

Lilleshall School Governor's Report for 2021/22

Executive Summary

For a third school year we have seen disruption to children's learning because of the Covid-19 pandemic. While the requirement to teach in bubbles was removed for the start of the autumn term, Covid-19 infections in children and staff particularly in the autumn and spring terms resulted in large numbers of absence which have negatively impacted on teaching and children's learning. To counter this our Head Teacher and Senior Leadership Team (SLT) has invested heavily in additional and targeted support for children to facilitate their progress, achievement and personal development over the school year.

The positive aspects of the way that; under the direction of the Headteacher the school has moved learning forward is seen in our pupil's end of year progress and achievement results, and has been captured in the report by our school attached adviser who identified that: *'Children came across as being genuinely very positive and enthusiast about their school and their learning'*. Children told her that: *'teachers were approachable'* and that *'the school was well organised'*.

Children's behaviour and discipline have long been found to be excellent. Positive feedback from our attached adviser states that she found:

- *Excellent behaviour for learning seen in all groups.*
- *Engaged and interested pupils.*
- *School is calm and well organised.*

The school has invested in the personal development of teaching staff to support children's well being and safeguarding. These are key concerns which are taken very seriously by the SLT. *Our attached adviser states positively that:*

- *The SLT meet pupils on arrival to school and quickly pick up any concerns to support pupils in school.*
- *Good structures in place to support pupils' personal development.*
- *Good co-operative working in all classes.*

However, it is acknowledged that the impact of over two years of national Covid-19 restrictions have severely disrupted the education of pupils. Some children have not had the repetition and reinforcement of learning concepts that they would have had, had they been fully in school so that areas such as spelling and comprehension have become weaker for some. The school has actioned this by prioritising school funds to target children carefully, ensuring the right teachers are with the right groups and providing support to teachers.

This Governors' annual report looks in more detail at the actions the Headteacher and Senior Leadership Team have taken to ensure that despite the challenges from continuing Covid-19 disruptions the 2021/22 academic year ended on positive notes.

The removal of national lock down measures with restricted access to school has meant that Governors were able to return to visiting the school to perform our governance duties in the autumn term. While Lilleshall School is an outstanding school, it is the role of the Governing body to enable the school to continue in it's development and progression so that our pupils continue to receive the very best primary education. Our governing role in facilitating school improvement covers 4 main areas, our core functions remained throughout the year:

- Ensuring the School management has clarity of vision, ethos and strategic direction;
- The School's educational performance and ensuring the curriculum offer is appropriate
- Ensuring financial resources are well spent.
- Safeguarding

The Governing body is composed of 10 members, including myself as Chair, the Head Teacher, a Teaching Governor, co-opted Local Authority Governors and Parent Governors. It is a mark of the strength of the School and the commitment of Governors that we have continued year-on-year to have a stable and active Board with the vast majority of our Governors fulfilling their full terms of office. To enable stability in our governance activities during the Covid-19 pandemic, our Governors coming to the end of their terms of office voluntarily elected to remain on the Board of Governors. So that now in 21/22 as life returns to more normality, we have changes to the members of our Board:

- while coming to the end of her term of office, Cheryl Grass has remained with the Governing Body as an Associate Governor so that her skills can be retained by the school as she continues to work with the Curriculum sub-committee.
- we recruited a new parent governor, Heidi Wroe in the spring of 2022 .
- we are currently recruiting for a new Local Authority Governor after the resignation of Pam Millard. A long standing member of the Board who will be much missed.

As well as attending our formal meetings, each Governor has a focus on a particular subject area related to a key priority on our school development plan, for example: numeracy, art, safeguarding. Our governors comply with the statutory requirements to declare any conflicting business or work interests that could adversely impact upon the role and integrity of a school governor. Governors reviewed the national Code of Conduct early in the school year and signed it to acknowledge our compliance.

