

Governor Visit Report Form

Name of Governor:	Yvonne Wickers
Date of Visit:	Friday 14 th June 2019
Focus of Visit:	Teaching and learning in terms of resources (rooms, textbooks, resources, core subjects) plus safeguarding
Lessons/Areas visited:	Safeguarding Discussion – Maria French – Deputy Head & Ros Cornish, Safeguarding Lead Governor Chemistry – Year 10 Darren Noble English – Year 8 Fiona Harrison Maths – Year 12 Jeremy Mitchell

Summary of activities undertaken: (eg observing classes, talking to staff and pupils, looking at resources)

Discussion with Maria French and Ros Cornish regarding safeguarding - covering all aspect of safeguarding from policies through to dealing with this week's sad news. The profile of mental health services in the school was also discussed and the role of the five staff 'mental health' first aiders explored. A separate safeguarding report is being prepared by Ros Cornish that will contain more details and this will be presented to governors at the July full governing body meeting.

Visiting three lessons: Year 10 Chemistry who were investigating properties of glass, ceramics and compound materials in a chemistry room. It was clear that there was little space in the room (25 of the 26 students in the class were present). The students participated enthusiastically as the lesson went effortlessly from very simple starting ideas about everyday materials in their houses through to answering quite complex examinations questions. There was a friendly purposeful work ethic evident throughout.

Year 8 English were exploring travel writing in a lesson that again took them seamlessly from thinking about what travel writing is for through to examining a piece of travel writing by Bill Bryson looking at the ways in which the author uses his devices to engage his audience. The students all participated enthusiastically and there was evident enjoyment of the activities.

Finally, the last period of the day (and week) was a Year 12 mathematics class exploring trigonometrical identities. From the opening moments with an open-ended challenge through to finally attempting some examination questions based on the concepts explored, the entire lesson was presented in an easy-to-understand and beautifully constructed way that enabled all students to take part and develop their skills. The enjoyment and good-natured humour in the room demonstrated a really constructed learning environment.

General Comments:

At Staff & Student Matters Committee, student voice often raise issues regarding textbooks and resources. I asked all the teachers I met during the day on their views about having enough materials to deliver their part of the curriculum, and all said they felt adequately supported by the school. Many made extensive use of electronic resources to supplement printed materials and in lessons I attended all students had access either to a textbook or to printed resources.

The science rooms generally are quite small for the size of groups and already certain practicals are no longer conducted due to space constraints. Because the buildings were built some time ago this is not easily resolved. It will be alleviated somewhat when the new block is built with its larger science laboratories.

Following on from the safeguarding meeting where there was a discussion about the use of the terms 'girls', 'ladies' and personal pronouns in an era where more and more young people do not identify with their gender at birth or identify as non-binary. Moves towards using alternative words when speaking to classes were discussed, although use of the traditional terms during lessons and around the school were understandably evident.

Summary of what was learned: Students have an excellent relationship with their teachers which in my opinion provides a very supportive environment for learning. Whilst some of the classrooms in older buildings are a bit cramped, mostly this is not impacting learning apart from reducing the range of science practicals that can safely be conducted.

Whilst school budgets remain very tight, teachers are innovating to find ways to support their students in the classroom and have given a great deal of thought as to how to spend their budgets to provide resources in the form of textbooks, printed sheets and online/electronically.

Points Relevant to School Development Plan Evaluation:

Section 1.5 LGBTQ+ awareness: training has taken place for all staff and sensitivity shown in dealing with students who identify in any of these categories.

Section 2.2 Students experience and enjoyable and rewarding curriculum

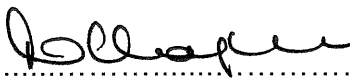
Section 3.5 Develop sixth form students for challenging examinations

Section 5.2 Raise the profile of good mental health in school and sources of help.

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Additional Comments / Continuation (if required): I would like to express my thanks to all those who helped organise the visit and the teachers who allowed me to sit in their lessons - it is much appreciated.	

Governor Report by: YVONNE WICKERS

Received by Head:  (N Chapman)

Date: 24 / 6 / 19

To be received by the Governing Body: 12th July 2019