

Name	Julie Blackwell, Melanie Mugford, Adam Williams	
Date of Visit	29 November 2024	
SDP Focus	A governor review of SIP priorities	
Ofsted Key Issues		
Points for improvement identified at last monitoring of this area:	Curriculum planning and implementation	
Classes/staff visited	All	
Safeguarding issues noted?	Dealt with during recent Safeguarding monitoring.	Headteacher/HoS notified to action as required
Summary of activities e.g. observing classes, talking to staff and pupils, looking at resources Completion of SEND monitoring; review of IPMs in Magpies and Eagles classes and book look of SEND and non-SEND children in Magpies and Eagles (Starlings was done on the 14 th Nov). Note: the result of this is included in the SEND monitoring report dated 11 th Dec 24. Review curriculum and triangulate coherency in teaching across the curriculum using: <ul style="list-style-type: none"> • Book reviews • Student conversations • Review of curriculum Classroom walk around, each governor to spend time in each classroom, focus on: <ul style="list-style-type: none"> • Children's engagement • Inclusion of Disadvantaged pupils • Staff expectations of children Staff conversations. Note: Staff wellbeing monitoring is being carried out by Adam Williams this term so is not included in this monitoring visit.		

Non – Negotiables – look at the learning environment.

The curriculum is now in place and the school is working on full implementation.

Morning sessions:**Assembly:**

Core values of the school were reinforced with the children

All children were engaged and enthusiastic at the content and delivery of the Assembly

There was evidence of children applying oracy skills.

Phonics:

Note: Phonics is a focus, with only 66% of pupils currently achieving the required standard reported at the SIP review of the 27th Nov, this is below the national average, although it should be noted this has improved since the previous SIP review. 4 of the 5 pupils not yet achieving the required standard are DP.

Reception Phonics:

Small class size (7 + an EAL child from Magpies)

Two children were engaged in Read Write Inc tasks on iPads whilst the rest of the children were accessing their phonics learning, when queried this was because they were not quite yet at the stage of the other children. The children were clearly able to articulate what they were doing on the iPads and why. These two children were subsequently being taught separately with clear “I do, we do, you do” behaviours.

The overall content was clear and concise and the children were following and engaged throughout the session. ,RWI resources were being used.

Five children were tasked with appropriate reading and when asked four could spell their names phonetically and correctly (the one who didn't was an EAL child).

Y1 Phonics:

Note: this session was a member of staff short due to staff sickness. 13 children were in the session with 2 members of staff.

Children and staff were undertaking a group activity. Children were engaged and took verbal/visual clues. RWI resources were heavily utilised during the session.

It was clear that transitions are being worked on.

Five out of six children were able to articulate that this was their RWI work and what sound they were working on.

When the children were working in pairs and they followed the structure of the read write inc sessions.

Following this a smaller group was taken aside for another group activity. The children exhibited good learning behaviours.

Afternoon session:

Three teachers were not in class. We will plan future sessions on a different day of the week.

Starlings:

Children seated into a circle well, sat quietly and showed very positive learning behaviour. They were discussing the Snowman which they had just watched and talked about what made them happy or sad or their favourite parts.

They all engaged with this and quietly listened to others.

Students followed instructions well and enjoyed making snowflakes.

One student was dysregulated but this was responded to quickly, although required significant intervention.

A book look was undertaken during the previous SEND monitoring and marking was in line with the school policy.

Magpies:

The session was being undertaken by a HLTA and governors will return when it is being teacher led. Governors will speak with Rob Argal to be assured that the HLTA has had training and support to be able to fully deliver the new curriculum. It was clear that there has been progress with regards to implementation of the new feedback policy. Further progress will be monitored on a future visit.,

Eagles:

It was not possible to do a full report on Eagles as the session was PE being taken by the Headteacher. The students were given very clear instructions and were active and engaged. Where students didn't show expected learning behaviours they responded well to being reminded. Students were able to articulate what they were learning and football skills. As the session was drawing to a close the children were less engaged but this was clearly identified and switched to Benchball, which re-engaged the children and showed effective teamwork. All children participated and were included throughout. A calm session.

It was not possible to carry out a book look so we will follow up on this at a subsequent visit

There was little opportunity to talk to students in Magpies and Eagles, Adam Williams will follow this up during his next monitoring visit.

Teacher feedback:

The staff were all warm and welcoming throughout, two talked about the challenges of staffing and funding in small schools. This will be fed back to RA who can pick this up. All that have received individual feedback have found that beneficial and 1:1 feedback is preferred by staff moving forwards.

The Eagles teacher talked about the challenges of teaching three year groups. Governors will follow up on this following CPD that is being provided.

The Maths lead confirmed that she goes into other classes for part of maths lessons, does book looks and works with other teachers on planning. She was positive about the new curriculum She believes that maths is bedding down well and confirmed that the support from the Trust maths lead has been very good.

Teachers expressed a strong commitment to the school.

Positive comments about the visit:

All staff were warm, welcoming and open with the governors. The staff clearly care about the school and pupils and the headteacher clearly cares about staff wellbeing.

The children show good learning behaviours and are happy in the school. They were open to the governors being in school and did not show any concern.

The school and our Trust core values are clearly shown around the school and reinforced.

The headteacher is very open to Governor challenge and is very committed to improvement.

Aspects I would like clarified / questions I have. (Questions in red, response from HT in blue)

How are DPs being supported to achieve the required results in Phonics?

They are known to the staff. They are targeted during lesson time for direct staff interaction – e.g. direct questioning and supported repetition etc... They're considered in their seating positions. But also outside of lesson time, they are targeted for 'pinny time', their missing sounds are known and these children form the basis of the phonics action plan put together by SLT.

How is the Feedback Policy being implemented across all classes and is this being monitored by the Headteacher?

The feedback policy has been recently reviewed at a staff meeting. The intent behind it was shared and confirmed between staff. For instance, the rationale and its basis in up-to-date research was made clear. Expectations for marking were re-iterated, and clarity was given to staff. There is a weekly section of staff meetings which is a book-look, with feedback being an area of discussion. SLT then conduct their own focussed book look during the week and this is fed back to staff. Book looks are then conducted on a more sporadic basis by leaders to ensure all books are of the same standard.

When are staff performance reports due?

Target setting performance management meetings took place at the end of Autumn 1. Mid-year reviews will take place during the Spring term. However more real-time feedback from the school improvement team has been implemented. All staff have clear performance management targets which have been discussed and distributed.

Are staff given one to one feedback?

This is being implemented more effectively. Most feedback has previously been whole team as consistent challenges were addressed. But feedback has become more personalised to allow teachers to improve their own practice.

How is lesson planning undertaken when the teacher is not in class?

The implementation of the new curriculum guarantees clear component questions, with inherent progression, planned for teachers to access and deliver. This should mean that there is clarity for any member of staff who has to deliver the curriculum.

Any other comments.

We enjoyed our visit and believe the school is a happy place for the pupils . We very much appreciate the time all staff, and particularly the headteacher, spent in supporting both our preparation and the visit itself. We have areas above that we have noted will be followed up at a further monitoring.

Signed

Date