

LA Safeguarding Review



Pikes Lane Primary School

Monday 25th September 2017



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Local Authority Safeguarding Review
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Headteacher: Louise McArdle
Chair of Governors: Ruth Speak
Link Professional: Deana Aldred

Context

This review was undertaken by Jacqueline Parkinson Local Authority Safeguarding Education Officer and Mikaela Wallace-Bannon, Local Authority Safeguarding in Education Social Worker. This is the second local authority safeguarding review the school have had.

We would like to express our thanks for the help received during the review from the Pupils, the Head teacher, the Pupil Welfare Manager and staff.

1 During the visit the following activities took place:

- Review the previous safeguarding recommendations
 - Secure wires in the hall area where the sound system is on the wall.
 - Ensure safety covers are in place in plug sockets.
 - Ensure the cords from blinds are fastened securely and are out of the reach of children.
 - Ascertain as to whether cleaning staff employed by Environmental Services have received Level One Safeguarding Training, if not make arrangements for staff to complete this training online or face-to-face.
 - Ensure all policies are up to date in line with the LSCB and the DfE statutory guidance, timescales also need reviewing.
- The Pupil Welfare Manager provided documentation including: school data and school development planning
- Reviewed the new safeguarding recording system (Cpoms) – This became the focus of the review
- Safeguarding Policies and Procedures files
- Self-audits of the school site
- Attendance analysis
- Conducted a Safeguarding walk around school

A safeguarding checklist tool to glean the information required. The agreed safeguarding checklist included reference to the following latest Department of Education and OFSTED guidance as follows:

- Keeping Children Safe in Education – Statutory guidance for schools and college (2016)
- The framework for Inspecting safeguarding – Briefing for section 5 inspection (January 2016)
- School inspection handbook (August 2015)
- Working together to safeguard children (2015).

2 Key Findings

Pikes Lane remains to be a lovely, warm and welcoming school with a secure double door at the entrance. The reception area was bright and colourful and the office staff were friendly. The school met statutory guidance in requesting to see our identification on arrival, we were then asked to sign in on the school electronic signing in system which produced a photograph of who we were. We also received a pack that gave clear and concise advice around the school's safeguarding procedures.

The corridors around the school had beautiful display boards, illustrating the work that the children have produced. At each exit point, first aid boxes were strategically placed along with a poster attached to the wall with the first aid procedures.

All classrooms were bright and free from clutter. The site is safe and secure; door handles in nursery and reception were out of reach of the younger children.

The school has a beautiful, purposeful Creative Arts Studio. They also now have a 2 year nursery provision.

The school continues to resource a breakfast club, the breakfast club is available for all pupils. The school subsidise the club and charge only 50p per day. The club currently accommodates anything from 30-65 pupils a day. Starting time is 8am; this has improved the school punctuality and the presentation of children. The school have considered safeguarding, there is a separate entrance and clear signing in procedures and a register in place for this provision.

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The school currently has 500 pupils and is a two-form entry. There are currently approximately 38 languages spoken within the school. The school now has a rising Black African population which currently shows at 33% but is expected to rise to 35%. School has conducted a very detailed research project to ensure that Black African children and their families are happy with the school and are achieving highly. This has led to a leaflet being produced to help INA families. The school acknowledges pupils who are vulnerable and international new arrivals, they provide additional intervention and support for these pupils. It was evident that the school valued diversity and promoted different cultures, through display boards, posters and topics covered within the curriculum. The school interpret school communication to ensure engagement and eliminate barriers.

2.1 Policy and Procedures

The school has reviewed their safeguarding and child protection policies and procedures since the last review, and continue to be compliant within this area. They clearly understand the Early Help process and how this links into the wider child protection system within Bolton's Framework for Action. All staff understood this and were clear on the school's processes.

Bolton's First Five Minutes procedure for managing allegations of professional abuse was displayed on the back of the staff toilet doors and embedded with the school safeguarding system.

There is no additional information that needs reviewing within this report. The SET are satisfied all staff are following local safeguarding and child protection protocols, this is displayed on the school's website and induction and as part of the school's impact plan.

2.2 Behaviour and Safety

Behaviour of pupils remains to be a key priority across the whole school. The school has excellent tracking systems which assisted them in identifying issues and addressing them quickly and comprehensively. The school has seen a slight increase in the number of reported racist incidents. The reasons for this is due to the schools robust and proactive systems for the reporting of any racist incidents.

Every child has been on the 'faith trail'. The school is diverse and it works hard to ensure that children are educated around faith, ethnicity and cultural differences. Local Mosque leaders are invited into the school and a good relationship has been built between the school and the community.

The school works hard to engage parents about their children's learning and invites them to celebrations and after school clubs.

Attendance currently stands at 97.3%. The school pride themselves on being creative around tackling issues, which was evident during the review. They identify quickly and follow through with a resolution; this is evident within the school's data.

There are a high proportion of children who receive pupil premium. The school uses this finance to offer small groups and have teaching assistants to support.

