

Fourlanesend Community Primary School – Governor monitoring visit report form



<b>School Development Plan Priority</b> Leadership and management	<b>Focus of Visit</b> Staff wellbeing To ensure that wellbeing is a priority in school Leaders need to be mindful of the teacher workload caused Covid issues: short staffed, remote learning
<b>Visit time, date and Governor name:</b> 14:00, 31/02/2022, Ben Rimron	<b>Staff name:</b> Rebecca Norton
<b>SDP actions to consider</b> <ul style="list-style-type: none"> <li>• Agree a wellbeing policy</li> <li>• Establish a named mental health lead</li> <li>• Provide training for the mental health lead</li> <li>• Provide signposting and support for the staff team through weekly wellbeing emails and staff boards</li> <li>• Access to Danny Biscombe (counselling) as necessary</li> <li>• Performance Managements to have a positivity focus</li> <li>• Displays – to work with local artists to provide murals on wall around schools rather than displays</li> <li>• Marking/Feedback policy review</li> <li>• No teachers to provide afterschool clubs</li> <li>• Supply to be booked where needed to allow teachers to 'catch up'.</li> </ul>	
<b>Ofsted</b> <b>Outstanding</b> <ul style="list-style-type: none"> <li>• Staff consistently report high levels of support for wellbeing issues.</li> </ul> <b>Good</b> <ul style="list-style-type: none"> <li>• Leaders engage with their staff and are aware and take account of the main pressures on them. They are realistic and constructive in the way they manage staff, including their workload. This includes managing staff workloads proactively in response to COVID-19 and beyond/during the transitional period.</li> <li>• Leaders protect staff from bullying and harassment.</li> </ul>	
<b>Previous visit: Progress on agreed actions and Impact</b> N/A first visit	



### **Observations and Discussions**

The following points were discussed and highlighted so as to manage staff time and workload, in light of the SDP actions to consider, the ongoing pandemic, and the need for a small school to develop creative approaches over the years:

- Teachers are not required to run an afterschool club, but encouraged instead to be prepared and ready for the next day before they leave school (so they can spend quality time in their evenings). The Head models this as often as she can.
- There is no expected arrival or departure time for teachers at school.
- All new staff are provided with a 'buddy' to support them.
- All staff have access to Danny Biscombe for emotional and mental wellbeing support, as required. The Head says that this has been and is being used effectively.
- All staff at the school receive the weekly wellbeing email from the LA, signposting them to support, offering training, tips and advice.
- Teachers are only required to attend one of the 5 inset days a year - at the beginning of the year. The rest are covered through staff meetings during which virtually all the SDP actions are covered together as a team. This means that the school usually stays on top of all the SDP actions, all the staff have a whole-school view, and it is excellent CPD also.
- The staff evaluate and monitor the subjects together as a team (rather than having subject leaders/coordinators for our foundation subjects). This supports staff wellbeing in a small school setting so no teacher is overloaded, or inexperienced teachers are supported.
- Data drops are required only 3 times a year (at the end of each term), with routine tracking of attainment in all subjects covered in staff meeting time. Current marking policy focusses on a manageable approach to advance progress and outcomes, and marking monitoring is half termly.
- The job-share in class Lynher (with both teachers on a 0.6 contract) means that both teachers have an opportunity to team teach and plan together each week.
- During the Autumn Term the school worked with local artists and children to create a fantastic and engaging local mural down the main corridor. By removing 4 display boards, workload for teachers was reduced and this plan is being extended to the hall boards.
- With permission, teachers are allowed to use a supply teacher to cover their class if they have something they need to complete: e.g., the SEN recently had a supply teacher for a week to give her time to complete her work.
- Staff's opinions in school are listened to and respected regardless of role or experience, they monitor and look to support each other, and flexible cover is provided (but monitored carefully) so staff can attend family events, concerts, etc.
- Performance management strategies during the pandemic have a focus on positivity to support a happy working environment in school.
- The Head and Deputy have been working together for 12 years - a not insignificant amount of time –

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and are therefore well-experienced in understanding individual needs and sensitivities.

**Summary to be entered on Governor Monitoring Plan:**

The pandemic has created an understandable pressure on staff, but the school has in place policies and procedures to support wellbeing in multiple (and often creative) ways. As the waning pandemic permits, more contact with staff on this matter will be useful to evidence the impact of all policies and procedures and, potentially, reassess. The Head will inform staff that there is now a Governor assigned to staff wellbeing so that person may be an independent receiver of reported concerns from any staff members.

**Further Action Required:**

The Head is developing a staff wellbeing policy, and planning training as the school's lead on mental health. The Head will inform staff that there is now a Governor assigned to staff wellbeing so that person may be an independent receiver of reported concerns from any staff members.

**Impact of Governance:**

Full and transparent discussion of the issues surrounding staff wellbeing – especially important for a first governor visit – with confirmation that there are multiple and creative policies and procedures in place to support staff wellbeing.

The Head will inform staff that there is now a Governor assigned to staff wellbeing so that person may be an independent receiver of reported concerns from any staff members.

**Date and time of next visit:**

Tbc

**Governor signature:**

**Date:**

08/02/22  
B. King

**Staff signature:**

X. Norton