**Chalk Ridge Primary School**

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

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| **Time and date:**  9am  15th November 2018 |
| **People involved:** |
| Natalie Keat  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. |
| **Summary of visit:** |
| Discussion followed by class visit  Planning has changed to become more flexible. The Curriculum (set out on website) is in monthly bands. The number of objectives has been reduced, allowing internal plans to become more precise and focused. These are set out on a two weekly basis with a review every second week and modifications if required, including for the children with special needs. Against objectives, plans define direct teaching, whole class work, and teacher/LSA led group exercises. Quick reference sheets have been laminated for use in the classroom. The collection of data (seen on a previous visit) ensures that teachers know where the children are in their learning on an individual basis.  Discussed how ‘Enabling Environments’ are essential for EYFS work, called ‘Enhancements’. Both indoor and outdoor provision important, and required enhancements for each are set out in weekly plans in support of the above planning structure. Saw evidence of these enhancements in both the classroom and the outside area. Equipment appeared to be organised and labelled, was attractive and accessible, and was widely in use. There are plans for further improvement in storage when resources allow.  The indoor environment was warm, bright and tidy. Children appeared happy and engaged, working in groups and using a wide range of resources. Volunteer teacher and parent support has improved the outside area (artificial grass and mud kitchen equipment), and with the help of the PTA it has also been improved by the purchase of a storage shed. Again, further enhancements are in the planning, but hindered by lack of finance.  Discussed the special needs present in EYFS this year. Nursery data was again poor – it is always overstated. One fifth of children arrived with additional needs. This number is broadly average at this stage, though one child requires 1-1 support this year. |
| **Student observation points:** |
| n/a |
| **Key points arising:** |
| Progress good towards SDP objectives for 18/19.  Lack of resources still hindering progress towards an outstanding learning environment for EYFS longer term, though teacher and parental voluntary support is strong.  Although SEN requirements are at average levels in EYFS, they are rising amongst children entering the school at other stages.  There are considerable staffing pressures in this area at present following a staff resignation. Well done to the staff for managing this. |
| **Questions arising from activities/observation:** |
| Need to review the impact of children joining the school in other years.  Lack of resources for EYFS enhancements remains an issue  Need to review impact on EYFS if staffing pressures continue. |
| **Comments/feedback from staff involved:** |
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| **IMPACT OF GOVERNORS VISIT:** |
| Governor awareness of key points above |