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**GOVERNOR’S VISITS**

**29 September 2017**

Governors were invited to visit Foundation area to observe the free flow strategies in place. Unfortunately only three governors were able to attend (F Court, C Adams and V Gregory) but J Dobson observed the learning at a later date.

The aim was to understand this particular way of learning, and how it can benefit the less confident children.

There were several areas set up for the children to use, and although on first observation it appears like a ‘play area’ it soon became evident that each area had a specific learning intention. The children were enjoying the activities and learning at the same time without the pressures for formal teaching. The children were confident and also eager to share their experiences with us, and it was evident they were all proud of their achievements.

Overall they were a well behaved group of children, happy and confident in their surroundings.

**19 May 2017**

**Caroline Adams**

Visited Yr 5.  Class topic: Resistance and forces. Class experiment and report writing.

My main focus: Are less able and disadvantaged children as engaged as other children?

Three children had one-to-one support for this activity, one of these having severe learning difficulties and needing full support.  Discussed with teacher about the balance between necessary support and encouraging independent learning. Teacher uses judgement based on knowledge of the child and class activity/focus.

One disadvantaged child (no class support on this occasion) who can be hard to engage was engaged, sharing discussions with working partners, albeit less vocal than most other children

Overall: From my point of view, this was an exciting lesson, with a clear focus and delivered with enthusiasm.  All children focused on the task and seemed to be enjoying the lesson.  An interesting observation is that the content of their written report on the experiment did not reflect their level of conceptual understanding. When questioned the children were happy to discuss how they would improve the experiment if repeated, coming up with sound ideas not present in their written work.

In this lesson, the less able appeared engaged with the task and learning.

**19 May 2017**

**John Dobson**

I attended the school to conduct a lesson observation. I visited class 3SG and my initial focus was to observe class behaviour.

The children had just finished their class assembly and I assumed they would be overly excited, however, although the children were busy, they were still attentive, focused and calm.

The class was appealing with interesting and colourful displays. The children were completing a history lesson and composing a wartime meal for everyday of the week. They then had to write an explanation about their meal, which the children all seemed to enjoy.

As their history books were out, I decided to peruse a few. I noticed the teacher had been very encouraging with the marking and had provided the children with deeper thinking questions. However, I noticed that very few children had responded to the teacher’s questions.

Following the lesson observation, I talked with the deputy head about the deeper thinking questions. It was explained that the pupils have a very busy and full curriculum and sometimes lack the time to respond immediately, but they revisit old work should time permit. I was assured the English/literacy and Maths deeper thinking questions were always responded to.

Overall, it was a very rewarding and beneficial visit and wonderful to see happy children enjoying their studies in a safe and secure environment.

**19 May 2017**

**Frieda Court**

I decided to focus my attention with Yr 1 and their whole year PE session, which concentrated on multi-skills. It was noticed that not all the children had school PE gear.

Both classes were very well behaved although one class was slightly more boisterous. The session started with a warm up period doing differing movements/direction and then moved on to a session of multi skills.

The children listened well to the teachers, were well behaved and appeared to enjoy the PE session. However, looking around the playground area I did feel as though this was looking rather tired and in need of some serious upgrading.

Overall the PE session achieved its intention.

**03 November 2016**

**Val Gregory**

Visited Foundation

I received a very warm welcome from the staff and children and was given a very comfortable chair to sit on.

The first lesson was phonics and all the children joined in with enthusiasm and were very keen to take part**.** Then they did some exercises with ribbons to help strengthen their arms. Next they all took part in various activities and play with the other classes.

They then moved on to number work using the white board and games, they even hammered pegs into pumpkins to help count. The games were very good, teaching counting, number patterns and strings.

Parents could be kept informed of the progress of their child with pictures sent with a tablet.

The visit ended with the children signing with gusto one of the songs they were learning for their Christmas concert for parents. I cannot wait to see the whole performance.

It was a very pleasant and informative visit which I hope to repeat before long.

**19 October 2016**

**Frieda Court**

Visited Yr 4 (Emma Marriott )

Observed literacy lesson. The aim was to write a descriptive historical story.

The lesson covered effective writing and thinking about the differences between two paragraphs of a story. Both paragraphs were about the same story but written in a different styles. The lesson was interesting and well paced and EM’s enthusiasm for literacy was very evident. All pupils were attentive and eager to participate.

When the children returned to their tables they were eager to write their own version of the story.

