

Darlington PSHE Quality Mark

Moderation Report

Setting: Springfield

Lead contact in setting: Laura Monkman

Date of Moderation: June 22nd

Quality Standard 1. A Policy is In Place

The policies in the school have all recently been renewed or updated to reflect changes in guidance, policy and a request to update from the board (governors) in school. These policies all interlink and compliment one another, coming together to reflect the top-down whole school approach to being well, staying safe and achieving aspirations.

Each policy and intent statement reflect the new RSE and Health Education Guidance from the DfE, they are available to view or be printed in school and on the school website. Consultation even though difficult throughout 2020 did take place online prior to the policies being finalised.

During a second Ofsted visit for the school within this academic year, just after reopening at Easter, the policies were commended by the inspector.

The work of SMSC and British values is reflected both in the PSHE curriculum and the wider work within the school, linking with local religious leaders and festivals to celebrate their traditional events, challenge stereotyping and build relationships. The school also often participate in national awareness raising campaigns and event including Children in Need, Jeans for Genes and more. However, one thing that must be highlighted is the work of the school to support and raise funds to support one of their own pupils when diagnosed with bone cancer. (Press release included in appendix)

There is a huge sense of community within the school and during lockdown periods the work of the school in ensuring the wellbeing of not only the children, but their families did not go unnoticed, again it was mentioned by the HMI in the inspection feedback in terms of building stronger relationships with parents and the community, parental feedback to Ofsted was very complimentary. The local newspaper also ran the story of the teachers at the school driving round delivering EVERY child from the school an easter egg.

All this work is derived from a driven vision to have a fabulous school well placed as part of the local community and the policies are developed to reflect and embed this work.

Quality Standard 2. Leadership and Management

The overall passion and value of PSHE and a whole school approach to health and wellbeing in school stems from the senior leadership team in the school and is embraced and driven forward with their encouragement by every member of the school team. More specifically over the last 18 months in dealing with the pandemic and the school's ongoing work to support children and families and

prioritise mental health and emotional wellbeing has again seen PSHE as a priority in the school, this was also recognised and highlighted by Ofsted.

There is a key team in place in the school to support families and ensure equal access to services and opportunities for the children and their families, they have also recently introduced a therapy dog in the school to work with children.

Senior leaders made regular home visits to children and their families during lockdowns, to ensure they had access to materials for learning, support with emotional wellbeing and to deliver EVERY child an easter egg! (see newspaper article).

The senior leaders in school care greatly about the children and families but also about the health and wellbeing of the staff in school, there are 2 appointed Staff Wellbeing Officers whose role it is to ensure staff wellbeing is focussed on and not overlooked. These officers have introduced survival packs and treats to support staff through challenging times. Within the bubble system the senior leaders recognised that the teachers were in the classroom, unable to leave, or help one another out with cover etc. therefore they regularly delivered drinks to the staff and snacks to ensure they were ok, assess if any other support was required and keep energy up.

The senior leadership team paid the part time PSHE lead extra hours to plan and develop the new curriculum to ensure compliance with the DfE guidance and embed the same assessment process for PSHE as all other subjects – another area of good practice and example of this is attached as is the scheme of work.

Overall, there is a whole school understanding that if the children are not happy, healthy and feel safe, they will not achieve their potential academically, the relationships with the families and community have developed greatly and the school has health and wellbeing at the core of its daily business.

Quality Standard 3. Staff Professional Development

During the last 18 months external training has been difficult to attend or cancelled due to the pandemic, however staff training is still a priority in school and many staff have engaged in training online, virtually and in school delivery. When the new PSHE curriculum was developed in line with DfE guidance, staff were given time to reflect and discuss in the staff meeting.

There is a school Mental Health and Wellbeing Lead and they have created a hub of resources to support staff personal CPD and delivery.

Prior to 2020 the whole school took part in a poverty proofing project, this gave a deep insight into the school, pupils and families and meant that again the school could tweak and develop their work in many areas including PSHE. Many staff meetings have taken place and discussed the findings and outcomes of the project to ensure that these are embedded in the vision and developments going forward.

Annually the staff are briefed on the HLS findings for the school, and they plan in the session to use the data to compliment and be embedded in the PSHE curriculum, this ensures that the curriculum I

sup to date and based on the needs of the children, in terms of CPD the staff can discuss the findings and plan together the best ways to develop their work.

