

# Visit Report

Name: Jenny Horton	Date: Monday June 17 <sup>th</sup> 2019
Purpose of visit: To review the year's work in this area with Mrs Rebecca Drinkall, and to start to discuss next steps for the new school year.	
<b><u>School Development Plan priorities 2018/19</u></b> <b><u>SDP 1- Effectiveness of Leadership and Management</u></b> 1.1 Consistency of provision and practice across school. 1.2 Accurate understanding of progress and attainment of pupil groups- boys, pupil premium, more able and SEND. 1.3 Governor visits used effectively to support monitoring and evaluation. <b><u>SDP 2- Teaching Learning and Assessment</u></b> 2.1 Embed new approaches in reading and maths. 2.2 Use editing, feedback and ongoing assessment more effectively to improve writing. 2.3 Refine approaches to assessment in Science and Foundation subjects. <b><u>SDP 3- Outcomes</u></b> 3.1 Raise attainment in reading, writing and maths for all groups- boys, pupil premium, more able and SEND. 3.2 Demonstrate good progress from different starting points. <b><u>SDP 4- Personal Development , behaviour and welfare</u></b> 4.1 Improve well being of pupils by developing provision for SEMH. 4.2 Revalidate Healthy Schools Award Status. 4.3 Improve attendance in line with national, reduce gap for PP pupils and reduce PA.  In relation to the above, governors may find it helpful to refer to the termly qualitative and quantitative milestones to support evaluation outlined in the SDP.  This visit covers aspects of SDP 4 - 4.1 and 4.2	
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?) I spent 3 hours approximately with Rebecca. 1. We started by working our way through The Key list of Questions to ask about Safeguarding, with myself checking their notes for what to look for in an answer. Becky was able to give full answers to each area citing evidence as appropriate.  Do pupils feel protected and safe? How do you know?  <b>It is planned to add a list of possible trusted adults / organisations ie Childline with relevant contact details to PHSE display boards in classrooms.</b>  Are there effective safeguarding, pupil behaviour and staff behaviour policies that are well understood by everyone?  Are staff and other adults clear about procedures where they're concerned about the safety of a child, including if children go missing from school?  <b>There had been a comprehensive update meeting for staff last month, and the areas covered were outlined on a display on the staff room wall. This was a refresher of the</b>	

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Keeping Children Safe document requirements. Staff had also had to read Guidance for Safer working practice May 2019 and sign to say they had done so.

Do staff receive training on protecting children?

How do you make sure written records are made in a timely way, stored securely and shared appropriately?

Written records no longer kept except by dinner staff, all other records of incidents and referrals stored via CPOMS.

How are safeguarding risks known by adults and shared with external agencies where appropriate?

Do all staff have a copy of and understand the written procedures for managing allegations of harm to a child?

Everyone knows they can get a hard copy from the office, and also access it on the website.

Are safer recruitment procedures in place?

Is the physical environment safe?

How are discrimination and peer-on-peer abuse tackled in school?

What online safety measures are in place?

How is the Prevent duty implemented?

Can you do everything that you need to do in your role? What can't you do? What can I do to help you?

Rebecca said that occasionally time became an issue when there was a crisis situation, or a number of incidents involving risk occurring at the same time. This was always resolved with Nicola, who gives Becky regular supervision.

2. That evening I sent Rebecca an article from the Guardian which spoke about the use of 'county lines', asking if this was an issue in our community. She replied saying that the school had recently had their first experience of this. They had reported an incident to social care and the police that they felt was linked to county lines, and the police agreed. So, again, school being vigilant and pro active in keeping our children safe. Contact with the police continuing in this case.

3. Rebecca then showed me the new resources in school for teaching children about issues around domestic abuse and alcoholism. We have these as a result of Becky attending a course, and she now plans to introduce them to staff and work out where they best fit within our safeguarding curriculum.

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4. There is also an extra bank of lessons for PREVENT which also need to be weaved in to our existing provision.

5. Consideration is also being given to the inclusion of two areas which, at the moment, school is choosing not to include in our SRE curriculum- contraception and HIV. Parent/ carers would need to be consulted before this happened.

6. The cooking curriculum long term plans are now in place, which include recipes and other feedback from parents from the governor liaison/ questionnaire at March parents' evening.

7. Healthy Schools Awards event- this will be held on JULY 12<sup>TH</sup> when school will be presented with a certificate of self validation. The validation visit proper will then take place around December. This will involve staff, children, parent/carers and governors.

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)

There may well be a role for governors in liaising with parent/ carers about the developments contained in 3,4 5 and 6 above at the November Parent/ Carers' evening next term.

Action following governing body meeting:

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

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