Whole School Approach Report

# Grove House Primary School Review: Wednesday 5th January 2022

# Introduction

**This report was prepared for Grove House Primary by Wellspring representatives following a focused Whole School Approach review activity. All findings contained within this report were informed by discussions and evidence including a RAG rating document covering eight areas that make up the Whole School Approach to Health and Wellbeing. Any advice or recommendations contained in this report are advisory.**

## About Us

Wellspring provides a range of mental health services including consultancy that places the Whole School Approach at the heart of health and wellbeing across the school community. Our offer includes a range of programmes and counselling that can be adapted to suit all needs, over extended periods of time with focused advice and guidance.

## Review Team

Sarah Wray (Specialist Consultant – Well-being; Project Lead: Wellspring Academy Trust)

Luke Mitchell (Head of Behaviour Support – Wellspring Academy Trust)

## School Team

The Review Team met with a number of school staff including the Headteacher, Assistant Headteacher / SENDCO, Pastoral Team, Business Manager, Staff Members and Governor.

## Contextual Summary

Grove House Primary School is part of the Bradford Opportunity Area SEMH Programme. The school has recently joined the Pennine Academy Trust. The school now has a strong leadership team in place who are driving forward school development including the recently developed nurture provision to meet specific needs of some children.

## Review evidence

* Public information from Grove House’s website
* Meetings with school staff and Governor
* Discussions with pupils

## Key Strengths

* The school has a strong leadership now in place who know the school well and are open, honest and transparent in their approach and are driving forward school development
* Leaders have a clear vision of inclusivity which they share with all stakeholders leading to a visible shift in the ethos of the school; this was evident during the review day
* The Assistant Headteacher, who is SENDCO and SEMH Lead, is currently undertaking Lead Mental Health Practitioner course through Leeds Beckett University
* The Behaviour Policy changed to Relationships Policy in September 2019 as school recognises importance of developing relational practice between all stakeholders
* Leaders are proactively developing provision for all needs, with the development of classroom learning environments, SEMH practices, such as emotional check-ins, breakout areas around school, nurture provision and sensory room
* Early impact of Nurture provision is evident in providing a calming space for children with specific needs; it is also having a positive impact across school with the lessening of behaviour incidents; staff are supportive and enthusiastic
* The Review team met with the Junior Leadership team. The children were articulate and able to share their thoughts and understanding of how their school and staff support their well-being
* The Chair of Governors / Trustee takes an actively role in school and understands the importance of both staff and children’s well-being; he recognises and supports the journey of the school in recent times and is an active presence in school

# Leadership & management that supports and champions efforts to promote emotional health & wellbeing.

## Summary findings:

* The school has a strong leadership now in place who know the school well and are open, honest and transparent in their approach and are driving forward school development
* The leadership team are committed to developing the inclusive culture; the Assistant Headteacher, who is SENDCO and SEMH Lead, is currently undertaking Lead Mental Health Practitioner course through Leeds Beckett University
* The Chair of Governors / Trustee takes an actively role in school and understands the importance of both staff and children’s well-being; he recognises and supports the journey of the school in recent times and is an active presence in school
* School works hard to all support children as they transition to seventeen secondary schools with extended support for children with additional needs
* Develop a ‘live’ Well-being Policy to encompass the whole school offer, enabling all stakeholders to understand and engage in the offer.

This will enable school to review and refine its graduated approach (Universal offer, early support / school interventions, nurture provision, external support), referral procedures and further develop and train specific staff roles, strengthening its support for SEMH needs.

Within this policy, build a Staff Well-being Charter, developed by and for all staff

## An Ethos and Environment that Promotes Respect and Values Diversity.

## Summary findings:

* Leaders have a clear vision of inclusivity which they share with all stakeholders leading to a visible shift in the ethos of the school; this was evident during the review day
* Leaders are proactively developing provision for all needs, with the development of classroom learning environments (to be consistent, homely and safe), SEMH practices, such as emotional check-ins, breakout areas around school, nurture provision and sensory room
* School hosts a learning provision for children with visual impairment; all children are integrated fairly and equally with recognition of all needs
* Early impact of Nurture provision is evident in providing a calming space for children with specific needs; it is also having a positive impact across school with the lessening of behaviour incidents
* Behaviour Policy changed to Relationships Policy in September 2019 as school recognises importance of developing relational practice between all stakeholders
* Continue to develop the Relationships Policy and practice with whole school community

Focus on embedding restorative practice; build the elements of regulate, relate and repair into the policy and practice to help with consistency of response to behaviour

Invest in whole staff training to ensure whole school approach; consider a twilight training session around ‘culture’ for all staff to ensure a consistent approach to interaction between adults and children

## Curriculum, Teaching and Learning to Promote Resilience and Support Social and Emotional Learning.

## Summary findings:

* The wider curriculum has been completed overhauled and the new curriculum is developed specifically to meet the needs of the children and engage them; it starts with the children at the centre, building out from Bradford to the world.

 School is aware of the time frame to fully embed this curriculum and are making adjustments

 until this is in place

* Weekly PSHE lessons are taught across school, focusing on developing a sense of self and place for all children; Life Caravan (Coram Education) is used

Additional elements are added, such as Black History Month, Anti-bullying week etc.

* The physical environment has been a major focus of development to ensure the children have a stimulating, engaging and supportive environment in which they feel safe and secure to learn; this includes the development of the outdoor learning environment, with individual areas for each class across Foundation stage and KS1.
* Review the teaching of RSE over this year and evaluate how it has gone/ what could change (school recommendation)
* Consider the provision offered to all children. How can you continue to enhance and build the PSHE / SEMH provision for all children to support the prevention of needs or provide an early intervention for low level need? This would support the developing Relational Practice.

