

1. Behaviour
2. Children's learning
3. Presentation of work
4. Are the children able to tell you what they are doing?
5. Marking
6. Action Plan

| CLASS  | FOCUS 1<br>BEHAVIOUR  | FOCUS 2<br>LEARNING   | FOCUS 3<br>PRESENTATION<br>(children's books and lesson)  | FOCUS 4<br>UNDERSTANDING   | FOCUS 5<br>MARKING  | ACTION<br>PLAN/REMARKS<br>(if any)  |
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| <p>RECEPTION</p> <p>Literacy – Phonics i.e. 'qu'</p> <p>Finding tricky words in books.</p> <p>Maths –Maths mastery</p> | <p>Children appeared to show good concentration. They sat quietly on the carpet, listened and put up their hands to answer questions.</p> | <p>Children observed put their hands up to give examples of words with the 'qu' sound.</p> <p>The children were able to independently find some tricky words in the books they were reading. They looked thrilled as they pointed out the tricky words. One child actually asked if she could tell the story.</p> <p>Children used full sentences to answer the questions during the maths lesson. They were eager to answer questions.</p> | <p>Reading journals and literacy and maths books scrutinised had neat and clear writings. Children also expressed themselves through drawing.</p> <p>Children had a good range of colourful books with bold prints.</p> <p>White board was effectively used and teacher engaged the children with great interest.</p> <p>Slides used for the maths lesson were appropriate.</p> | <p>Children observed showed good understanding of the learning objective as seen in their eagerness to answer questions which they did answer correctly.</p> <p>Through questioning of some children, it was clear that they understood the learning objectives in the literacy and maths lessons.</p> | <p>Teacher gave verbal praise to children for their good effort in answering questions. The teaching assistant and teacher used direct and clear question. They made the literacy lesson quite interactive.</p> <p>Books scrutinised reflected good feedback from teacher and response from pupils.</p> | <p>Lovely displays showing children's own work.</p> <p>Calm and stimulating learning environment.</p> |

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| <p>YEAR 1</p> <p>Literacy - Phonics</p> <p>‘ay’</p> <p>‘oi’</p> | <p>Children showed good listening as they put up their hands to answer questions or contribute to the lesson.</p> <p>Good team work was also observed as children talked to their partners to come up with a list of words with ‘ay’ and ‘oi’.</p> | <p>Children were engaged in the lesson.</p> <p>They sounded out the digraph and stressed the sound in the examples they gave i.e. d-ay, to-d-ay, m-ay etc</p> <p>In addition, the children came up with sentences with words that had ‘ay’.</p> <p>This showed good understanding of where and how to use the words. The lesson was very interactive.</p> | <p>Good use of white board to write children’s own words.</p> <p>Plain sheet given to children to come up with their own list of words - seen as extending/challenging the children’s understanding of the lesson.</p> <p>Use of punctuations like capital letters and full stops were clearly seen in children’s writing.</p> | <p>Children who answered questions showed understanding of the lesson.</p> <p>Children were able to tell governors what they were expected to learn and give good examples of words with ‘ay’. Children drew pictures of words with the ‘oi’ digraph.</p> <p>This was a good extension to show their understanding of the lesson.</p> <p>Great writing skills noticed in the books scrutinised. Capital letters and full stops evident in writing.</p> | <p>Verbal praise was given to children who came up with words and sentences.</p> <p>Teacher engaged the children throughout the lesson. Very interactive.</p> <p>Marking was up to date with good feedback from teacher and pupil reflection.</p> | <p>Lively atmosphere.</p> <p>Great display of children’s work.</p>                |
| <p>YEAR 2</p> <p>Literacy – Information books and texts</p>     | <p>Children showed good concentration and put up their hands to answer questions.</p>  | <p>Children worked in pairs to look at the features of an information text.</p> <p>Their discussion showed understanding of the learning objective which was to identify features of information in the texts given.</p>  | <p>Different texts and clear instructions to support the activity were given to children.</p> <p>Children who needed support were clearly given the one to one support by the teacher and teaching assistant.</p>  | <p>Verbal questioning and observation of some children’s work showed that they understood the learning objective and success criteria.</p>   | <p>The teacher gave verbal praise to children.</p> <p>One child was given a sticker which was a good incentive.</p>   | <p>Great display of children’s work.</p> <p>Stimulating learning environment.</p> |

