

Case Study - Oatlands School



Project Title:

Development of PSHE provision and assessment

Healthy Schools Theme:

PSHE

School Context:

Oatlands is a large infant school in Weybridge, Surrey with 300 children on roll aged 4-7. Oatlands is part of the Elmbridge Values Group, a group of schools running a Values-Based curriculum based on 22 identified values which underpin everything we do. These values are interwoven into all areas of school life and provide the basis for work with parents, children and the community.

Identified Priority:

PSHE is continually monitored and reviewed as part of the school's monitoring schedule and as maintenance for the Surrey Healthy Schools Awards. In the last cycle of review, staff identified that they would appreciate support in delivering emotional health and wellbeing objectives in the PSHE curriculum. Although values are embedded throughout the school, staff said they would like some tools to support the explicit teaching of these as part of the PSHE curriculum. In staff questionnaires there was an average confidence of 3.7 out of 7 in delivering these PSHE lessons. Staff were more confident in teaching other areas of PSHE such as healthy eating and personal safety.

Child interviews also showed that there was a lack of clarity about what PSHE lessons in class entailed, despite being confident to discuss other times in school when they learned about these aspects. There was confusion between circle times and music times and other whole class work, only 4 out of 12 children (33%) could clearly define what they learned in these sessions.

Monitoring also showed that there were no clear assessment procedures in place for PSHE and so it was not possible to monitor the impact of the PSHE or Values-Led curriculum on children's emotional health and wellbeing.

Therefore 2 priorities were identified as a result of this monitoring:

- To enhance and develop PSHE provision throughout the school by establishing values-based circle times in all classes.
- To review PSHE assessment in Key Stage One.

Outcomes:

The following outcomes were identified based on the priorities of the project:

- All KS1 planning to include values-based circle times, timetabled regularly to teach emotional health and wellbeing objectives from PSHE and Values scheme of work.
- 100% observations show that a circle time model is used in each class or adapted as appropriate in relation to the age of the child as a method of teaching the PSHE and Values curriculum.
- Pre and post training questionnaires show that staff feel more confident to deliver emotional health and wellbeing objectives as a result of training in Values Circle time.
- Pupil interviews demonstrate that students have an improved understanding of the purpose of Values circle time and that the PSHE and Values curriculum is successfully taught using this, where appropriate.
- PSHE assessment is in place to monitor the effectiveness of PSHE and values teaching on improving emotional health and wellbeing.

Activities / Interventions:

The initial intervention was a whole school INSET led by Jenny Mosley. Teachers attended a day's training on delivery of circle time and saw it modelled with a group of children from the school. A staff meeting followed this when staff shared their own practice, reflected on the training and discussed future planning. This formed part of wider training in the school involving lunchtime and support staff.

Improving the delivery of the PSHE and values curriculum was a whole school target for that year's performance management cycle for all teachers and so therefore there was a whole school focus on this area. The school bought resources to support this as requested by staff. 2 new teachers who joined the school following the training had the opportunity plan and team teach with the PSHE co-ordinator to gain an understanding of how they could deliver the PSHE curriculum through this teaching method. The PSHE co-ordinator also produced a report and evaluation of the training with feedback and comments from staff to share with governors and to plan future steps.

Alongside this, the PSHE co-ordinator researched and trialled different methods of assessing the effects of the PSHE curriculum on pupils' emotional health and wellbeing and worked with staff to evaluate these.

Impact:

The impact of each intervention was carefully monitored with the following results:

- Scrutiny of planning by the PSHE co-ordinator showed that 100% of KS1 classes planned systematically for teaching PSHE each week and that Values Circle Time was used regularly as a method for teaching emotional health and wellbeing objectives in the curriculum. The school has a scheme of work in place but *how* to deliver objectives is not always specified. Planning shows that training has enabled staff to take these objectives and deliver them more confidently and in new ways. It has also provided a framework for a review of the scheme of work.
- Observations by the Head teacher and PSHE co-ordinator in all KS1 classes showed staff using the Values Circle time to effectively teach the PSHE and Values Curriculum. All staff were observed teaching PSHE as part of their performance management cycle and the training had a noticeable impact on the quality of delivery and on children's learning. Many staff used puppets or games shared by Jenny Mosley and children responded well to these. Some staff used Circle Time for the first time as a method of teaching PSHE objectives.
- Average confidence of staff to deliver the PSHE curriculum showed a 36% increase (3.9 out of 7 to 5.3 out of 7). Staff also gave written feedback about the day. The most useful parts of the training were:
 - Watching Jenny model a Circle Time*
 - Learning new games/songs/ideas*
 - Understanding the structure*
 - Refreshing knowledge*

The staff meeting that followed up the INSET, enabled staff to discuss the training, choose which areas we would like to implement in our school and suggest areas for further support. Resources were bought as a result of the training such as a set of puppets, a central bank of resources and books that are now used regularly by staff for sessions.

- Subsequent monitoring cycle (12 months after staff training) showed that 12 out of 18 children (67% children, 100% of Y2 children) could clearly define what they learned about in PSHE lessons and Values circle times as opposed to 33% in the previous interviews. In addition the vocabulary and understanding of values and PSHE had improved significantly, with children much more confident to talk about their learning. This is likely to be due to the higher prominence of PSHE in classrooms and improved delivery. Comments from children included:
 - *[In our circle time] we learn about our values... they help you care for people and help you choose the right things to do. (Y2 child)*
 - *When we do values circle and learn about what [values] mean. We learn how to be kind and treat people nicely. (Y1 child)*
- PSHE assessment is now in place throughout KS1, led by the PSHE co-ordinator and tracks progress through Y1 and Y2 in the area of emotional health and wellbeing. This takes the form of sample of children from each class who are tracked through the school and are assessed regularly through teacher observation, pupil self-assessment and informal assessment by the PSHE co-ordinator.

Next Steps:

Following this project, further areas have been identified to promote the health and wellbeing of the school community:

- Review of the PSHE curriculum to reflect changes in other subject areas as a result of

Curriculum 2014.

- Development of a more detailed Scheme of Work using Values Circle Time as a framework for teaching emotional health and wellbeing objectives where appropriate.
- Evaluation of the assessment procedures in place and their effectiveness in tracking progress in emotional health and wellbeing.
- Further resourcing and support to develop the delivery of the PSHE curriculum for staff with the aiming of further raising confidence in the subject.

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 outcome of their work is seen everyday in the way that the vast majority of pupils interact with each other, the staff and with their learning.