



### Governor Visit Record

<b>Date</b>	26 <sup>th</sup> March 2025	<b>Governors</b>	Lisa Robson
<b>Links with School Development Plan 2024-25</b>			
<b>School targets 2024-2025:</b>  <b>Quality of Education:</b> Setting the highest professional standards of effective performance and provision so that every child is experiencing excellence every day.  <b>Leadership and Management:</b> Improved pupil outcomes result from continuous school development.			
<b>Scope of visit / Breadth of visit Scrutiny</b>			
<b>Early years and phase structure</b> Lisa Robson, Abi McCarthy, Jamie Wheadon			
<b>Governor Observations and Comments</b>			
<p style="text-align: center;"><u>Phase Restructure</u></p> <p>I met with Abi and Jamie to discuss the changes to the phase leadership across the junior phases (Phases 1-3). Up until recently, all phases across school have had phase leaders. These phase leaders tend to have a vast amount of teaching experience predominantly working within one of the pathways (Engagement, Core or Extended), building a specialism/ expertise in this pathway over time.</p> <p>The junior phases have utilised this expertise and have restructured the leadership model creating pathway rather than phase leads.</p> <p>Specialism junior pathway leads across Phases 1 2 and 3 are now:</p> <ul style="list-style-type: none"> <li>• Junior Engagement – Suzanne</li> <li>• Junior Core – Abi</li> <li>• Junior Extended – Jamie</li> </ul> <p>Already there have been many advantages of the restructure including being able to write clear pathway rationales, designing each curriculum and context and to be able to better support all staff working in each of the specific pathways.</p> <p>This model has not been implemented across the senior phases as yet due to these currently being more complex and many pupils having ‘spikey profiles’, a broad range of abilities or working towards accreditations. This is something Cleaswell hope to develop over time but how best and when best to introduce this model into the senior phases needs further consideration.</p>			

### Early Years/ Phase 1 Curriculum and Assessment.

Long-term planning documents have been updated with a 4-year rolling thematic skills-based curriculum ensuring that subject topics will not be covered more than once by any pupil within the pathway and phase. The topics have been designed so that topics change within the 4-year cycle but that identified subject key skills are revisited regularly. Each pathway has a clear implementation plans of how these skills are taught and developed within the curriculum themes and areas of learning. Festivals and theme weeks are embedded within the curriculum each year. Subject specific key skills are identified and show clear progression throughout the phases. Within Early Years, skills continue to be developed through continuous provision activities.

Within Early Years, Cherry Garden assessment is used to assess progress and skills. The 'branches' of Cherry Garden slot seamlessly into 'Launching into' assessment which is used to assess English and Maths skills within the Core Pathway and MAPP, which is used for Foundation subject assessments, allowing for small step progress. This is beneficial for continuity ensuring there is no missed learning.

### Areas for Development/Next steps

- Continue to work on rationales for pathways, phases and groupings.
- Focus on what each phase looks like now there are pathway rather than phase leads.
- Create implementation plans for pathways rather than for phases.
- Continue to re-write the curriculum offer for the Engagement and Core pathways.

### **Plans for follow – up visit.**

Revisit in autumn term:

- To look at developed implementation plans.
- To explore if/how this model has been rolled out to senior phases.
- To observe how it is all looking in practise.

**Date reviewed at FGB**