

Governor Monitoring Visit Report 1, November 2015

Learning walk – Personal development; behaviour and welfare

Name	PM/JW/DW/SH/LS/JE/JR/EB
Date of Visit	03/11/15 – 13/11/15
Focus of Visit	To monitor and evaluate the provision for the pupils' personal development; behaviour and welfare.
Class/classes/activities visited	Whole School
Summary of activities	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?

- **Can the children explain the ABC code of conduct and 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?**

Various activities and times of the school day have been observed from formal lessons to golden time and the awards assembly and even school trips. Throughout the observations it has been noted that pupils behave well and clearly understand the expectations of them and any low-level disruption is quickly and effectively responded to.

Whilst out on trips the pupils are reminded of the expectations of the school whilst out of school and how it is appropriate to behave, both while travelling and whilst at the facility. Year 5 and the school council were given the opportunity to visit the Mayors office and the children were very attentive to the presentation prepared by the Mayor. The levels of questions asked were very intelligent and it was clear that they had been paying full attention, both by listening and observing. Even to the point that they were praised for asking more intelligent questions than had been asked by previous visiting groups. Towards the end there was even time for a period of "Role Play" which involved several of the children dressing in replica clothing which caused much amusement. Due to being in less familiar environment the children behaved perfectly and were treated to a cold drink and biscuits before returning to school. (DW)

A trip to **Bosworth Battlefield** was also observed. This was a trip taken by the KS1 pupils. Again the pupils showed excellent behaviour whilst out of school and it was clear that the pupils had done lots of work regarding Richard III leading up to the trip and were knowledgeable about the topic. (DW)

Visits also took place during "special" events at the school. One visit coincided with Golden Time and the use of the school for a BeSkild Trust Music Workshop.

Pupils were very excited to be taking part in golden time but were very respectful of the workshop going on in the school hall, with all pupils avoiding using the hall wherever possible. When JW arrived the children were just settling down to be moved to the relevant clubs for the house group they were in. All children knew where they needed to go and the movement was carried out very quickly whilst respecting the workshop taking place. Once settled into the clubs the pupils soon got to work on the tasks involved and many pupils were excited to show me what they had been working on. All the children asked knew how important good behaviour was to being able to enjoy golden time explaining that if you received 3 strikes in the week for poor behaviour then you were not able to take part – worse still, one pupil told me how you “had to sit in your group and watch everyone else!”

It was very nice to see all the children so actively involved and keen to help people from other year groups when needed. One pupil was even asked to help a member of staff with the Chromebooks when the teacher was unsure of if something was possible!

After golden time the children were asked to make their way into the school hall to watch a performance of the trust Music workshop and the pupils were praised by EP for their good behaviour in the assembly and the pupils taking part in the workshop were praised by all staff involved for their hard work and commitment in learning the new skills during the day.

(PM) The second “special” day that was observed was the Children In Need “Be a Hero” day. Despite all pupils being dressed up and excited for the day, the children quickly settled into their classes to begin work after the morning break. All children had clearly taken part in the dressing up with some excellent costumes on display

One pupil was asked to show her previous work. She gave a very clear explanation of the colour-coded marking. Red circles highlighted punctuation issues; underlining indicated spelling mistakes and green ticks acknowledged correct answers. Where there was red she had corrected the mistakes when she had levelling up time. There was clear praise where it was deserved and the child was keen to show PM how she had attended to the corrections required.

The year 4/5 class observed was a bigger class than usual, the Panthers having been joined by the Cheetahs due to staff absence. Accordingly, it was lively but the

volume was associated with general interest in the tasks and the enjoyment of the pupils in mixing together. There was no evidence of unruly behaviour. PM only noticed the teacher having to ask for quiet at one point during the lesson.

Within this class the movement between tasks was carried out with the minimum of fuss, despite the class size, and with the help of some designated helpers!

The children clearly take pride in their work and it was observed that work was set out very neatly; using a ruler to draw the straight line of the bus stop and ensuring each digit occupied just one square on the paper in the maths challenge. One child was marking off each division task on the worksheet as he completed it. The challenge presented him with some difficulties, particularly in relation to carrying over remainders. The child and Governor discussed these together and PM was able to point to the multiplication square on the wall so that he could check any of the times tables he was struggling with. He made good progress on the worksheet and seemed to be very engaged.

There was certainly a “buzz” in the classroom with pupils comparing notes on how they were progressing; helping each other and not afraid to ask for assistance where it was needed.

Every child was responsible for their own learning and were asked to decide at which level they wished to start on, eg – ‘a’ was the simplest, ‘b’ being more difficult and ‘c’ the most challenging.

Whilst observing the awards assembly JR noted that the children were very supportive and respectful of their peers achievements and all applauded and congratulated the children nominated for the awards. Reasons for the awards are always given and these are focussed around the schools values and ethos, and children are also rewarded for excellent behaviour and being a good “role model” to their peers.

Other, more formal class observations have all highlighted that staff have high expectations on behaviour.

Whilst on the carpet one pupil wasn't sitting smartly and was reminded to do so, he was then warned with getting a warning. The TA then asked the pupil to move and to go and sit next to her as to not disrupt the learning. This low level distraction was dealt with immediately. The child responded straight away and SH felt it was well

managed.

The school ABC charter is a clear indication to the children as to the expected behaviour and conduct within the school. Two boys were asked to explain the ABC code of conduct, to which they both did it with such confidence as if they had been practicing saying it! They also explained clearly what happens if there are any children who make the wrong choice. The boys spoke very positively about it. Children are aware that if they forgot anything that it was up on the wall and in their diary, which one went to get to make sure they had it right! They knew the sequence of events for bad behaviour, with a warning, then a strike, then being sent out of the room, then sent upstairs to sit outside the Head's office and if they had 3 strikes, they lost their Golden Time. Teachers would move pupils who were disrupting others.

Pupils have lovely attitudes towards each other and help each other with their work. They treat each other and staff with respect. The children were very chatty and eager to want to answer SH's questions. However, one did say, "is that it now as I want to get on with my maths."

The children are expected to leave the room in a tidy condition after use.

Some children were doing an art competition and could tell JE about the materials they were using. They were all trying really hard, even the children who said they were not good at art.

JE asked the children about their work but didn't look at their books with them. They were able to talk about how they improve their work with polishing pens and how the teacher will always be kind when they mark but have an idea for them to improve their work. ie; great work but.....Children talked about targets in their books that they needed to work on. JE looked at some books at random after talking to the children and found evidence of this.

Foundation Stage was also observed to see how well the younger children have settled into school and how well they have responded to the behaviour expectations that are placed on them as part of the school. The children were engaged looking at books either individually or in a group. They were talking about what they could see in the pictures and some were pretending to read it to the

others in their group. (LS)

After reading they took part in what's called 'Flippy Flappers'. LS asked a pupil to explain what it was and they told her that they get two pieces of material and whilst listening to music they wave their arms up and down and side to side to wake themselves up. It also helps with number formation. All pupils were engaged and looked like they were having lots of fun.

EB noted that the children in FS were clearly happy and very confident, several coming up to ask him who he was and what he was doing, but done with genuine inquisitiveness and politely.

In FS, EB's presence inevitably caused some low level disruption in regard of tidy up time, but this was quickly addressed by the staff. The use of the bell was very effective, all children immediately stopping what they were doing and putting their hands in the air.

Overall:

Behaviour was good in all the classes visited. Low level disruption was rapidly dealt with and high levels of behaviour were clearly expected.

All pupils are aware of what happens if they made wrong choices.

All pupils spoke to were very polite and respectful. They were more than happy to talk and answer questions. They appeared very confident and willing to discuss what it was they were doing. All children were respectful throughout the conversations.

