

Case Study - Lightwater Village School

Project Title:

Promoting Emotional Health and Wellbeing and strengthening pupil understanding of PSHE

Healthy Schools Theme:

PSHE

School Context:

Lightwater Village School is a 2-form entry Academy converter, Infant School in Lightwater, North West Surrey. Since 2012 Lightwater Village School has been federated with Hammond School (our feeder Junior School). This means that the schools retain their individual identities but share a leadership team and one governing body. We are both part of the GLF Academy. There are 180 children on roll aged 4-7 years. There are currently 5 children that are Pupil Premium and 11 children on roll are on the SEND register. There is 1 pupil with 28 hours EHCP support and 2 more EHCP's in the application process.

Results for pupils receiving expected standard by the end of Year 2 are as follows.

Reading-83% expected standard, 27% greater depth

Writing-72% expected standard, 18% greater depth

Maths- 85% expected standard, 12% greater depth

Phonics Screening (Year 1) - 75% expected standard

Identified Priority:

To introduce a new and engaging PSHE scheme across the school.

To improve pupil understanding of the importance of PSHE

To enable children to be clear on what they have learnt during PSHE lessons.

Emotional Health and Well-Being was identified as an area for development by our SLT and staff members as part of our School Development meeting for the year ahead 2017-2018. It was also noticeable from the staff and children's questionnaire that the Emotional Health and Well-Being score could be improved. Therefore, our SDP aim for 2017-2018 was to ensure that children and staff would benefit from a greater understanding of personal, emotional and behavioural well-being. I led this priority as part of my PSHE/Well-Being lead role. As part of this role I had noticed that in KS1 PSHE was often being dropped from the weekly curriculum due to timetable constraints or changes to the planned curriculum. When I spoke to teachers about this they confirmed that this was the case. It was evident that PSHE was being taught consistently through the School Values and modelling expectations for behaviour etc but standalone PSHE lessons were lacking.

I decided on the priority for the case study after speaking to staff during staff meetings and on an ad hoc basis, carrying out book looks across KS1, conducting a pupil focus group interview and administering PSHE class pupil questionnaires. Our focus would be introducing a new PSHE scheme that would engage both teachers and pupils and encourage the weekly teaching of stand alone PSHE lessons that would hopefully lead to increased pupil understanding of PSHE and what they had been learnt in these lessons. Baseline data informed us that 36% of KS1 children weren't clear on why PSHE was important learning time or talk about what they had learnt in this subject. I wanted to improve this by at least 16%, ensuring an 80% success rate.

Outcomes:

1. A new PSHE scheme will be in place in school with appropriate supporting resources.

The PSHE lead would investigate appropriate schemes for KS1 (currently using SEAL to plan lessons). I would talk to other PSHE leads and look at the resources/planning available for the schemes and discuss with our class teachers/ teaching assistants and the SLT.

2. The Emotional Health and Well-Being score on the Pupil Questionnaire will be improved across the school from 93% to at least 95%.

Analyse the well-being questions and responses carefully and discuss the results with staff in staff meeting. Plan how we can increase the result.

Questions used from the 2017 questionnaire to form percentage score judgement:

Do you know who to go to if you need help?

Do you know what to do if you have a problem?

Are the children in our school kind and caring?

3. An increased amount of KS1 pupils will demonstrate that they understand the importance of PSHE from 68% to at least 80%.

The PSHE lead would hold staff meetings to establish that all staff are clear on the importance of PSHE. Class teachers would administer pupil questionnaires to assess pupil understanding of PSHE as well as using their own judgement. PSHE lead to carry out lesson observations and book looks to see if understanding and improvement was evident in standalone PSHE lessons. Pupil focus group interviews to be carried out.

4. An increased amount of KS1 pupils will be able to talk clearly about what they have learnt in PSHE from 60% to at least 80%.

As above. Teachers would also encourage reflection and discussion of the learning during PSHE lessons.

Activities / Interventions:

Numbered paragraphs below relate to the outcomes above.

1. Before selecting and implementing the new scheme I investigated schemes that would be appropriate for KS1. In September 2017 I visited Cross Farm School to learn about the 1 Decision scheme and whether they felt it was a good learning tool. I also spoke to other schools in the GLF academy and the KS2 PSHE lead at Hammond School. We decided on 1 Decision as a staff and I enrolled on a pilot study with several other Surrey Heath schools to trial the program. It also gave us a free subscription for a year. I held several staff meetings to introduce the online scheme to teachers and discuss how to take PSHE forward. It was decided that KS1 would teach PSHE once a week for 20 minutes and it would be timetabled. I used the scheme of work and created a medium-term plan for year 1 and year 2 to ensure that the content was progressive. I also linked the themes to our Schools Values across the year. Teachers and I selected resources that we thought would fit the scheme well and these were purchased and linked to planning. We were able to purchase these from our PSHE budget. It was also decided that each child would complete a baseline activity (carried out in Topic Books) at the beginning of each topic which the children would revisit in blue pen at the end of the topic. They would add information that they had learnt and now knew.
2. I decided that I would create a small focus group of 14 children of varying abilities from Yr R-Yr 2 to discuss how they thought we could improve the well-being of the children in school. We met once a half term. Amongst other things they thought that, *'A few children could be quite boisterous in the playground and that this made some children feel less safe.'*

As a result, it seemed obvious that I should reconsider the questions that I had analysed on the Pupil Questionnaire. I looked at the scores for and Q15 'Do you feel safe in the playground?' Q16 'Do you feel safe in school?' Scores were Q15, 89% and Q16, 93%. The group then focused on how to improve these. We used playground pals to promote excellent behaviour the School Council took a notebook out each Thursday to playtimes to record any problems/ideas from the children. KS1 teachers concentrated on appropriate play and touching during PSHE and ad hoc sessions. They used 1 Decision video resources to support this. I decided to measure these scores in the 2018 questionnaire alongside the other questions previously selected, to see whether there was an improvement.

