

## Record of Governor Monitoring Visit

Governor/s: Trevor Cockburn	Staff: Karen Hobley	Date: 28 April 2016
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### Purpose of Monitoring Visit:

1. To monitor PSHE against the “The relationship between outstanding schools and outstanding P.S.H.E.” produced by the PSHE association as discussed last time
2. To identify whether that provides an effective framework for this and future visits
3. To monitor Healthy School Status, progress towards accreditation and any other items arising

### Notes of Monitoring Visit:

1. Karen provided a written commentary against the twelve elements in the PSHEA guidance, as attached. We discussed each and additional conclusions are noted below

1. **A discreet, developmental and responsive P.S.H.E. education programme at the centre of the school curriculum**

The recent review and adoption of policies (PSHE, SRE, Alcohol and Drugs) was noted as further evidence of this as was the extensive and up to date use of displays on a variety of issues and activity.

Progress towards accrediting PSHE learning has been made with students working towards the AQA PSE Award and Certificate at Level 1. I was pleased to see that this comprises a good variety of units which should enable learning to be tailored to the needs of individual cohorts. It also enables bite sized learning so that even if full awards/certs aren't achieved, accreditation is still gained. Karen explained that this is the first year of using AQA so aims to increase access to it in future years. I think this is a wise move as many of our pupils will have had many disappointments in their previous educational experience and it is important for us to teach confident in our capacity to deliver achievement.

I was pleased that use had been made of the YMCA mental health input as this was only a short term DfE funded programme and its outcomes will hopefully feed in to the national evaluation of its effectiveness.

Karen explained the plan to develop a mental health register so as to

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better support pupils with MH issues. We will monitor its initial effectiveness next time.

Karen added that work with external agencies had also included 3 charities being “wear it pink”, “wear a hat day” and “Amnestea”. Impact on pupils continues to be very positive.

**2. P.S.H.E. education managed by an experienced, central co-ordinator with a genuine passion for the subject in their school**

Karen confirmed that the senior leadership of the school take an active interest in PSHE, with it represented in SLT and sufficient time given to manage the subject across our school.

We also agreed that the specific governor role and the consistency with which we are meeting, contributes further to both this point and the one below.

**3. A senior leadership team committed to monitoring the quality of P.S.H.E. teaching with the same rigour and expectations as other subjects**

We noted too that PSHE had been considered by standards committee, with the link between SLT monitoring, governor monitoring and governing body scrutiny being particularly robust.

**4. Active involvement from members of the Senior Leadership Team in teaching P.S.H.E.**

Jane (and Karen for part of the week)

**5. P.S.H.E. education built around clear learning objectives and expected learning outcomes**

No additional comment

**6. P.S.H.E. education treated with the same regard as other subjects on the school's curriculum – This is in place. (See points above)**

No additional comment

**7. Clear learning objectives which differentiate P.S.H.E. education where it is “blended” with other subjects**

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I asked Karen for her view as to whether this meant that blending was something advocated by PSHEA. She thought not, rather that if the curriculum was more constrained such that PSHE was less distinct, then PSHE LO's at least, should be differentiated.

### **8. Scope for flexibility and creativity to change the direction of lesson in response to pupil need**

No additional comment

### **9. Recognition by schools that P.S.H.E. education helps to develop transferable skills that support academic success and success in life beyond school**

I asked Karen if we could be more specific about the transferrable skills that arise from PSHE. The use of case studies and semi-role play was highlighted and I think the links drawn to mindset skills that are developed (being able to discuss issues, understand other people perspectives or at least recognise that they have them, teamwork, working off own initiative, being able to take assessed risks etc) were particularly good.

### **10. A single "unifying framework" or philosophy that focuses the entire school's curriculum, making it clear to staff how the content and pedagogy of P.S.H.E. education contributes to this ethos**

Through discussion we recognised that the evidence of our PSHE and overall curriculum policy, together with our vision and mission statements, is very clear evidence of this "unifying framework".

### **11. External visitors used within the context of a planned P.S.H.E. programme**

I am pleased with the wide variety of external agencies who contribute to PSHE delivery but also with the signposting displays and publicity that broaden pupils awareness of the diversity of community based provision outside of our school.

### **12. Active involvement of governing bodies**

We acknowledged here the point about standards committee too in this

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regard.

2. Using the guidance seemed to be very useful in guiding today's meeting and we'll continue to refer to it extensively in future visits.

3. Healthy Schools silver award has been worked towards and will be achieved this academic year with a celebration set for 14 July.

British Values hadn't come up via the PSHEA document so I asked about how that dovetailed and what activity was being undertaken. I saw lesson plans and work that showed areas where there crossovers but also Karen has produced a British Values calendar for every week of the school year, covering topics from democracy to diwali and harvest festival to health issues.

I asked how we knew which areas of PSHE were most needed by our pupils. Karen explained that it was mainly a triangulation between referral information and initial meetings with pupils/cohorts. She also explained that the assessment period is being enhanced to include specific work on finding out which issues would be of most value to individuals.

Numbers being 50% higher than Karen had ever experienced, together with PSHE being introduced to engagement pupils for the first time, were challenges to capacity that she is currently working through. Next time I will ask for Karen's views on how effectively this has been dealt with.

I asked about specific progress towards the AQA award. Karen's plan is that due to limited time remaining, Yr11 will focus on units and hopefully secure enough to gain awards. Yr10 have sufficient time that those who respond positively to the opportunity will be able to gain the full level 1 certificate. This is early days though so I will monitor progress against hopes at future meetings

Issues for Governing Body:	Action by:	Deadline (if any):
Need to maintain PSHE being under the same level of scrutiny as other subjects	Standards committee including in calendar of scrutiny Me maintaining visit schedule	This is an ongoing objective so ongoing.
To keep an eye on the impact that such large	Governing body Engage Trust	Ongoing

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<p>and varying numbers have on our capacity to deliver consistent quality. Whilst the situation that we receive funding for an annual average “NOR” is understandable, should be monitored to ensure it both reflects the reality of average “NOR” and does work</p>	<p>My monitoring visits</p>	
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