**Arley Primary School**

**Governor Visit Report**

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| Name | Jodie Gosling |
| Date of Visit | 3.5.17 |
| Focus of Visit | Boys learning |
| Classes/staff visited |  |
| Summary of activities  Observed classes across the school  Talked to children  Engaged in activities  Looked at differentiated range of pre-chosen books for boys and girls to compare | |
| What I have learned as result of my visit?  There’s been a great deal of thought put into the huge range of activities throughout the school tailored to engaging boys learning. This is especially evident through curriculum planning  .  Learning is active and involves everyone, there were no ‘teacher talk, children listen’ style sessions, in all observed sessions the children had tasks which were challenging and made them ask questions and think and teaching staff enabled, prompted and guided learning. | |
| Positive comments about the focus  Nursery provided a range of small group focussed learning, tasks were physical and engaging.  The giant’s den and writing on the bean stalk was brilliant, ch. enthused about the story, a great hook.  There was a clear understanding of learning in writing activities in Y1, pupils all on task and having a go and obviously being challenged.  It was lovely to see outdoor learning taking place, when we talked to pupils afterwards, they used a great range of specific language to explain what they’d been doing and were keen to tell me about their leaning. They understood their task, focus and expectations for learning.  Phonics activity was focused with all ch. giving input on whiteboards.  The reading with highlighters really focused children on key reading skills, they knew what they had to do to succeed and could clearly explain their learning, all ch. were engaged by passion and enthusiasm of the adults. The boys seemed to like the structure and knowing how they could succeed.  The boys enthusiasm for maths in Y4 was fantastic to see, I was told that it was the best. They shared some of their target sheets and knew what they’d achieved recently.  The books were great and the RPQs are being used effectively and regularly. | |
| Aspects I would like clarified / questions I have  I asked a number of children, what they did when they were stuck, I was quite surprised by the regularity of the ‘ask the teacher’ response, I know children are encouraged to use other strategies but this wasn’t evident in the visit, are there ways to further promote these essential problem solving and resilience skills on a whole school level?  Outdoor areas (except nursery) – could links for learners to extend activities out of the classroom benefit boys learning? We have an amazing resource in the school grounds – is it being maximised in al curricula areas?  IT wasn’t being used in any sessions on this visit, could this be more integrated to engage boys, especially | |
| Ideas for future visits  To be discussed | |
| Any other comments  As always it was brilliant to see everyone learning and focused, the children are so confident and have such a good understanding and attitude towards learning.  A real credit to a supportive and enabling teaching team | |

Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Governor) (Headteacher / Coordinator)