Reporting a Governor visit to Kea School

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| Name Sarah WHITE Date Autumn 2017 |
| Purpose of visit  A learning walk through the whole school to see differentiation taking place in each class. |
| Links with the School Improvement Plan/ 20 Questions  Continue to raise progress for SEN group.  Are governors having an impact on all pupils. |
| Governor Observations and Comments  This visit was purely to observe differentiation and to see whether the use of the provision map was taking place in every year group throughout the school.  The head teacher accompanied me to each of the classrooms. It was apparent that the head teacher has very good knowledge and understanding of the special educational needs within the school. In each class I was given a full description of what additional or differentiated activities were taking place. The use of visual timetables, sensory materials, 1-2-1 working and small group working were some of the things I observed.  One of the class teachers, when asked, was able to explain the subtle changes that has been made to seating arrangements to assist a pupil. Another class teacher was able to explain the benefit of small group working to some SEN pupils.  These provisions were seen right the way through the school from Foundation class through to Year 6. Even in the school there was evidence of differentiated seating allowing all pupils to fully integrate. |
| Behaviour  The pupils were engaged with their various tasks. Pupils in every year were eager to show me their work/books and explain what they were doing. Without exception the pupils were well behaved and polite during my visit. |
| Safeguarding.  No pupils highlighted any concerns or problems during my visit. Safeguarding information posters were visible in each classroom. |
| Any issues for the governing body  I will be revisiting in the spring term to talk to the head teacher about data. I would also like to follow up with how things are progressing with dyslexia awareness and the autism champion. |