

Visit Report

Name: Jenny Horton	Date: Nov 13 th 2019
Purpose of visit: To talk with parents about the Healthy Schools curriculum, and the fact that it has 4 strands.	
<p style="text-align: center;"><u>SDP Priorities 2019/2020</u></p> <p>SDP 1: Quality of education</p> <p>1.1 Ensure progression is mapped in all subjects 1.2 Use Artsmark to support embedding arts within the curriculum 1.3 Raise attainment in reading, writing and maths for all groups- boys, pupil premium, more able</p> <p>SDP 2: Behaviour and attitudes</p> <p>2.1 Increase parental engagement through reward system in KS1 2.2 Further develop provision for behaviour support for individuals 2.3 Attendance - Raise attendance of boys to at least match girls, of PP pupils to at least match all pupils and reduce PA of PP pupil</p> <p>SDP3: Personal development</p> <p>3.1 Improve well-being of pupils by developing provision for SEMH 3.2 Ensure PSHE curriculum meets requirements of revised Relationships curriculum</p> <p>SDP4: Leadership and management</p> <p>4.1 Consistency of practice and provision across school 4.2 Governor visits used effectively to support monitoring and evaluation 4.3 Review Safeguarding procedures to ensure they remain robust</p> <p>In addition, governors should be mindful of provision made for groups of pupils in class- PP, SEND, EAL, Boys, MA and GAP.</p> <p>My visit addressed issues around SDP 3: Personal Development 3.1, and it will hopefully help to encourage parents to take part in our Healthy Schools revalidation assessment in Spring 1 2020.</p>	
Governor observations and comments: (e.g. What did you see? How long did the visit last? What did you learn? What would you like clarified?) My visit lasted 4 hours, and the hall buzzed for most of the evening because of the range of people/ activities there- including a Book Fair, manned by Mr Barker, representatives from the library service, dinner staff, and a sunflower seed activity which became quite addictive for people young and older. <p>1. Mrs Sheerin had prepared a display board describing the 4 strands of the Healthy Schools curriculum-</p> <p>a. PSHE- Personal, Social and Health Education,</p> <p>b SEMH- Social, Emotional and Mental Health,- this is delivered through the Mindmate lessons, and I think there might be some confusion, understandably perhaps, on the part of some parents with the language used. Many faces lit up when I mentioned Mindmate – not sure all recognised this as part of mental health education. Some children accompanying parents were quick to mention the Take the Learning Home activities as clearly their parents had been involved with these.</p> <p>c. Physical Activity</p> <p>d. Healthy Eating- The dinner staff attended providing such delicious ‘tasters’ of school dinners, and, again, worked tirelessly to draw children and adults in to sample the fare on offer.</p>	

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2. Mrs Sheerin had prepared a leaflet about this aspect of the curriculum which we gave out to parents- always helpful to have something like this that gives you a reason for accosting parents as they walk through the hall! All parents were happy to engage and were interested and enthusiastic about the mental health education being offered to their children. It was also helpful to have the Healthy Schools information highlighted on the Big Screen, and some parents said they would take a look at our website to find out more.

3. Lovely to be party to Year 5 parents' pleasure at having attended a Trust school's debate earlier in the day- the pride they took from their childrens' performance was evident, with many citing the childrens' confidence and fluency. They had obviously spoken with Ms Adamson about this, and told Mrs Sheerin that both she and the children were well up for the Leeds debating competition.

4. Also lovely to see parents bringing children to the hall to choose a book as a reward because they were so happy with how their children were working in class and the feedback they had received from staff.

5. Good too, to speak with so many staff, some of whom had seen all their parents, who were talking about what a positive evening they had had.

6. Always a privilege to talk with parent/ carers and feel a part of the thriving learning community that is White Laith.

Any key issues arising from the governing body:
(e.g. the way resources are allocated, the way the school communicates, progress in implementing a key policy, evidence of the impact of the governing body's work on pupils' achievement)

Action following governing body meeting:
(Record any action agreed by the governing body with regard to this visit)

Thank you letter from governors to [parent/ carers to be included in the December Newsletter.