

<b>GOVERNOR/s</b> Julia Leech	<b>DATE OF VISIT</b> 17 <sup>th</sup> September 2015
<b>FOCUS OF VISIT</b>  Teaching and Learning walks	<b>ACTIVITY/FORMAT</b>  Meeting members of LMT – presentation of evidence follow up questions
<b>AGENDA:</b>	
8.45am	Y12 Briefing in the Lecture Theatre (CD & AMC)
9.00am	7HJ Music – Mr Shaller – T17 (mixed ability class)
Period 1	11y/C11 Core Science – Miss Connell – M34 (target grades C and B) 8C Geography – Miss Dixon – S11 (mixed ability class)
10.00am	Learning Walk with Mr Harrison, Headteacher
11.15am	Accelerated Reading in the Library with Mrs Le Fevre Year 8
12.20pm	Lunch
1.20pm	Learning Walk with Mr Harrison
2.00pm	Governors' Finance Committee Meeting
3.30pm	Safeguarding training for new staff
<b>TIMETABLE: (When? What? With who? How?) (agreed in advance with staff)</b>	
As above	
<b>Outcomes:</b>	
Mrs Leech reported on recent full day visit to the school as follows:	
<b>Whole day monitoring visit which included:</b>	
<ul style="list-style-type: none"> <li>• Assembly</li> <li>• Lesson drop ins</li> <li>• Period 4</li> <li>• Accelerated Reader</li> <li>• Meetings with the Headteacher</li> <li>• Finance Committee</li> <li>• Safeguarding training</li> </ul>	
Governors noted Mrs Leech's report on lesson drop ins and strategic discussions with the Headteacher were shared. Mrs Leech also chaired the Finance Committee meeting and at the end of the day, attended part of a safeguarding CPD session and noted key messages given to new staff to	

**safeguard young people and themselves.**

**In conclusion Mrs Leech thanked the Headteacher for a very enjoyable, informative and well organised day.**

**Attached full version of the Chair's report on the day visit**

**Further comments:**

**Signed:**

**Date:**

## **Diary of my visit to St Bede's – Thursday 17th September 2015**

I was a bit early for the start of my learning walk day, so Mrs Lawrance, Deputy Headteacher, kindly invited me to join her on 'bus duty' – when 5 minutes later it started to rain.

This was quite an experience to see exactly what is involved in making sure the traffic continues to move, the students are kept safe etc. – it is carried out with almost military precision, with each member of staff involved knowing exactly where they need to stand etc.

Uniform is checked as the students disembark – there is a regular call of 'tuck your shirt in please'

From there I was invited in to Yr. 12 assembly – not a full assembly, more of an information sharing event. The Senior Council (12 Y13 students - Head Boy, Head Girl etc.) gave a brief overview of what they are responsible for and how the Y12's can get involved if they want to.

This was great to see – they were so mature and fully involved in the rest of the lower school, with things like being attached to Y6 transition, Key stage 3 /4, Key Stage 5. Very impressive individuals who were ready to move on to University fully prepared.

At 9am, I was taken to the music room to see Yr. 7 (mixed ability class), with Mr Shaller, in a music lesson. This was fascinating, as most, if not all of these students would not have had any music lessons before – how do you start to teach music and get them enthused enough that within 2 years they want to take it on to GCSE – well I can tell you.... within 15 minutes, Mr Shaller had them not only reading music but writing music as well - Tea one beat - a crochet! Cof-fee one beat – a quaver.

Then I moved on to Y11 core science with Miss Connell (target grade C and B). This was a double Biology lesson for the 16 students. Miss Connell kept them engrossed for 2 hours and I saw pupils engaged in practical elements as well as theory. Learning was taking place at pace and at levels matched to ability - they were getting "stuck in" with making models (in their own designs) of how cells mutate – using paper plates, pipe cleaners and play dough.

Then I moved on to Yr. 8 Geography, with Miss Dixon (mixed ability class). They were learning about rivers and the action of water over time – really good to see how she got them all involved (using Kagan learning – seating charts on each desk, shoulder partner etc.). She explained the different types of action e.g. corrosion, abrasion etc. and then got them to mime that action – again a good example of 'doing' rather than just listening.

I then spent some time with Mr Harrison, Headteacher, and we discussed some of the strategic areas that we will need to revisit over the coming year such as transport issues, impact of student numbers etc. The request to put a bid in for funding for an extension was also explained to me.

Then I joined the Accelerated Reading class in the library for an hour. This was a small group of 6, year 8 boys, who were left to choose their own book (within their

level) and to read for 1 hour. For the last 10 mins they were allowed to choose a comic. One of the boys agreed to read his book to me, he was going to try to finish it within the hour so that he could show me the test they have to sit at the end of each book. He read to me for 20 mins or so but then Mrs Le Fevre thought it was too much pressure on him pushing him to finish the story – so I missed the end of a good book (The Ghost Bus). However he did finish the book and then showed me the test – where he achieved 100%.

I think we are very fortunate to have a trained librarian who is also qualified to run this programme. The choice of books in the library is vast – with loads to choose from especially for boys. I know Mr Harrison has reported on the success of the Accelerated Reading programme in his Headteacher Report in the past, but to see it in action – a group of boys sitting reading quietly (and enjoying it) was great to see. (The point of the programme isn't just for people with a low reading age – Mrs Le Fevre explained that some students have a high reading age but struggle with comprehending what they are reading – hence one of the reasons for the test).

Lunch – great to see no queues for the dining hall, I understand there is still some tweaking to do around the split of the year groups for lunch, but it felt much calmer than when I was in school last October. I sat with a couple of the staff – one explained that they were taking pupils to see Jesus Christ Superstar production at the Theatre Royal after lunch.

Then I was back with the Headteacher to have a look around the school – comparing the old tech block with the Sixth Form block. Flooring that needs replacing, classroom sizes that are too small, compared against modern sizes, with poor ventilation etc. - this is all good as it helps with our bid!

The day was finished (or so I thought) with the Finance Committee meeting.

As I say I thought that was the finish, but Mr Merrington kindly asked me to 'pop my head in', when the Finance meeting was finished, to a meeting that he was in with Miss Mather. This looked like part of the induction training for the new staff and they were discussing safeguarding – the part of this that stuck with me was the advice that he gave them – get to know the students in your tutor group because that's how you'll notice a change in pattern or behaviour and never go home on an evening thinking about an incident and wishing you had mentioned something to someone, no matter how small it might seem.

Then my visit was over - but once again when I left the school my overall impression was one of pride in the pupils and staff – it is these that make up the 'building' of St Bede's not the old style classrooms, narrow corridors and 'lifting' old lino flooring!

Julia Leech – Chair of Governors