

Fourlanesend Community Primary School – Governor monitoring visit report form



<b>School Development Plan Priority</b> Mental and physical well-being and curriculum coverage (PE)	<b>Focus of Visit</b> Update on how the Sport's Premium has been used this year.
<b>Visit time, date and Governor name:</b> Tuesday 19 <sup>th</sup> July 2022 Piers Taylor	<b>Staff name:</b> Ayesha Gillespie
<b>SDP actions to consider</b> <ul style="list-style-type: none"> <li>Mental and physical well-being and curriculum coverage (PE)</li> </ul>	
<p>Ofsted</p> <p><b>Outstanding:</b></p> <ul style="list-style-type: none"> <li>The school's curriculum intent and implementation are embedded securely and consistently across the school. It is evident from what teachers do that they have a firm and common understanding of the school's curriculum intent and what it means for their practice. Across all parts of the school, series of lessons contribute well to delivering the curriculum intent.</li> <li>Pupils' work across the curriculum is consistently of a high quality.</li> </ul> <p><b>Good:</b></p> <p>Intent</p> <ul style="list-style-type: none"> <li>Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life. This is either the national curriculum or a curriculum of comparable breadth and ambition. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about, and are making any necessary amendments in response to the pandemic.]</li> <li>The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about, and are making any necessary amendments in response to the pandemic.]</li> <li>The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.]</li> <li>Pupils study the full curriculum; it is not narrowed. In primary schools, a broad range of subjects (exemplified by the national curriculum) is taught in key stage 2 throughout each and all of Years 3 to 6. In secondary schools, the school teaches a broad range of subjects (exemplified by the national curriculum)</li> </ul> <p>Implementation</p> <ul style="list-style-type: none"> <li>Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches.</li> <li>Over the course of study, teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas.</li> <li>Any remote education is well integrated within course(s) of study, and is well designed to support the wider implementation of the school's curriculum.</li> </ul>	



- Teachers and leaders use assessment well. For example, they use it to help pupils embed and use knowledge fluently, or to check understanding and inform teaching, or to understand different starting points and gaps as a result of the pandemic.
- The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge.

**Impact**

- Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in the work pupils produce.

**Previous visit: Progress on agreed actions and Impact**

**Observations and Discussions**

- Mental wellbeing – Yoga offered to key stage one and key stage two, both classes were full. We bought new yoga mats.
- Sport's champion in to motivate pupils to aim high, Robert Mitchell.
- Cross Country – school paid for children to participate so they can take part in competitions.
- Cricket coaches in for Key Stage Two and an afterschool club open to both as an alternative sport. Later in the year children also got to travel to Somerset to see Women's cricket.
- Playground sail installed – extra shade on the playground to allow children to safely work and sit outside in all weathers.
- Children have been encouraged to bring in swimming certificates to be presented in celebration assembly. Cross country children applauded.
- Saints SW in to teach once a week, raises confidence of TA's. Children get to receive PE from a professional who specialises in sport.
- Lifesaving for year 6.
- Bikeability – need to order bikes.

**Summary to be entered on Governor Monitoring Plan:**

Discussed achievements in spite of the covid restrictions and constraints including those such as transportation difficulties caused by the school's remote location. Swimming top-up provided to ensure catch up. KS2 were able to compete in local cross country events with other schools. KS1 and KS2 mental well being benefited from full yoga classes enabled by the purchase of new mats as well as sports in general. PE Subject Leader achieved accreditation and whole school has benefited from this and engagement with sports professionals (including football and Women's cricket).

**Further Action Required:**

With the easing of restrictions, creative use of available resources there should be a continued emphasis on and expanded involvement in competitive events. This will include engagement with both Millbrook and Plymouth football clubs. Two bikes to be bought to ensure all pupils have access to Bikability regardless of whether they own a bike.

**Impact of Governance:**

To hold the school to account for PE and ensure budgets are maximized for delivery of effective PE including mental wellbeing.

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<u>Date and time of next visit:</u>	
<u>Governor signature:</u> <u>Date:</u> 21/7/2022 <i>P. Taylor</i>	<u>Staff signature:</u> <i>A. Gillespie</i>