

Governor Visit Record

Date	21/10/2020	Governors	Katie Kelly, Maureen Spence
Objectives for			
To look at the data and recording process of PLIMS and how PLIMS is used in upper school.			
Links with School Development Plan 2019-2020			
** see Anne			
Background preparation			
We looked at the rationale distributed at a previous Governors meeting and read through our last Governor report.			
Scope of visit / Breadth of visit Scrutiny			
We looked at data from across the whole school but focused on the use of PLIMS in upper school.			
Governor Observations and Comments			
<p>Due to the current COVID restrictions we were unable to visit school in person to observe the use of PLIMS in upper school as had been the original focus. This was disappointing but understandably necessary to minimise direct contact within school. As an alternative a virtual meeting was held with Patrick.</p> <p><u>Upper School</u></p> <p>Patrick explained that all pupil PLIMs data is uploaded to the school portal so that any member of staff can access and familiarise themselves with the necessary data. Previous years PLIMS data is also available on the portal. In the upper classes, phases 5 and 6, PLIMs are not displayed on the walls as is the case in phases 1 to 4. Patrick explained that this was because some of the older pupils may be self-conscious about this and don't want their peers to be able to read them. There is however a classroom file containing the students PLIMs to provide easy access for staff.</p> <p>There is an expectation for all teaching staff to look and read the PLIMS and pupil short term targets. Having the PLIMS on the portal means when a teacher is covering a different class they can access the information in preparation. Patrick explained that this is particularly useful at present as currently, due to COVID, classes are class and phased based (approx. 3 teachers in each phase) to limit movement around school.</p> <p><u>Data and recording</u></p> <p>Patrick was able to show us a table showing all the targets that had been met for each child across the school. It was good to see development as on our first visit there was only the baseline assessments completed.</p>			

The data has shown that the largest proportion of targets met was in sensory and SEMH.

Phase 6 had the largest number of targets met and Patrick explained that the reason for this was because the targets were more academic/qualification based as they had clear targets to achieve so they could move on to their next placement.

Phase 4 showed that they had the smallest proportion of targets met. However, this is because they had the least time of having PLIMs in practise due to the closure of schools because of COVID.

The first year of having PLIMS in place at Cleaswell Hill saw that the number of targets met was 37%. This was during the pilot in phases 2,4,5 & 6. Patrick has identified that this is because PLIMs wasn't used as consistently as hoped and targets were open to interpretation, especially from support staff. In order to raise this percentage (with a goal of 80% completion), Patrick has been working alongside Lynne Watson (SIP) and Suzanne Oliver (Phase 1 leader) with the aim of getting staff to set specific SMART targets. Lynne has undertaken some staff training on what a SMART target should be:

Specific

Measurable

Achievable

Relevant

Time Based

Staff have been asked to consider focusing on all aspects of SMART when setting their targets. Ensuring they are achievable and that they have a definite answer (yes they have achieved a target/no they have not achieved target) with a time base to achieve them and not left to someone's interpretation. Patrick stated that with Lynne's help the quality of the target setting has improved dramatically. Getting the correct people involved in the process is important so agencies now also contribute, not just school staff, in the setting and assessment process.

As is the theme at CHS, Staff are always looking at ways to improve. A teacher from phase 5 has piloted a timetable where they work on areas of their PLIMs throughout the week at a focused time in the afternoons after completing their academic subjects in the morning. This gives clarity to the support staff who are working with them. Patrick suggested that this works better for the older students due to the nature of the curriculum that is followed by phase 1 and 3.

Patrick explained that currently with such a big focus around remote learning it is important that parents understand their child's PLIMS targets. The home learning packs (used when a pupil is isolating) that are sent home with the pupils includes their PLIMS targets with the Autumn PLIM being sent home at the end of half term along with the October newsletter updating parents of how their children have settled into the new school year.

Phases 1, 2, 3 and 4 have access to a system called Tapestry where children's achievements and progress can be shared online with parents. He stated that parents were being encouraged to upload photos and messages onto Tapestry where a pupil has worked at home on something linked to their PLIM targets.

Post lockdown

Patrick explained that Spring 2020 PLIMS have been used as a baseline with targets linked to accelerate learning to bring the pupils back to pre-lockdown progress and achievements. The findings indicated that 25% of pupils had regressed with less pupil premium pupils regressing than non pupil premium pupils but a larger number of non pupil premium children surpassing their targets. Pupils with the most complex needs in phase 3 showed the most regression. This was a key reason staff were keen to get them back into school towards the end of the summer term. SALT and OT are working with these children to set up their new

SCERT programmes. Phase 4, 5 & 6 had fewer students that regressed which Patrick considers is linked to the pupils being more independent learners. The youngest pupils, phase 1 proved the highest percentage that surpassed their spring time targets.

Many thanks once again to Patrick for giving us his time. We have again been given a very informative, detailed account of PLIMs and how they are working in school. Patrick exceeded what we could have expected from a virtual meeting and we look forward to being able to visit the school in person again soon, hopefully!

Issues to be raised with the Full Governing Body (if any) n/a

Plans for Follow-up Visit

No follow up visit planned at present.

Date reviewed at FGB