



Nova Primary School

Governor Learning Walk Report

Tuesday 29 March

Governors present: Steve Miller, Ian Thomas & Claire Ramsey

Activities completed:

- Learning walk around all classes, with 15-20 minutes in a class from each year group.
- Conversations with pupils about their work, including the following questions (as appropriate):
 - What are you learning in this lesson?
 - What do you like most/least about this subject?
 - How do you know how well you are doing? How does your teacher give you feedback?
 - Are you learning anything new in this lesson?
 - How hard are you working right now?
 - What do you do if you need help?
 - How does this lesson fit with your Line of Enquiry question?

Feedback

As governors spent time in classes talking to children, several common attributes of learning across the school became apparent:

- Children were consistently engaged in their learning. They were excited to be there and talked readily about what they were learning about. Some commented that their “lessons are fun.”
- Technical vocabulary was a strength and children attempted to use new language appropriately (for example, in a year 3 design and technology lesson, children spoke of “diagonal struts as a way of reinforcing rectangles” in structures.
- Clear aspects of progression within subjects were seen across the school. For example, there was a marked increase in the complexity of D&T projects from year 2, to 3, and to 4.
- Relatively new strategies for improving recall of previous learning (‘4 from Before’) seemed to be embedded in normal practice and children could explain why they did this: “to help us remember.”
- Collaboration & social skills were encouraged and evident in all lessons (e.g. Y1 PE – resolving conflict, Y4 D&T - helping each other problem solve with their electric cars)
- Children were happy to talk to us as ‘unknown’ adults. They were completely unphased by having the DHT with us.
- It was felt that the children were more articulate about their learning than on our previous visit (in November 2021), including the ‘States of Being’.
- Relationships between staff & children were once again very positive and enthusiastic. Children knew who they could speak to if they needed support.

- Children spoke with pride when talking about their current and previous Line of Enquiry focus (e.g. year 2 – What makes Bristol Brilliant? And year 4 – Who were the Romans and what was their legacy on Britain?)
- Governors witnessed high levels of challenge and/or independence in learning, for example:
 - Y2 individually completing tally charts for a survey of the whole class (with their own questions)
 - Y4 using glue guns & saws (safely!)
- No children were seen to be completing too-easy tasks. However, not all children could articulate how they were being challenged. Governors wondered if more could be done to extend the challenge in the Y3 DT lesson?

The learning environment

- There was lots of evidence of learning on walls, especially the whole-school approach to Talk 4 Writing – imitate, innovate, invent. Children could talk about how they had learnt a story and then changed it to use their own ideas.
- Informative displays allowed children to refer back.
- Presentation of published work from all pupils in hall ways and classrooms gives pride and purpose for children.
- Reading corners/bookcases were in every classroom. There seemed to be a celebration of reading enjoyment, both reading for pleasure and phonics in younger classes.

Governors had not visited Reception in the autumn learning walk, due to not wanting to unsettle the children. So, this was the first chance for governors to see the class. When they entered, Governors saw:

- A safe & calm atmosphere, in which children were doing different activities, some with adults and some independently (both inside and outside).
- All children were engaged, and lots in play. Children spoke happily about their class, saying, “we play every day!” Some proudly led a tour of their classroom and outdoor area, identifying the different tasks that they can do in different places.
- Two groups of children were working with adults at tables, whilst other adults supervised and encouraged play.
- One child confidently wanted to show governors her writing in “My special book,” where governors saw some writing of the Three Little Pigs.

Knowing that the autumn term had been a challenge for SLT and EYFS leaders in Reception (due to high levels of SEND and a struggle to place the right staff in the environment), governors were particularly impressed with the provision that they saw and wish to specifically commend the EYFS staff and SLT on the improvements made.

Once again, governors were impressed by all the teaching staff at Nova. They remain professional, dedicated and compassionate towards all children, and it is clear that children are receiving an inclusive, purposeful and challenging curriculum.

SLT: Please pass on our gratitude to the staff for allowing us to visit their classes.

Next planned learning walk: **Thursday 7 July** (time and focus tbc).