

GREAT BARFORD LOWER SCHOOL

Governor School Visit Record

Name: Stuart Andrews

Date: 4th February 2015

Focus of Visit

- To review behaviour and behaviour management within classes, during break times and in whole school activities such as assembly and lunchtime.
- To look at how behaviour can impact on learning.
- To review how school values are being taught and used within class and the playground
- To review the impact of changes to school break and lunchtimes.

Relevant Documentation

- School Development Plan
- Behaviour Management Policy
- Output from Borough visits by Educational Advisor
- Documentation from in school project being run on behaviour by Sarah Morton

Timetable

- In preparation for the visit, I met with Sarah Evans and Sarah Morton and we planned a timetable for the day. This ensured that I was able to spend time in all classrooms including the nursery, to view both breaks during the morning, to view lunchtime both in the lunch hall and playground and to sit in on the hymn assembly.

Key Personnel

- Head teacher
- Senior Leadership Team
- All teaching staff
- All classroom assistants
- Midday Supervisors
- Catering staff
- Office Staff

Key Questions/Issues to Explore

- What is behaviour like across the school?
- How is good behaviour rewarded? How is poor behaviour handled?
- Do children recognise how good behaviour enables their learning?
- Do children recognise the importance of the school values?
- The impacts of changes to the school day to both children and staff.

Observations and Evaluation

- I was made to feel very welcome by all staff and children who made the day very enjoyable and allowed me the time and access to complete a comprehensive visit to the school.
- In all classes the school values are visible and reference is made to them.
- In classes charts were being used with a 'RAG' system and pleasingly most children were green at the time of my visit.
- Lessons and activities were well structured and I witnessed a selection of carpet learning, working in small groups and wider class activities involving larger groups of children both inside and outside the classroom.
- The levels of behaviour in the classroom were generally very good.
- All children wanted to learn. Where children find it more challenging they still wanted to take part and learn.
- Where individual children were not behaving as expected the teaching staff and classrooms assistants knew the correct approach for each child. Every teacher had their own 'mechanisms' to manage behaviour. Situations were handled 'positively'. Children were asked if they understood why their actions were not acceptable. In each case the children could see why they should act differently.
- Where children are working well or going above and beyond what is expected of them they are recognised and encouraged by the teaching staff. Children could put points in their team jar or could add a mark to their score – all very positive. Very positive language used to recognise those children
- There were different reward schemes across classes which obviously worked for those classes.
- In a couple of classes I had the opportunity to speak with some children. We had discussions about how they and the class should behave to be able to learn. We had a long discussion about whether learning on the carpet or together as a pair was best and eventually agreed that there are times when both are best for learning.
- Children knew that if they were not quiet and listening when staff are speaking that they will not learn or know what they have to do next.
- We spoke about the values and which ones they had learnt about and what they meant.
- They knew that through the values champions that they and their class mates would be recognised for showing how they understood the values – and of course they get to cook with Ardene!
- Children understood the consequences of moving from the 'green' on the chart – loss of golden time, time out.
- I would like to mention the Nursery and how well structured the session was. The difference now is amazing. The ethos and values of the school are being taught to the children that much earlier and this can only have a positive impact for the whole school and for the childrens progress in years to come. All staff that helped with the transition and who are working in the setting should be very pleased with their achievements.
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- The changes to break times have had a very positive impact. Staff whether that be teaching or MDSA's are able to spend more time with all children and not have to be focussed the whole time on the few.
- It is more enjoyable time for all both children and staff.
- Younger children are able to take part in activities that may have been just used by older children previously.
- There is more space for children.

- The restriction in the number of balls makes the playground safer.
- Staff can spot any likely issues earlier as they can focus better on the bigger picture.
- There are fewer accidents as there are less children running around.
- The 'reflection' room is calm and meets the needs of children who may struggle in the wider playground environment. It is a place where staff can send a child who they recognise as maybe needing some quiet time and also allows children to self refer.
- The lunch hall is less busy and noisy. A much nicer environment for all.
- The children came in at their agreed times. They queued nicely. I had many offers to sit with children to have my lunch which was very much appreciated. During the whole lunch period the children were a joy, very polite, helpful and respectful.
- Staff sat with groups of children which helped with keeping everything calm.
- I spoke with a lot of staff members about the changes to the structure of the day and everyone only had positive comments to make.

Thank you to all staff and children for a very rewarding day.

Any Key Issues Arising for the Governing Body

- As a governing body we should continue to support the SLT and staff with their work to improve and maintain high levels of good behaviour.
- We should each year have a visit focussed on behaviour because as a team, that being both staff and governors, we know that when behaviour is good that is when children are most receptive to learning.
- On a personal level I spend a lot of time in meetings in respect to my role as governor but it is through these visits that I learn the most about the school. I can see the output of decisions we make as governing body. I can see where it is that we can provide support to the SLT and the school as a whole. It gives me the opportunity to talk to staff and give them an opportunity to speak to to me. Most importantly though it gives me the chance to interact with the children and to listen to them.
- I would like us all to set ourselves a challenge to make at least one visit per year. It needn't be a full day but will help put everything into context.
- A brief summary of my visit will be included in the newsletter which goes out before half term for all parents to read.
- I see no reason why the full report should not be included on the school website in the governor section. This will give parents the opportunity to understand more of the detail of the visit plus also demonstrate the work that the GB does.