



**Governor Visit Record  
St. Matthew's CE (Aided) Primary School**

**SEND Provision**

**Key School Priorities for 2021/22**

**Overarching Priorities for Development including any professional development needs:**

1. Continue to adapt the use of the commercial scheme of work to ensure sufficient emphasis is given to age-appropriate knowledge. It would be helpful if the progression grids were amended, with age-appropriate expectations being listed under the sub-headings of Knowledge and Skills.  
***(Are these clear for SEND pupils?)***
2. Pupils need to be clearer about the explicit knowledge and skills they are working towards as well as those they have already achieved. It would be worth adapting the pupils learning labels in their books to scaffold this for them e.g., using the terms - I know.... (knowledge) and I can..... (skills).  
***(Do SEND pupils understand the difference between what knowledge is and what a skill is? Can they articulate what they are learning and why?)***
3. Develop further strategies which support pupils in remembering more of their learning, to help them appreciate that their new learning builds on the knowledge and skills they have already achieved.  
***(What resources and strategies are being used to support SEND pupils to remember and build upon previous knowledge and skills?)***
4. Subject leaders need to embed their use of 'deep dive' monitoring skills to inform their evaluative reports on the quality of education in their subjects. These reports need to be presented to a range of audiences, including senior leaders, the Governing Body and the STSA School Improvement Adviser.
5. Subject leaders need to exemplify pupil progress by collating, across a curriculum strand, recorded evidence which illustrates and exemplifies how year group expectations build new knowledge and skills on those pupils have already mastered.  
***(What does progress look like for SEND pupils in foundation subjects?)***
6. Senior leaders need to ensure that the subject leaders in the Foundation subjects are provided with professional development support to ensure their judgements on the quality of education are accurate by: implementing a coaching programme which incorporates internally and externally led support from experienced subject leaders and the STSA school adviser
7. Senior leaders should collate evidence to demonstrate how pupils in the various representative groups have made a positive impact on quality of provision in the school, especially in terms of pupils' behaviour and attitudes.  
***(Are SEND pupils represented in school groups? How is the voice of SEND pupils used to impact upon the quality of provision in school including behaviour and attitudes?)***
8. Senior leaders, alongside the PSHE leader, need to monitor and evaluate the impact of the new PSHE scheme of work and the Expect Respect document to ensure new learning is successfully building on what pupils already know and can do.

**What did I observe?**

Yr 5/6 class studying He Qi as part of Art Week.

Four children spoken to were able to tell me in detail about the artist. Good retrieval of facts which had been presented at the correct pitch for learning and retention. Another child could not recall the style of painting using the prompt of looking at the board to access Modern Impressionism. Pupils could tell me about

	<p>their task that morning i.e. to use a fact file and put the information in their own words. Children clearly know how to use support systems provided for them on their tables and could explain this e.g. prompt cards, sentence starters, key word spellings. They were able to explain the colour coded key for marking. Individual inspirational quotes on tables were known. These are referred to when pupils feel challenged. There was understanding of relevant vocabulary and acquired knowledge e.g. 'What does the piece convey?' A pupil was able to articulate her ideas of what this meant. Evidence of scaffolding of learning with staff intervening when needed.</p> <p>When speaking to a SEND pupil within the room the pupil was able to explain the task they were being asked to complete, 'create a fact file about the artist Hi Qi' but was not entirely sure why. When asked how they could find out why they were doing this task the pupil stated that they could ask the teacher which is what they proceeded to do. The HLTA teaching the class was able to explain clearly to the pupil why and the pupil could then convey this. The pupil had access to supports and prompts both on their table and on the whiteboard. When asked if anything could support them further the pupil said that sentence starters would help. The pupil explained that they need them to help them to start thinking about what to write and proceeded to ask for support from the TA to create these.</p>
<p>Yr 6 class learning about Art techniques linked to Art Week</p>	<p>The second class visited had less visible prompts for pupils to access. When asked about lesson content the pupil I spoke to was vague (maybe secure knowledge/ understanding of one concept first before asked to compare) but when describing painting, used some technical vocabulary e.g. 'darker shade', 'blended'.</p> <p>When speaking to a SEND pupil, the pupil had very little understanding of why she was completing the task of comparing 3 pieces of art. Little support was provided to help the pupil although there was guidance on the whiteboard for pupils to refer to. Guidance on the whiteboard was too in depth to support the SEND pupil at this time.</p>
<p>Yr 4/5 class learning about interfaith as part of Faith Week</p>	<p>Generally, the class appeared to be more off task and when individuals were asked what they were doing one child replied 'Answering questions' but could demonstrate little knowledge of the lesson or what was expected of him. There did not appear to be staff checking children understood the task. A pupil with a laptop said he uses it because writing hurts his hand but when asked about his work seemed to have very little idea what he was doing. When asked what would help, he struggled to express his ideas but when prompted, suggested someone to help him. It was positive that he understood that green highlighted sections in his book meant things were correct.</p> <p>When another group were asked what Interfaith meant, children shook their heads, said 'RE' or 'We learn about RE'. When asked what would help them with their work, children tended to talk about skills rather than knowledge. Ways the children said they could work independently included use of a dictionary and a thesaurus and a good example was given of a student looking up the word 'diversity' because she didn't know it. However, there were few other support strategies available. One child told me 'I'm trying to think how to extend a sentence' but there was nothing to help his independent learning.</p> <p>SEND pupils were accessing differentiated reading comprehension and were</p>



	<p>were stuck.</p> <ul style="list-style-type: none"> <li>• Prompts and support materials were available in some classes for pupils to access.</li> </ul>		
<p>What do we need to improve?</p>	<ul style="list-style-type: none"> <li>• Maths training for TAs has already been booked – Supporting SEND Pupils in Maths 17.01.22</li> <li>• Suggested TA/ECT training on Piaget’s stages of learning</li> <li>• Suggested Talking Maths intervention</li> <li>• TAs to feel more confident to feedback if content pitch is not suitable and deviate accordingly</li> <li>• Ways to help pupils become more independent learners ( but this has to be set against the context of Lockdown / home schooling)</li> <li>• Pre-tutoring of some subject specific vocabulary</li> <li>• Consistency of self-learning strategies and how to access these.</li> </ul>		
<p><b>What was the quality of my visit?</b></p> <p>It was an enjoyable visit and so refreshing to be back amongst staff and children in school again. The St. Matthew’s children with whom I spoke were really polite and respectful. Well done! I felt it reflected the ethos of the school. It was good to see such a range of classes in KS2 with different approaches for teaching and learning being employed. I was able to glean evidence via observation and discussion. Mrs Wilson provided me with context prior to the Learning Walk and we did it as a joint observation.</p> <p>The questions I asked pupils were :-</p> <p>What can you tell me about ..... ?. ( the lesson content and focus)</p> <p>What new things have you learned today ?</p> <p>Did you find anything hard ?</p> <p>What would help you ?</p> <p>There was some excellent practice but also some areas to work on. Mrs Wilson has already identified these and will target.</p>			
<b>Outstanding</b>	<b>Good</b>	<b>Needs Improvement</b>	<b>Inadequate</b>
<p>What do I need to do to help improve this area?</p>	<p>Support Mrs Wilson as SENCo to implement some of the aspects outlined above. Regular meetings and feedback on the progress of pupils with SEND.</p>		

SEND Lead:

Signed: *B. Wilson*

Date: 17.11.21

SEND Governor:

Signed: *B. J. Porter*

Date: 17/11/21