Consider researching and developing elements of Mindfulness; you may also want to consider Metacognition / Zones of Regulation for future development

* Use the EEF research based Social and Emotional Learning to support school practice

 <https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf>

## Staff Development to Support their own Wellbeing and that of Students.

## Summary findings:

* Strategies are in place to support staff well-being, such as Family Days, coaching buddies / partner teachers, weekly check-in’s, coffee truck, timetabled PPA at home, life coach

Staff voice collected through google surveys; training needs identified

ECT programme through Ambition provides layers of support (buddies, mentors, peer observations etc) – Assistant Headteacher responsibility

Three MHFAs trained in school to support staff and children

Business Manager provides ‘Return to Work’ interviews to ensure all staff have support needed

* Staff training to support children:

Understanding of behaviour

Review of Relationships Policy

Development of Restorative Practice

* Develop a ‘live’ Staff Well-being Charter created by all staff, for all staff
* Develop regular planned supervision for Nurture staff to ensure they are support with high need children
* Continue to train and upskill ALL staff members to develop and embed relational / restorative practice throughout school

## Enabling Student Voice to Influence Decisions.

## Summary findings:

* The Review team met with the Junior Leadership team.

The children were articulate and able to share their thoughts and understanding of how their school and staff support their well-being. They know who can help them and are familiar with school practices, such as the daily check-ins. They enjoy supporting each other through practices such as Junior Leadership Team, Kindness Community and Playtime Workforce

* Take Over Day is a yearly event where children become the teachers and swap roles
* Systems are embedded to ensure all children are recognised and celebrated, e.g. ‘How to be an always child’ and ‘magic moments’
* Morning ‘Meet and Greet’ check in’s enable children to develop self-awareness and seek support; it provides a daily practice for all children to be heard
* Consider how to develop further opportunities for children to influence decisions about what they want to learn to feed into curriculum development

## Identifying Need and Monitoring Impact of Interventions.

## Summary findings:

* All SLT are DSL trained; CPOMS is used effectively by all staff.

School is Lead Practitioner within Early Help system which works effectively

Range of support accessed through Early Help Front Door for families

* Recently developed nurture provision provides safe, calming space for specific children; staff know children well and respond to their needs. Specific record keeping is beginning to identify and monitor impact

Parents are invited into nurture on a weekly basis to support communication of need and support

* Morning ‘Meet and Greet’ provides an emotional check in for every child every day enabling staff to identify early need and intervention; consistent use of practice builds children’s emotional vocabulary, self-awareness and regulation over time
* Physical environments within classroom, shared areas and sensory room provide reflective and time out areas for children; staff are trained on techniques to support children to regulate
* Nurture

Consider the transitions within the nurture room; structured entry and exit transitions and structured transitions between activities

Embed a developmental toolkit, such as Boxall to monitor and evidence SEMH progress as well as academic progress

Does the provision run on Nurture Principles; if not, consider renaming it?

Consider how you can ensure children access their allocated hours of learning when in nurture provision; through the use of developmental assessment, plan for readiness to reintegrate to ensure children access quality first teaching

Continue to train all staff so children have access to nurture provision / strategies within class

Explore different interventions (Lego Therapy); invest in staff training

Continue to embed sensory circuits

## Working with Parents/Carers.

## Summary findings:

* Relationships with parents is a key focus and leaders work hard to continue to strength these; leaders are visible and available at the start and end of days; leaders have work phones for regular contact
* Parents are welcomed into school with planned activities and events
* Extra support for families has been provided during Covid, with regular calls from teachers, food parcels etc.

The Review Team did not meet with any parents during the review day

## Targeted Support and Appropriate Referral.

## Summary findings:

* All staff are trained and use CPOMS; SLT / DSL’s monitor and action
* Peer to peer practices are developing, such as Kindness Committee, School Workforce
* Nurture Provision is developing and is led by school staff
* NHS Child Therapist is in school one day a week; all teaching staff know how to refer
* Restorative Practice is developing within school

* Continue to embed Restorative Practice throughout school, ensuring all staff are trained in and understand practice
* Well-being Policy: review and refine graduated approach, and referral procedures. Within this, identify specific interventions to be used, staff training and monitoring of impact

## Recommendations

* Continue to develop the Relationships Policy and practice with whole school community

Focus on embedding restorative practice; build the elements of regulate, relate and repair into the policy and practice to help with consistency of response to behaviour

Invest in whole staff training to ensure whole school approach; consider a twilight training session around ‘culture’ for all staff to ensure a consistent approach to interaction between adults and children

* Develop a ‘live’ Well-being Policy to encompass the whole school offer, enabling all stakeholders to understand and engage in the offer.

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Within this policy, build a Staff Well-being Charter, developed by and for all staff

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Explore different interventions (Lego Therapy); invest in staff training

Continue to embed sensory circuits

* Consider the provision offered to all children. How can you continue to enhance and build the PSHE / SEMH provision for all children to support the prevention of any needs or provide an early intervention for any low level need. This would support the developing Relational Practice

Consider Mindfulness / Metacognition / Zones of Regulation

Use the EEF research based Social and Emotional Learning to support school practice <https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf>

* Develop regular planned supervision for Nurture staff to ensure they are support with high need children

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Staff CPD – see the links below – these may be helpful to upskill staff and many are free!

Anna Fraud Centre / website has some excellent information, tools and training

Anna Freud National Centre for Children and Families - Schools in Mind

<https://www.annafreud.org/>

<https://www.annafreud.org/schools-and-colleges/>

Nip in the Bud <https://nipinthebud.org/>

MindEd <https://www.minded.org.uk/>

Mentally Healthy Schools <https://www.mentallyhealthyschools.org.uk/>