

# Bramham and Shadwell Federation

**Assessment date: Wednesday 26<sup>th</sup> January 2022**

**Assessor:** Sheryll Carter

**Outcome:** Based on the findings of the assessment, I am pleased to confirm your self-validation to maintain Healthy Schools Status. Your commitment to the investment in Social, Emotional and Mental Health (SEMH) and PSHE means that you have also achieved Mindmate Friendly Status and PSHE Friendly Status.

## Information about the assessment process

- The school self-evaluated current Healthy Schools practice within the 4 core areas, Personal, Social & Health Education (PSHE), Healthy Eating, Physical Activity and Social, Emotional & Mental Health (SEMH), using the School Health Check prior to assessment. The school judged themselves in each area using descriptors aligned with Ofsted.
- The assessor interviewed groups of pupils, parents, staff and senior leaders.
- Relevant paperwork was presented as stated in the agreed list of documentation.

## The school has the following strengths:

### General:

- At the heart of the Bramham and Shadwell Federation is a drive to ensure that all pupils achieve in a safe and happy environment.
- The head teacher's strong and committed belief in developing the whole child is one that is shared with all staff. This is evident through all aspects of the school and everyone I met shared passionately how they contribute to this.
- Staff have worked hard to create an environment that is calm and nurturing and this is felt the moment you enter the door. Everyone is warm and welcoming.
- The school aims to be proactive rather than reactive and responsive to the needs of the whole school community. Everyone spoken to had felt well supported over the pandemic.
- The curriculum design is built around the school motto 'Excellence for all'. All pupils are given the opportunity to achieve through inspiring, exciting and hands on learning. Pupils spoke with enthusiasm about the fun they have in lessons and the support and encouragement they receive.
- All pupils demonstrated how proud they are to belong to the school community and went to great lengths to act as ambassadors for the school, clearly valuing the effect of the input they have received. They were happy, confident, engaged, polite and friendly and demonstrated an excellent knowledge of health and wellbeing.
- Pupil voice plays an important role in the life of school. Pupil surveys and the many roles of responsibility, such as Eco Warriors, Food Ambassadors and School Councill, allow pupils to feel valued and listened to.

- The opportunities to be active and participate in sport are outstanding. The PE lead has great passion and determination and goes above and beyond to ensure that all pupils get the chance to participate. He has gone to great lengths to overcome barriers in light of the pandemic and pupils, staff and parents all commented on how much they appreciate his support and dedication.
- Strong partnerships with the out of school provision are evident. Food menus are carefully planned to ensure that the food standards are met across the whole day and policies and practices are shared to ensure that, where possible, there is a consistent approach to behaviour.

### **Personal, Social, Health Education (PSHE):**

- PSHE has an excellent profile in the school and is led by a strong and supportive team. The PSHE coordinator is passionate about her role and is committed to lead, improve and prepare pupils for the future.
- PSHE has designated time within the curriculum and is woven throughout the wider curriculum, which includes work on British Values, Spiritual, Moral, Social and Cultural development and Learning for Life skills. This provides pupils with the opportunity to apply their learning across a range of subjects as well as situations beyond the classroom.
- The curriculum has recently been adapted to ensure that the statutory guidance for RSHE is implemented and key safeguarding issues are covered. The You, Me, PSHE scheme is used, along with the newly introduced Yasmin and Tom. This is supplemented with other resources to cover key safeguarding issues such as CSE, consent and peer on peer abuse.
- The PSHE coordinator is involved in safeguarding meetings, where appropriate, to ensure the curriculum is needs led.
- The school is responsive to the needs of pupils and their families and adapts support and lessons accordingly. Parents and pupils recognise that concerns or issues are addressed promptly and greatly appreciate this.
- The federation demonstrates a strong commitment to CPD for the whole staff. As a result of effective CPD, staff are confident to teach and lead discussions on a range of sensitive issues.
- Teachers are now delivering RSE rather than the school nurse. Staff feel that they have been well supported in this change and the introduction of a new scheme for RSE and staff training has been well received.
- Pupils clearly enjoy and recognise the importance of PSHE and could describe what they learn and how it helps them in their daily lives and how it will help them in the future.
- Pupils showed an excellent understand of healthy relationships and how to stay safe online. They talked about the clear messages they receive about what is right and wrong and that this helps them to make positive choices.
- Teaching and learning in PSHE are effectively monitored and evaluated by the coordinator through pupil interviews, book scrutiny and learning walks.
- There is a detailed RSE policy in place following consultation with parents and staff.
- The PSHE lead has used the schools service level agreement with the Health & Wellbeing Service well. She has carried out a number of PSHE staff meetings which staff have found very helpful.

