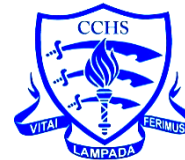




# Chelmsford County High School for Girls



## Governor Visit Report Form

Governors are reminded not to make any reference to specific staff members or students by name.

<b>Name of Governor:</b>	Svetlana Warhurst
<b>Date of Visit:</b>	02/02/2024
<b>Focus of Visit:</b>	First lesson observation by the governor, visiting a selection of lessons not previously seen; SENDCO termly meeting.
<b>Lessons/Areas visited:</b>	Assembly (Y11) Lesson observation (Chemistry, Y12 and Biology, Y11) SENDCO meeting

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

I observed the morning assembly (Year 11) and the full duration of the science lessons (Chemistry, Y12 and Biology, Y11). I had an opportunity to review the visit and ask questions to the Deputy Headteacher.

I was able to meet the School's SENDCO as part of our regular termly meeting (separate report of the meeting will be provided).

### General Comments:

On arrival, I was warmly welcomed by the Assistant Headteacher, Teaching and Learning. We joined the School's morning assembly led by Year 11. The assembly had a great atmosphere, accompanied by a music performance and singing at the start, followed by a group performance. Valentine's Day traditions of gift giving and celebrations and their differences around the globe (Denmark, Italy, Ghana, Taiwan and Japan) were shared with the audience in a light-hearted and confident manner with the help of hand-made paper heart-shaped notes. The assembly ended with a video of a song Lava which was a nice touch in celebrating the forthcoming Valentine's Day. Before close, the Assistant Headteacher had shared with the audience the importance of A-level subject selection timeline, noting that the support was available from the subject leaders or the SLT, in case students have any questions.

Chemistry lesson (Year 12) was a continuing study of the "volatility of halogens". Students were working on the practical analysis of the experiments carried out in the previous session. Two students arrived after the session started due to the train strike that day, they were able to follow the classwork. The teacher was very confident in delivery and had great rapport with the class, variety of presentations methods were used such as white board, reference to class materials and the periodic table clarify complex questions and enrich students' understanding. The students were able to follow the teacher's pace and ask questions. The teacher shared handouts and the lesson started with an independent work activity which was followed by a white board presentation and knowledge check around melting and boiling points of the halogens. The teacher ensured good class engagement by concept/knowledge checking, going back to the previous content learnt, making explicit connections and taking the knowledge beyond what was practiced in class (as not all experiments can be conducted with ease due to elemental properties). The teacher was encouraging the students to discover logical patterns in the study of halogens (through the

knowledge of and reference to the Periodic Table), to question what was expected and what was not expected to be observed from various practical experiments. I was able to speak to both teacher and students. The students I have spoken with enjoy the subject very much.

During the break, I was able to meet several members of staff in the staff room and ask general questions in a relaxed environment.

Biology lesson (Year 11) was dedicated to the study of “hormones in plants”. The class work was a combination of mini group discussions, exercises and note taking. I observed high levels of attention and hard work. The teacher had great rapport with the students, making the content relevant to everyday life with great examples (the use of auxin in farming and ethane gas in food transportation) as well as questioning what should be expected from a particular observation. Students were able to ask questions freely and not afraid of making an error when giving an answer, using the past knowledge of the subject. It was great to see interaction with the material presented and answers were given from peer to peer in turn. The teacher distributed homework practice questions which were developed from the exam board style questions. Session materials were shared for on MS Teams to support learning, revision and assist those students who missed previous class. The teacher answered questions related to exam preparation, timetable going forward giving students confidence and sufficient time (a few sessions in spring) to revise/recap on Year 9 and 10 content to prepare for exams. I was able to speak to both teacher and students. The students I have spoken with enjoy the subject and some would like to carry on taking Biology at A-levels. I was able to evidence how the feedback loop works in practice through an example of a student’s workbook.

**General Comments Continued:**

I would like to comment on an excellent organisation and timeliness of the visit and between session transitions, supported by students and staff.

**Points Relevant to School Development Plan (if applicable):**

*Challenge:* In both science lessons I observed, motivation of students to acquire new knowledge and understanding, stimulation to question and to develop new skills was particularly evident through excellence in teaching delivery.

*Diversity:* In the Year 11 assembly it was great to see that students and staff are encouraged to respect and celebrate the great diversity of cultures around the world making relevant connections to their own experiences.

**Summary of what was learned:**

As this was my first assembly visit and lesson observation, I was truly pleased and impressed to see confident, independent students enjoying the school environment who were eager to learn, supported by professional staff. At all times, behaviour of students I observed was calm and respectful, both teachers knew the students well and was able to regularly check the knowledge of past concepts studied, making clear connection to the topic of the lesson. Students were relaxed, able to take notes in different formats and discuss ideas in small groups prior to feeding back their ideas to the rest of the class. Students showed great subject enthusiasm and willingness to share ideas with their peers.

Name in Block Capitals: ...DR SVETLANA WARHURST

Date: .03/02/2024....