

Name of Governor	Jo Steel
Date of Visit	5 th and 6 th March 2026
Agreed Focus for Visit (linked to SEF, SDP & Key priorities)	Writing, Science, scale of need within the class, social & behavioural development
Name of Staff	Mrs Carmel Barnes and Mrs Georgie O'Brien
HUGG shared? (if subject area)	N/A

Staff wellbeing check in

It had been a challenging couple of weeks, regarding behaviour (one particular child) and so this had had a negative effect on wellbeing for one teacher. By its nature, working in early lower key stage with this cohort remains an intense work environment and whilst challenges remain, staff wellbeing was supported.

Next Steps/follow up from previous monitoring

I had previously visited this class of children a year ago whilst they were in Reception class. The relevant next steps from that meeting, including encouraging more reading support from home, continued to be a big challenge. An additional volunteer reader would be welcomed.

Progress regarding monitoring findings from February 2025:

The Cohort – there remains a high level and varied level of need across this group of children. However, there has been clear progress in the social development and cohesiveness between the children, who had been experiencing difficulties with sharing and behaviours etc. It was clear from observations that the group were more settled, cohesive and better able to interact with each other. This was likely due to a combination of the more structured environment in year 1, the children naturally maturing as they get older, and the skilled input by teachers and support staff.

Phonics – there had been significant progress over the year to date with 63% of children currently meeting the phonics screening threshold for the end of Year 1 in March 2026. 10 children were receiving daily dedicated interventions with a TA and these were having a positive impact.

Key Area in SDP: Monitoring Findings from this visit

The main purpose of the visits was to see in practice, how adaptations are made in key subjects to ensure that all children were able to access learning and to be challenged where appropriate. With such a wide range of ability within the class, it is important that those that can be stretched further are given those opportunities, as well as ensuring all children can access the curriculum.

The children had visited Pizza Express the day before and were tasked with writing up the instructions and method of making their pizzas. The task was adapted for different levels of ability within the class, using scaffolding techniques (*providing temporary support for learners to help them acquire skills/develop, which can be gradually reduced/removed as they develop and progress*). Scaffolding techniques used in this task included 'free writing' for those more able pupils, who were encouraged to form their own sentences and write the instructions independently; prompt sheets containing pictures and words for those requiring a little more support; and worksheets with traceable words/instructions to help children with their letter formation. Other support provided to those with the highest need, also included the child verbally explaining the instructions and the teacher or assistant scribing for the child, who could then copy – this highlights the importance of not only the physical writing but the ability to create the sentences/instructions verbally. I was impressed to see the number of different scaffolding techniques used to ensure all children were able to access the learning, even with only a 15:2 child:adult ratio.

In addition to the different types of worksheets offered, I noted the different styles of pencils with grip aids that were also available for the children to use. What was particularly lovely to see during my time in class, was the pride that children of all abilities, took in their work, with many keen to share with me what they had done.

As the children finished their work, one by one, they were allowed to play quietly on the carpet whilst they waited for their classmates to finish. I was impressed at how those had not yet completed their work, remained focussed on the task and were not easily distracted. They are aware of the expectation that they will complete their work before joining the mat and this highlighted that there has been much progress in their maturity over the year.

On Friday, I was able to observe a science lesson where they were learning about the five senses. They sat very calmly and quietly on the carpet whilst Mrs O'Brien delivered the first part of their lesson. The children were engaged and actively taking part in the lesson. Many were keen to put their hand up and ask questions, but the quieter children were also engaged and asked directly by the teacher to ensure all children were actively participating. The next part of the lesson, involved matching senses to the relevant body part on a sheet, drawing the body part and naming the sense used. Similar scaffolding techniques to the previous day's English lesson were used such as using sheets with bigger spaces for writing to be used by those children who were capable of writing at greater depth. The lesson concluded with "listening bingo" which the children all enjoyed and were all able to access equally.

On Thursday I also joined the class for lunch in the hall and was very impressed by their politeness and good table manners. It was also a joy to see them happily socialising with their friends and helping each other.

Actions used to identify findings

Two separate visits to the classroom, to observe the English and Science lessons; accompanying the children to lunch; a look at exercise books – (a range of abilities).

What outcomes have been identified as a result of my visit

Although the range of need within this class remains challenging, clear progress is being made. The teaching staff are utilising a wide range of scaffolding techniques to ensure that all children are accessing the curriculum as well as ensuring that children are given opportunities to work at greater depth when they are able.

Although my time in class was short, it appears that class routines are well embedded, with children aware of the behavioural expectations of our school, leading to a consistent and calm environment.

How I witnessed the vision in action during my visit (*'I know there is nothing better for people than to be happy and do good while they live.'* Ecclesiastes 3:12)

The children appear happy and settled. Adaptations are made where appropriate to ensure all children are included and have access to activities (including additional support where needed).

I saw the children showing respect and kindness to each other, as well as to their teachers. The children are keen to lead my example and were 'competing' to be the 'best behaved' children when going in small groups to wash their hands prior to lunch!

I saw lots of examples of the children living our vision and following our rules to be kind, be respectful, be safe and be responsible and it was a pleasure to spend some time with them.

Impact of this visit

Given the wide range of abilities and need within this group, the Governors wanted to see, as well as provision for those pupils requiring additional support, that children who are more able are given the opportunity to work at greater depth. It is clear from this visit, that this is very much the case, notwithstanding the logistical challenge for the teaching team. The environment is calm, inclusive and happy, ensuring that the children have the best opportunities to meet their potential and continue to be provided a great foundation for moving up within our school.

I want to thank both Mrs Barnes and Mrs O'Brien (and the children!) for welcoming me into their classroom and being so open during my visit.

Aspects I would like clarified/Questions I have

None.

To be shared with the school staff and school Governing Board.

Signed:

(Governor)

Signed:

(Headteacher/Staff member)