

Chapel Allerton Primary School

Assessment date: Tuesday 7th February 2023

Assessor: Sheryll Carter

Outcome: Your commitment to the investment in Social, Emotional and Mental Health (SEMH) and Personal, Social, Health and Economic Education (PSHE) means that you have achieved externally validated MindMate Friendly Status and PSHE Friendly Status.

Information about the assessment process

- The school self-evaluated Personal, Social & Health and Economic (PSHE) Education and Social Emotional & Mental Health (SEMH), using the School Health Check prior to the external validation visit. The school judged themselves in each area using descriptors aligned with Ofsted.
- The assessor interviewed groups of pupils, parents, staff, senior leaders and a governor.
- Relevant paperwork was presented as stated in the agreed list of documentation.

The school has the following strengths:

General:

- At the heart of Chapel Allerton Primary is a drive to ensure that all members of the school community feel heard, valued and cared for.
- 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.
- Inclusion is a foundation which each element of school life is built around and staff, parents and pupils could identify what this looks like in practice. For example, staff work hard to reduce barriers to participation whether that is as a result of a learning or emotional need or family financial restraints, children learn about different SEND needs, story books and resources are inclusive, a range of different festivals are celebrated and there are many opportunities within the whole school curriculum to learn about diversity, equality and the importance of respecting and celebrating difference.
- There is a whole school approach to health and wellbeing which forms an integral part of the School Development plan. This allows staff to have a clear understanding of their roles and responsibilities and how collectively they prepare pupils for life beyond Chapel Allerton.
- Staff have worked hard to create an environment that is calm and nurturing. Everyone is warm and welcoming.
- A great deal of care and attention has been put into ensuring that spaces, both inside and outside, are exceptionally well presented and fit for purpose. This creates a sense of pride, belonging and safety.

- There is a drive to enhance outdoor learning. The existing Biodome and Wellbeing Space are really impressive and the further plans to develop the outdoor space will provide a wealth of opportunities for pupils.
- 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 are happy, confident, engaged and polite.
- Pupil voice plays an important role in the life of school. Pupil surveys and the many roles of responsibility, such as Green Team, Play Leaders and School Council, allow pupils to feel valued and listened to.
- The school work closely with families and strong relationships have been established. Staff are visible to parents each day and have an open-door policy. Parents commented on the excellent communication from school and the accessibility to staff, when needed.
- A strong relationship has been built with the link governor. She has a good understanding of what is in place to support the health and wellbeing of the whole school community and explained how each stakeholder contributes to this.
- The school has an informative website which encompasses all relevant information and policies and is highly reflective of the school itself.

Personal, Social, Health and Economic (PSHE) Education:

- 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. 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 curriculum is enhanced through assemblies and focus weeks such as Anti-bullying Week and Children's Mental Health Week.
- The school is responsive to the needs of pupils and their families. The school completes the My Health, My School survey and uses the data to inform practice and planning.
- Clear and consistent assessment procedures are in place. All classes use the pre and post assessments.
- There is 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.
- 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.
- Teaching and learning in PSHE are effectively monitored and evaluated through pupil interviews, book scrutiny and learning walks.
- There is a detailed RSE policy in place following consultation with parents and staff.
- There is great trust between school and the parents. School is transparent about the content of the curriculum and is open to questions from parents.

Social, emotional and mental health (SEMH):

- SEMH is woven throughout all policies and practices and is a fundamental part of school life. 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 a passionate and experienced team.
- Restorative practice is well embedded and supports pupils to resolve issues independently. Should they need support, pupils are fully aware of the Emotional Wellbeing and the

safeguarding lead's roles but also said that they feel that they can approach any member of staff if they need support. Talk boxes are also available.

- MindMate lessons are well embedded and pupils talk very highly of these. They are incorporated into MindMate Monday's which take place on the first day of each half term. This is a fantastic way for pupils to settle back into school after each school holiday. Additional activities enhance the learning from the lessons and the afternoon finishes with an assembly where classes share what they have been learning about.
- Pupils have an excellent understanding of the importance of talking about their feelings and have many opportunities to do so. Staff act as role models and have created an atmosphere where pupils feel safe and comfortable to talk about their emotions, as a result there is no stigma around mental health.
- 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 regularly discussed with the wellbeing team to ensure pupils receive the appropriate support. This approach means provision for all pupils is very needs-led and interventions are meaningful.
- Ozzy and Daisy, the therapy dogs, are fantastic additions to the team and are having a very positive impact on those children who work with them.
- There is a consistent whole school approach to behaviour, using a positive behaviour management system, which is understood by all. The behaviour of pupils is excellent.
- 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.
- The introduction of an Emotional Wellbeing lead demonstrates the school's commitment to health and wellbeing. She is held in very high regard by all members of the school community, who feel she is making a very positive impact.
- The MindMate support team provide valuable support to the whole school community through assemblies, MindMate lessons, parent sessions and staff training.
- 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

- To consider creating a personal development section on the school website

Quotes from the assessment visit

Pupils:

"Restorative practice helps us to learn how to fix problems ourselves."

"We haven't had any problems in Year 6."

"It's fun to learn about how to handle your feelings."

"The teachers are really kind and there's always someone that you can go to."

"You can go and tell Mrs Jheeta anything."

"We have a calm corner with squishy toys which really helps me."

"Bullying isn't a problem in our school, but the teachers would sort it out if it was."

"We do lots of things to celebrate differences like Black History month, Children's Mental Health Week and India day."

"We vote for School Council and Green Team which is an example of democracy."

Staff:

"The children are able to identify how they apply knowledge and skills to different situations. For example, pupils explained that they were able to work as a team based on the work they'd done around building healthy relationships."

"This is such a lovely place to work that people don't leave!"

"Staff work really well together as a team and are all fully on board"

"We all care deeply about the children and want them to succeed."

"Children can talk about mental health securely and confidently. We have developed a culture where it's ok to talk about your feelings."

"We have a whole school approach to wellbeing which is clear and consistent and underpinning this is our work with parents."

"With Mrs Jheeta's role we are able to respond to concerns quickly. We identify need and build support around that."

"The children know that they can trust us which is really important. If they're not happy then they can't learn."

"We have the freedom to think outside the box which makes us feel trusted as staff."

"We are so inclusive; everyone is equal and everyone is valued."

Parents:

"The teachers know the children really well and go above and beyond for them."

"The school create space for children to be able to validate their feelings."

"The staff support me as well as my son."

"The children are really accepting of each other to the point where they don't notice differences."

"The teachers are really responsive to needs and act quickly to support the children."

"There is always someone that you can speak to. Communication is really good."

"As a working parent, I really appreciate the communication via Class Dojo."

"The support my child has receives from Mrs Jheetah has really helped them to build in confidence."

"I love this school! The children are so happy here."

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