




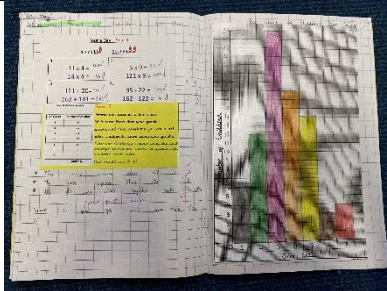


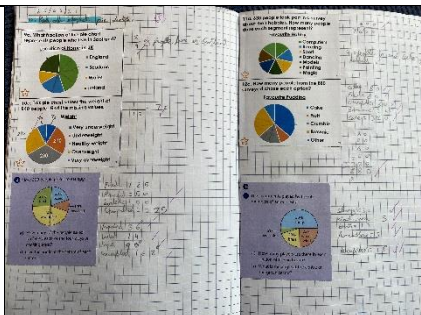


## Learning Walk- Great Whelnetham- 21st May 2021

<b>Conducting the visit: Melanie Barrow- CEO                      Claire Flatman- Headteacher                      Imogen Wallis- Head of School</b>		
<b>Class/ Area</b>	<b>Observation</b>	<b>Strengths identified/ impact</b>
<p>Entrance Hall</p> 	 <p>This entrance hall has recently been redecorated which gives an immediate better first impression of the school. The art work displayed is dynamic and of high quality (rainforest). “Great Whelnetham Loves number” display demonstrates progress in mathematics from across every year group and “Super Scientists” evidences this for Science, “The Right Writing” for English (Writing). Portraits displayed of British Monarchs are of a very high quality.</p> 	<p>Immediate good first impression of the school created with creative arts displayed and high-quality pupil work. This sells the school well and gives potential new parents the correct first impression of the school.</p> 
<p>Owls Class Year 3/4 Maths</p> 	<p>Pupils were observed during a maths lesson on “Interpreting data”. <b>Learning Environment:</b> The seating arrangement in the room works really well. Pupils are facing the front which is both Covid compliant and all children can see the teacher/ whiteboard. Displays reflect current topics and work is of a high quality. Art work on Kings and Queens is superb. Displays evidence progress by each pupil in writing.</p> 	<p>Planners are being used effectively to communicate success in spelling tests and reading. There is good home/ school communication.</p> <p>Pupils know what is expected of them in lessons and differentiation is good.</p>

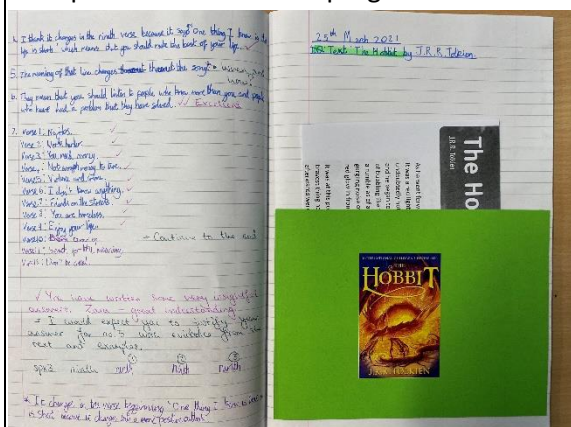
<p>Teacher- VL</p>	<p><b>Differentiation and Challenge:</b> Differentiation apparent in the lesson “chili challenges”. When questioned a pupil could articulate what this meant “I am on the hardest chili as I want to challenge my understanding”.</p> <p><b>Marking and Assessment:</b> Marking in books is consistent, up to date and clearly reflects the marking policy. It is very clear when the learning objective has been achieved.</p> <p><b>Behaviour:</b> Pupils’ behaviour is excellent. All pupils are on task and highly engaged. There is a good rapport between the teacher and pupils. Pupils were highly engaged and when I asked “how do you think you are doing in maths” several children were keen to point out that “this is my 4<sup>th</sup> maths book!” The level of work completed since Sept is impressive.</p> <p><b>Work Scrutiny:</b> The work in books demonstrates progress has been made from the start of the year to the current day. Marking adheres to the school policy and all marking is up to date. Children are responding to next steps with lots of purple pen evident.</p> <p>When spoken to pupils could identify examples of good work and articulate why it is good “This piece of work on graphs (see photo) was really need and I got a green which means I met the objective”.</p> <p>The teacher also successfully used “mini-plenaries” to remind and reaffirm with pupils what they needed to do “let’s recap what you need to label” pupils could accurately respond with “the x and y axis”.</p> <p><b>Areas for development:</b> Ensure marking remains consistent/ up to date and that children continue to be able to respond to this.</p>	<p>Marking is up to date and next steps apparent/ are being responded to by pupils.</p> <p>Expectations have risen and behaviour in the Year 4 year group is very noticeably improved.</p>
<p>Swans Class Year 5/6 Maths Teacher- SS</p>	 <p><b>Learning Environment:</b> Seating arrangement works well. Pupils can see the resources/ white board and pupils are grouped according to year group/ need. TAs able to access pupils who need support unobtrusively. Displays such as “Fever, Fire and Fashion” (see photo) reflect current topics.</p> <p><b>Differentiation and Challenge:</b> Extension questions were available</p>	<p>Good use of different coloured paper in maths books to help pupils</p> 