The School is assessed annually against the **Telford and Wrekin Local Authority's quality performance indicators**, contained within its 'Securing School Improvement Policy'. The education quality assessment this year, again judges the school to be performing at the highest colour coded grading: 'Green'. This means that the School has been assessed as being 'self-improving' – though the actions taken by the Head Teacher, Senior Leadership Team and Governing Body – and has the potential to share effective practice with other schools. As an experienced Head, our Head Teacher continues to have a formal role as an Attached Advisor to other local primary schools.

Governors are pleased to see that our Annual Summary Report to the Governing Body compiled by the **Severn Teaching School Alliance School Improvement Team** from visits by its attached adviser over the academic year states that Lilleshall school demonstrates the following good practice:

- Leaders and governors have worked hard to limit the impact of COVID restrictions on the children's education. Leaders have made sure clubs, visits and curriculum enrichment continue as much as they can to ensure that learning opportunities are contextual and meaningful..
- Staff are keen to ensure that all children learn to read as soon as possible, ensuring children move from learning to read to reading to learn and accessing the school's broad curriculum offer.
- Across all subjects, curriculum plans are well-sequenced. Staff work with subject leaders, staff in their cluster schools and, in some subjects, secondary specialist teachers. They are doing this in order to identify precisely what it is children need to know and remember in

order to be able to do more and learn more in each subject and be well-prepared for the next steps in their education.

- Expectations for behaviour are high and children work in calm, orderly classrooms.
- The Headteacher has ensured that staff receive focused and highly effective professional development. This has had a significant impact on curriculum development, provision, and standards across the school.
- Leaders ensure that disadvantaged pupils and families who may not be able to afford extra-curricular opportunities access funded opportunities provided by the school.
- Leaders often go the extra mile to support pupil attitudes to learning. For example, they provide laptops and art packs to support pupils' learning and interests.
- Governors stay informed and know the school well.

Over the following pages I have reflected on our governing role and activities during the last academic year and the impact this has had on the quality of education and the curriculum, pupils' personal development, safeguarding, behaviour and welfare and their academic performance, along with many adjustments the school had to make as a result of the continuing Covid 19 pandemic:

- Covid19 Secure Visit to the School by Public Health Protection(December 2021): the school's COVID-19 control measures put in place to reduce the risk from Covid-19 for pupils and staff and pupils were assessed and found to be effective by the Environmental Health Compliance Officer
- the usual events where parents/carers and visitors could come into the school remained largely suspended e.g. Parents Consultation Days.
- the late autumn term saw some after school clubs start to resume.

Ensuring clarity of vision, ethos and strategic direction

Our formal meetings that enable us to carry out our statutory duties are:

Full Governors Board Meeting take place three times each year where we formally review pupil progress and attainment through the Head Teachers Report. Governors are active in questioning the Head teacher on the contents of her reports and considering her responses. Prior to our full board meetings, the Head Teacher and myself attend the termly Telford and Wrekin Local Authority Heads and Chairs Briefing sessions. These ensure that we are fully conversant of any national policy changes and are able to benefit from the sharing of good educational practice and national Covid-19 adjustments across the local authority.

Strategic Governors meetings which normally take place three times each year at the beginning of each term. During these we aim to review the work for the year and plan the activities and meetings each Governor will attend in order to fulfil our statutory duties of governance.

Formal **Sub Committees** which meet each term. They are composed of members of the Governing body, that play key roles in monitoring and evaluating progress in meeting targets of the School Development Plan and scrutinise aspects of school management and academic activity.

- Progress, Achievement and Behaviour Committee.
- Finance, Health and Safety Committee
- Curriculum Sub-Committee

These termly committee meetings have enabled us to scrutinise specific areas of finance, pupil progress and the development, implementation and impact of the taught curriculum for instance,

so that committee members are well prepared for discussion and questioning in our full board meetings. Minutes of committee meetings are sent to Governors and formally received at our full board meetings.