In all classes the children stated they liked their teachers.

All children respected the school uniform.

2. SAFETY:

Do the pupils feel safe in school?

Do the pupils know how to keep themselves safe? 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 school ensure the safety of pupils and there are a number of displays and initiatives in the school promoting safety awareness and all children have received an internet safety "briefing" already this term with displays showing what is important when using technology and internet access.

The children could tell JE about internet safety and had obviously remembered information given to them during our internet safety week at the beginning of the year.

Children were able to tell Governors that they felt very safe and that if anything happens they are talked to about what to do if they feel scared.

The children know that they can talk to any grown up with concerns and issues that they may be experiencing.

Children spoken to all said they felt safe in school as their friends and teachers looked after them.

The children said they would try and sort it themselves first and then tell a teacher. They said things are always sorted.

They told Governors what to do if a stranger tried to talk to them.

Overall:

They were very confident in this area.

Not all children spoken to have witnessed any bullying but they knew they would speak to an adult if needed.

It is clear that pupils know the importance of internet safety and although not many have experienced "cyber bullying" they were clearly aware of what to do if it does happen.

The children knew about the awareness of stranger danger and said that school had spoken to all the children about this subject in assemblies.

LS was told by pupils that teachers respond well to any bullying and they have a system called 'Phone a friend' if they unable to name who the person is

	<p>All children EB asked, from FS and KS2, stated they felt very safe in school. In KS2 they knew that gates were closed and doors bolted, creating a sense of security. They knew that if they were worried about anything, they would speak to the nearest teacher or the Headteacher if there was high level of concern.</p> <p>Whilst out on the trips DW noted how Risk assessments were provided for the coaches and another by Bosworth Battlefield for School visits.</p> <p>At both locations the children formed pairs and an orderly fashion to allow regular head counts, clearly understanding the need for this.</p> <p>Once on site at Bosworth the children were allocated to an adult in groups of 7 or less and were required to keep in these groups when moving from one location to another.</p> <p>Being in a less familiar environment, all of the children were very well behaved and shared with each other the whole experience.</p>
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Listen to a child read (ideally one of the weakest readers in the class observed):

<p>Is the child happy to read to you?</p> <p>Is the child using strategies to help him/herself – are they appropriate?</p> <p>Does the child enjoy reading?</p> <p>Can the child talk about how school and home helps them to get better at reading?</p>	<p>All children that read during the school visits were very confident in reading to the visitor (even though they are classed as being the weaker readers in the class)</p> <p>The children are clear as to what strategies can help them with their reading and all were breaking the word down to help work it out and children explained they are told to ask an adult if they don't understand the meaning of the word.</p> <p>At the Battlefield Exhibition Centre the children were very enthusiastic to find out as much information as they could.</p> <p>They were ready to tackle words that were either unknown or less familiar to them.</p> <p>Children were also observed reading in a group by JR and the children read very fluently and some had even memorised the poem and could recite it fluently from memory. They were clearly enjoying the reading and were pleased to have an audience.</p> <p>Children understand the importance of reading and how reading at home is as important as reading in school. Reading diaries are used to show reading at home and those reviewed showed good levels of this.</p>
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Overall Comments and Recommendations

This was a very enjoyable observation with the pupils engaged, excited and focussed on the learning challenges. The larger than average size of the group (due to two classes being combined) did not seem to present any problem to the teachers or to the pupils in maintaining their concentration. The fancy dress display for Children in Need was a delight to see as was the children's clear enjoyment of golden time and the respect they showed for the Music Workshop.

- Class teachers to revise the ABC code of conduct.
- Ensure consistency of presentation in books.

Points requiring further discussion at full governors:

Ask what staff have done to revise the ABC code of conduct

English Governor (PM) to follow-up on consistency of presentation expectations in books.

Signed _____
(Governor)

Signed _____
(Headteacher)