in the lesson. The task required pupils to draw lines and angles accurately. One group was being supported by a TA. **Marking and Assessment:** Very good standards of marking. Lots of purple pen evident showing pupil response to next steps. Marking is up to date. It is very immediately evident from looking at books where the learning objective has been met/ exceeded through highlighting of the objective. **Behaviour:** Pupils were highly engaged and knew exactly what they needed to do in the lesson. There is a good rapport

between the pupils and teacher. Pupils' behaviour is well managed and a pupil who has previously struggled with his behaviour was incredibly well behaved and highly engaged- this is wonderful to observe. All pupils are highly engaged and on task- there was absolutely no off task behaviour. It is clear that classroom rules are adhered to and consistently enforced.

**Work Scrutiny:** Marking clearly adheres to the school's policy and is up to date/ very thoroughly completed. There is clear progress from the start of the year to the current day.



**Guided Reading** has developed and a range of interesting texts are being explored. The presentation of Guided Reading books and texts covered is excellent.

**Areas for development:** Ensure differentiation is always in place and evident through variance in books.

with scotopic sensitivity (in the photo a cream background is being used). Pupil stated "sometimes when I write I can't see well on white paper and cream helps me".

Pupils knew exactly what they were expected to do and could articulate good mathematical knowledge when questioned "How do you know this angle is obtuse?", pupil response "because it is over 90 degrees but under 180".

Progress is very evident in books and marking is thorough.

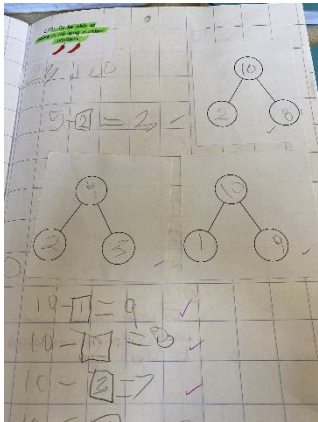
Larks Class  
Year R/1  
English lesson  
Teacher CM

**Learning Environment:** Continuous provision was observed in Early Years area. The outside area has been transformed and is being used to great effect not simply for activities but to full effect to extend learning activities from the classroom into the outside area. The words written on the paving areas outside were a very good way to encourage pupils to experiment with phonics/ high frequency words. Other areas for



Continuous provision has been created and the outside area is being used to great effect. The teacher is going the extra mile to link work on phonics with sounds/ words of the week evident on the playground.





emergent writing have been created and link successfully to the class topic. The level of detail in discreet areas around the classroom to develop learning are impressive. The workbench is a lovely idea. The learning environment in the Early Years classroom has vastly improved- this must have taken an enormous amount of work



by the teacher. The outdoor area is being utilised to deliver continuous provision but can be utilised to full effect because it is now tidy, clean and high-quality resources have been procured. Many of these are cost effective and innovative (such as the use of chalks).

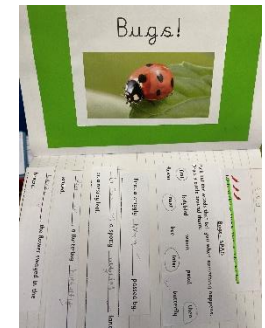
**Differentiation and Challenge:** Session observed began with modelling of words “th-a-nk”, “w-i-th” modelling the different sounds/ blends using word cards with sound buttons. The pupils were able to respond to this, sound out words but Year One were also challenged further by being asked to use the word in context. A pupil responded to the word “s-i-x-th” after sounding it out with “It’s my best friend’s sixth birthday and I am happy because she is having a party”. Another pupil put up her hand to commend her by saying “that was good because she extended it with because” which the teacher positively reaffirmed by stating “yes she it extended the sentence with a conjunctive”. It was a lovely exchange to observe! The main session was differentiated well with excellent use of the Teaching Assistant.