Virtual sessions with the RESH Coordinator have taken place in spring and summer term 2021 to enable staff to ask questions on the content of their scheme of work specifically for year 5 and 6 on puberty, growing and changing. The sessions looked at the learning outcomes, resources that can be used, questions that might be asked and how to deal with sensitive and controversial issues.

The school purchase an annual DISP package, and this incorporates dissemination of regular email updates to all staff, in school CPD sessions and direct delivery with the children.

Specific needs of staff have not been sought in recent months, however this is something the PSHE lead is looking to complete early in the next academic year through a survey to ensure that any needs identified are met as soon as possible into the new academic year and staff are confident to deliver what is included in their scheme of work.

Quality Standard 4. A Developmental Curriculum

Following the publication of the DfE guidance the curriculum for Springfield was re written to ensure it was compliant and up to date using the Healthy Lifestyle Data for the school to meet the needs of the pupils, the initial roll out was delayed nationally with the pandemic. Over the course of the pandemic the needs of the pupils and families have been a priority and as the roll out of the new curriculum began on return the delivery and material was up to date and relevant to the pupils in school. In terms of monitoring the delivery this is done that same as all other subjects in school following the same process for half termly monitoring by the subject leader which is documented and fed back. The new curriculum also accounts for this working at greater depth with extension activities and further discussions.

Although there is a specific long-term plan for the curriculum, the school still apply flexibility to this to ensure that any specific issues or needs can be embedded and dealt with as quickly as possible. This can be done with a specific class or as a whole school approach, in recent years dental health has been a continued area of concern for the school and they focus a lot of time on encouraging good dental health.

To support the planned curriculum and enrich deliver the school also participate in awareness raising events including Anti-Bullying Week, Comic relief, Children in need and Safer Internet Day. As mentioned in an earlier section they also promote and support individual children and families with specific needs in school.

On return from lockdown the curriculum was adapted to ensure that there was time spent on wellbeing and anxiety, ensuring the children felt safe and were ready to learn.

Attached as evidence are a range of examples of work and assessments.

Quality Standard 5. Teaching, Learning and Resources

All staff in school have access to the long-term framework with a PSHE resource hub filled with guidance and resources on the staff network to support their delivery. The staff also have access to and utilise resources on Twinkl, Oak Academy and BBC teaching. When the subject lead finds any good new resources, they are shared across all staff to enable them to utilise.

Each class at the start of the year creates a Group Agreement which is displayed in the classroom alongside the class charter which is based around the rights of the child. Teacher feedback on using the group agreements say that these have been effective.

External agencies are invited in to enrich and support the curriculum delivery, in line with DfE guidance these add value to the curriculum already in place, as an example of this there was an Anti-Bullying Workshop delivered as part of Anti-Bullying Week.

To embed the whole school approach to PSHE, health and wellbeing the school have adopted SHINE approach (Succeed, Happiness, Informed, Nurtured and Embedded). A weekly assembly is held in support of this and then links are made to class-based work, individual children are celebrating for achievement in these areas too.

The subject lead shares a variety of resources and guidance gained through the virtual PSHE network locally with staff for information and brings questions and queries back from the staff to the RESH Coordinator when they need support. They also work closely with the family liaison officer in school who can support the whole family with specific needs and areas.

Quality Standard 6 – Monitoring and Evaluating the Curriculum

The school has recently revamped its assessment strategy and although in its infancy it is most certainly a priority in school. Within PHSE baseline knowledge is assessment using a thought cloud and then adding to this in a different colour at the end of a unit. The methodology is quick and easy yet very effective. Other assessment and monitoring tools include using the big books or floor books within early years and key stage 1. Then half term monitoring visits with feedback and book scrutiny by the subject lead.

As part of the whole school approach the mental health lead often conducts pupil interviews to gather their thoughts, views, opinions and needs and feed this into the PSHE curriculum, as with delivery of the Healthy Lifestyle Survey this means the curriculum is adapted specifically to meet the needs of the children.

Success in PSHE is celebrated through displaying the work in floor books or class displays, assemblies to recognise an individual or a class and some appearances in the local newspaper.

PSHE is individually reported on in the children's end of year reports under personal development and wellbeing, with individual comments made for all pupils on their learning and progress.

Parent and carers have access to the school website and newsletter, they can feedback and ask questions on the curriculum and content to the subject lead and to the family liaison officer.