Governors ensure that the vision, aims and values of the school are maintained through visits to the school for pupil workbook scrutinies, learning walks, attending Senior Leadership Team meetings and Staff Meetings, to name but a few.

Governors scrutiny visits to school this year:

- Deep Dive into Reading
- Staff Professional Development day on Reading
- Safeguarding Review
- Science book scrutiny
- Meeting with Core Attached Adviser
- review of Safeguarding Section 175/157
- Year groups mini Christmas Fayres
- Summer Term Professional Development Day
- Years 1 & 2 visit to Chetwynd Deer Park
- Staff Phonics Training
- Pupil Voice
- SATs week
- Years 1 & 2 visit to Llandudno
- meeting regarding Early Years action planing

School policies

During this last year we again worked with the Head Teacher and teaching team to review, and amend where necessary, a number of important School policies to ensure they are current and relevant:

- Capability Procedure
- Children in Care
- Parental Carers Licence Policy
- Accessibility Plan
- Equality and Inclusion Policy
- Updated Complaints Procedure Statement
- Admissions Policy
- First Aid – Administration of Medicines Policy
- Relationships and Sex Education Policy
- Peer-on-Peer Abuse Policy
- Child Protection and Safeguarding Policy
- Anti-bullying Policy
- Uniform Policy

- Behaviour Policy
- Teaching and Learning Policy
- Employee Code of Conduct
- Disciplinary Policy
- Policy and procedures for managing low-level concerns or allegations against staff
- Gifts and Hospitality Policy
- Domestic Abuse
- Pay Policy

School Development Plan

An important role for governors is to ensure statutory duties are met, the curriculum offer is appropriate, and priorities approved. The governing body approved the school's development plan for 2021/22 early in the academic year. The following actions show the direction of the school for the academic year when we were still dealing with the impact of Covid-19 disruptions. School priorities:

- To ensure that the Foundation Subjects are being lead effectively and that the curriculum areas are reviewed in the light of Ofsted Research, Reviews and Reports. Approaches in school are developed appropriately.
- To further embed the Foundation Subject curriculum – to continue to use and evaluate the schemes of work and progression grids; making adaptations as necessary.
- Effective leadership and management of the Early Years Foundation Stage (EYFS):
- Quality of Education in EYFS
- To ensure all staff are aware of responsibilities in line with SEND Code of Practice 2015 with regards to pupil voice and parent voice
- To address gaps in children's knowledge due to the two lock down periods in 2020 and 2021.
- Leading assessment, moderation and tracking in science
- To increase access and raise standards in mathematics for those pupils who find mathematics challenging and have specific educational needs in this area.
- To raise standards for disadvantaged pupils

Governors carefully monitored the school's development plan's progression throughout the year at our Full Governor Meetings to ensure that educational priorities were on track.

Quality Assurance

While there has been no recent Ofsted inspection, the school is monitored and external quality assurance judgments given.

Special Educational Needs and Disability (SEND) Review April 2022

The Review took place in April 2022 and provided good opportunities to to further develop SEND pupil learning through an action plan for 2022/23. The review identified significant strengths relating to:

- educational outcomes for pupils with SEND at the end of the Key Stages
- the good knowledge of all SEND pupils by the Senior Leadership Team (SLT)

- high expectations and aspirations of the SLT for their SEND pupils.
- the leadership of SEND ensures it remains high on the agenda at the school
- the SEND development plan is part of the School Development Plan and progress and achievement data is shared with the Governing Body and there is the opportunity for governors to ask questions.
- quality of teaching and learning for pupils with SEND
- working with pupils and parent/carers

Annual Summary Report to the Governing Body

This is compiled by the Severn Teaching School Alliance School Improvement Team, and some comments have already been identified on page 2.

- Quality of education across the school:

The curriculum is broad and balanced, and interesting, with lots of opportunities for pupils to 'hang their learning' on to make it memorable and to provide a rationale. Through this staff add cultural capital, as they are aware that many families, either because of income constraints or working lives may not do as many things with their children to support learning. Strong, explicit links are made between subjects to reinforce and support learning, and to help all pupils remember more.

