

Name and role of governor(s)	Tim McCaskie Wendy Penlington
Name and role of staff member(s)	Sue Ward Kate Underwood
Date and time of visit	December 22
Agreed focus	To assess the impact of the schools focus on learning habits on pupils' ability to lead, show respect and collaborate
Relevant school objective or priority	Curriculum driver
Questions to ask	To what extent do pupils listen to the presentations of others? To what extent do pupil's own the school fair? Are they able to explain what they are doing and why?

**How do you know the school's actions are having an impact?**

TM –I was hugely impressed with the enthusiasm shown by all the children. They explained their games with confidence, not only to me but to the children from the other classes. The class teacher had limited involvement.

**Ownership, confidence, respect and leadership were evident.**

WP –The children were excited to be seeing and showing their special things and several of them were particularly proud to be showing their classmates skills such as singing and gymnastics. I was impressed at how confident they were in standing in front of a large group of both children and adults to demonstrate their skills.

The children watching each of the show and tells were respectful of each other whilst watching and listening and were quietly engaged asking some sensible questions demonstrating their listening skills. They were calm and waited sensibly in turn to touch the animal show and tells.

**Confidence, community and respect were evident.**

**What successes stood out and why?**

Ownership, confidence, respect and leadership were evident.  
Confidence, community and respect were evident.

**Questions and clarifications to follow up with the headteacher or chair of governors**

How can we ascertain the impact of our curriculum drivers when pupils transition to secondary school?