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|   |   |   |  | <p>Discussion between children about the features of information books and texts showed good understanding of the lesson.</p> | <p>She also used leading questions to support children's thinking.</p> <p>In some books, marking did not reflect follow up action by the teacher.</p> <p>Children's books scrutinised showed well set out work and neat/clear writing.</p> |   |
| <p>YEAR 3<br/>Humanities -<br/>Sculptures</p> | <p>Children showed good listening. They sat quietly and put up their hands to be asked to contribute to the lesson or answer questions.</p> | <p>Children were able to answer the questions asked and talked about their interest in going out to look for sculptures. They also discussed amongst themselves how they would create sculptures from various materials to help make their school look beautiful.</p> | <p>Good use of interactive white board. Children were given the challenge to go outside and find how they could improve on sculptures around the school.</p> <p>Children's books showed good understanding of how to use punctuations like capital letters and full stops.</p> | <p>Conversation with children showed that they understood the lesson and task require of them.</p>                            | <p>Good questioning by teacher to check for children's understanding of task.</p> <p>Marking in some cases did not reflect response from pupils.</p> <p>Well set out work and lovely handwriting seen in books.</p>                        | <p>Stimulating learning environment.<br/>Lovely displays.</p> |

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| <p>YEAR 4<br/>ICT</p>                                | <p>Children showed good interest. Some children were seen supporting others.</p>     | <p>Children knew how to use the computer and internet.</p> <p>They also explained why it was important to use the internet safely [e-safety] .</p> <p>They understood the success criteria.</p> | <p>Good individual and team work observed.</p> <p>Computers were evenly shared with good adult supervision.</p> <p>Children’s books showed more complex writing.</p> <p>Very neat and well set out. Lovely handwriting.</p>                 | <p>Children observed knew how to use Google to search for information.</p>  | <p>Support and good supervision given to all children.</p> <p>Marking reflected feedback from teacher and had children’s responses.</p>                   | <p>Nice learning atmosphere in the classroom. Good display of children’s work.</p> <p>Computer room looked a bit cramped up.</p> |
| <p>YEAR 5<br/>Literacy – The book ‘Street Child’</p> | <p>Children showed good listening as they sat quietly and listened to the story.</p> | <p>Children showed understanding of the story by answering questions correctly.</p> <p>They also used good extensive vocabularly.</p>   | <p>Open ended questions were used by the teacher.</p> <p>Lovely writing, the use of expressive language and good grammar were evident in the children’s books.</p>  | <p>One child gave a good summary of the book.</p> <p>Children showed understanding of the success criteria in their expressive writing describing various characters in the book.</p> | <p>Constructive feedback by teacher was seen in children’s books.</p> <p>Teacher engaged the children throughout the lesson.</p>                          | <p>Impressive display of children’s work. Nice environment.</p>  |
| <p>YEAR 6<br/>Outdoor activity - Net ball</p>        | <p>Children observed seemed to be enjoying the game and showing good listening.</p>  | <p>Children seemed to understand the rules of the game and worked as a team showing enjoyment.</p>  | <p>There was adequate equipment outdoors for the game. Children also dressed appropriately for the outdoor game.</p> <p>Books scrutinised showed excellent writing skills. Great vocabulary and vast use of grammar. Well set out work.</p> | <p>Children observed looked happy and seemed to be enjoying the game.</p> <p>Adequate adult supervision was observed.</p>   | <p>Books scrutinised showed excellent marking.</p> <p>There was feedback on what went well and what the children thought they could have done better.</p> | <p>Excellent display of children’s work. Great 2 and 3 dimensional displays. Very stimulating learning environment.</p>          |

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|  |  |  |  |  | <p>Children's responses showed that they understood what they could have done better.</p> <p>Up to date marking seen .</p> <p>There was clear interaction between teacher and pupil on lessons taught.</p> |  |
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**Other comments**

- **The classrooms and school indoor environment were clutter free, easy to negotiate through, neat and had stimulating 2 and 3 dimensional display of children's work.**
- **The school environment was very colourful, conducive and stimulating for learning.**
- **Children in the playground observed showed respect for others and looked happy. They played nicely and the adults engaged them in play.**
- **Most children showed confidence in talking to adults and were respectful and friendly.**
- **The older children wanted more equipment in their playground. Some of them suggested talking to the the school council and sending their request to the head teacher.**
- **Random books scrutinised showed differentiation of work for the more and less able children.**
- **Neat books, handwriting and well set out work show that the children do take pride in their own work.**
- **When asked what they liked best about their school, most of the children said the learning and play.**

**Overall, governors found the children's behaviour to be remarkably excellent.**