

Governor Visit Day – February 15th 2024

Governors had a fantastic day on Thursday 15th February, visiting classes across both schools throughout the course of the day alongside Russ Clark, our Local Authority Standards and Excellence Partner. (SEP). They had the opportunity to see learning in action and were keen to share feedback with staff and parents.

- Staff looked like they were really enjoying their teaching and time with the children; relationships were very positive.
- The individual needs of all children are clearly catered for with a range of strategies embedded in practice to enable all to make good progress within lessons.
- Resources and scaffolds used, alongside the appropriate level of support, enabled all children to be successful, whilst promoting independent application and high expectations.
- Lessons had a clear structure which allowed all children to engage with tasks.
- Some exceptional practice seen within mixed age classes, with younger pupils aspiring to achieve higher expectations.
- Metacognitive strategies were seen in all classes and across all subject areas, including PE and music. This was extremely strong in preparing younger children to be effective learners.
- Engagement and attitudes to learning were positive across all classes, with good behaviour and cooperation between peers.
- SEND provision was highly effective with targeted questioning and good use of TAs to support at the point of need. Inclusive practice was clearly embedded, with a range of adaptive strategies to meet needs and promote engagement.
- Consistency in approach could be seen across the federation.
- A high level of vocabulary was used by children from Early Years throughout school, with high expectations that children would articulate effectively using full sentences.

Thinking time was used really well - it put less stress on the pupils to rush and answer questions straight away. When pupils were asked to pair up and discuss various points the teachers/TAs would circulate to listen to what was being discussed and see if the class were on track.

Most of the classes used visual props to help and this seemed to really enhance the pupils understanding of the lesson - it also helped with independence.

The needs of ALL the children are met through the range of strategies, tools and where required appropriate staffing, so everybody has the best opportunities.

During the day I spoke with the children about what they enjoyed at school.

“we really like the new books and reading time”

“the resources that we are able to use in maths”

“my friends at playtime and the activities we can choose”

“School trips”

“the support from all the staff”

The day re-affirmed how proud I am to be part of and able to contribute to our schools and their continued success.

Considerations discussed for follow up:

- How are staff using flexibilities within the CUSP structures to adapt resources to meet cohort needs?
- How is effective posture reinforced during lessons to support focus and engagement (especially with older children)?
- How will strategies like ‘cold calling’ be embedded in all classes to reduce hands up approach?
- When editing written work, children had little space to do this. Would missing out lines allow more space for effective editing?