

Holy Trinity CE Primary School

Governor Visit Report

Name of Governor	Jo Taylor / Belle Moss
Date of Visit	17 March 2022 (Teams)
Agreed Focus for Visit (linked to SEF, SDIP & Key priorities)	Pastoral Hub Visit
Name of Staff	Mrs Titre

Follow up from previous monitoring

- Integration with SEN pupils
- Review of children's behaviour after programme of activity within Pastoral Hub
- Update on resources and training since last visit
- Promotion of growth mindset in classroom work

Key Area in SDP: Monitoring Findings from this visit

PHYSICAL & MENTAL HEALTH: To focus on pupil and staff wellbeing

LIFE SKILLS: To continue to provide opportunities for pupils to develop their life skills, including mindfulness

Actions used to identify findings

- We discussed how pupils are referred to the Pastoral Hub and confirmed referrals came from teaching staff, including the SENCo and / or parents identifying need. Mrs Titre also confirmed that older children are likely to seek her out if they feel a need to talk. As such she keeps 11-12.30 as clear as possible each day to operate an open-door policy.
- Children are assessed on an individual basis, with most undertaking an 8–10-week programme, while others require ad hoc or longer-term support.
- Formal procedures are in place to refer children to the Pastoral Hub. Once a need is identified, individual letters are sent home to parents to sign and agree to their children undertaking the process.
- Children complete a pupil questionnaire at the beginning of the programme to allow them to monitor their progress and feel a sense of achievement when reaching milestones. (Example attached).
- Mrs Titre also showed us flash cards that are used with the children to open conversations. Once completed they're placed in the children's folders to refer to if necessary.
- Once pupils complete the programme of activity, Mrs Titre follows up with teaching staff where necessary to provide strategies for both pupils and staff in case of any ongoing concerns.

What outcomes have been identified as a result of my visit?

- Mrs Titre currently has 14 pupils with whom she is working one-to-one, with other children dropping in on an ad hoc basis when needed.
- Years 3 – 6 are currently those in most need of support. There are always concerns within Y6 about the transition to year 7. Mrs Titre hopes to be able to restart specially supported transition groups with Charters this year for those with EHC plans or higher levels of anxiety about the move.
- Covid has had an impact in terms of regularity of contact with children, however Mrs Titre maintained contact with children who were more in need of stability during school closures by talking via Teams.

- In other ways Covid has had a greater impact on those children who were already dealing with additional pressures, as well as affecting those who have had severely ill loved ones or struggled with not being able to see family on a regular basis.
- The role of the Hub is entirely centred on helping pupils to 'keep learning' the focus is always to support them to be present in class and access the curriculum to the best of their ability.
- There is collaboration where needed with the SENCo, but for many pupils it is a question of building confidence and helping them deal with their emotions be they anger, anxiety, loss, stress etc. So, the SENCo and Pastoral Support Assistant work alongside each other to help a greater number of students in the ways they most need support.
- ELSA support meetings stopped during Covid and the impact of that was significant. Sessions have started again remotely and that has been very helpful to Mrs Titre on a personal level to be able to discuss individual cases with Education Psychologists and ask for support. However, Mrs Titre noted there is still less external interaction with other agencies than prior to Covid.
- The ELSA network also remains useful in providing resource material.
- In terms of specific training requirements, Mrs Titre feels that due to the wide variety of concerns the children present it is difficult to pinpoint a specific training need.
- Mrs Titre no longer uses the ELSA term as the approach and diversity of pupil need has expanded so significantly. Her new function is as a Pastoral Support Assistant.
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Impact of this visit

- Understanding how Covid may have impacted on pupil wellbeing.
- Confirming any resource or training needs that may be required to support the Pastoral Hub.
- To learn more about current pupil needs within school.
- To hear about the work which make the Pastoral Hub provision a unique offer within the local school cluster.
- We also learned that Mrs Titre had been running diversity sessions with Y6 classes on the lead up to and during Black History month.

Aspects I would like clarified/Questions I have

- The pastoral hub is clearly a huge benefit to many members of the school, given time pressures it would currently be difficult for Mrs Titre to lead more classroom focused sessions to add to the growth mindset work done by the teaching staff.
- Once Covid cases at school have dropped Jo Taylor intends to visit the Hub in person to review the artwork and resources first hand.

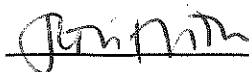
To be shared with the school staff and school governing board.

Signed:



(Governor)

Signed:



(Headteacher/Staff member)