

Governor/SLT Monitoring Visit Report 1, November 2022

Learning walk – Personal development; learning behaviour and welfare

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| Name | All governors |
| Date of Visit | 31/10/22 – 11/11/22 |
| Focus of Visit | To monitor and evaluate the behaviour and attitudes of the children in lessons and around the school. |
| Class/classes/activities visited | Whole school plus church visit for harvest festival |
| Summary of activities | Observing part of a 'normal' school day |

Lesson observation:

1. PERSONAL DEVELOPMENT/BEHAVIOUR/ATTITUDES

Do the children appear happy, engaged and purposeful?

Do the children appear to be independent and resilient, taking responsibility for their learning?

Do the children appear to enjoy the lesson and know what they are learning?

- **Ask them to explain what they are doing and why.**
- **Ask them to show you some of their work and tell you about it**

Do the staff have high expectations re behaviour and if there are any low-level disruption or behaviour issues, is this well managed and do the children respond appropriately to it?

- **What happens if children make the wrong choices?**

Are attitudes positive towards peers, staff and visitors? **How well do they respond to your questions – are they respectful?**

Do pupils take pride in their work (presentation/handwriting, state of books), their appearance (uniform) and their school (tidiness/litter)? **How do you see this in action?**

Do the children conduct themselves well around the school and not just in lessons?(eg. corridors; transitions between rooms/lessons)

All children appeared happy, engaged and purposeful. There were one or two occasions where a child maybe looked a little upset but that class teacher reassured them if they wanted to speak to them separately they could.

Good examples of children taking responsibility, for example reading out to the class or to governors.

Children appeared to be enjoying all the lessons and when asked by governors they could explain what they were doing, and if applicable, could show governors their books and explain in detail what they were doing, this in turn led to them talking about levelling up work if required.

High expectations across the school. Children reminded before lessons/walk to church about behaviour. In one lesson the teacher was quite stern with the class and said that the behaviour last week (golden time) was unacceptable. Clear boundaries were set from the off for all lessons.

Some low level disruption, behaviour was noted, but all dealt with and pupils responded. One report noted towards the end it was beginning to get a bit fractious, but again was handled well and didn't become disruptive.

All pupils asked could speak confidently about the choices they make.
Positive – house points, weekly and monthly awards (golden star) stickers etc
Negative – strikes, potentially missing break/lunch, golden time, being sent to Mrs Pepper.

All governors spoke highly and it came across in all reports how well the children responded to them visiting. Pupils were polite and respectful, the younger ones asking who we are and what we do. For some this would have been the first time they have seen us in

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| | <p>school and in the class room after learning walks not happening due to Covid and then Ofsted. All were very keen to talk to us and show us their work.</p> <p>It was clear that pupils take pride in their work, school books were neat and tidy, and if some weren't, and the teacher had picked this up, then the children were happy to level up/correct this so it was right.</p> <p>Children helped put things away and tidy classrooms. All looked very smart in their uniform.</p> <p>Behaviour was good when moving around the school between lessons, again children being respectful and polite to governors, staff and fellow pupils.</p> |
| 2. SAFETY | |
| <p>Talk to a few children:</p> <p>Do the pupils feel safe in school?</p> <p>If the children are worried or have a concern, who would they go to and do the adult(s) listen and deal with it?</p> | <p>All children said they felt safe in school.</p> <p>Yes – another child, staff, governor, worry box.</p> <p>Please see individual reports for more detail but all reports said the same and unanimously positive and reassuring.</p> |
| 3. CHRISTIAN DISTINCTIVENESS | |
| <p>What evidence is there of the school's Christian character? (displays; ethos)</p> <p>Do leaders and managers articulate, live out and promote a vision rooted in Christian values?</p> <p>What evidence is seen of the Christian values in action?</p> <p>How well can the pupils articulate the schools Christian values?</p> | <p>This appeared mixed and something we need to look at, albeit an easy fix.</p> <p>Many governors commented that they didn't see the ABC charter or displays in the classroom (some did)</p> <p>All reports commented in depth of all the Christian values being shown and talked about by both staff and pupils and plenty of evidence of observed. Just some of these are below but please see individual reports for lots more examples.</p> <p>Children clearly 'trust' the adults in the school, demonstrated by them not being worried and being able to talk to adults.</p> <p>In turn adults show compassion to the children, clearly understanding the different children's needs in the way they speak to them and knowing how they would respond.</p> <p>Children were able to be 'responsible' when putting their water bottles away and tidying their tables in both the FS and Year 1 classroom showing good independence.</p> <p>Considering it was the end of the week, children sat well for prolonged periods to learn songs in FS. This showed a good level of 'endurance'.</p> |

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| | <p>The Monkey's classroom had a Sprinkle Kindness display which gave the children's examples of how to be kind to each other eg: 'give a hug', 'open doors' etc.</p> <p>The language used by teachers during the science lesson (respecting and sharing equipment) builds on the Christian values of Responsibility and Trust, and Endurance was evident by the encouragement to keep trying different configurations by those who did not immediately manage to build a working circuit.</p> <p>An RE lesson wasn't specifically observed, but the staff and children generally demonstrate the Christian values and this was observed consistently throughout the learning walk. In particular compassion and community were observed throughout as mentioned above. In one class children were reading some of their work aloud in front of the class, once finished the other classmates spontaneously applauded which was lovely.</p> <p>Reference was made by a teacher at the start of the lesson to remind the children of "kindness" and how important it is the way we treat others. The teacher also tasked individual pupils with responsibilities to assist with the smooth running of the lesson. The pupils relished these roles and it was clear that it inspired confidence within them. An example of this was the young lady that collected the teachers laptop from another classroom and the young man that assisted with setting it up.</p> <p>One pupil was wearing a Wellbeing Ambassador badge when asked what it meant he confidently responded "I help people with their mental health" he then went on to say he had helped new pupils in the school settle in recently. He was proud of his role.</p> |
| <p>Overall Comments and Recommendations</p> <p>Governors all spoke about how nice it was to be back in school and observing lessons. Children were polite and respectful. Staff had high expectations and this resulted in good behaviour with any small low level disruption being dealt with and quickly nipped in the bud. Children felt safe and know who to speak to if they have a concern.</p> <p>Despite Christian values being shown by staff and pupils, many governors commented about the lack of displays. The school should have a consistent approach across the school, all classrooms maybe displaying the ABC charter, the 6 values and also our vision? Is there a way of linking the ABC charter to the Christian values or updating the charters?</p> <p>This should be happening anyway, but especially with the upcoming SIAMs inspection.</p> | |
| <p>Points requiring further discussion at full governors:</p> <p>DC – None</p> | |

EC/RW – None

AH – None

DWi – None


KH – None

JW- None

JG – None

RC - Difficult to judge from the lessons observed whether leaders and managers articulate, live out and promote a vision rooted in Christian values. Wonder whether there is a different way for us to observe this in action?

DWh - We need to offer all the support that will be required for the up-coming SIAMS inspection to the RE leads – Liz Tomlin, Lynne Stockton and other staff involved. It also emphasises how we must encourage staff to ensure that the Collective Acts of Worship are meaningful and open to understanding Other Acts of Faith.

Signed 

Daniel Cook - Governor