

Record of a governor's visit to the school - Formal

NAME: Anna Munday, Kevin Golding-Williams; Catherine Atkins DATE: 10/10/16

Purpose of visit including departments or areas of school visited and staff that the governor met during the visit:

- Following the four monitoring visits (on Raise Online; data; Maths and Read Write Inc and behaviour) undertaken by the Curriculum and Standards Committee during the 2015/16 school year it was agreed at the June meeting of the Committee that the first monitoring visit of the 2016/17 school year would focus on RWI and behaviour once again in line with the key areas of the then draft School Improvement Plan.
- The focus of the visit was to observe Read, Write Inc and behaviour policy in practice
- Speak with pupils to hear the pupil voice

Links with the School Improvement Plan

RWI is an action area within the Writing section of the School Improvement Plan which includes a range of objectives including:

- To ensure RWI is being adopted by and built on by all teachers / TAs across the school.

Behaviour Management is its own subject area – to improve the behaviour and attitudes of pupils at Bean Primary School.

Key questions you are investigating- send the questions to the school before the meeting if possible.

- Is RWI being taught consistently across KS1? Classroom observations will focus on children's learning and engagement.
- How is the school's behaviour policy applied across the school, how effective is it in helping to improve behaviour, is it applied consistently across the school? Classroom drop ins and observing break and lunch time to focus on the behaviour of the children and observed attitudes to learning.

Observations and comments by the governor- consider the hard data you may need to gather.

RWI – observations

Year 1

- Teaching Assistant (being observed by class teacher) led the RWI session through a whole class plenary where children practised a range of sounds. This was followed by work in pairs to develop the sounds they had learnt through joint reading on workbooks. Behaviour was very good.
- Group in the hall – 9 children. Children practised sound 'r', writing in the air, on their knee, on someone else's back. Then suggest words beginning with 'r' – one child said 'wreck' so the teacher wrote it on the board and explained that it starts with 'w'. They then practised all sounds and did some work in their books using 'Fred Fingers' – counting syllables. Teacher ensured all children had a chance to answer questions and went around during individual work time to help those struggling or needing guidance.

Year 2

- Non-fiction reading in pairs. The children shared well, they all wanted to read to me. The teacher talked about the difference between fiction and non-fiction and the children seemed to understand the difference and spoke about the facts they had found in their

books.

Year 3

- Children were observed working in pairs as part of a non-fiction comprehension exercise using laptops to access a website which contained facts about the Romans. Pupils were asked to discover and write down key facts on their text books. Children indicated their understanding of the task using a coloured dot on the relevant page. Behaviour was very good.

Behaviour

- Two governors observed the pre-school routine in the playground. The children were welcomed at the main gate by the School Welfare officer and walked around to the playground overseen by a TA where the new sports pitch is being constructed. The children were well behaved in the playground and interacted with the daily question which asked how the word “Halloween” was spelt. When the whistle was blown the children lined up quickly and quietly before answering the question of the day when asked by the Head teacher. The children then walked quietly to their classes. The two governors then observed the routine for locking the gates in the lower playground by the caretaker at 8.50.
- All three governors observed a whole school assembly and the children were well behaved. One governor noticed a group of children in Year three who remained in the class during assembly to undertake a colouring activity. The Head teacher later clarified the children remained in class at the request of their parents in line with the school's collective worship policy.
- Excellent behaviour was observed in years six, five, four and three with children engaged and on task.
- The governors joined the KS2 children for lunch and lunchtime break. The children were relaxed and clearly demonstrated emerging social skills through conversations with their peers and excellent behaviour. When questioned the pupils understood the lunchtime traffic light system to manage behaviour. During lunch no children were placed on the traffic light document projected onto the hall wall. When children finished eating they put their hand up to leave and were dismissed by the Midday Supervisor whereby they took their trays to the table and went outside to play.
- The governors joined the KS1 children for lunch and break time. The behaviour in the lunch hall was very good and the children were eager to help clear the plates and take the trays from their peers. Children were very well behaved as they waited in silence to leave the hall and walk to the playground.
- The school's traffic light behaviour system signs were clearly on view in all classrooms visited. All children were on the green section of the chart in Years 6,5 and 3 – this reflected the excellent behaviour observed in those classes.
- Where a child in year 1 and a child in year 5 were observed being upset the teaching assistants quickly engaged them and worked with them to engage them in the tasks being undertaken.
- In all classes the children worked individually or in groups and there was a level of noise, which the teachers brought under control by clapping, counting or raising their hand. The children understood and responded quickly to these actions.

Pupil voice

- Pupils clearly understand the traffic light system to manage behaviour and the school's behaviour policy. Excellent behaviour was observed across the school during the monitoring visit in classrooms, assembly lunchtime and during break times.

Any key issues arising for the governing body

- To note the excellent behaviour observed during the monitoring visit and the consistent application of the behaviour across the school which is understood by pupils
- To note the standardised approach to teaching of RWI across the school with a clear impact as shown in levels of expected/exceeding progress in years two and three. RWI will be key in improving boys' communication in year R and year 1 as identified as an area for further development in the Bean Primary Schools Strengths and Weaknesses documents.

Any key issues arising for the school leadership team

- **To continue to ensure the behavior policy is uniformly applied across the school**

Questions and answers post visit below:

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Action following governing body meeting (proposed)

- **To continue to monitor that behavior policy is uniformly applied across the school though questioning of Headteacher at FGB**

Signed: Anna Munday, Kevin Golding-Williams; Catherine Atkins