

# Visit Report

Name Jenny Horton:	
Purpose of visit: To attend a Mindmate coffee morning for parents.	
<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 aspects of the SDP</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>	

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## Behaviour and Attitudes

**BA 2** Pupils with SEMH barriers have effective support to reduce incidents, regulate behavior, increase self-confidence/self-esteem, independence and promote positive learning behaviour.

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?)

This part of my visit lasted approx. one and a half hours as, after the coffee morning, I was invited to sit in on a meeting between, Nicola, Andrea and Lauren, the Mindmate lead where they discussed next steps.

1. There was a good response from parents with people queuing at the door to sign in when I arrived.
2. The format of the session took the form of a surgery, where individual parents spoke about their personal concerns to a Mindmate member of staff.
3. This might have left other parents sitting around waiting for their turn, but parents made coffee and Nicola, Andrea and I were available for people to talk to if they wished.
4. As with parents' evening on March 1<sup>st</sup>, the parents I spoke with were knowledgeable about the Mindmate programme, were welcoming of the fact that mental health issues were a part of the school curriculum- 'we didn't learn about it while we were at school' and appreciated the support that the programme was offering their children and themselves. A common concern was seeking reassurance that, as parents, they were doing the right thing/ responding to their children as best they could.
5. Parents appeared at ease sharing with Mindmate staff and all came away positive about their meeting.
6. At the meeting afterwards, a structure and timetable for the future were outlined- a) Consultations every 3 weeks where issues/ concerns around 3 young people would be discussed and an action plan written up involving parent/ cares b) A coffee morning to be held every term- the next one planned for the Autumn term- this to have a focus eg anxiety, as well as providing opportunity for 121 consultations c) Group work with 6-8 young people who shared similar needs on a 6-weekly basis.
7. An assembly date was set for Monday 5<sup>th</sup> June at 2.30pm for Mindmate staff to introduce themselves to our children taking as its theme, The 5 ways to Wellbeing.

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 time demands of setting this programme up incurred for Nicola and Andrea especially. Governors may wish to monitor this in terms of work/ life balance going forward.

Action following governing body meeting:

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

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