- Walk round school:

Learning around school is exciting, interesting and appropriately sequenced as well as effectively developing pupils' cultural capital. Year 5 British values and discussing relationships. High levels of interest and engagement from pupils, high quality resources that foster good engagement and interest. Pupils could confidently explain about what makes a relationship, and what makes a good relationship. Pupils could explain how to make a good relationship, in terms of friendships. They were starting to make explicit links to British values and linking across to the UN rights of the child.

- High quality displays in every classroom to support learning and encourage pupils to work independently, consistent approach to colours of borders and display to help pupils find information in every classroom. Lovely examples of pupils work all around school.

- Special Education Needs and Disability pupils:

All SEND pupils have individual learning programmes, to embed an ambitious curriculum for every pupil, these are understood and used by staff to support and tailor learning to ensure staff know what to target.

- Behaviour, discipline and well being:

Excellent behaviour for learning seen in all groups. Engaged and interested pupils. School is calm and well organised. The SLT meet pupils on arrival to school and quickly pick up any concerns to support pupils in school. Personal Development Good structures in place to support pupils' personal development. Good co-operative working in all classes.

Pupil Voice:

Obtaining feedback from children about their learning experiences is valuable and helps to inform the School Development Plan. Governors participated in the Pupil Voice exercise in the summer term where small samples of pupils from Years 2, 4 and 5 talked about behaviour, attitudes and their personal development. Some of the overarching common themes were:

- Children came across as being genuinely very positive and enthusiastic about their school and their learning. They said teachers were approachable and that the school was well organised.
- Children readily identified their favourite subjects - which included the range of core and foundation subjects - and could articulate well why they enjoyed them.
- Children expressed how they aimed to use the different attributes of Making my Learning Fly in order to progress their learning.
- All children were very familiar with the concepts of British Values and could tell us what they were.

Pupil attendance

School attendance was 94.2%. this is lower than our pre-pandemic numbers. But is in line with current national figures. Significant absences due to continuing Covid-19 infections occurred during the autumn term. Consistent with previous years, there were no pupils excluded from the school.

The School's educational performance and ensuring the curriculum offer is appropriate

The school experienced its biggest rise in Covid-19 cases in the Autumn term. On top of two years of disrupted learning this has inevitably had an impact on children's learning. To counter this, the SLT invested heavily in additional and targeted support to further facilitate children's progress and achievement over the year.

Progress

We have reviewed **pupils academic progress** regularly throughout the year within the Full Governors meetings and our Progress and Behaviour Committee where we scrutinise pupil's progress in the core subjects of literacy, numeracy and science and monitor the progress of actions as part of the School Development Plan. Governors have reviewed data relating to the progress made by pupils as they progressed through their stage of learning, either the Early Years Foundation Stage, Key Stage 1 or Key Stage 2 for each of the core subjects. Despite the negative impact of Covid-19 infections, again, this year we see a majority of pupils making sustained (expected) or accelerated (greater than expected) progress. The children who have not made their expected progress receive additional, targeted support.

Attainment

While the impact of the pandemic meant that national SATs tests were cancelled for two years running, and despite a disrupted autumn term due to Covid-19, national SATs test were reinstated for May 2022. Both our teaching staff and Years 2 and 6 pupils worked incredibly hard to achieve the success they gained.

Key Stage 2, Year 6 pupils SATs results

Pupils academic achievement has been excellent, with our Year 6 pupils SATs results again significantly higher than the national average in the core subjects of maths (84%), writing (87%),

reading (97%), spelling, punctuation & grammar (94%) and Science (94%) at the expected standard of attainment. In the lead up to the tests teaching staff from all year groups again participated in giving 1:1 tuition and support to Year 6 pupils during their SATs year; a model that has proved very successful in previous years. Governors are encouraged that these excellent attainment levels will stand Lilleshall pupils in good stead on their transition to their secondary schools.

