

Learning Walk undertaken by Governors Ivan McNally and Andy Brigden on 18/11/2014

Just to provide some context about the visit, this primarily was a familiarisation exercise to enable governors to meet with staff and children and to observe 'work in progress'. As such only brief visits were made to classrooms but nevertheless it allowed us to make some general observations that we would like to share with you.

- Firstly, thank you for the warm welcome we received from the staff and children and this we believe is one of the outstanding features of Kea School. There is such a positive and family ethos that is evident in all classes.
- Children are confident, are willing to learn and clearly enjoy school. They are curious and several wanted to know who we were and why were we visiting their classroom. They are also keen to talk about their work and one little girl in Reception went to great lengths to explain why she is a 'special person'.
- Overall children behave extremely well both in class and around the school. Only brief lapses occur when they are not always on task or when they have completed their work.
- Staff relate very well to the children and vice versa. Children show respect to the teachers, assistants and to visitors.
- There is a good learning environment with some excellent displays (some interactive) and representative of different areas of the curriculum. It is clear that much time and care has gone into creating stimulating classrooms and this is appreciated by governors.
- There is an awareness to treat boys and girls equally, expressed by one teacher, "I think we will have a boy this time."
- Teaching assistants are well deployed-usually working with individuals or small groups. Where there is a high number of additional support staff there is evidence of good organisational arrangements by the class teacher to ensure maximum and effective support for the benefit of children, especially those with need.
- Constraints of time did not allow for a detailed scrutiny of children's books but nevertheless evidence of some very effective diagnostic marking exists-comments that make it clear why the work is good or how it could be improved. Such good examples could be disseminated for the benefit of all staff, especially as there some examples of generic marking e.g. 'well done' /'good work' without clarifying what aspect of the work is good.
- The presentation of children's work is for the most part good. The lay out in maths books is usually neat and clear and shows where errors in calculation have been made. It is obvious to say that there is variation in the standard of handwriting but in the main it is good and there are examples of a very high standard.
- There are good examples too of extended writing and poetry in KS2, so much so that these could be collated and used as a reading resource for children in different classes.

Suffice to say we had a very enjoyable and informative afternoon and would like to thank the headteacher, staff and children for the privilege of visiting your classrooms.

Ivan McNally

Andy Brigden

19/11/2014