I also had the opportunity to observe some marking in the children’s books, and was impressed at the depth of marking and observing how the comments were encouraging rather than critical, and how it would encourage deeper thinking about their work.

Visited Yr 5 (Sarah Bates)

Aim was to observe teaching of science. The lesson was about ‘different methods of separating – rice and flour; paper clips and aluminium foil; sugar and water; oil and water; sand and water.

Unfortunately I missed the introduction to the lesson but observed the practical section. The pupils had a good level of understanding about the different particles and were very enthusiastic carrying out the practical experiments.

Finally I spent the last ten minutes of the morning observing Yr 5 (Peter Agnew) doing PE in the main hall. They were using various pieces of equipment and were asked to complete certain tasks on each piece of equipment.

**19 October 2016**

**Caroline Adams**

Visit 1 - Mrs Churchill's class with a supply teacher (phonics, letter 'd').

Noted frequent toilet breaks resulting in children being distracted.

Mrs Barrett (supply teacher) used a variety of teaching styles...visual/auditory and kinesthetic.

TA took small group (lower ability). Got attention of children by using their name and engaging them individually.

Discussion with governors and SLT about toilet breaks.  KS said this would be due to supply teacher effect....children know not to go to the toilet during this initial 'all class' teaching time when he and Mrs Churchill are teaching.

Visit 2 – observed Mrs Baldwin taking a small group (Yr 2, lower ability) who were introduced to 'verbs'.  Children engaged and all bar 1 child, after a short space of time, seemed to understand the concept and be able to write a sentence with a verb and underline it.  Saw example of writing where word spacing had been an issue and a resource was introduced (small cut out astronaut) and the positive effect it had on legibility.

Visit 3 - observed Miss Greatrix's class who were learning 'shapes'.  Children in small groups, all groups looked engaged and focused on the task.  On one occasion a child became disruptive/calling out (child has close contact with TA).  The TA dealt with the issue and the children completely ignored the calling out. Bearing in mind the Foundation children (visited earlier) had become distracted simply by classmates excusing themselves for the toilet, this suggests that they have been guided throughout Foundation and early Yr1 to ignore potential distractions. Having mentioned this to a teacher a discussion followed about the challenges to teachers having disruptive children and the possible impact this may have on the other children.

Discussion with governors and SLT about the presence of disruptive children.  It is recognized by the SLT that it is a challenge for teachers and it often requires a great deal of effort to teach and manage disruptive children whilst minimizing the impact of the other children.  The SLT emphasize the importance of seeing the bigger picture, that of developing the whole child.

**19 October 2016**

**Darren Green**

I looked at 3 aspects of school: firstly I checked the safeguarding DBS forms and spoke with Jo regarding some of the outstanding updates and getting the balance between chasing staff for forms knowing the demands on staff correct.

I then visited a class of year 2 children and infant playtime with the 3 aims of safeguarding, inclusivity and behaviour.

During the lesson I was very impressed with Mrs Jenkins and the way she led the class. It was also interesting for her to see the difference since she taught them in year 1. What was noticeable was the positive way the 'command table' worked, only giving the extra help to those on the table, but also how she was able to take an overview of he rest of the class.

During the infant playtime I spoke with Mrs Hatch. She had a good manner in dealing with minor conflict and also gave ownership to the children when dealing with minor injuries. We discussed how the time pressures in lesson time meant it was difficult on occasion to unravel playtime problems when they settle back into work.

In summary it seems the government austerity mixed with managerialism (central control of performance, yet local responsibility for that performance) has had its effect across much of the public sector.

**19 October 2016**

**John Dobson**

**1EG**

* The classroom environment was a place I liked being in.
* I saw how the pupils are learning through different techniques.
* I was impressed how pupil A… is managed so his behaviour didn’t disrupt other
* The interactive white board made it easy to integrate information.
* I witnessed techniques to reinforce understanding through association.

**3AC**

* The classroom environment was inviting and colourful with lots of displays.
* There was the use of mental imagery to facilitate understanding.
* The learn pads helped to engage the children in the literacy task given to them.
* The use of a gold challenge inspired pupils to attempt a more difficult task.
* I looked through pupils work and was impressed how in only four weeks the standard of

work had improved.

**Intervention AB**

* The KS1 intervention room has just been constructed.
* I witnessed how deeper thinking is improving, exciting and stimulating the pupils.

**2EH**

* I observed the teacher assessing pupils reading; this was done in the corridor.
* The teaching environment is not ideal.
* How can this reading intervention environment be improved.