Parents have full access to all the school's information via the school website, this provides parents with the school's behaviour and safeguarding and child protection policies, procedures, and provides parents with information regarding the complaints policy. The school also produces parent friendly leaflets, regularly updates the parent notice boards around school and sends out weekly newsletters to all parents. This empowers parents to enable them to make informed decisions about their child's education pathways and what action to take if they are dissatisfied with this.

The school has recently been awarded the Investors in pupils award for the second time for its work in empowering all pupils, increasing motivation and contributing to raising achievement across the Key Stages.

The school's motto '*Together We Can Be The Best*' is transparent throughout the whole school, pupils at Pikes Lane feel proud to be a pupil at this school and demonstrated this throughout the day.

2.3 Safeguarding Systems;

The school remains to have excellent, robust systems in place strategically and this is evident within the daily operational running of the school.

The focus of the day became the newly implemented CPOMS electronic recording system. This is the new process in which staff record behaviour and safety concerns. The Welfare Manager demonstrated to the SET how this operates within the school. All staff have access to imputing information into the system, and dependent on what information is shared, a notification is sent to the safeguarding lead for a response. School staff are very clear what information needs recording and what needs to be backed up with a face to face contact with the SL. CPOMS is in its early stages of development, the way in which this is currently being managed is effective and clear. Already there is good progress being made.

The evidence of this is that the school measures impact and progress by using electronic data as already discussed. The school has an Inclusion Development Day where they have a meeting each half term to discuss all the pupils at the school. They also hold Inclusion Surgeries to discuss individual children. Those children discussed are given a strategy plan and this is reviewed.

The school's aim is to undertake Early Help Assessments for children who are identified as needing additional intervention where appropriate for the pupil's

needs. This frontloading approach appears to be effective at supporting families. Children are assessed and tracked from the age of two.

The school also have Pupil Achievement Meetings (PAMS). This looks specifically at progress and attainment. This is held four times within the academic year. The Senior Leadership Team (SLT) pulls through information from the system to form an agenda. This is then discussed with the class teachers and they input their views. This offers a joint approach and a good use of the resources accessible to the school.

Each Thursday, a meeting is held to discuss the behaviour, safeguarding and pastoral concerns of each class. The SLT discuss logs from the newly introduced CPOMS recording system and also SIMS. Minutes are completed from the meetings and clear SMART action plans are completed. The SLT track the process of these action plans. This enables the safeguarding lead to make safe, effective, professional judgements, to either step the pupil up to child protection partners, or the pupil remains at EH level or the plan to be discontinued as the pupil has met all the objectives and outcomes, therefore they no longer require multi-agency intervention.

It is evident the school has clear policies in places at Early Help. They are clear SEND pathways and the use of EH when there are concerns for pupil welfare. There are currently twenty four Early Help Assessments open to the school and being managed within the school.

2.4 Leadership and Management

The Leadership and Management team at Pikes Lanes is strong, well-established and a strength of the school. The school continues to have excellent leadership and management. Clear information sharing systems are in place. Communication between the Senior Leadership Team and staff is exemplary. Evidence of regular staff meetings, Behaviour and Safeguarding meetings are held every Thursday morning to discuss vulnerable pupils. Pupils' needs are identified and clear SMART plans are put into place. These are monitored and progress is evident. All issues are addressed and clearly recorded and tracked.

The school places a high emphasis on the health and well-being of pupils and staff. The voice of the pupils is evident and kept at the focus of the work the school does. The vision of the school's motto is transparent throughout the school, clear evidence this is led by the Head Teacher and the passion is demonstrated within the school's workforce and pupils.

Although the Governors were not interviewed on this occasion, it was clear from the minutes of the governors' meetings, they are aware of their duties and ensure they carry out their statutory duties. The school has a designated safeguarding Governor

recently appointed to the role. This Governor regularly meets with the Pupil Welfare / Extended schools Manager to observe the day to day running of safeguarding.

Policies and procedures are in place and are regularly reviewed by them. Reports are made to governors on safeguarding and any issues arising. They are aware of the correct protocols to comply with legal requirements on the safety of pupils and staff.

3 Conclusion

This is the second safeguarding review the school have requested. The safeguarding practice by the Head Teacher and her management team is exemplary. All the recommendations from the previous review have been completed and the outcome has been quality assured.

The new electronic recording system CPOMS will further embed safeguarding information to assist in the SLT in analysing, monitoring and tracking safeguarding data.

The evidence from the safeguarding review is inspiring and compelling. The whole staff team and governors, under the overall guidance of the Head Teacher, have been effective in working together as a community to improve and develop a high quality provision and ensure that pupils' well-being and safety are paramount.

Following this review the SET are happy to endorse the outstanding commitment from all staff, pupils and parents. Pikes Lane is a school community that challenges itself to improve and develop this impetus, this will ensure that further gains and outstanding practice are achieved to benefit pupils in 2017/18.

4 Recommendations

- Share this report with the Chair of Governors and other relevant stakeholders.
- Continue to ensure that all new staff receive safeguarding and CPOMS training.
- Continue to share information with staff regarding the new electronic CPOMS.
- Feedback to the SET when the school have completed the actions.