

## Governor Visit Report

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| <b>PART I</b>  |   |
| <b>Governor:</b><br>Emma Johnson   | <b>Date of Visit:</b><br>2-6 March 2015                                     |
| <b>Focus of Visit:</b><br>Outward Bound Ullswater  | <b>Activity/Format</b><br>Attending Outward Bound activity week with Year 5 |
| <p><b>Following the governing body's agreement to embed outdoor learning in the school, the first "Outward Bound" residential trip took place during 2-6 March 2015.</b></p> <p><b>Key questions to seek answers to:</b><br/> <b>Some example questions to ask children:</b><br/>           What have you learned during outdoor week?<br/>           What challenges or difficulties did you have to overcome?<br/>           How did you overcome these challenges?<br/>           What have you learned that you might apply to other activities?</p>   |   |
| <p><b>Timetable (When, what, with who and how, agreed in advance with staff/HT)</b><br/>           Responsible for 10 year 5 children from breakfast through to bed time. Each group was assigned a group leader/course instructor. I was asked to provide a support role to the instructor and children.</p>  |   |
| <b>PART II</b>   |   |
| <p><b>Outcomes:</b></p> <p>At the initial welcome all children were told exactly what would be expected of them throughout the week. This ranged from taking responsibility for themselves and each other, to time keeping and house-keeping.</p> <p>Each day the children were responsible for getting themselves up, washed and down to breakfast in a timely fashion. Each group was told the previous evening at what time they would be expected to be ready to meet their course instructor that day.</p> <p>Each day consisted of a range of activities including, abseiling, climbing, walking, team games, canoeing, talking, reviewing activities etc.</p> <p>Each day the children were expected to listen carefully to instructions and collect the right equipment for the tasks to be carried out. They were asked to help each other, look after the equipment, be sensitive to each other's needs, encourage each other, have fun and laugh!</p> <p>The children were either out for full day's activities or the day's were broken into several activities. Each day culminated in dinner followed by evening activities, hot chocolate and lights out.</p> <p>Throughout the week the children demonstrated, resilience, determination, self-confidence, tolerance, leadership and much more. Some of the children found being away from home tough but other children stepped in to help and make the 'sad' child feel more at home. Some children found the challenges very tough, but no one in my group gave up and refused to take part.</p> <p><b>What have you learned during this trip? (comments from the children)</b><br/> <i>To be kind and caring to others. To be responsible for myself more. To take care of the environment.</i></p> <p><b>What challenges or difficulties did you have to overcome? (comments from children)</b><br/> <i>Fear of heights. Working with others that I don't usually work with. Not giving up when it got really hard!</i></p> <p><b>How did you overcome these challenges? (comments from children)</b><br/> <i>Listening to my team mates encouragement. Listening to the instructor. Laughing!</i></p> <p><b>What have you learned that you might apply to other activities? (comments from the children)</b><br/> <i>I am going to look after the environment when I am out and about, not just in my garden or school because it is so lovely. I know I can do better if I try harder at something. In the playground if someone is left out I can bring them into the group.</i></p> |   |

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**Further Comments:**

I felt immensely proud to be part of Upland primary whilst I was away. The children were so well behaved and very polite, they were a delight to be around. I was thoroughly impressed by their 'can-do' attitude and how they looked out for each other. I never ever witnessed rude or naughty behaviour. The school and parents should be so proud.

The Upland teaching staff that accompanied the trip were amazing too. Tireless in their compassion towards the children. Keen to get involved. Diligent in their role as loco parentis. They also made me feel extremely welcome and part of the team. Thank you.

