" when getting stuck on words and decoding these well, even if the right word was not always the result! The comprehension of what the books relate to was good and the children were able to relate well to the characters in the book.

The children seem to understand the importance that reading has and there is a high number of children that read a lot at home. All classes have their own incentive schemes for reading at home, from ladders to House points.

## Overall Comments and Recommendations

The children were all well behaved during the times of the visit and this included all times of the school day. Visits made at "different" times such as play time, golden time and Children in Need day showed that even when things are not formal the children still respect the school ethos and behaviour code.

Children clearly take a pride in their work and lessons observed show how determined some of the children were to progress and step up to the challenge even when not "keen" on the subject being taught.

## Points requiring further discussion at full governors:

*At the FGB on 30.1.17, all points raised were discussed and actioned*

Signed \_\_\_\_\_  
(Governor)

Signed \_\_\_\_\_  
(Headteacher)