As in previous years, those children with additional academic need received targeted intervention to accelerate their progress and attainment.

Key Stage 1 Year 2 SATs results

Pupils attained more than the national average in all the core subjects in both age related expectations and greater depth.

Key Stage 1 Year 1 Phonics results:

83.3% of pupils achieved the phonics standard. This is a higher percentage than the national result.

Early Years Foundation Stage results:

Children have made good progress across the areas of learning in the Reception class. The percentage of children attaining a Good Level of Development in the Early Learning Goals at the end of the Early Years in the summer of 2022 was 84.6% compared with the National figure of 65.3%.

Curricular activities

Supporting development of the curriculum: The school and SLT continues to work closely with the Newport Cluster of schools. This helps to maintain consistency across marking and feedback schemes. There are a number of initiatives that support children's learning, helps progress the curriculum and prepares our children well for their continuing secondary education. The school currently employs a secondary school teacher from Newport Girls to support developments in our Design and Technology curriculum. This ensures that what the school teaches prepares children well for their transition to secondary school, providing the skills, knowledge and vocabulary that is accurate and appropriate. The school has worked with the secondary leads for History in this way and feedback is that our pupils are transitioning at a higher level with the required knowledge. Our Science curriculum was addressed in this way several years ago to ensure there were no misconception being developed and this area continues to be very strong across the school.

Purchase of a validated Phonics Scheme; While it is not mandatory for schools to use a validated phonics scheme the SLT believe that using such a scheme will enable greater consistency in the teaching of phonics across EYFS and KS1 and thus a better learning experience for children. Our summative outcomes in phonics are already very good and using a scheme such as Supersonic Phonic Friends where we can match reading material (Big Cat Reading) to phonics learning - will further enhance our teaching of phonics.

Supporting the formal curriculum with extracurricular activities.

The opportunity for pupils to experience in school and out of school visits and trips and the experiential learning it facilitates is felt to be very supportive to pupil's holistic learning and contributes ideas and inspiration when developing many subject areas. All educational visits are clearly linked to the curriculum and children's learning by bringing their knowledge to life and offer the opportunity to gain further insights into topics. They are carefully planned by the staff to support the learning focus in school and so for many visits the school subsidises the cost and the Pupil Premium Grant is used to enable these eligible pupils to attend along with their peers.

The aim is for all year groups to have these opportunities. But for a second year pupil visits that serve to support curricula topics, and physical and sporting activities, had to be limited due to the continuing impact of the Covid-19 pandemic at the start of the school year. However, the SLT were keen for experiential learning activities around educational visits, enrichment activities and school clubs to re-commence as soon as possible in the autumn term.

Visits are also an opportunity for governors to see children's learning taking place in out of school contexts and this year some of the visits governors accompanied children to were Chetwynd Deer Park and Llandudno.

Year 6 outwards bound experience

As in previous years I have also had the opportunity to accompany Year 6 children at the outward bound educational activity centre in Arthog, Wales, in October. Spending time with pupils over the week and participating with them in activities gave me a valuable opportunity to see them put their learning and development into action and observe how they worked and socialised together. Significant lessons learned over this week for all pupils was the importance of working together in a team, listening and taking instructions and that stretching and challenging themselves could give a lot of self-satisfaction. Pupils participated in a really exciting learning experience.

At the end of the week I had the opportunity to talk to children and help them evaluate their learning experience. While I could see how valuable this experiential learning experience was, and how it met the outcomes of Making My Learning Fly, it was good to see how children immediately related their outdoor experiences to Lilleshall School's values of Making My Learning Fly:

- learning to be **independent**
- making a significant amount of **effort**
- embracing new **challenges**
- **taking risks**
- being **determined**
- having **positive** attitudes

Fundamental British Values observed: Significant lessons learned over this week for all pupils was the importance of working together in a team, listening and taking instructions and that stretching and challenging themselves could give self-satisfaction. Pupils participated in a learning experience that yielded a positive impact on their personal development and which we believe has the potential to be progressed onto their continuing secondary education.

