

Visit Report

Name: Jenny Horton	Date: March 17 th 2022
Purpose of visit: To meet with Mrs Rebecca Drinkall for our Spring term PHSE update	
Overall aims for school development plan 2021/2022	
SDP 1: Quality of education	
1.1 Catch-up learning missed due to Covid in order to move towards raising attainment in reading, writing and maths for all pupils and groups- boys, pupil premium, more able	
1.2 Provision of a progressive, broad and balanced curriculum	
1.3 Further develop provision for SEND pupils	
1.4 Use Artsmark to support embedding arts within the curriculum	
SDP 2: Behaviour and attitudes	
2.1 Re-establish cooperative learning and engagement strategies	
2.2 Attendance - Raise attendance of boys to at least match girls, of PP pupils to at least match all pupils and reduce PA of PP pupils (19/20 target)	
SDP3: Personal development	
3.1 Improve well-being of pupils by developing provision for SEMH	
3.2 Ensure PSHE curriculum meets requirements of revised Relationships curriculum	
SDP4: Leadership and management	
4.1 Development of leadership in EYFS	
4.2 Effective CPD and Induction to maximise impact of staff on pupil progress	
4.3 Consistency of practice and provision across school	
4.4 Governor visits used effectively to support monitoring and evaluation	
4.5 Review Safeguarding procedures to ensure they remain robust	
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 concerned the SDP priority below-	
SDP3: Personal development	
3.1 Improve well-being of pupils by developing provision for SEMH	
3.2 Ensure PSHE curriculum meets requirements of revised Relationships curriculum	
!. My visit lasted one hour approximately.	
2. Rebecca had completed the planned PHSE curriculum audit across school to establish where each class was in terms of the planned units due to the disruption of teaching/ learning time over the past two years. Not surprisingly, year 1 was the only age group on track in terms of coverage. Year 2 had 19 topics missing	
Year 3	14
Year 4	7
Year 5	9

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Year 6. 8.

Rebecca then consulted with the LEA school lead, Cheryl, to learn how other schools had tackled this situation.

3. She then determined that Relationship and Sex modules were priorities to be addressed, so that all classes were on track for this. She then decided to retain the Mindmate lessons rather than the Healthy Schools mental health topics. Having made these decisions she has then drawn up a new long term plan for the rest of this school year, prioritising topics that our children had identified eg through the My Health/My School questionnaire such as death. It was then hoped that all classes would be able to continue with the Healthy Schools PHSE curriculum as outlined in the planning from September 2022.

4. Mrs Drinkall was meeting with they year 5 teacher, Karina that evening to support her with the RSE programme for that age group, as this member of staff had not taught this unit previously.

5. Reception had trialled the Mindmate lessons for this year group for the first-time last year while Rebecca was on maternity leave. She has now looked at other resources available and has now devised a long-term plan of 6 units for PHSE for reception which will be implemented from September. One of the resources she is using has been devised by the police, who, no longer make visits to school. All of the units will be linked to the Early Learning Goals.

Autumn 1

Mindmate module at the beginning of the year focussing on feelings. ELG Self Regulation.

Autumn 2

Police Can Help You ELG understanding of the World

Spring Term 1

A unit from Drugwise ELD Managing Self

Spring Term 2

Stranger Danger ELG Building Relationships

Summer Term 1

Car Safety seat belts etc ELG Managing Yourself

Summer Term 2

Physical Health to coincide with sports day, personal hygiene ELG Managing Yourself.

6. We then spent some time talking about the PHSE contribution made over this term to our Equality objectives. This will be the subject of a separate report.

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)

Written report to governors highlighting both the amount and quality of work Rebecca has undertaken since returning from her maternity leave.

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