**Chalk Ridge Primary School**

**Governor evaluation – Record of visit (evaluation form)**

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| **Time and date:**  9.30am  7th May 2019 |
| **People involved:** |
| Annie Norgate-Smith  Sue Baskerville  Madeline Hussey |
| **Purpose of visit relating to relevant point on the improvement plan:** |
| To review progress towards SDP objectives and targets.  SDP Success Criterion: The EYFS setting will be judged as good with “outstanding” features by July 2019.  SDP Objective: Provision in EYFS, both indoor and outdoor, will be good or better leading to good or better teaching and learning.  1k. EYFS staff will continue to develop planning and provision to improve outcome for all children.  1l. **Identification of EYFS pupils with additional needs** will be accurate and timely. Interventions will be swift and reduce the need for intervention in KS1.  1m. **EYFS Resources** and the learning environment are developed to enhance learning inside and outside so that progress for all groups is similar in all areas.  1n. EYFS Outdoor area and role play area will be ordered, tidy and organised at all times to promote effective teaching and learning1o. Staff are strategically deployed to support children with learning in areas, and this will include use of questioning and a mix of instruction, guidance and observation.  1o. Staff are strategically deployed to support children with learning in areas, and this will include use of questioning and a mix of instruction, guidance and observation. |
| **Summary of visit:** |
| Visited both classrooms and outside space. Spoke in the lobby to a group of year 4 children on their way to a tennis tournament. They were well behaved, polite, and talked with confidence.  Classrooms were relaxed, with children appearing to work quietly and happily in groups. Noted that the development of planning has continued. Work is structured around 3 different challenges a day, alternating between reading, writing, maths, arts, and (weekly) handwriting. School values were promoted on a class challenge board, I felt that underpinned a sense of ‘belonging’, at this early stage. EYFS focus is the development of independent learning as a basis for Yr1, and by end year, children are expected to complete all 3 tasks each day. Watched work on symmetry, use of phonics, and manual dexterity. Saw evidence of the developed use of questioning; children able to explain what they learned and how they had learnt it. There has been a particular emphasis on Maths. Also saw teachers quietly reinforcing the behaviour expected within the classroom. In general the learning environment appeared bright, welcoming, happy, tidy and productive.  Discussed the forthcoming Data Drop and staff felt that EYFS children were on track. Looked at the figures for those working towards and below expected standard. Saw evidence of the monitoring and planning for these children, with relevant interventions scheduled both for them and those working towards GDS, particularly in support of whole class work ie children split by ability where required.  The outdoor environment has also been enhanced with the addition of additional equipment eg mud kitchen, reading ‘lawn’. Outdoor provision is linked to learning topics. Saw learning monitored, and again the space was bright and welcoming. Together with the two classrooms, the overall learning environment for the children appeared rich, well structured, with well-behaved children enjoying their learning.  Finally watched a drama group in which children were all engrossed and participating. Would have liked to stay, great fun! |
| **Student observation points:** |
| n/a |
| **Key points arising:** |
| The class teacher discussed difficulties related to the lack of staff available at the start of the year due to one child starting school requiring 1 to 1 support and a member of staff left. The staff worked hard but could not provide all the things that were usually in place. When enough staff members were employed (with the addition of a student) staff used them to help catch up children and provide targeted interventions.  The fact that EYFS children are now on track is thanks to the very hard work of the staff, and an able student teacher in the spring. Well done to them all – work on this year’s SDP objectives appears to be in good hands. |
| **Questions arising from activities/observation:** |
| Further development of the outdoor space continues to be constrained by the lack of finance. |
| **Comments/feedback from staff involved:** |
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| **IMPACT OF GOVERNORS VISIT:** |
| Governor awareness of key points above |