Quality Standard 7. Pupil Voice and Learner Needs

As mentioned in an earlier section the mental health lead in school runs pupils' interviews and sessions to gather views and needs and feed these into the curriculum. The school also has an active school council, there has been some difficulties with delivery during the bubble system, but this is very much something that is important in the school focus to encourage pupil voice and value what they have to say.

Using the Healthy Lifestyle Survey data annually ensures that the curriculum is up to date and planned / delivered according to needs and the national guidance. Key issues are discussed in the data meeting and ideas and areas of good practice are shared with the subject lead through this process.

The family liaison / home / school officer is vital in capturing the voice of the pupils, especially those who are the most vulnerable, they work tirelessly to ensure all pupils have a voice, someone to speak to if they need it and can be heard.

Questionnaires are completed annually with all stakeholder, staff, pupils, and families of the school are invited to co complete the surveys, the response is always very good as Ofsted agreed in their recent monitoring visit.

Individual needs are highlighted for pupils in EHC plans and for those who are SEND to ensure the curriculum is inclusive.

Quality Standard 8. Signposting and Support

All staff in school are safeguarding trained and this is updated annually, they all use the CPOMS system to record concerns, discussions and any pastoral or family issues. In school there are a range of posters displayed for the children, these identify the people in school the children can access to talk, for help and support if they should need it.

Within the PSHE curriculum signposting to people in school, local, national, and online services are often part of the delivery and discussion, pupils are reminded who they can access if they have sensitive or personal issues to discuss. There are specific lessons within the planned programme around secrets and surprises, the difference between these and good and bad touch to support this agenda and keep the children safe.

Parents and carers working with the family liaison are directed to several local services and online national information and support, the participation in the work with this professional is high and feedback is excellent.

The school have a website and newsletters that they update and share regularly, one thing we discussed in moderation was sharing more service on here for the wider school community including Kooth, NSPCC, Childline etc.

Quality Standard 9. Partnerships with Parents and Carers

Parents and carers are invited to view and discuss the curriculum their child is working on in PSHE continually as part of the positive engagement of the school, updates are sent to parents and carers and signposting in the weekly newsletter sent out; this has included, internet safety, helplines and more.

The family liaison plays a huge role in maintaining communication with parents and carers at the school, they are values in their work and maintain relationships with those who are most vulnerable. As mentioned earlier there has been a tremendous amount of work over lockdowns to remain engaged and provide support to the pupils and their families and this has only developed relationships more, Ofsted also commented on the feedback for parents and carers to them in their most recent visit. There is more evidence to support this attached.

Quality Standard 10. Collaborative Working

The school has developed and follows an external visitor policy and although there have been very little visitors in this academic year, they hope to revisit this again in the next academic year. The curriculum has had specialist input from the school nurses and anti-bullying specialists. The school also engage with the DISP in an annual package, the RESH Coordinator, Early Help, Mini Police, Sports Partnership and more.

Report written by Catherine Shaw

Role: RESH Coordinator

Panel date: October 2021

Award given Yes

Feedback from Moderation Board:

Would like to congratulate Springfield Academy for all the hard work they are doing on PHSE. They are obviously building a lot on the community links of the school and this is some important to help cohesion. The more we all understand about other cultures the better our communities are. So good to see that school life does not stop at the door but that a caring and supportive society is what you are building at Springfield.

Glad to see the work you have done to understand poverty, campaign on hate crime and including parents in the life of the school and seeing them as integral to your school. I am also glad to see that you are supporting your staff at was has been a very difficult time and the appointment of 2 Staff Well Being Officers. Congratulations and well done on your accreditation.

Mary Hall

Public Health Portfolio Lead.

The excellent standards set by your school in the delivery of the PSHE curriculum are to be commended. It is clear to see emotional wellbeing of both staff, pupils and their families is a high

priority in your school. The poverty proofing work, the support for families throughout COVID shows that your school is a beacon of the community. Your schools continued endeavour's to understand your community needs and adopt flexibility into the PSHE curriculum is to be commended. It is also evident that significant work has been undertaken to ensure the compliance to the new guidelines and ensuring pupils were 'ready to learn' post COVID return to school by creating a hub of resources and providing support where it was needed. I am also impressed with the introduction of innovative and best practice, such as the therapy dog, group agreements and SHINE focus. A further strength is the consultation process where all members of the school and ensuring pupil voice valued. Therefore, I would like to take this opportunity to congratulate you and your staff in on achieving the PSHE Quality Mark, a well-deserved accolade.

Kelly Rose

Public Health Portfolio Lead