



<b>School Development Plan Priority</b> Improve outcomes in EYFS	<b>Focus of Visit</b> New governor initial visit
<b>Visit time, date and Governor name:</b> Sue Robinson 19 <sup>th</sup> July 2018	<b>Staff name:</b> Natalie Perry
<b>Previous visit action points</b> Previous governor report asked about milestones, showing where children might be at the end of the spring term 2018 New governor appointed summer term 2018 – action point not reviewed as part of this visit	<b>Planned questions to raise/ areas to focus on:</b> As it was my first governor visit I came prepared with the six questions as in Observation and Discussion section below . These were taken from a 2018 document offering suggested questions for Early Years setting and were just to give a starting point for discussion.
<b>Observations and Discussions</b> <b>Overall indoor environment</b> <ul style="list-style-type: none"> <li>• *Is the setting bright , well organized and inviting to walk into?</li> </ul> <p>Consideration is given to displays and organisation, but it was the penultimate day of term and therefore would be a better question for me to investigate in the autumn term.</p> <p>Summer term 2018 evaluation of Early Years Action Plan states:- “Following recent training strengths and gaps analysis is in place to organize the classroom environment for next year”</p> <ul style="list-style-type: none"> <li>• *Are the resources and working areas clearly labeled, with words, pictures or real objects where appropriate?</li> </ul> <p>Draws and resources are labeled, but again end of term so things were being sorted and reorganized.</p> <p>Autumn term 2017 evaluation from Early Years Action Plan states:-“ Draws and boxes have been reorganized and have fresh labels”</p> <ul style="list-style-type: none"> <li>• Do resources reflect all families and cultures?</li> </ul> <p>We discussed this more fully. Consideration is given when appropriate , an example given was of a Russian child a few years ago when phrases in Russian were displayed e.g. Good Morning . More recently the class had had a visit from a Hindu lady and the children had dressed up, photos of the visit were displayed. Topics covered, for example” Homes”, look at different countries and cultures. Dolls with various skin colours are available</p> <b>Outdoor Area</b> <ul style="list-style-type: none"> <li>• The area is well organised, inviting and challenging?</li> </ul> <p>We discussed this at length. The area is set up in response to Data, and is updated each term with a new focus as appropriate. I had come it to help with some reading earlier in the term and had seen children using various equipment and resources.</p> <p>A literacy focus is planned for the autumn term with a specific Reading/Writing area linked to the interests of the new September intake.</p> <ul style="list-style-type: none"> <li>• There are opportunities for children to be physical?</li> </ul> <p>There is a literacy shed, a maths shed and a physical education shed with a good range of resources to meet the fine and gross motor skill requirements of the children.</p> <ul style="list-style-type: none"> <li>• There is a number line and height chart</li> </ul> <p>There are some painted numbers but not a number line or height chart. This was a very specific question , Natalie has looked into ordering an outside number line and will look again in September. Similarly she will look at the possibility of</p>	



having a height chart.

**What are the current challenges?**

I was given a copy of the Early Years Action Plan for 2017-2018. This had been evaluated and updated in various colours to identify each term.

Currently awaiting County spreadsheet for end of year analysis. Early Years Action Plan end of year analysis states that:- Progress across Foundation Stage is good or greater than expected. 50% have GLD (3/6) and all children have made at least expected progress. The School Effectiveness Cornwall Rolling Record of Support summer visit gives GLD as 47% (7 out of 15)

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

This was my initial visit as a new governor, although I had previously seen the setting in action.

Natalie spoke confidently in answer to all questions and the Early Years Action plan was clear and had been evaluated regularly and appropriately.

We discussed the need to wait for the County spreadsheet to allow for full analysis of 2017/2018 data.

The Early Years team clearly functions effectively, although I did not speak to any other members of staff on this occasion, might be nice to do so at some time.

Looking at the Schools Effectiveness Cornwall Rolling Record of Support, writing at greater depth is highlighted as an area for development across the school. This will be reinforced in Early Years where they are already planning a literacy focus for September based on reading/writing and the interests of the new intake. (I would be interested to follow this up)

**Further Action Required:**

Action point from previous visit report – Milestones could be reviewed on next visit, but spring 2018 end date was given therefore may be best left perhaps for future discussion if appropriate.

From this visit :

- Multicultural links – I think as a new governor this is a question that I should ask in general terms not just Early Years. How would other teachers answer the same question?
- Summer term evaluation of Early Years Action Plan states:- “Following recent training strengths and gaps analysis is in place to organize the classroom environment for next year” Linked to first two questions \*I think I should follow this up in September.
- Look at County spreadsheet for end of year analysis when available.

**Impact of Governance:**

Governance support for EYFS teacher and staff

**Date and time of next visit:**

To be arranged possibly early in autumn term to look at Data analysis?

**Governor signature:**

**Date:**

*[Signature]*  
19/07/18

**Staff signature:**

*[Signature]*

