

Case Study – Long Ditton Infant and Nursery School



Project Title:

Promoting awareness of body and mind

Healthy Schools Theme:

We had a whole school focus on both PSHE including RSE, Emotional Health and Wellbeing with a primary focus on building children's resilience.

School Context:

Long Ditton Infant and Nursery School opened for local residents in 1911. It very close to the border of Surbiton and so is a mixture of 'village' and 'town'. A Nursery class opened in 1990. The school was a community school, until September 2016 when we changed status to become a Trust School with four of the other local schools. This was a natural way to build upon the strong relationships already made with these schools and communities. We are now very pleased to be part of the Ember Learning Trust.

Our pupils come from our local neighbourhood and from a wide range of backgrounds. We do have a number of children from traveller families which can fluctuate from 3% to 12%.

We take in two forms, with a PAN of 180 children and an attached nursery that offers 52 places.

There are currently 236 pupils on roll. (We have a bulge class in year 2)

- 46 % of our children are girls and 54% are boys.
- 9% of our children are DAP/PP
- 6% of our children are on the Special Educational Needs (SEN) register

- 27% of our children come from Ethnic Minorities.
- 10% of our children speak English as an additional language.

Our school population is predominantly White British (69%), with Travellers (Irish Heritage, Gypsy/Roma) and White European being the ethnic groups with the next highest proportion. The majority of our children speak English as their first language.

Pupils attainment at the end of KS1 has been consistently higher than the national average. Last year, with the new Age Related Expectations, the majority of our pupils achieved 'Greater Depth'. OFSTED stated that

'Pupils enter the school with knowledge, skills and understanding that are broadly typical for children of their age. By the time they leave the school, pupils' achievement is broadly higher than the national average.'

Identified Priority:

Through attending courses on PSHE and carrying out audits and annual reviews it was identified that there were areas of our RSE which needed developing. Through talking to staff many were unsure of what exactly to teach and what content was age appropriate. A lack of confidence was also identified among the staff with naming body parts. Baseline data was taken from a small staff questionnaire (see attached) which showed that all staff lacked confidence in some key areas of delivery effective RSE. RSE was recognised as an area of need for staff training to ensure we were in line with the most recent PSHE guidance and to build the confidence of all staff members to ensure we were delivery the best possible education.

Teachers had also observed a fixed mind-set amongst the children, especially within the higher and lower ability. Though pupil attainment is high we noticed that children often would not attempt to try something they were not immediately successful at. There had even been instances where children would sit crying because they were unwilling to try an activity because it appeared too hard or had made a mistake in their work. Through discussions with a mixed ability sample of children, it was clear that although resilience is one of the school values, only a small percentage felt confident that they knew the meaning of it (33%). When discussing the issue with staff members it was also brought up that the children in

Reception lacked resilience. Resilience was also an area brought up by parents in parent/teacher consultations where parents were observing children saying 'I can't do this' and 'this is too hard'. It was decided that this should also be a priority in order to promote the children's wellbeing and mental health.

Outcomes:

- Staff to become more aware of their own mindset, fixed or growth and to recognise this amongst other staff.
- For staff to recognise the importance of developing a healthy mind-set themselves to help promote the children's wellbeing and mindset growth.
- For children to develop strategies to help them build their resilience and change the language they use when they find a task difficult.
- To roll out a whole school approach to build and develop resilience.
- To hold a parent forum about using appropriate anatomical language
- Introducing anatomical language discreetly and appropriately to the children, across the whole school with the support of parents.
- Teachers to be more confident when teaching RSE and using the correct terminology.
- For KS1 to engage in the PANTS scheme

Activities / Interventions:

Resilience and Growth Mindset

- The Deputy Head and Healthy Schools Lead attended a 'Growth Mindsets in Practice Conference' and then fed this back to all school staff in staff meetings. Providing all staff with growth mindset training and giving the teaching staff ideas of how to implement it in our everyday practise and circle time sessions.
- Children have been taught about the word resilience and its meaning. Resilience is one of the school values and when children were being celebrated for showing resilience teachers were ensuring it was for specific behaviours to help the children's knowledge of resilience develop.
- In EYFS a 'Wow Tree' has been implemented. When children have found a particular task difficult but have showed resilience to complete it their work is chosen to hang from the tree.

- School assemblies have utilised the growth mindset videos which are available through the Dojo behaviour chart (used across KS1). The video's show the brain as a muscle and how it needs to face challenges to grow. It shows different alien characters coping with things they find difficult and what strategies they employ. These videos have been shown in all KS1 assemblies and shown the children in EYFS in circle time.
- In KS1 we have changed our 'Learning Walls' to 'Challenge Walls'. The challenge walls are used for the children to share a challenge they have faced that week. The children write this down on a post-it and it is celebrated by the whole class as it is stuck up on the wall.
- Staff are also modelling rephrasing to the children, encouraging them to understand 'The power of yet'. Children are encouraged to not make statements such as 'I can't do this' but instead to change it to 'I can't do this yet' or 'This is going to take some time and effort'.
- Some school displays have been developed to show the focus on promoting a growth mindset and resilience.
- Year 2 taught a specific 'try and try again' art lesson linked to Austin's Butterfly.

