

Roberttown CE (vc) J&I School Governor School Visit Record

Name: Caroline Cockerill	Date: November 21 st 2018	
Purpose of visit: New Parent Governor visit.		
Structure/Timetable of the visit: 8.50-9.15am - Tour of school with Mrs Smith 9.15-9.35am - Y2 class, teacher Mrs Day 9.35-10am - Year 1/2 class, teacher Miss Wiles 10 -10.25am - Reception class, teacher- Mrs Stubbs 10.25-10.40am - KS1/2 CW led by Steve Rochell 10.40-10.55am - Break 10.55-11.15am - Year 3 class, teacher- Mrs Bordman 11.15-11.35am - Y5 class, teacher Mrs Baker 11.35am-12noon - Year 6 class, teacher Mrs Martin p/t 12noon Lunchtime in the Dining Hall		
Key Staff to see:		
Position	Name	
Key Questions/Issues for Governors to explore: This visit was an initial introduction to school and so there were no specific issues or focus to the visit.		

Governor's Observations/Evaluation

This was my first formal visit to Roberttown J&I School as a governor and it was wonderful to have the opportunity to look round the school when it was fully operational and the children were learning. Everyone made me feel immediately very welcome and all the teachers introduced or involved me in their lessons/activities. Please pass on my thanks.

In general, I observed an incredibly organised school, extremely engaged children and very professional teaching, support teaching and school office staff. A family feel existed throughout and a real sense of camaraderie among all. Visiting each class in almost ascending order really gave me an insight into the journey children have at Roberttown. Whilst each class was of course different I was so impressed with the continuity of each classroom's learning environment, the actual teaching and then things like rewarding and recognising pupils that can only provide the children with a really stable environment as they progress through the school. It was also quite clear that the high expectations Head Teacher Mrs Smith conveyed to me in general at the start of the day as we toured are mirrored throughout the school.

More specifically,

KS1 – was such a vibrant learning environment across the classes and all the children were fully engaged in everything they were doing. In the short time I was there I just thought, wow what a variety of things for children to do! In reception, every single child was intently and quietly engaged in some form of play/learn activity whether it was painting, playing in the light/dark area, playing outside or at one of the other tables that appeared to have a theme, Playmobil emergency service vehicles for example. The children were also being systematically called over in small groups to join Mrs Stubbs for some reading exercises with her and it was lovely to see their enthusiasm. Then equally Y1/2 early stages of pulling together the Nativity performance, the children clearly enjoyed the singing and the explanation of Mrs Day as to the scene, setting and who was on stage etc. built the big picture. The 'token giving' reward system seemed to work really well and the pride in the children receiving one was clearly evident. Most impressive was the movement of KS1 children between the class rooms and hall, the lineup, the door holding, the waiting, all very very polite and courteous.

KS2 – a noticeable transition to a more grown up world. The ICT lesson was clearly a favourite with the Y3 children and I liked the way the children seemed to be able to choose how they wanted to present and express their work on the Romans, whether it be Word, PowerPoint etc it was all very individual on a collective theme. Y5 blew me away with the grown-up use of vocabulary, all the proper terms and names used for grammar and the concentration levels of the children as they followed Mrs Baker's explanations to ensure they got it right was impressive. When Mrs Baker asked a group of children to tell me about their book and what they were doing, they spoke enthusiastically echoing Mrs Bakers terms and language and were proud of themselves for doing so. Finally, a Y6 arithmetic SATS practice was very interesting to observe, so incredibly relaxed and friendly there felt no pressure at all and the way that it was marked at the end was so inclusive, open and nonjudging that the children were really keen to contribute.

Culture observed in the school

Roberttown school is a happy, friendly and a very respectful place to be. I thought the children's behaviour was impeccable throughout and there are clearly strong relationships between teachers and children. Every single teacher (and office staff) seemed to know every single child's name, regardless of class. I experienced this a lot as I moved through the school corridors and open plan areas and it made the school feel very personal and it has a real safety feel to it in that everyone was who and where they were supposed to be. The displays on all the walls of the children's work or photographs really gave the school a happy and colourful feel plus a sense of real pride. As a church school, there is clearly a CofE foundation to the school's culture and many subtleties in the displays and extra activities that the children get to do.

Any Key Issues Arising for the Governing Body:

No issues, I was so impressed with everything I observed.

Action Following Governing Body Meeting:

None.

Signed: Caroline Cockerill: Parent Governor