As we have learned to expect at Lilleshall School, pupils were extremely well behaved during their time away and were a credit to their school, both during their time on outdoor activities and during their leisure time.

Ensuring financial resources are well spent.

At Lilleshall Primary School the Senior Leadership team and Governors work together to carefully plan how we allocate and monitor the spend of our funding. This is through our governor's meetings and particularly through our Finance Committee.

Priority has been given to fund support to pupils following the disruptions to their learning caused by Covid 19 restrictions. This was used to provide targeted academic support to children of additional teaching assistants and qualified teaching support. Teachers were also provided with additional CPD to review the curriculum provision. Additional teaching resources were purchased to support planning that identified the gaps in the teaching/curriculum that had occurred due to

Covid 19. A major investment has been the purchase of a validated phonics scheme which will enable the SLT to continuously improve our performance in phonics and reading in Early Years and Key Stage 1.

The school's Pupil Premium Grant allocation (PPG) was spent on activities and staffing that supported the learning of those children that were disadvantaged to ensure that all our pupils make progress and gaps in attainment close. Thus the school has prioritised financing a number of initiatives aimed to enable all disadvantaged pupils to :

- meet or exceed (or be on track to) the expected standard at KS2:
 - Staff to complete the Thinking Differently for Disadvantaged Learners
 - TA training to deliver precision intervention to accelerate learning for PPG pupils
 - Increase of teaching assistant hours to deliver precision intervention.
 - Employment of two fully qualified teachers to support the learning of disadvantaged children in Year 3/4 and Year 6.
- have a high level of attendance at school: - Early Intervention Worker to support pupils quickly and effectively with emotional and mental health areas of need.
- attend appropriate after school 1:1 tuition/Phonics club to improve their outcomes: - Phonics Club for KS1 children / 1:1 tuition for KS2 children.
- have support provided where necessary to families facing challenges: - emotional well-being of pupils and families working with the EIW
- have the opportunity to access music tuition: - 30 weeks of music tuition funded by the school
- experience curriculum enrichment activities which will continue to broaden their cultural capital: - Educational visits and after school clubs funded by the school Additional clothing/equipment linked to these activities etc is also funded when appropriate.

School PE and sports funding: Governors have been able to monitor how the sports funding the school receives is spent. The funding supports improving the physical education opportunities we offer. This has included:

- developing support materials for Lilleshall Explorers. This has led to more opportunities for children to go on walks, exploring their local area and take exercise as part of their school day.
- providing more opportunities for outdoor learning experience for the Year 1 class.
- Active learning in the curriculum developing opportunities for orienteering, increased educational visits including those supporting Art – Sculpture Walk, and the seaside
- Physically active breakfast club · Structured lunchtime and breaktime play · Trained lunchtime supervisors supervising activities
- increasing the hours of the Sports Leader to include the delivery of Football coaching to all year groups over the academic year. All pupils receive high quality coaching for football and key knowledge and skills are developed appropriately and the wider elements of PE, teamwork, fair play and leadership.

The school achieved the School Games Platinum Award 2021-2022 for its development of Lilleshall Explorers. While dedicated PE activities are important the school has also encouraged pupils to be active during their other learning and has improved outdoor learning opportunities through increased resources for English and mathematics learning, developing orienteering as an outdoor learning vehicle and providing additional outdoor learning experiences at local facilities such as at Edgmond Hall.

In November the school achieved the Healthy Schools Award Gold for work with children developing their understanding of Healthy Lifestyles and the provision the school offers for children to be active during the school day. New equipment had been purchased to further enhance play times and with staggered break times there is much more space for children play and the number of accidents has been reduced.