### **Social, emotional and mental health (SEMH):**

- SEMH is woven throughout all policies and practices and is a fundamental part of life in the Bramham and Shadwell Federation. There is a whole school approach and staff are fully committed to ensuring the very best support is available to pupils.
- Leadership of this subject is very strong and well managed by an experienced team.
- The introduction of a Wellbeing Mentor demonstrates the federation's commitment to the health and wellbeing of pupils. She is held in very high regard by all members of the school community, who feel she is making a very positive impact.

- Pupils are clear on how to access support if they need it. They are fully aware of the Wellbeing Mentors role but also said that they feel that they can approach any member of staff if they need support. They appreciate the worry boxes and know that they are regularly checked.
- Developing emotional literacy has a very high profile. PSHE and MindMate lessons, emotions registers and more all provide opportunities for pupils to talk about their feelings and staff have worked hard to create an environment where pupils feel safe to do so. As a result, pupils spoken to on the day, demonstrated an excellent knowledge of mental health and wellbeing.
- There are clear pathways and procedures in relation to supporting emotional health and wellbeing in school. SEMH needs are monitored as closely as academic progress. They are recorded on wellbeing grids and regularly discussed with the SEMH team to ensure pupils receive the appropriate support. This approach means provision for all pupils is very needs-led and interventions are meaningful.
- There is a consistent whole school approach to behaviour, using a positive behaviour management system, which is understood by all. Pupils felt that this system helps to ensure that behaviour is very good.
- Inclusion is a key element of school life and parents and pupils could identify what this looks like in practice. For example, all pupils, regardless of ability, are encouraged to take part in sporting events and competitions, story books and resources are inclusive, a range of different festivals are celebrated and there are many opportunities within the curriculum to learn about diversity and the importance of respecting difference.
- There are many opportunities to celebrate achievements. House points, Star of the Week, the Head teachers Award, to name a few, all help to ensure that pupils feel valued.
- Children spoken to knew what constitutes bullying and what to do if they are bullied or see it happen. They stated that bullying is not an issue and that any situations are resolved immediately if they occur. There is a great deal of trust in the staff.
- Staff wellbeing is a high priority and staff feel cared for and appreciated. There is a strong and nurturing team ethos where staff support each other well, with commitment for wellbeing coming from the top. As a result, staff have a strong connection to the school and each other and work hard.

## Areas for development

### PSHE:

- To update the PSHE long term plan, on the school website, to reflect the additional work that is delivered
- To update the PSHE policy

### SEMH:

- To consider making the small amendments to the behaviour and anti-bullying policy as identified on the day
- To consider adding a wellbeing page to the parent section on the website to highlight the level of support available and the SEMH curriculum coverage

## Quotes from the assessment visit

### Pupils:

"The teachers bend over backward to help you and make you feel happy."

"It's ok to have worries, you just need to know how to deal with them."

"I like that everyone is different and that's ok."

"Our lessons are so fun. The teachers try really hard to make sure we enjoy our lessons."

"Everyone is so kind here. You never see any bullying."

"There is always someone around to help you."

"We have a special teacher we can go to if we need help, but we can go to anyone in school and they will look after us."

"It doesn't matter what gender you are or what colour skin you have, everyone should be respected."

"We learn about what is right and wrong and how to be a better person."

"I love all the sports clubs that we have."

### **Staff:**

"My job is to ensure that every child's voice is heard."

"The staff have the best intentions for the children and know them inside out."

"Staff feel really supported by other staff."

"We have become really close and really look out for each other."

"The children understand that problems with behaviour often means that a child needs help. They don't stigmatise other children."

"Everyone here has a voice; everyone is heard."

"I feel proud to be part of the foundation."

"We are proactive in our approach and staff go above and beyond."

"We have wonderful children who develop great relationships."

"It is recognised when you have gone above and beyond and that makes you feel valued and appreciated."

"We are trusted to do our jobs."

"The children treat each other equally and accept difference."

"SLT ask how they can support us and regularly check in."

### **Parents:**

"Any issues are dealt with peacefully. Early intervention is the key here."

"It feels like a big family; everyone knows everyone."

"Topics are introduced, and they link to society. It makes the learning real."

"My children always talk about the weekly ethos statements and the work they do around them."

"Parents expectations are high, and the staff always deliver."

"The children are taught how to be respectful and how to have empathy for others."

"Everyone is included, and pupil voice has real meaning not just lip service."

"The World Series over lockdown was amazing! Everyone got a chance."

"The behaviour system is so strong that the children regulate themselves and each other."

"The staff know the children so well and respond to situations quickly and keep parents well informed."

Thank you for taking the time to be a part of the assessment process and for making me feel so welcome on the day. I look forward to continuing working with you and supporting your future Healthy Schools work.

Kind regards

Sheryll Carter  
Healthy Schools Advisor  
Health and Wellbeing Service