Differentiation evident in books with “chili challenges”. Different objectives being set for the two year group cohorts.

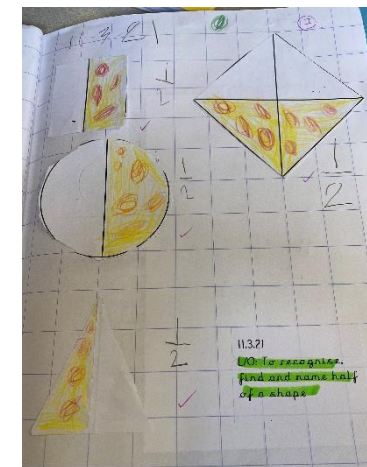
**Marking and Assessment:**

Marking is very consistent in books across all subjects. Praise is given continuously and the pupils are encouraged well. The children are given lots of verbal feedback which is highly motivating. Books clearly demonstrate where the learning objective has been achieved through the use of highlighted colours which adhere to the school’s marking policy.

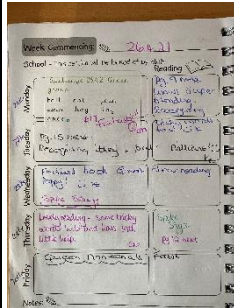
Celebration of the pupils’ progress encourages all pupils to want to strive for higher standards. The teacher has established a really positive learning culture.



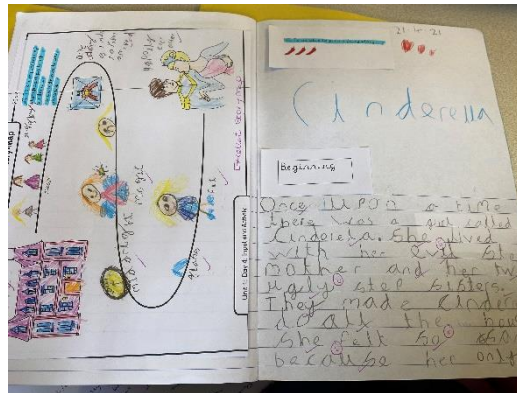
Resources are well prepared (especially for phonics) and the high quality of these is impacting positively on learning.



**Behaviour:** The children were highly engaged and very keen to share their work (which they are quite rightly very proud of). The rapport between the teacher and pupils is very evident. The teacher is incredibly proud of the high standards pupils are achieving and adults/ pupils are working together to develop this even further. It was wonderful to observe the positivity and energy in this classroom- the teacher is whole-heartedly energising and guiding pupils to aim high and achieve to the best of their ability.



**Work Scrutiny:** Planners are being used and children are being heard read daily. This is recorded for parents to see. Books are changed as soon as pupils finish these and spellings are being given. This is a vast improvement from previous years and this excellent practice is contributing to the progress pupils are making in reading.



The presentation of work in books is excellent and for the age of the children presented to a very high standard.

**Areas for development:** Most children when questioned were able to articulate what the marking scheme means "I got a green which is good" but this could be shared even further with all pupils understanding the significance of the highlighted colours (not all children did know but this could be reflective of ability/ age).



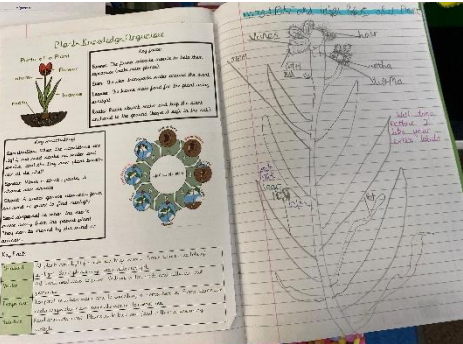
Provision for ASD pupils- learning areas

Learning areas to give pupils breaks have been created. These have been tailored to individual pupil's interests (for example now/ next boards). Two learning areas were observed- one for a pupil in Robin's class and one in the library. Numicon is being used to assist with conceptualisation in maths.

A pupil known to the CEO was heard read and there has been significant development in his ability- his reading is much more



Care, thought and attention has been given to catering for the needs and interests of pupils with ASD. Creating bespoke learning areas has given pupils a safe space to access if experiencing sensory overload. This will minimise risk of behaviour affecting others/ assist pupils to self-regulate.

