

Governor Monitoring Report

Date: 21 March 2017

Name of Governors who attended the Focus visit: Simon Cowley, Intern Chair, Helen Tudor, Head Teacher, and Parent Governors, Grainne Parkhouse, Rev Trevor Day and Ian Davies

Focus of visit:

For Parent and Community Governors to have a better understanding of the teaching of the more able students interacting in a classroom setting.

General comments:

- The Governors saw lots of hands up very quickly during math's question time
- Teaching assistants very visible during the walk around
- Reception children took responsibility for their own learning by putting a color stick which created a rainbow. While we were in the classroom, a child was very proactive in showing the teacher her model of an alien and earned a color stick.
- A child in reception had a very good concept of correct spelling which was up on the wall in "Children's Best Bits" section
- Year 2 - During a lesson, a child recognized that $\frac{2}{4}$ was the same as $\frac{1}{2}$ and received a round of applause from the class.
- Some of the children were very happy to engage and talk about their work to us.
- Year 4 - We were shown a workbook of a more able child in the class which was presented well.
- There is a definite sense of context throughout the whole school, with children considering why they are completing a set task, and reasoning how the task process works, rather than just looking for the answer. This was demonstrated in all classes, one example in year 1, was a child had written in her book, "we are thinking about why we add numbers together"
- The children have bought into the best bits section, with one telling us when asked what the best bits meant, "It's where we put our work that we think is really good and we've tried really hard" There is a real feeling of achievement associated with that, with a strong element of progress and development, as the children can decide and swap their best bits, according to their own opinion.

Summary of what was learned:

- Teachers were in a great position to help the more able children due to extra staff in the classroom
- The more able children were actively encouraged to participate in the classroom setting.
- All children treated equally
- All children showed a willingness to learn and were happy

- Child participation in the classroom was excellent
- We saw no disruption by children in all classrooms ☺
- Children who required more support in a particular subject were very visibly seen during our walk about in the classroom with extra tuition in rooms and corridors.

Points to take forward for discussion at the governing body meeting:

