

Wellsprings Learning Walk

March 2023

1. What were your general observations of your visit this morning?

What a great school.

There were lots of celebratory writing- eg DT, Computing and History just in Kingfishers. The classes offer a vocabulary-rich environment.

Overall, the school was very calm. Excellent behaviour in all the classes that we visited.

Good displays and visible in all classrooms to assist with children's learning. Children were focused and engaged in their learning.

The children were all engaged and focussed during their lessons; they were quiet, well behaved and very friendly and welcoming towards strange visitors in class! Thank you to all the staff who managed to continue with their lessons despite the interruptions!

Classrooms were tidy and organised. There was commonality in resources used across the school from Reception to Year 6 together with posters for success criteria seen in every class visited with the exception of Reception; (not appropriate for Reception at this stage of the year).

There was a very heavy word focus visible in FS and Key Stage 1 and to a lesser degree in Years 3 and 4. This was not noticeable in years 5 and 6 in the rooms visited.

Phonics resources and posters were seen in all classes from reception to Year 4.

All key phases had star writer big books on display with lovely examples of children's writing.

Cross curricular writing was seen across all classes visited both on display and in books. It was good to see writing presented in different ways including little booklets and fact files. Homework writing books were also seen with writing activities completed at home.

Star writing board had examples of children's writing in the Key Stage 1 corridor and some classes had wonderful work/work I'm proud of boards in their rooms.

Working walls for English were seen in all classrooms visited.

RWInc had a very full presence in FS and Key Stage 1; evidence seen in Years 3 and 4

Dedicated writing areas not evident during the walk, although areas with resources were seen in FS and Year 1. Space in class seems to prohibit a separate area set aside for writing. Writing resources were seen on tables in the Key Stage 2 classes.

Spelling lists, spellings for the week and common exception words (red RWI words) were seen in FS, Year 1 and Years 3/4

2. Could you identify any other positive features (not identified in Q1)?

Calm and lovely children.

The working walls in every classroom offered a real insight to the learning journeys in each class. There were a number of really perceptive examples of writing observed.

Relationships between children and staff were very positive. We were made to feel very welcome.

Positive, busy atmosphere seen across the school with children who were polite and on task. Interesting work displayed in most rooms in a variety of ways. Some classes had interactive displays both on the walls and on the worktops which looked inviting, interesting and displayed well. It was good to see focus books combined with the children's work to support the learning.

3. Are there any things you feel we could further develop in light of the walk?

Writing awards were not always obvious.

It wasn't always obvious if a classroom had a writing area. Equally, we were not sure if classes needed a writing area?

More rewards for children to encourage writing especially in KS2.

Resources to be more available to support children and to be more visible. Would have liked the opportunity to talk to the children about their writing.

Timings are difficult to juggle as whole class teaching allows for little time to talk with either the children or the staff. It would be really useful to have opportunities to talk to both.

4. Are there any questions unresolved from your walk you would like to ask?

I would have liked to talk to the children more.

It was difficult to find the opportunity to talk to adults (and children) on this particular walk, which may have offered a little more context to our observations.

None at this moment in time.

It was not easy to talk to either the children or staff during this walk as all classes were being actively taught at the time. It would be useful to have the opportunity for discussion as well as the walk at another time as there would be much to be gained through discussion with both the children and the staff. It was not easy to find out answers to some of the observation points on the checklist such as what rewards/incentives were given for wower writing apart from the displays and star writing book. In the classes where it was possible to talk to the children, they were given dojos and/or stickers.