

Appendix 1

Record form for a Governor's school visit

Name _____ JF, JB, SG and JR **Date** _____ 2.11.23

Purpose of visit

Whole school learning walk from EYFS to Y6 including the speech and language provision. Observed Phonics and Maths, Reading Cafe and Assembly. Pupil voice with Agents of Change and House Captains.

Links with the School Development Plan

(How does the visit relate to a priority in the School Development Plan?)

- Safeguarding all children
- Embedding and systematically monitoring the curriculum implementation and assessment of this consistently and robustly
- Further strengthening of Pupil Voice and how they articulate what they can remember, know and do
- Further strengthening Early Reading, Phonics and Writing across the school
- Further embedding and monitoring teaching and learning practice consistently (providing support where needed)
- Reviewing Equality, Diversity and Inclusion so that we can embed a long term strategic plan to implement,
- Revisiting and promoting 'The Raglan Way' so that our culture and behaviour for learning continues to thrive.

Governor observations and comments

(Eg. what did you see? What did you learn?)

Learning was celebrated through the school with students work on display in corridors and classrooms. Working walls in each classroom for Maths and English as well as of foundation subjects, these wall displays are a good support for students and aid independent learning.

Engagement of students – There was a calm and focused atmosphere in class with the vast majority of students fully engaged in their learning. Observed two lessons that included science experiments where the students were exploring their learning and learning through discovery. EYFS were using mini whiteboards effectively to help all stay engaged and for the teacher to get immediate feedback.

The atmosphere is conducive for learning with pupils and staff seeming happy and safe in their working environment. Class environments were consistent across all classes in the school. All classes were well resourced with equipment for each lesson in particular the different areas in the EYFS continuous provision created a great environment for play and learning. Well-resourced reading corners.

Children's behaviour for learning – I observed some excellent behaviour management techniques from teachers, there are clear rules and expectations in place which support students behaviour for learning. Teachers model the behaviour they expect which leads to good behaviour from students where they understand what is being asked of them, they stay on task and work with each other and independently.

When speaking to students in classrooms and in the pupil voice exercise they were all able to articulate how they get help if they are struggling in class (5Bs – Brain, Board, Buddy, Book, Boss). Students were also able to describe what they would do if they were not feeling great (worry/mood monster/speak to teacher, TA or friend). When asked, students

described the teachers as fair and able to deal with any behaviour issues with clear rules and sanctions in place, though many said there were not many instances of poor behaviour.

Other comments from students – ‘best thing about school is the way we learn’, ‘teachers are ready to help’, ‘best thing about school is the support from teachers’, ‘love the range of after school activities’.

Praise + Reward – Students were praised for consistently across the classes for good effort and behaviour. There were recognition boards in class. House point table for all to view. Verbal feedback/praise given in class. Over the shoulder feedback evident.

TAs were being used well. Some general TAs were working with small groups on Maths or Phonics outside the classroom, others were supporting students with 1-to-1 interventions in maths or reading. 1-to-1 TAs were also being used effectively.

Walls - The vision and ethos of Raglan is celebrated with displays including Kind Ready Safe, Diversity Tree, School and Eco council, House system points, wow walls. Wellbeing and safeguarding of students is clearly at the forefront of Raglan which can be seen when walking round the school – in each class there are mood boards, worry monsters or the listening ear.

Pupils Voice (House Captains and Agents of Change): Students felt their roles had meaning – the agents of change are leading and planning an anti-racism assembly to present to the school. The House Captains took great pride in their roles, particularly being role models for younger students at the school. British value of democracy seen in the voting of school council and house captain positions.

Aspects to be clarified/questions to note.

Action other comments

Further points to note:

- Poetry (Reading) morning was very well supported and well run by subject lead. Great to have parent involvement .
- Review parental feedback forms – overwhelmingly positive comments.
- Clearly resources are stretched and the biggest issue going forward remains the financial difficulties faced by the school which is having its effect on the classroom with teachers and TAs going above and beyond to make sure students are progressing.