

Name of visiting governor	Ingrid Hines
Date of visit	Thursday 14 th November 2024
Governor's area of responsibility	Curriculum, Pupil Premium & Attendance
Member of staff visited; role/responsibility	AHTs with responsibility for LKS2 and UKS2
Purpose/objective of visit	To consider the teaching and learning of My Happy Mind and Mentors in Violence Prevention on the well being of the pupils; the well-being of staff and the role of attendance ambassadors in UKS2
Links with School Development Plan	<ul style="list-style-type: none"> • To continue to improve whole school pupil attendance • To continue to reduce persistent absence • Active leadership from all staff and pupils at Grove. • Embed a culture that everyone understands they have a leadership role to play in the school, and that • they feel empowered within their area of remit to make a difference. • To support and develop the physical, social and emotional well-being of the whole school community.
<p>Summary of activities (including discussion about workload and well-being):</p> <p>Discussion with AHTs about the outline of the morning and a recap on My Happy Mind and an introduction to Mentors in Violence Prevention</p> <p>Observation of My Happy Mind lesson in Y1 and Mentors in Violence Prevention lesson in Y5</p> <p>Discussion with staff about well-being</p> <p>Meeting with Attendance Ambassadors from Years 5 & 6</p> <p>Meeting with pupils from lower school about well-being</p>	
<p>What I've learnt from the visit</p> <p>The My Happy Mind teaching programme is a strength to the healthy development of the mental health of the pupils of Grove, it was at the heart of what the children spoke about. It gave the children and the staff a common</p>	



vocabulary for children to discuss mental health. In the lesson I observed the children were extremely engaged and were confident to share their opinions with each other and staff. The children were able to explain how they had used the skills they had learnt in lessons outside of school to support them and one boy stated that he had told his older sister about happy breathing when she was upset. The moments of reflection at the end of the lesson where children had to think of a real-life situation where they had shown a characteristic was an extremely positive aspect of the lesson as this allowed the pupils to transfer the skills of the lesson to their own lives.

The pupils in Y5 were totally engaged in their Mentors in Violence prevention lesson, where the area being taught was trust. The teacher demonstrated good teaching skills through his use of building on prior learning in Y4 about good and bad secrets. Many children in the class stated that a feature of trust is that someone can keep a secret. The teacher probed at this definition by linking the pupil's learning in Y4 to what was currently being asserted to clarify their understanding of secrets. I could clearly see the link between the learning in Y1 and Y5.

The attendance mentors were proud to have their role and told me about the things that they do to fulfil it. When I asked them what do they personally do as ambassadors to improve attendance in their class they were less forthcoming. When I asked them to talk with each other about what ideas they could think of that they could do they came up with good suggestions, which I will outline below.

Aspects to be clarified/questions remaining

Can Attendance ambassadors know the weekly attendance of their classes?

Comments from pupils involved in the visit

All children talked extremely positively about My Happy Mind and brought it into all the discussions.

I spoke to PPG pupils in years 2, 3, 4, 5 and 6.

These are the things that the Attendance ambassadors told me that they do:

- Really listen well when the teacher is doing the register to fill in attendance board
- We put attendance cards in the box, we remove the people who are not in
- Every Friday
- Prizes in assembly
- We set up the hall for assembly
- We do ten-day challenges at the end of every term to get a big prize
- If you have 100% attendance at the end of the year you get invited to a party
- There are small prizes as well as big prizes

- The class with the highest attendance at the end of the week get a certificate
- Thursday treat- if your class come every day you get a treat
- The goal is 96%

Here are some of the ideas that they came up with for themselves:

- Chat to classmates who have been absent,
- Make posters to say come to school more,
- Remind their class about the prizes,
- j2message to check/encourage pupils,
- Have more prizes like extra playtime, non-uniform days

These are just some starting ideas that will need to be discussed with senior leaders to ascertain how feasible they are but the children were excited to be more involved in the improvement of attendance in their classes.

LKS2 pupils spoke with confidence about how to keep themselves healthy and immediately included mental health They also spoke about the wheel of gratitude.

'In My Happy Mind we learn about the brain and how to keep it healthy.'

'The reason we have a 30-minute break time is because we need that amount of time to keep fit.'

'If I am sad, I do happy breathing.'

'When my sister was down, I told her to do happy breathing and it helped her.'

'My Happy Mind keeps me safe because when I do my happy breathing it helps to calm me down.'

The children all said that they felt safe in school because there were lots of people in school.

'My teacher makes me feel happier if I'm sad.'

The gates on the playground makes them feel safe because it kept the strangers out. One girl said she felt safe because if she hurt herself then she was given 1st aid and that made her happier. Another boy said that he felt safe because there were no wild animals in the school.

Comments from staff involved in the visit

I was part of a discussion about well-being with teaching staff which included a 1st year ECT, a teacher returning from maternity leave, a member of the catering staff, a play leader and a member of the administration team.



Grove School

All members of staff spoke highly about how the school supported their well-being. They felt that leaders had created a culture of support amongst the staff and that there was a shared vision in the school they knew how they fit into the future plans of the school; that feedback was effective and supportive and that if they had a concern everyone felt that this would be looked at with seriousness and that they felt that it would be dealt with. Staff also mentioned My Happy Mind as a way that they felt had helped them manage the mental health concerns of their pupils. They all enjoyed and were proud of working at Grove. Staff felt valued and listened to and felt confident in talking to a member of the leadership team if an issue occurred. This is a credit to the leadership of the school.

The most positive comments came from the ECT, 'I feel completely supported and all the training and team teaching shows me that I must be valued because the school has put all that money into my development.' I felt this comment showed that support and collaboration are central to the work of the school and the leadership team.

Even better if:

The only area of concern was the volume of marking that needed to be completed. Another member of staff stated that as it is a large school sometimes communication can go astray.

Focus & date of next visit;

I would like to come back and see how the Attendance ambassadors are improving.

How do they fit into the future plans? How can they influence attendance in their class in a positive way and make change happen?

How can they use the characteristics from My Happy Mind to help them achieve this?

Signatures to agree the content of this report;

Governor:

Staff member:

Head Teacher: