



Link Governor Visit Report

Name of visiting governors	Ingrid Hines (Vice Chair of the GB) and Noreen Akhtar (Parent Governor)
Date of visit	Wednesday 4th October 2023
Governor's area of responsibility	Curriculum and SEN
Member of staff visited; role/responsibility	Deputy Head with responsibility for reading and writing
Purpose/objective of visit	To consider progress in reading (SIP) and personal development (SEF)
Links with School Development Plan	To improve attainment in reading comprehension by the end of KS1 and KS2
<p>Summary of activities (including discussion about workload and well-being):</p> <ul style="list-style-type: none"> • Discussion with leader (Ms C Dowell) on the development of themes throughout the core texts and class novels and how this curriculum supports personal development of pupils • Discussion with pupils from Year 3 to Year 6 to establish their personal development at Grove School. 	
<p>What I've learnt from the visit:</p> <p>Reading</p> <p>The leader has a clear vision of how to develop the reading comprehension of the pupils at Grove. She explained how the core text and class novels were organised, for each year group, across each half term and how the texts used also became increasingly complex throughout each half term.</p> <p>Each of the core texts, which are used in Y1 and Y2, are labelled with the name of the author, text type, whether it is written in the 1st, 2nd or 3rd person and the main themes of the book. Each teacher has all the core texts in their classroom along with posters showing key vocabulary associated with the text. When a text has been read it is put in the class library.</p> <p>Class novels, used in Y3 -Y6, are also labelled with the name of the author, text type, whether it is written in the 1st, 2nd or 3rd person and the main themes of the book. The</p>	

class novel is linked to most curriculum areas but some areas of the curriculum start with a non-fiction text.

Both core text and class novels are the focus of the writing and grammar is taught using these texts as examples for the pupils to explore. Examples given to us were how Year 2 were working on simple sentences using the core text and highlighting adjectives and verbs used by the author and how Y5 pupils learning about how to punctuate speech have used their class novel as a model; using what they have learned in their own writing.

Ms Dowell explained how the core texts and class novels were chosen so that they covered a range of characters with different genders, ethnicities, diversities and those on the fringes of society along with a range of authors with different genders and ethnicities. In addition to this, texts have been selected so that children can make links to the wider curriculum e.g. RHE. The children encounter a mixture of classic, contemporary, fantasy, fable and adventure literature. She also shared an overview of how the theme of journeys ran through the core text and class novels. We were also informed that an English consultant (Rebecca Kennedy) worked with the English team to help develop the reading.

Personal Development

Together with Ms Dowell we looked at the Personal Development section of the SEF and agreed with the outstanding judgment for this area.

We spoke with pupils from Year 3, 4, 5 and 6 to explore their personal development. All the pupils we met from each year group were a range of abilities genders and ethnicities.

Strengths

Friendship and Diversity - the pupils spoke with enthusiasm about how the Grove Expectations, teachers, RE and RHE lessons supported them in being friends with and treat with respect everyone in their school community. Almost all the pupils questioned felt that they could go to any member of staff in the school, teachers, TAs, lunchtime supervisors and playtime staff, if they were worried and needed to talk to someone. Of those who did not say any member of staff pupils named a specific member of staff. The pupils were able to talk about what they had learned in RE and the RE visits they had been on in the school.

'They help us and they help us to improve treating other people like we'd like to be treated.'

'The teachers are role models for us.'

'We treat people from other places equally and we learn this in RHE.'

'We make people new to our school feel welcomed.'

'There are more kind teachers in this school.'

Safety - the pupils felt safe at school and were able to give a myriad of examples of how the school helps them to keep safe online, at the swimming baths, at the beach, in the building and when they are outside of school

'Teachers are like parents.'

'Never share your password.'

'You have to ask permission before posting photographs of people.'

'Don't just listen to other people, listen to people you trust.'

'The wristbands we have on trips help if we get lost from our group.'

Health and Wellbeing - Pupils felt that they were encouraged to look after their physical, emotional and mental health. The topics they talked about were, looking after your teeth, eating healthily, having a healthy lunchbox, the school providing them with fruit at break time and body hygiene. The lessons they mentioned that helped them were PE, and science topics about healthy eating and teeth. When it came to how school encourages them to look after their emotional and mental health, many pupils spoke about RHE, RE and pupils in years 5 and 6 spoke about MVP, which helped them to develop kindness, empathy, generosity and courage. The pupils spoke with great enthusiasm for RHE and MVP. One girl stated that after an MVP lesson, she then decided to be more empathetic to her friends. The children in years 3 and 4 spoke about school showing them how to calm down and that the teachers, *'keep you jolly'*.

Citizenship - Children gave lots of examples of the responsibilities that were available at Grove, and there were many and enthusiastically explained to us. They spoke of digital leaders, attendance ambassadors, breakfast monitors, school councillors, the green team and pet protectors. All the pupils spoken to felt that the system for how people were allocated to these roles were fair and a child in Y4 spoke about writing a manifesto and then presenting this to her class to vote on.

Reading - Almost all pupils were able to talk with excitement about the books they had or were reading, both fiction and non-fiction and their favourite author. Whilst the pupils were in the room that we were talking to them, pupils noticed some of the books that they had read themselves. It was a delight to see the children come alive and speak with enjoyment about reading.

Art - The pupils were able to talk about a range of artists they had studied such as, Vincent Van Gogh, Alberto Giacometti, Quentin Blake, Marion North and Terry Frost. A pupil mentioned that she liked Marion North because she painted nature and flowers and she found them beautiful and that they made sense to her. Her fellow class mate stated a preference to Terry Frost who made abstract art and he like this type of art because *'it was like fiction'*.

Performance - Grove gives the children many opportunities to perform. Pupils spoke about dance, reading their work out to others; drama about how to welcome babies in an RE lesson; playing football in front of others; involvement in the Welsh National Opera; and playing the recorder and ukulele in front of others.

After School Clubs, Visits and Visitors – This is a strength of the school and the pupils spoke with joy about the places that they had been and the clubs they belonged to. Some of the clubs they mentioned in this category were: coding club, tag rugby, dance, chess, book buffets, drumming, Times Table Rock Stars. Visits mentioned were: Twycross Zoo, Cannock Chase Museum, Weston-Super-Mare, The Black country Museum, Whitemoor

Lakes and many places of worship. They have had visitors in who have taught them about Egyptians, teeth and maths.

Next steps

The areas we discussed on the day were the 'big ideas' in core texts and class novels and understanding the term debate and recognising when this takes place in lessons.

The behaviour of the pupils in school is exemplary, which was demonstrated by the children we interviewed, how polite the pupils were and how when we were in upper school a pupil held the door opened for us as we went into a room; and what we witnessed as we walked about the school.

Pupils at Grove have extremely high expectations of behaviour. They view low level behaviour as poor behaviour eg shouting out an answer in response to a question. Pupils say that they do not see bad behaviour in their classes or around the school and said if someone did something wrong then the teachers would do something about it and one child said that 'Their parents would have to come to school'.

When finally asked if they would recommend Grove to other children, there was a resounding, yes, from all the pupils we spoke to. They showed great pride in the school and were appreciative of all adults in the school and the showed deep respect for each other. They were a pleasure to talk to.

Signatures to agree the content of this report:

Governor:

Staff member:

Head Teacher: