

School Visit Form

Committee Member Visit Record

Name	A.S. Trea
Date of Visit	18 th November, 2019
Focus of Visit	Character Education Framework and Personal Development
Classes/staff visited	Mr J. Bloggs and Mrs J. Doe
Summary of activities e.g. observing classes, talking to staff and pupils, looking at resources, etc.	
<p>With reference to the DfE guidance on the Character Education Framework, I spoke to Mr Bloggs about how the school meets its ambitions for children’s personal developments. The meeting was intended as a starting point, giving rise to future visits and discussions with pupils.</p>	
What I have learned as a result of my visit:	
<ul style="list-style-type: none"> • <u>How does the school deliver its relationship education responsibilities?</u> Jigsaw and the ‘Big Talk’ programmes are used in a complementary manner, with the latter being the vehicle for delivering age-appropriate sex education. The company offers a parents’ information session the week prior to delivery to children; these are not well-attended, but delivery of the new expectations has not proved problematic. Parents did query the ‘explicitness’ of the language used, but the terminology is anatomically correct and I agree that the school is right to take this approach. The school engages with a number of local and charitable opportunities, including ‘Safe Touch’ in Yr1, provided by the school nursing team. • <u>Have there been any concerns over the inclusion of LGBT education as part of this?</u> No – children are mature and confident in discussing these matters, which has been corroborated by feedback from providers. This has been supported by the school’s ongoing use of Philosophy for Children (P4C), which enables debate and mutual respect of differing points of view. This programme has been discussed a number of times in committee. • <u>Have any children been withdrawn from sex education?</u> One child has been withdrawn due to a dispute between parents; neither parent has raised a substantive objection to the content of the programme. • <u>How effectively do we create a sense of pride, belonging and identity in our school?</u> The curriculum is central to this – for example, Yr5 are studying their local area in order to develop their pride and appreciation for their hometown. Mrs Smith has visited the school to give a talk to Yr5s – this was well-received and she is keen to visit again. Pupil Voice suggests that children feel a strong sense of pride – for example, Yr4s lobbied their school milk provider to revert to using cartons instead of plastic bottles and were proud to have succeeded in this. The committee will also recall how proudly children presented on their involvement with “Good Local Event” in 2018/19. • <u>Discussing Yr3s’ work</u>, the cohort is currently learning about homelessness – this will be developed in Yr4 in a unit on poverty and subsequently in Yr5 when the children learn about natural disasters (which can lead to both homelessness and poverty more generally). Children have written stories from the perspective of the homeless and they have been creating stockings to hand out to homeless people in the town. • <u>Noting the similarity with the CEF’s ‘virtues’, how are the Astrea dispositions promoted in school?</u> The curriculum is central to this – for example, the Yr3s’ work demonstrates empathy. • <u>How do we ensure that children develop cultural capital?</u> The school addresses this in a number of ways: 	

- Children have a range of experience opportunities (e.g. educational visits; being ‘pen pals’ with a school in Hull; participating in the local Tech Challenge)
- Children routinely watch Newsround and the school facilitates discussion of the matters raised.
- Outside speakers, such as Mrs Smith, extend children’s perspectives and facilitate discussions about careers and opportunities beyond Doncaster.
- The school supported children’s participation in the Brilliant Club and funded parents’ transport so that they could also access opportunities to visit a university.
- The school subsidises residentials on a needs basis.
- How is the school addressing cultural literacy through its reading programme? In addition to the curricular reading provision, the school emphasises oracy through reading aloud to children. Other initiatives include all pupils getting a book at Christmas and books being hidden around school, to be found and kept by pupils.
- Does the school have a “first come, first served” policy for any opportunities, which could limit participation of disadvantaged children? The school does not, though parent tickets to ‘Young Voices’ are limited, but this does not directly limit pupils’ access. The school regularly subsidises transport for parents to attend off-site activities.
- With reference to the SEF, what are the next steps for the school?
 - To engage a known consultant on specific oracy work
 - The embedding of the curriculum, particularly making best use of the iterative topic coverage (e.g. Yr3 homelessness > Yr4 poverty > Yr5 natural disasters)
 - The embedding and review of the school’s approach to e-safety – this is now better-organised, with at least six dedicated sessions over the course of the year; in addition, Ms Doe is working with parents to address their knowledge and confidence in managing pupils’ use of social media

Matters to discuss at committee (e.g. proposed agenda items) and future visits:

- Return visit to Yr3s to discuss homelessness and volunteering with a charity.
- Committee member to visit school council and junior leadership team.
- E-safety as an agenda item

Any other comments:

- It is important for committee members to seek to verify the observations above, particularly through conversations with pupils. It is also important that we gain an understanding of the *impact* of this work – for example, children’s presentations to the committee in Summer 2019 gave us a clear sense of their ethical understanding and celebration of participation. I hope that my discussions and others’ visits to school council and the JLT will give us more evidence from which to continue to support and challenge the school.

Signed (committee member):

Signed (link staff member):