Relationship and Sex Education

- The healthy schools lead held a staff training session on RSE using the baseline data taken from a questionnaire to steer the training. It covered; age appropriate material, terminology to use, lesson ideas and appropriate touch.
- Once it had been decided by the whole staff, including Governors, to update our RSE provision the Head Teacher sent out a letter to all parents detailing the changes and that the school would be holding lessons introducing children to the correct anatomical language to use when referring to body parts. If the parents had any concerns they were invited to a parent forum where their questions would be answered. Parents also had the right to pull their child out of that particular lesson if it was something they felt uncomfortable with.
- We decided to introduce the work through PANTS and include it as part of the school's safety week (an overview of planning is attached). Year 1 held a lesson which explicitly talked about the different body parts which then lead onto the PANTS safety lesson. Year 2 focused on the PANTS and used this as a way to discretely teach the correct terminology to be used when the children are talking about different body parts.
- It was decided that EYFS would not explicitly teach a lesson on the correct

anatomical language but use it when necessary in discussions with the children so it is language and terminology that they are being exposed to and develop confidence in using it themselves.

Impact:

Resilience and Growth Mindset

- The staff training has allowed the staff to evaluate their own mindset and assess whether they are yet to develop a growth mindset themselves. All staff are now fluent with terminology to use and have successfully incorporated this into their everyday practise.
- Children are more aware of the meaning of resilience and are more confident in discussing its meaning. When the same sample of children were asked about the meaning of resilience there had been an increase of 43% showing a direct impact on the children's knowledge.
- All staff have noticed a change in the children's attitude towards challenges and mistakes. There has been a noticeable decrease in those who would once shy away from a task deemed tricky.
- Some children have been observed saying things directly relating to showing resilience and developing a growth mindset, eg 'you don't have to get upset you just have to try' and 'Its ok to find it hard its good for your brain'.
- Children have shown excitement towards completing challenges and talk about challenge in a positive way. They are keen to think of challenges they have faced that week and share them with the class when putting them up on the challenge wall.
- The children in EYFS have shown great pride in the work that gets put up onto the 'Wow Wall' and are keen to show it off to any visitors in the class.

Relationship and Sex Education

- The teacher's confidence has significantly improved with 100% saying they now felt more confident in understanding appropriate content, being clear about what terminology to use, teaching the different body parts, and delivering lessons on safe relationships.
- Both teachers and lunchtime staff have regularly observed the children using the correct terminology for body parts and are able to clearly explain if and where they are hurt during any altercations on the playground or in the classroom.

- Children are very clear about which parts of their bodies are private and still refer to the swimsuit rule. They have been observed talking about how it is ok for a doctor to look at your ‘private area’ as long as they feel ok about it.
- During safety week when the children decorated their pants and learnt the PANTS song, parents were reporting that it was something they were retelling at home to both the parents and their siblings.

Next Steps:

Whilst the children have been observed using phrases related to developing resilience and a growth mindset this is an aspect we would like to continue to develop further across the school. We aim to maintain a focus on growth mindset in lessons throughout the school and continue to promote this through praising the children who are demonstrating it. Staff have also discussed developing self and peer evaluation. The school are also looking forward to the visit of the Lifebus at the end of the Spring term to build on the children’s knowledge about developing a healthy mind and body. We are also hopefully going to take part in SCARF pilot lessons for RSE across Key Stage 1.

Senior Leader Quote:

Helping to promote a resilient mindset has been very important to me as a leader. Not to raise attainment but to help children understand that we all make mistakes and that is a normal part of life. Developing growth mindsets with the children has enabled different pupils to shine. One boy in year 2 is academically a ‘low attainer’. Throughout his time with us, however, he has always shown that he tries hard at every single thing he does – even though the outcomes are not as successful as his peers. Through this project he has become a ‘super star’ example of resilience and growth mindset to the other children because of his ‘keep trying’ attitude. His confidence and self-worth have visibly increased and I hope that this has made a difference to his future self.

Enabling everyone to use the correct terminology for private parts has been a challenge in Long Ditton infant and Nursery School. Many of the school community have traditionally been resistant to change in this area and the Healthy Schools Leader has been fantastic in actually getting the whole school community to agree to include specific body part naming lessons in the curriculum. I know that she has even higher aspirations for the future to keep developing our teaching and learning around RSE but the impact has been tremendous. In the parent forum about the lessons the parents were introduced the actual lesson plan and the reasons behind it. This enabled parents to feel prepared and confident in what we were trying to achieve. After the forum one parent came up to me on the gate and said that her husband did not want their child to take part in the lesson and following the forum she was adamant that he did!