**Signed**  
**Emma Johnson**

**Date**  
**10 March 2015**

**Thank you**

**To the Upland staff team and the children for making my week an extremely enjoyable one!**

## Governor Visit Report

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| <b>PART I</b>   |  |
| <b>Governor:</b><br>LIZ DAWES   | <b>Date of Visit:</b><br>21 MAY 2014   |
| <b>Focus of Visit:</b><br>OUTDOOR WEEK  | <b>Activity/Format</b><br>DISCUSSION WITH KS2 CHILDREN<br>EYFS/KS1 LEARNING WALK |
| <p><b>Following the governing body's agreement to embed outdoor learning in the school, the first "outdoor week" took place during the week beginning 19 May. Each class had timetabled activities.</b></p> <p><b>Key questions to seek answers to:</b><br/> <b>Some example questions to ask children:</b><br/>           What have you learned during outdoor week?<br/>           What challenges or difficulties did you have to overcome?<br/>           How did you overcome these challenges?<br/>           What have you learned that you might apply to other activities?</p>   |  |
| <p><b>Timetable (When, what, with who and how, agreed in advance with staff/HT)</b><br/>           9.30am to 10am – discussion with KS 2 children<br/>           10am to 11.30am – visit EYFS and KS1</p>   |  |
| <b>PART II</b>  |  |
| <p><b>Outcomes:</b></p> <p><u>Discussion with KS2 children</u><br/>           Children from years 4 to 6 were keen to tell me about the activities they had completed so far which included sailing and rock climbing. One year 6 child told me they had learned about "how to overcome challenges" and how to "take responsibility". Those that had taken part in rock climbing told me many children were nervous and scared to begin with, but with encouragement from the trainers and from their classmates, they all managed to undertake a climb. The children who took part in sailing told me there was a strong emphasis on teamwork and that they understood why teamwork was important in other aspects of life. One year 4 child told me that outdoor week had been a good opportunity to make new friends as they had worked in different groups.<br/>           (The children were eager to share their experiences of outdoor week, and this is a very short summary of our discussion!)</p> <p><u>EYFS</u><br/>           I visited nursery to see the new playground equipment being well used by the children. I spoke to Mrs Winter and Mrs Corderoy who told me how the new equipment was enhancing the children's learning through play. The new equipment does make some areas of EYFS now look quite dull and drab – but Mrs Winter told me about the plans to paint the fences and storage sheds. She also told me Mrs Corderoy had completed "forest school" training and was hoping for an area to be put aside within the school grounds so that children could benefit from regular outdoor activities.</p> <p><u>Reception</u><br/>           I visited one of the reception classes who were learning all about worms from an outside speaker. They certainly enjoyed looking at the worms and working out which end of a worm was which!</p> <p><u>Year 3 – Orienteering</u><br/>           The school had booked an outside orienteering expert who had set up various games and courses in the school grounds. The children were able to tell me the basics of map reading and were clearly enjoying the challenges being set. I spoke afterwards to the expert who commented that the children were well behaved – despite the excitement of the activity.</p> |  |

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**Further Comments:**

It was pleasing to hear about the variety of different activities on offer to the children and, from what I saw and heard, the week seems to have been a great success. Children were given the opportunity to take part in activities which were new for them and seemed to enjoy, and learn from, the challenges they faced. Mr Twyman will survey the staff and the children to obtain their feedback which will help inform next year's planning.

**Signed**  
**Liz Dawes**

**Date**  
**26 May 2014**

**Thank you**

## Governor Visit Report

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| <b>PART I</b>  |   |
| <b>Governor:</b> Emma Johnson  | <b>Date of visit:</b> April 2 2014  |
| <b>Focus of visit:</b> to witness first hand 'Project Based Learning'  | <b>Activity/format:</b> classroom visits to ask pupils about their project work |
| <p><b>Key questions to seek answers to:</b></p> <ul style="list-style-type: none"> <li>• What have you learned from this project?</li> <li>• How does (your project) demonstrate your learning?</li> <li>• What are you pleased with?</li> <li>• What challenges or difficulties did you have along the way?</li> <li>• How did you overcome these challenges?</li> <li>• What you have you learned from the process that you might apply to your next project?</li> </ul>   |   |
| <p><b>Timetable (when, what, with who and how, agreed in advance with staff/HT)</b></p> <p>9.30-11am KT1 &amp; 2 classroom visits</p> <p>11.30-15.10 – Foundation stage classroom visits</p>   |   |
| <b>PART II</b>   |   |
| <p><b>Outcomes:</b></p> <p>I visited the classrooms of <b>KS1</b> first and was delighted to see the children extremely enthusiastic and ready to tell me about their projects and what they had learned. The children I spoke to were very clear on their understanding the topic, The Great Fire to London. The children could accurately take me through a timeline of the events leading up to, during and after the event. The work I saw was of a very high standard and everyone enjoyed telling me about their learning. I saw teacher feedback in writing on their work and when asked about the most challenging aspect of the project one year2 pupil responded with "using connectives". This answer correlated with the teacher feedback he had received.</p> <p>Upstairs in <b>KS2</b> it was riot of colour and activity. Children were eager to tell me about their learning. Some pupils told me that it was a hard topic and I was impressed with how the teacher had managed to engage the children. A year 4 pupil explained to me how the lack of evidence challenged him and another said it he had difficulty in translating old English into the modern day language to assist him in his investigation.</p> |   |
| <b>Further Comments:</b>   |   |
| <b>Signed</b><br><br>Emma Johnson  | <b>Date</b><br><br>5 April 2014   |
| <b>Thank you</b> Mr Twyman for inviting Governors in and for the work that goes into showcasing the children's work.   |   |

