

# White Laith Governor Visit Report

Name: Jenny Horton	Date: March 1 <sup>st</sup> 2023
Purpose of visit: To support the Mental Health and Wellbeing programme in school by asking parents to fill in a feedback questionnaire prepared by Ms Adamson.	
<p><b><u>School Development Priorities 2022-23</u></b></p> <p><b><u>Quality of Education</u></b></p> <p><b>QE 1</b> Target intervention effectively and consistently (eg class focus, additional intervention, pre-teaching, tuition) to ensure children 'keep up' not 'catch-up'.</p> <p><b>QE2</b> Ensure children can decode, blend and comprehend using phonics to equip them for reading for understanding.<b>All year 1 children will pass phonics test and every year 2 and year 6 child achieve expected level in reading</b></p> <p><b>QE 3</b> Accelerate progress and attainment of all pupils on Reading so that it is at least in line with National, FFT 50 and moving to FFT 20 as in pre-covid years.</p> <p><b>QE 4</b> Accelerate progress and attainment of all pupils on Writing so that it is at least in line with National, FFT 50 and moving to FFT 20 as in pre-covid years. <b>By the end of year 2, all children to have fluent handwriting.</b></p> <p><b>QE 5</b> Accelerate progress and attainment of all pupils on Maths so that it is at least in line with National, FFT 50 and moving to FFT 20 as in pre-covid years. <b>All children use precise mathematical language to explain thinking.</b></p> <p><b>QE 6</b> Improve effectiveness of Individual Provision Maps for SEND pupils.</p> <p><b>QE 7</b> Finalize Curriculum Intent Documentation to clearly identify the crucial knowledge and skills that pupils must know in all subjects and teachers know what to teach (Why this? Why now?). <b>Across all subjects, teachers will have understanding and knowledge about what children need to know and when. (Curriculum Intent)</b></p> <p><b>QE 8</b> Explore approaches to Assessment across the curriculum so that assessment of long-term learning is established.</p> <p><b><u>Behaviour and Attitudes</u></b></p> <p><b>BA 1</b> Pupils attendance is in line with National figures including those who are classified PA – attendance target 96.7% pre-Covid</p> <p><b>BA 2</b> Pupils with SEMH barriers have effective support to reduce incidents, regulate behavior, increase self-confidence/self-esteem, independence and promote positive learning behavior</p> <p><b><u>Personal Development</u></b></p> <p><b>PD 1</b> Pupils and staff receive appropriate support for their wellbeing in order to develop resilience and confidence.</p> <p><b>PD 2</b> Ensure Pupil Voice is a powerful driver for school improvement.</p> <p><b>PD 3</b> Ensure all elements of PSHE and Relationships Curriculum are in place.</p> <p><b><u>Leadership and Management</u></b></p> <p><b>LM 1</b> Increase engagement with parents so that they are more aware of what their child is learning in school.</p> <p><b>LM 2</b> Quality of teaching, assessment and feedback positively impacts on attainment and progress across the whole school.</p> <p><b>LM 3</b> Governors are able to provide effective support and challenge.</p> <p><b>LM 4</b> Ensure Safeguarding procedures are robust</p> <p><b><u>Early Years</u></b></p> <p><b>EY 1</b> Develop provision (N&amp;R) to ensure both outside and inside are high quality, promote good learning and progress and develop communication and language skills.</p> <p><b>EY 2</b> Develop Nursery provision to ensure children are 'Reception -ready' by the end of N2</p> <p><b>EY 3</b> Accelerate progress in Writing and Maths (Number and Numerical Patterns) to at least match overall attainment in Reading.</p> <p>In addition, governors to continue to pay attention to the provision for specific pupil groups in class -Pupil Premium, boys/ girls, children with English as an additional language, children from an ethnic minority background, children with special educational needs or disability ( including higher attainers).</p> <p>My visit addressed the following aspect of our SDP-</p>	

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## Leadership and Management

**LM 1 Increase engagement with parents so that they are more aware of what their child is learning in school.**

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 3 hours approx..

1. An engaging display on the key aspects of the Mental Health work in school had been mounted to complement Chantel 's and my work. There were also leaflets directing parents to different resources for information, help and guidance eg Families Under Pressure, Talking about mental health
2. The hall also featured a Scholastic display and sale of books manned by John, samples of school lunches prepared by kitchen staff and offered to children and parents, a table of Bear Cub templates ( Leeds Council Bear hunt initiative) with children and parents invited to create their own designs in front of our very own bear cub, and a table laid out with YR 1 books. All of this meant that there was a buzz throughout the evening, with a purposeful, relaxed, and friendly atmosphere.
3. Ms Adamson had kept the questionnaire simple with many open questions to give parents the opportunity to say what they thought.

Eg If we were to offer parent workshops coffee mornings with a mental health specialist, what themes would you like to cover.

Sleep

Anxiety

Emotional regulation ( Zones of Regulation)

The 5 ways of wellbeing

Other suggestions

What has school done that you have found useful?

Is there anything we could do to support you further?

4. There was no parent who was not aware of the work, or who didn't readily take a questionnaire to fill in.
5. I observed several parents talking with their child about the work while filling in the questionnaire, and while looking at the display.
6. I don't know how many questionnaires we had to begin but, we ran out of questionnaires at one point, and had to print out another 20, which were also all filled in.
7. It was helpful having two governors 'on duty' as one could remain in the hall while the other engaged parents in classrooms.

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)

The pleasure and value of liaising with parents in this way.

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