

Littleport Community Primary School - Governor Visit Monitoring Report



Date	June 6 th 2024
Name/s of Governors	D Barker
Names of lead staff	S Jackson
School Priority	To improve the achievement of pupils in receipt of the pupil premium.
Action from Improvement Plan to be monitored	Key objectives for the school for this academic year in relation to the above overall objective have been: • Continue to ensure that all pupils receive quality first teaching. • To continue to offer a broad range of experiences for all pupils. • That SEMH needs are supported. • Improve attendance with reference to persistent absenteeism and punctuality. Note; the school uses the term 'ABC' (Above and Beyond Children) for PP pupils. T
Visit activity: Please indicate which of the following activities were undertaken during the visit (aim to carry out at least 3 activities) • Reviewed data. • Met with leaders. • Spoke with staff. • Spoke with parents. • Spoke with pupils. • Reviewed pupil work. • Reviewed planning. • Reviewed budget. • Reviewed resources. • Classroom visits. • Other	Met with the PP lead, Sara Jackson. Reviewed data and looked at books.

When carrying out the visits, please consider evidence from across the school to include EYs, KS1 and KS2.	
Progress and Impact What progress has the school made with regards to the priority(ies) for development? What evidence of impact is there? What are the next steps?	Quality first teaching. There has been an emphasis this year upon scaffolding pupil's vocabulary acquisition within lessons. Observations, learning walks and book scrutinies have confirmed that this has been a feature of teachers work in classrooms. Books reviewed during this link visit showed varied, interesting and appropriate use of vocabulary in some very effective pieces of writing. Teacher and TA views have been sought by the school, which confirms the school's approaches: • All ABC pupils receive some form of support. • The vast majority of TAs run interventions that support ABC pupils. The most recent achievement data was presented however as this was from February the school is awaiting more up-to-date information, which will be available towards the end of this term. It would be useful to review this data with the following questions in mind: • Compare the progress and attainment for 23/24 for PP and non-PP pupils. • Compare progress and attainment for 23/24 to 22/23 for PP and non-PP groups. Broad range of experiences for pupils. The school continues to offer a broad range of experiences for every pupil. These experiences include curriculum related visits (which have been redeveloped this year) so they complement and extend the curriculum), author visits, sport opportunities swimming, a variety of clubs and the forest school. For these activities, ABC children are encouraged and enabled to participate through for example support with costs. A question to discuss the next time we meet would be to review the participation of ABC children within these activities and whether further opportunities could be developed to address this group's needs e.g., any cultural capital deficits (for example). SEMH needs are supported. Supporting pupils with SEMH needs is a key focus for the school and to this end they offer both YMCA counselling and ELSA sessions within the school day. These are having a positive impact with feedback from teachers commenting that the children taking part in these interventions are more focused, spend more time learning, are better settled with improvements in behaviour, resilience, and

	attendance. A recent pupil voice activity (of a sample of 10 pupils from Y2-Y6) carried out by the school showed that: • 9 of the children were happy to come to school, with one 'not sure'. • Most found breaktimes and friendships 'easy' at the school. • Most of the sample group (60%) commented that they find 'talking to others' tricky. Improve attendance with reference to persistent absenteeism (PA) and punctuality. The school has implemented a breakfast club with the aim of encouraging PA pupils and those with punctuality issues to improve their attendance. Roughly half the PA pupils attend the breakfast club at some point during the week. Case studies show that this is having an impact upon those attending. The club is used to develop social skills and 'life skills' and is enabling the staff and children to further develop relationships as they get to know each other better. The school will be expanding its provision (e.g., sensory circuits) in the mornings so as to encourage more pupil to come early to school. Questions to explore for the future: • Is the breakfast club strategy impacting upon PA data? • What is the data show for different cohorts e.g., gender, PP etc • What can be done to support improved attendance of those who do not attend the breakfast club?
Questions linked to SDP foci- Writing Choose one question which is most appropriate to ask: Either; Can you show me examples of increased opportunities to write across the curriculum? Or; Can you show me examples of evidence of progress in writing?	Examples of writing were reviewed showing writing across the curriculum. The writing reviewed was thoughtful and well-structured. It was clear that progress had been made over the year.
Equality and inclusion	This was not addressed within the visit.
Safeguarding question/observation <i>Note the staff question is designed to be asked of non-DSL staff (the Safeguarding link governor will be meeting with DSLs to ask them questions about safeguarding).</i>	This was not addressed within the visit.

Short comments for Website/Newsletter	<i>The school's breakfast club continues to offer pupils a focused and purposeful start to the day, along with the with breakfast, there are games to be played and conversations to be had. This is helping to improve the attendance of some children, and if any parent would like to access the school's breakfast club, then please contact the school directly.</i>