

Reporting a Governor visit to Kea School

Name Maureen Woodhouse	Date December 2018
Purpose of visit To observe a Year 4 Mathematics lesson. To meet the class and staff of Year 4 (part of duties as governor attached to Year 4)	
Links with the School Improvement Plan and Governors' 20 Questions: 1. Behaviour 2. The target to improve mathematics 3 Are governors having an impact on the education of pupils?	
<p>There was one child absent and the teacher was assisted by three classroom assistants. It was noticeable how quickly the children settled following mid-morning break. All the children were ready to listen attentively to their teacher at the beginning of the lesson.</p> <ul style="list-style-type: none">• The lesson was part of the new 'Maths Mastery' programme• The new text book was used effectively with each child having their own copy• The learning objective was written on the board – "I can understand number lines to 10,000". When asked the children could explain the objective• A few children were working at their own level using smaller numbers• The teacher explained the work clearly and this gave the children confidence as they knew what to do• The lesson was well planned with small achievable steps• The teacher regularly checked they had understood• She used clapping rhythms, which the children repeated, to gain their attention• Most children stayed on task and there was quick effective reminding by the teacher to those whose attention wandered• The teacher has a clear voice• She gives the children time to think and listens to their answers• The children are encouraged to listen politely to each other• They are encouraged to give reasons for their answers• They respond well to visitors and are keen to explain their work• Good use is made of the behaviour chart. This helps the children to keep on task• At times the children are given opportunity to work with a partner• They showed perseverance• At the end of the lesson they packed away books, equipment etc tidily and left the room in an orderly way to go to lunch• When individuals were asked they all said they enjoyed mathematics very enthusiastically (over 80% of the children were asked) <p>There is good team work between the adults assisting in the class. Everyone is fully focused on the children. The challenging behaviour of one child is dealt with immediately and there is one-to-one supervision of that child so that the other children can learn.</p>	

Evidence of SMSC (Social, Moral, Spiritual development):

- The children respond well to adults who visit the class. They have good eye contact and are keen to engage in conversation about their work.
- There are strategies to encourage team work such 'marbles in the jar' awarded for effort and behaviour. This leads to a class treat.
- The children are encouraged to nominate a classmate for either - responsibility, participation, effort, resilience, teamwork or communication. They enjoy doing this.
- There is emphasis on being positive with others and with themselves
- The warm welcome by staff to me (as a visitor) gives the children a good example to follow

Safeguarding

There were no safeguarding issues observed. The appropriate notices are displayed around the school

Any issues arising for the governing body

1. To continue to monitor mathematics
2. Link governor to forge strong links with this class
3. Ensure the present excellent level of support is given to the NQT teacher

