**Chalk Ridge Primary School**

**Governor Evaluation – Record of Visit**

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| **Time and date: 25/3/2021 – 3.30-4.30pm** |
| **Meeting Type – Virtual** |
| **People involved:** |
| Staff : Senior Leadership Team (SLT) – Clare Beswick, Sue Baskerville, Hanna Burns, Richard Lyddy, Amanda Forsey, Kate Hare, Natalie Keats  Governor(s) : Linda Parkins & Ian Ross |
| **Purpose of visit:** |
| Monitoring Visit – against School Action Planning & Development 2020-2021, Areas 1, 2 & 3. In particular the focus was Progress, Standards and Teaching & Learning (as set out in the action plan.) |
| **Summary of visit:** |
| Governors joined a planned SLT meeting as a useful/appropriate approach to virtual monitoring, having provided questions and areas for review in advance. A number of questions had been allocated against meeting agenda items, with general questions noted/to be covered at the end of the formal agenda.  In particular, governors were keen to understand how children and staff have responded to the latest return to school following lockdown, what has been the impact of lockdown, how children’s learning has progressed during lockdown, and the key issues/challenges facing the school/staff and how these are being addressed.  Questions posed together with responses are noted in the “Key Points Arising” section below, together with other items considered relevant to Governors monitoring of the school plan. |
| **Pupil observation points (if/as appropriate):** |
| See note about Pupil Conferencing |
| **Staff observation points (if/as appropriate):** |
| Governors asked staff how they are responding to/feeling about being back in school again. There was a general feeling that as much as possible had been done to make the school as safe as possible, protocols are well tried/tested and followed meaning that staff can trust each other, the school has a strong staff who support each other, and everyone has someone they can talk to.  Some challenges with a very small number of children were noted as causing worry/impacting staff, but plans are being put in place to address this. |
| **Key points arising:** |
| **How have children responded to their return to school?  What is their mental welfare like?  To what degree are they ready to learn?  Are there any key/common barriers to their learning and progressing that staff are encountering?**  Generally, children have responded well to being back in school again. There have been some challenges amongst a small group of children with special needs where higher levels of anxiety have been encountered. Amongst the children as a whole, levels of learning were not too bad, with stamina, resilience, loss of social skills (ie being nice to each other, sharing etc) and lack of independence being highlighted as key challenges. Children have had a lot of 1-1 attention during home learning, which is not possible to the same degree in school. Also, it was noted that in Year R children had been using pencils less during lockdown, , and there will be a focus on handwriting to address this.  **How has the process of understanding where children are with their learning gone? What is the overall view of where children are?  What are the key gaps? Are the progress targets realistic now that staff have had time to catch up with children face to face?**   * Children are ready to learn and learning, but the true extent of any gaps is still not known. * Reading and spelling tests would normally have taken place at the start of March, but these were postponed as it was not considered right to make children do these immediately on their return to school. * NFER for Reading & Maths will take place after Easter, alongside teacher assessments in KS2 for writing. This will provide an opportunity for real understanding of where children are against our targets set out in the plan. * There were some areas where home learning had seen better progress than staff had expected. This was amongst those where participation/engagement had been good. Amongst those who had not engaged (sometimes children who were less able), progress had not been good. * Interventions were proving easier with children working towards or working at expected level. There will be a need for more challenge for more able children.   **Pupil Conferencing**  Pupil conferencing had been taking place in the period just prior to the meeting across year groups. Staff reflected on their discussions with the children:   * Children in Years 3 & 4 were proud of their books, and talked about areas they had improved on. The Column Method for Year 3, Time Tables & Spellings for Year 4. Year 4 had tackled fractions for the first time in lockdown, but did note that it was much easier face-face. * Feedback – some children really liked verbal feedback, whereas others preferred written feedback, noting that it is always there for reference. * Where children are working again with adults, there is some challenge to identify where children are with independent work. * Children are generally positive and enthusiastic regarding their learning. |
| **Questions arising from activities/observation:** |
| No specific questions arising |
| **Possible governor actions arising from visit (include names of relevant governors):** |
| It was agreed that a further meeting be scheduled following planned NFER tests/as early as practical after Easter to review children’s progress when data is available. The following questions posed by governors were held over until the next meeting:   1. What are the areas of the curriculum most impacted by lost learning?  What are the plans/thoughts around addressing these (Last paragraph of LLP report 24/2 refers) 2. The LLP audit saw "clear progression across year groups" (mentioned in HT Report) - how has this been tracked/identified during period with large proportion of children learning and engaging remotely? 3. General questions from the School Action Plan    1. What has had the most/least impact on pupil progress to date?  Are there any surprises for staff/SLT?    2. What has worked well in T&L process during Covid.....what are staff most pleased with?    3. What have members of the SLT done to make a difference, what impact has it had on children's progress    4. Where is the best T&L?    5. Where are the main areas for improvement, and what does the SLT need/intend to do to address?  To what degree do these map to the gaps/trends they are seeing from the work with children since 8/3?  Main areas of priority for SLT? |
| **Any long term action/evaluation required as a follow up to this visit:** |
| No |
| **IMPACT OF GOVERNORS VISIT** |
| The visit provided governors with an opportunity to understand first hand how the reintroduction of children into school has gone, and to get a feel for the well being of both children and staff. It has set the scene for a follow up meeting where it will be possible to explore children’s academic progress in more detail.  It also provided governors with an opportunity to thank the SLT members for everything they have done during this difficult time. |