

Visit Report

Name: Jenny Horton	Date: 23.07.2019
Purpose of visit: As Equalities , Safeguarding and Child Protection governor to meet with Rebecca at the start of the new school year to review last year, and plan for this, focussing on priorities for this term.	
<p style="text-align: center;"><u>SDP Priorities 2019/2020</u></p> <ul style="list-style-type: none">• Writing – approaches to teaching and application of spelling across school (Trust priority)• Curriculum – further development to ensure ensure progression in all subjects (eg introduction of knowledge organisers)• Arts Mark – embedding the arts within the curriculum• PSHE/ Mindmate – whole training around anxiety/attachment, review of SRE in light of new Relationships Education in Sept 2020 <p style="padding-left: 40px;">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 relates to SDP Priority 2- Behaviour And attitudes</p> <p>2.1. Increase parental engagement through reward system in KS1. 2.2 Further develop provision for behaviour support of individuals 2.3 Attendance Raise attendance of boys to at least that of girls, of PP pupils to at least match all pupils and reduce PA of PP pupils.</p> <p>SDP Priority 3- Personal Development</p> <p>3.1 Improve well being of pupils by developing provision for SEMH. 3.2 Ensure PHSE curriculum meets requirements of revised `relationships curriculum.</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 3 hours, and, during this non contact time Rebecca had to break off from our discussions to receive a phone call from a parent, and, later to talk with a parent at the end of the school day. For me, this reinforced the multi tasking capacities required of our staff, and their skill in moving from one concentrated concern to another, giving both due time and consideration Our talk was wide ranging, but concentrated on two main priorities- <p>1. November Parents' Evening and the governor/ parent/ carer liaison focus for that afternoon /evening. Rebecca and I both noted that on the parent questionnaire responses 62% only of parents said that they were aware of the mental health work in school. She was also concerned that some parents perceived Healthy Schools as just about food, and not the other elements. So, we decided that again that would be the focus for governor discussion at that time, with the screen available so that we could ensure parents can access the whole curriculum.</p> <p>2. Consideration of our Equality objectives with actions for the school year 2019/20. These to be drafted , approved by Rebecca and Nicola and then sent out for the consideration of all governors, firstly at the T and A meeting on October 15th. In our discussion here, we addressed new elements to be introduced into our Safeguarding PHSE curriculum this coming year including work on alcoholism, domestic abuse and county lines. FGM and CSE , contraception and sexually transmitted diseases were also elements to be included this year, and, consideration is being given to the staff training that might be needed in these areas.</p> <p>3. in relation to parental engagement we discussed the new KSI reward system, and the Anxiety workshops to take place this term.</p> <p>4. We finally discussed Anti Bullying week taking place in school wk beginning Nov 18th and agreed that this should contain an element of anti racism. This to continue the development of childrens' understanding , confidence and ability to act on behalf of others.</p>	

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5. We spoke briefly about our Healthy Schools Assessment Day, and what needed to be in place before that.

6. At one point ,we were visited by 4 members of year 6 who had come to share their PHSE 'Taking the Learning Home ' task, which questioned whether media coverage of celebrities was a positive or negative influence. The children were all able to talk articulately about their choice of celebrities and why they perceived them to be good or bad influences on themselves and other young people. Rebecca then 'tested 'them on their understanding of Healthy Schools, and they could identify all the components.

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)

Governors please note the section in red on this report. Anyone with time on the afternoon/ evening would be most welcome to support the liaison work with parents.

Action following governing body meeting:

(Record any action agreed by the governing body with regard to this visit)