<p>Robin's Class Year 2/3 English Lesson Teacher- NT</p> 	<p>fluent and expressive. There has clearly been good progress in reading made.</p> <p>A Guided Reading lesson was underway involving retrieval from a text. Pupils were reading "Cyril the Caterpillar" by Jeremy Lloyd. Pupils were highly engaged and behaviour excellent. One pupil with an EHCP was being well supported by the TA and "now/ next" boards being deployed.</p> <p><b>Learning Environment:</b> The classroom is well organised. Displays reflect current learning and support topics. High standards of writing work are displayed and evidence progress made by each child. There are resources displayed to support children.</p> <p><b>Differentiation and Challenge:</b> Differentiation in tasks apparent in books.</p> <p><b>Marking and Assessment:</b> Learning objectives clearly displayed in all work. There is evidence of marking and next steps being responded to by pupils (purple pen- see photo of Science work).</p> <p><b>Behaviour:</b> Pupils were well behaved and highly engaged. They responded well to teacher questioning.</p> <p><b>Work Scrutiny:</b> The work in books is of a good standard. There is clear progress from Sept to May. Marking adhere's to the school's policy although there is some unmarked work in books (see photo).</p> <p><b>Areas for development:</b> Ensure all work in books is marked. There was some unmarked work in books (see attached photo above).</p>  	<p>Good use of knowledge organisers.</p> <p>Good progress evident in books and work is being completed to a high standard.</p> <p>Pupil behaviour is excellent.</p>
<p>Curriculum Discussion</p>	<p>The Headteacher shared Curriculum subject overview which evidences progression in each subject. Each subject has a subject leaders folder containing:</p> <ul style="list-style-type: none"> <li>• Statement of Intent</li> <li>• Organisational structures from the 2 Year Rolling plan</li> <li>• Audit of Curriculum Planning</li> </ul>	<p>Curriculum and subject leadership is a strength and much work has been undertaken in this academic year to put this into place. The speed at which the Curriculum has been</p>

	<ul style="list-style-type: none"> <li>• Cross reference to the National Curriculum</li> <li>• Subject Leader Action Plans</li> <li>• Individual Mapped Subject Plans</li> <li>• Book Scrutiny</li> <li>• Pupil Perceptions</li> <li>• Focused Learning Walks for each subject</li> </ul>	designed, improved and expectations established by the Headteacher is impressive. There is uniformity across each subject and monitoring by the leadership team is exceptionally rigorous.
Pupil Behaviour	It is important to state that no off task behaviour was observed during the course of the 90 minute learning walk. Where pupils have particular SEN needs they are being supported well and are being given opportunities for breaks when they are needed. Pupils should be commended for being highly engaged and able to articulate learning objectives and expectations in lessons.	<p>Pupil behaviour was very good during the learning walk.</p> <p>Adults seem to have a very good rapport with the children in school.</p>
<b>Development Points</b>		
<ul style="list-style-type: none"> <li>• <b>EY/ Year One standards and expectations are much higher and the standard that the pupils in Reception are working at is to be commended. There are elements of excellent practice which could be shared. Early Years had been a weakness so sustaining this rapid improvement would be highly beneficial and have a positive impact on standards in KS1.</b></li> <li>• <b>Marking is immediately explicit through use of colour coding learning objective (reference marking policy) but this makes it immediately evident if any is missed- so ensure all books are consistent. Marking has greatly improved and across subjects the marking policy is being applied- this needs to be maintained at the high standard currently being achieved.</b></li> <li>• <b>Maths teaching observed was to a high standard and the teaching is at least Good across the school. The school now needs to develop even more expertise and should have a MAST trained teacher. The maths lead should seriously consider undertaking this in the academic year 21-22 as it would help to develop his leadership and research skills. It would also be beneficial to the whole school.</b></li> <li>• <b>Curriculum planning and subject monitoring is advanced. The next step is to finish off the remaining subjects and for subject leaders to monitor their own subjects even further.</b></li> </ul>		
<b>Future Actions</b>		
<ul style="list-style-type: none"> <li>• <b>MB to conduct History Deep Dive with IW (Head of School) in Autumn Term</b></li> <li>• <b>MB to observe GB L and A committee meeting in July 21.</b></li> <li>• <b>The good practice which has been established needs to be maintained.</b></li> <li>• <b>Continue to implement Curriculum plans and develop subject leadership with subjects leaders undertaking even further monitoring of their subjects.</b></li> <li>• <b>The CEO is in agreement with the Headteacher that the SEF judgements should be upgraded to “Good”.</b></li> </ul>		

It is important to note that great improvements have been made at the school in a very short time. The pace, high expectations and progress in lessons have improved extremely markedly. This alongside high standards of marking and the very vast development in the Curriculum take an incredible amount of hard work. The staff at Great Whelnetham should be commended for this.