3. I felt that the children were well behaved, kind and caring and adhered well to our school values. However, they were unsure what PSHE lessons were and why they are important. I initially spoke to teachers and staff in school to find out their thoughts on the children's understanding of PSHE. I devised a pupil questionnaire to get a baseline for pupil understanding of PSHE and whether they were able to talk clearly about what they had learnt in this lesson. The first questionnaire was carried out in Autumn 2017 and results were analysed and used for the Baseline Data of this study as well as the data for outcomes 3/4. Throughout the year I carried out termly interviews with the focus group mentioned above and our School Council to gather their thoughts and assess their ability to talk about PSHE, what they had learnt and how they would use this learning. This ensured that I understood whether the children were on track and that as a school we were on the way to achieve our objective. I would feedback to staff with the findings and discuss individual children with teachers if necessary. Allowing them to address any misconceptions in class. Teachers would consistently teach PSHE weekly using the new scheme and encourage pupil discussion and reflection during the lessons. I observed PSHE in all 4 KS1 classes and feedback to class teachers. I also carried out book looks to decide whether the baseline activity appeared to be useful and was being used and had regular discussions with teachers about AFL and their teacher judgements of the children in their class. I then reissued the same questionnaire in Summer 2018 to measure any change.
4. See 3.

Impact:

1. The new PSHE scheme (1 Decision) is being used across KS1. Teachers are planning using the medium term plan I created and delivering standalone PSHE lessons once a week. This was demonstrated during lesson observations where a variety of strategies were being used. I saw evidence of the video clips being used and discussed, children role playing good choices and not so good choices and good use of some of the worksheets as a tool to support learning. Assessment using the baseline was evident in all classrooms and children could talk about what the blue pen had been used for. (Adding learning since the initial task). Teacher feedback also highlighted that they like the scheme and feel it is more up to date and relevant for KS1 children. Comments included, "There is a clearer progression, baseline activities highlight this", "The children can relate to the videos", "I like the interactivity and the children are engaged". As a school we have purchased the scheme for 2018-2019 and intend to use it for the foreseeable future, building and adapting planning as necessary to suit each cohort.
2. Due to the interventions carried out by our School Council, Teachers and staff and the responses from the Pupil Focus Group the Emotional Health and Well-Being score improved from 93% to exactly 95%. We measured this across the whole school as it was important to us that we Early Years were involved, and any positive change should have an effect on the whole cohort. It is also important to note that since considering the 'safety questions' on the questionnaire as mentioned in the previous section we have also seen a

rise in the scores of Q15 'Do you feel safe in the playground?' Q16 'Do you feel safe in school?' Initial 2017 scores were Q15, 89% and Q16, 93%, these scores rose to Q15, 91% and Q16 to 98% in 2018.

3. We wanted to increase the percentage of KS1 children demonstrating that they understood the importance of PSHE. Data shows that the result has risen from 68% to 87%. This data was collected from the original PSHE pupil questionnaire used to collect the baseline data and compared with the Summer reissue scores. Focus group comments included, 'It is important, it helps us to stay safe'. 'I love it when we share our thoughts during circle time'. 'I feel like I get a chance to talk and everyone listens'.
4. An increased number of children were able to talk clearly about what they had learnt in PSHE, this rose from 60% to 82%. This data was collected from the original PSHE pupil questionnaire used to collect the baseline data. Teachers asked the children to discuss what they had learnt with a partner and observed and listened to their conversations. Children were also given the option to write down what they had learnt on a whiteboard for the teacher to read should they prefer. Comments heard during the observations included 'we understand that stealing is bad, you will get into trouble and no one will trust you'. 'If you see bullying you must tell a teacher, even if you are worried you will get into trouble'. 'I have learnt how to deal with my anger, I can count to 10 or ask for help quickly'. 'We know lots of ways to stay safe, you must look after yourself too. It is your responsibility'.

Next Steps:

Next steps will include developing the use of the 1Decision scheme and adapting it as necessary to fit the needs of our pupils.

Senior Leader Quote:

The project has been highly successful in enabling staff to deliver PSHE in a highly effective manner, which ensures pupil engagement, motivation and learning. The impact of the implementation of this scheme can be seen throughout the school. During assemblies' children have become more confident, talking about how they can keep safe and offering ideas on how to deal with issues whilst showing empathy to the other child. During learning walks it has been noted that children can discuss and debate issues in a mature and clear way for their age. In the playground there has been an improvement in most children resolving their own difficulties with less adult intervention.