

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

Name: Liz Bolt	Date: 15.1.19	
Purpose of visit: Tour of school and Early Years visit		
Structure/Timetable of the visit: Tour of school Time in Reception and Reception/Year 1 Meet with Mrs Stubbs		
Key Staff to see:		
Position	Name	
Deputy Headteacher	Louise Wood	
Reception teacher	Louise Stubbs	
Reception/Year 1 teacher	Trisha Horner	
Key Questions/Issues for Governors to explore:		

Governor's Observations/Evaluation

The tour of the school showed how the consistency of the atmosphere of the school. In every class, there is an air of purpose; the children were focussed and involved in their lessons. I would like to thank all classes and staff for allowing me a few moments with them. Thank you to Mrs Wood for showing me around.

I spent some time with the children in both Reception and Reception/year 1 classes and the children chatted to me, introduced themselves and told me what they were doing in their class. Some of the children in Reception were listening to a variety of music and confidently describing how it made them feel.

In Reception/Year 1, there were designers at work, turning their designs into 3D models whilst some of their peers were making drawings to illustrate their written work.

I also spent some time in the redeveloped outdoor area and it is a wonderful improvement. Mrs Stubbs told me that Phase 1 is finished and there is still more development planned, to include opportunities for children to risk assess for themselves.

Mrs Stubbs and I spent time together talking about the challenges and strengths for Early Years in school. Changing technologies means that children entering school do not always have experience of computer mouse or programming skills. Mrs Stubbs felt that there may be budgetary issues for some settings as programming equipment is costly and does not last. She talked me through the new expected baseline – an NFER scheme has been chosen – and that it will assess only part of the Early Years Foundation Stage curriculum.

Currently, Mrs Stubbs carries out the baseline assessment within 3 weeks of children starting in school, and the data from children's previous settings is used to inform this. A good level of development depends upon the outcomes of PSED, language, literacy, maths and physical development. Baseline data is looked again at the end of the first half term to see if a fair judgement was made. Writing and maths can be areas that children may not score as highly in, depending upon their maturity and attitudes to learning. Children's confidence with language also has an impact across the curriculum for some children. Mrs Stubbs and Mrs Horner liaise a great deal, although they do not undertake joint target-setting with the DHT.

Current pressures on the R and R/Yr 1 team include the refusal of an ECH plan for a child with significant additional needs. Support is needed for this child and whilst it is not in place, there is a direct impact on his learning, the teaching staff and his peers. The decision is being challenged and in the meantime, the situation has to be managed.

Mrs Stubbs feels that a strength in Early Years is the ability to be able to focus and thread learning – such as the weather – throughout all the activities and experiences on offer in the classroom and outside.

Thank you to all staff in these classes for their support in my visit.

Culture observed in the school

As usual, a busy and purposeful atmosphere pervades the entire school.

Any Key Issues Arising for the Governing Body:

It is important to remember that starting school is more straightforward for some children than others, and that this can affect their dispositions and classroom engagement; consequently, they may not demonstrate a true picture of their skills and abilities at this early stage.

Target setting is not done jointly because of pressures on staffing.

When looking at results from current baseline and the new scheme, we need to remember that the Early Years Foundation Stage curriculum is deliberately broad and supports children's ongoing development as well as their learning. How will data reporting ensure that we know how well children are doing across the characteristics of effective learning and the seven areas of learning?

Action Following Governing Body Meeting:

Signed: ...Liz Bolt.....Governor