## Governor Visit Report

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| <b>PART I</b>  |  |
| <b>Governor:</b><br>Emma Johnson   | <b>Date of visit:</b><br>23 January 2014   |
| <b>Focus of visit:</b><br>TA deployment/intervention   | <b>Activity/format:</b><br>Observation of interventions led by Inclusion Manager |
| <b>Key questions to seek answers to:</b><br><br>The main purpose of this governor visit was to focus on TA deployment/intervention throughout the school. Also, to observe how the new planning format is working and how this links to pupil progress.  |  |
| <b>Timetable (when, what, with who and how, agreed in advance with staff/HT)</b><br><br>Afternoon visit/meeting with Inclusion Manager   |  |
| <b>PART II</b>   |  |
| <b>Outcomes:</b><br><br>My visit involved the Inclusion Manager leading me through KS1 and KS2 and introducing me to the various interventions taking place by TAs. I witnessed some impressive intervention work taking place with a group of boys using a reading scheme 'X Code' . I was told the boys were not achieving required results in their reading before the use of 'X Code' and since it was introduced their interest in reading and had soared. I asked a couple of the boys what they thought and they couldn't wait to tell me all about the characters and how they couldn't wait to get onto the next book. There were interventions taking place for motor skills and I was invited to sit in on a dyslexia session, a 2 to 1 session where the children were very engaged in their learning and keen to show me what they knew.<br><br>Of all the groups I witnessed, every child was engaged in their learning, indicating to me that the use of TA's was being very well thought out. The Inclusion Manager was able to further prove this through pupil progress statistics for the half term. The Inclusion Manager was very keen to show where Pupil Premium was also being used effectively and one particular observation I made verified this. |  |
| <b>Further Comments:</b><br><br>Throughout my visit the children were all well behaved and engaged in their learning. Beth Mackenzie the Inclusion Manager is extremely well informed of every child taking part in interventions at Upland and of every intervention's impact on those children. It was a very useful and informative visit.  |  |
| <b>Signed</b><br><br>Emma Johnson  | <b>Date</b><br><br>27 <sup>th</sup> January 2014                                 |
| <b>Thank you</b>   |  |

## Governor Visit Report

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| <b>PART I</b>   |  |
| <b>Governor:</b> Cathy Watkins  | <b>Date of Visit:</b> 28/3/14                              |
| <b>Focus of Visit:</b> Maths overview   | <b>Activity/Format:</b> Meeting with Mr King/learning walk |
| <b>Key questions to seek answers to:</b> Any developments/plans/ideas for the teaching of maths at Upland since Mr King became maths leader   |  |
| <b>Timetable (When, what, with who and how, agreed in advance with staff/HT)</b>  |  |
| <b>PART II</b>  |  |
| <b>Outcomes:</b>  |  |
| <p>Mr King stated that although Upland is a strong school for maths, he realises we cannot be complacent. His vision is to increase progress across the school and for every child to achieve their potential. He is excited and motivated by his proposed changes. There are several ways this will be achieved. Firstly, maths is being made more visual throughout the school. This can be seen in the corridor displays and the outdoor areas. Secondly, children are being given a greater ownership of maths, partly by making maths more fun (eg maths week). He believes that if strong mental maths skills are introduced earlier then this will improve maths generally. Mr King has been into nursery and KS1 to see what can be done there in this regard.</p> <p>The school has invested in several maths games from the Happy Puzzle Co.</p> <p>Mr King also plans on starting a Maths Club for the school (which will be based on problem solving).</p> <p>Maths week had gone well: it was based on making maths fun, using maths stories, Happy Puzzle Co in school, a whole school maths quiz etc.</p> <p>Following on from the Number day in Oct 2013, there will be another NSPCC Number Day in 2014.</p> <p>Another priority is driving up the standards and quality of teaching in maths. Mr King will help staff with planning maths lessons. He also wants to staff to be able to identify pupils who may have the ability to achieve level 6 in maths at an earlier stage so that they can be monitored towards achieving this.</p> <p>Mr King is considering expanding streaming in maths more widely across the year groups. The staff are on board with this but he anticipates that some parents may not like this idea.</p> <p>Mr King also plans on running level specific parent workshops so that parents can assist their children with maths and know what is expected at each level. There is also a plan to send home information on what the child should achieve by a certain age to enable parents to assist with this process.</p> <p>Re pupil premium children, there is to be a homework based club and maths puzzles available to take home and play with parents.</p> <p>Mathletics (online maths program) is being reviewed to see if the school will continue its use. This will not be a priority as there are more important issues.</p> |  |

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**Further Comments:**

**Signed** C Watkins

**Date** 22 April 2014

**Thank you**