



Governors Monitoring Visit - 2021/22

Focus Monitoring Area: Pupil Voice

Name of Governor: Emily MacKenzie and Jenny Stephen

Names of Staff and Student Council member (if applicable): Lucinda Field

Date of Visit: February 16th 2022

Focus Area for this visit: Discussion with Lucinda Field, Pupil and Family Enrichment Manager, along with reference to recent data

Reference to School Operational Plan or subject/aspect improvement plan priorities:

Priority 2: To maintain and further develop a culture that celebrates positive behaviour and attitudes from all - especially bullets 2 and 5:

- To work alongside our children to create mechanisms of their design that gathers their peer's opinions about behaviours and attitudes in school.
- To maintain a strong and impactful focus on attendance whilst recognising circumstances beyond our control may arise.

Documents looked at to prepare for this visit: School Operational Plan and 'Pupil Voice' a national report from the Anna Freud, National Centre for Children and Families.

Follow up points from last monitoring visit:

This was the first monitoring visit that focussed solely on Pupil Voice

Initial Planned Questions for this visit:

- 1: What is our current practice?
- 2: How do we measure effectiveness/what approach do we use to review?
- 3: How do we hear all voices, inc those where English is an additional language, pupils eligible for Pupil Premium, disadvantaged pupils, SEN, Travellers etc.?

Findings and Evidence seen:

Lucinda provided lots of helpful information and data about the different ways Kingsholm engages with children so that their views, wishes and experiences are heard.

The school has a Pupil Parliament which includes Ministers and Councillors. Every class from year 2 upwards elects a Councillor to represent them for the duration of the academic year. Ministers are drawn from Year 6 and each minister holds a portfolio (such as Worship or Sport). Ministers apply for the role and go through an interview process. From the Ministers a Prime Minister is elected; those applying make speeches to the whole school (yr 1 upwards) and the children pick the Prime Minister through a secret ballot. Both the Council and the Ministers meet weekly to discuss issues and make decisions.

The governors asked Lucinda how the school captures the voice of all student and whether this is reflected in the breadth of ministers that put themselves forward? Lucinda said she had tracked the diversity and that it was fairly representative of the school; this year's Prime Minister is of Eastern European background with English as an additional language.

There is dedicated class time for topics to be discussed so that the class Councillor can either collect ideas from their peers for wider discussion at Council or share with their classmates information that has come down from the Council. Attention is given to ensure engagement with the Council is as accessible as possible.

The School Council is used by Curriculum Leads to review activities and make suggestions - for example in the Autumn term the children reviewed OPAL and made suggestions about tree climbing. Lucinda is

careful to ensure that children see that their ideas and questions are received and responded to. The children have been involved recently in the library development project including suggesting design ideas and colours. Covid has had a detrimental impact on the Council meetings, due to the imposition of year bubbles.

The Council also decide the three charities to support every year to raise awareness, practice courageous advocacy and fundraising - which they manage by presenting ideas for a whole school vote.

The Parliament plays a key role in recruiting staff and creating surveys for pupils. They have recently been involved with creating a questionnaire on keeping safe, with 16 questions being asked. Lucinda collates the data and can pull out trends and create queries across different parts of the data.

Ministers work as ambassadors for the school - for example they speak about their 'Kingsholm Journey' to prospective parents and attend other school events.

The effectiveness of the Pupil Parliament feeds into the Self Evaluation Framework. We heard that children talk about their self-belief improving and describe new life skills they have gained from being in the Parliament. Year 7's who attend the Year 7 Club also speak fondly of the Pupil Parliament. In future, Year 7's will be asked via a survey for a retrospective view of the school and this will include information on Pupil Voice.

We saw lots of evidence of activity, resources dedicated to, and a real belief in the benefit of Pupil Voice activities. It is clear the school has a desire to understand and react to fundamental trends, and to this end values the role that pupil voices can play in this. Using pupils to listen to other pupils and advocate for them is supported by the team continuously challenging ministers to ask responsive and dynamic questions. We wonder if it would be beneficial to understand the ambitions or expected outcomes from Pupil Voice activities so that they can be measured and reported against? For example better recording of the range of children becoming Councillors or the development of skills over time. We appreciate this may be another burden for the team, but a carefully chosen KPI to triangulate strategic direction and ensure clarity of vision, may be helpful.

It is not possible to fully evaluate this area without meeting children involved and asking them about their experiences, so we suggest this for a follow up visit. The Pupil Parliament would like to invite the School Governors to a tea party - which we are keen to see happen this summer. Since the children are used to sharing information from Parliament with the rest of the school, we realise that perhaps the Board of Governors could do a better job at sharing information from their meetings with the school!

Evidence of Christian Distinctiveness:

Mark 4:24 'Pay attention to what you hear' and Philippians 2:4: 'Let each of you look not only to his own interests, but also to the interests of others' - both evident through all the activity we saw.

Questions/follow-up points for discussion with headteacher and for future visits:

- Ensure the next Monitoring Visit on this topic includes an opportunity to meet and speak to children in the Council/Ministers and see a classroom discussion that feeds into Council meetings.
- Can the enrichment team think of one or two KPIs to show the effectiveness of the Pupil Voice activities?
- Governors to attend a tea party with the Pupil Parliament this summer
- Governors to devise a way to feedback information from FGB meetings to both children and staff.

Date for next visit: tbc