The school facilitates pupils knowledge of a broad range of sports and activities so that they can find one that appeals to them. Through this approach the school aims to encourage pupils to pursue a sport or activity in their own time that will help them to keep fit and healthy. The school holds a dedicated Sports Week in the summer term where children get the opportunity to participate in a range of different physical activities. This week also includes a Sports Day where the four school houses compete against each other to determine the winning house collate points collected by different Houses and announce the winning house. Such competition, when done well makes children feel secure in themselves and provides self-motivation to want to achieve more. A continuing aim for the school is to ensure that during Sports Week pupils get to access a sport or activity that would not form part of the regular PE offer, such as skiing, climbing or ice-skating. And to look for competitive events in sports that we do not normally offer.

The following are the outcomes for swimming that pupils have achieved by the time they leave at the end of Yr6:

- 97% of pupils can swim 25 metres unaided, can tread water and can self-rescue
- 68% can perform safe self-rescue in different water-based situations.
- 65% can use a range of strokes effectively e.g. front crawl, backstroke and breaststroke.

Significantly, the school employs a PE sports leader to facilitate lunchtime activities. For four years the school has achieved Active Mark Gold and first achieved Platinum in 2019. Despite disruptions to sporting activities, the school teams in football, boccia, archery and tennis and curling all enjoyed successes.

Safeguarding

Governors have an important role in the monitoring of safeguarding children's welfare. We must ensure that the school fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' strategy and safeguarding. It is important that the school has a culture of safeguarding and that there are effective arrangements in place to identify and help children who are at risk and to manage allegations that may arise. All Governors complete safeguarding training and we have a designated Safeguarding.

The school's Annual Summary Report to the Governing Body states that: *'Leaders want the children to be happy and feel safe in school. They often seek and gather the views of pupils and are quick to act on findings.'*

Governors safeguarding activities:

Review of Working Together to Safeguard Children.

Governors annually update themselves with Safeguarding Section 175/157 of this Government statutory document. Governors also reviewed the following school policies relevant to safeguarding children:

- Relationships and Sex Education Policy
- Peer-on-Peer Abuse Policy
- Child Protection and Safeguarding Policy
- Anti-bullying Policy

Safeguarding Review

Meeting with the Headteacher. We worked through the safeguarding questionnaire designed for Designated Safeguarding Leads (DSL) and governing bodies. We also accessed the UK Council for Internet Safety information for governing bodies. Our findings were:

- Governors found there was an evident culture of prioritising child safety in the school.
- Governors were satisfied with the accuracy of safeguarding information and record keeping.
- The questioning approach that the school Senior Leadership Team/Designated Safeguarding Leads has adopted challenges their practice through supervision sessions and helps to continually improving their safeguarding practices.
- Outcomes from the meeting included a number of action points that will further enhance safeguarding practice and governance.

Pupil Voice

Governor participation in the Pupil Voice exercise in the summer term with Assistant Head Steve Firmstone Hill when small samples of pupils from Years 2, 4 and 5 were met with to discuss behaviour, attitudes and their personal development.

- All children were adamant that they did not experience bullying at school and although they could articulate very well what bullying looked like, they all stated that they had not seen any at school.
- During discussions children expressed mature ideas about friendships and the 'natural' breaking of friendships and talked of how they drew on mechanisms to help help them manage friendships that broke up, in order to move on.
- Children talked in depth of how they and the school managed internet usage and kept them safe. They could all say what they would do if they felt uneasy about something or someone on line and who they would tell. They also said they would not hesitate to step in if a peer was experiencing problems.
- Children were well versed in internet safety.
- All children were adamant that they felt safe in school and there were no places that felt unsafe.
- Children were able to say what actions they would take if they felt unsafe.

From a governance perspective it was pleasing to see children displaying mature attitudes when discussing individual aspects of spiritual, moral, social and cultural attributes in our discussions, and that children were very familiar with fundamental British values and could tell us what they were.

Christine A Raper
Chair of Governors Lilleshall School
November 2022