

# Healthy Schools Whole School Review

This form encourages you to think through and record your school's provision for children and young people's health and wellbeing. The review is organised under nine headings:

1. Leadership, management and managing change
2. Policy development
3. Learning and teaching, curriculum planning and resourcing
4. School culture and environment
5. Giving children and young people a voice
6. Provision of support services for children and young people
7. Staff continuing professional development (CPD) needs, health and wellbeing
8. Partnerships with parents/carers and local communities
9. Assessing, recording and reporting the achievement of children and young people.

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## School details

School name*	Barncroft Primary School
DfE number*	2017
District / Borough Council*	Havant
Head Teacher's name*	Mrs Julia Roberts
Head Teacher's email*	j.roberts@barncroftprimary.hants.sch.uk
Healthy School Manager's name*	Mrs Penny Laver
Healthy School Manager's email*	p.laver@barncroftprimary.hants.sch.uk

## Priorities

Please note schools should select a minimum of one and no more than two health and wellbeing priorities. These priorities give advance information to the Healthy Schools Programme of the areas your school will work towards for the Hampshire Healthy Schools Challenge. This is separate to and will follow on from your school's Whole School Review which now appears on the next pages.

First priority*	Emotional health of children
Second priority	Young people's participation in positive activities

## Review headings

### 1. Leadership, management and managing change

1.1 - How does your school provide the leadership to create a positive environment that promotes health and wellbeing?

At Barncroft Primary School we are committed to giving the children the very best learning opportunities. All staff consistently strive to do the best for the children encourage them to be motivated and enthusiastic learners who will be brave when learning and never afraid to try new things. In 2016, the school was judged to be 'Good' by Ofsted. Since then, the governors and leadership team have put in place an ambitious improvement plan to ensure that the school continues to improve and develop further.

Our school's vision is:

"To be an inclusive school in which all children enjoy an outstanding learning experience, make good progress and leave us as responsible, happy citizens."

We aim to achieve our vision through a mission

statement of "Believe, Achieve, Succeed".

All children and stakeholders are expected to uphold the school's six values which contribute to the success of our school vision and underpin both British Values and SMSC:

1. Respect for physical safety
2. Respect for people's feelings
3. Respect for the truth
4. Respect for each other
5. Respect for ourselves
6. Respect for the environment

#### Growth Mindset

The concept of the Growth Mindset is also promoted throughout the school and staff have undertaken training on the development of a Growth Mindset for both adults and children as learners in our school. Children are encouraged to believe that they can achieve and succeed so that they do not fear challenge but persevere and develop a 'have a go' attitude. In this way we hope to embed positive habits in the children's thinking so that they believe that they can manage challenge and change.

#### The Governing Body

The composition of our governing body reflects a key principle that its members should represent every group which has an interest in the school, working together in the best interests of the children. As such, it includes members from all walks of life, with a variety of skills who oversee the development of the school, with the main aim being to consistently provide a high standard of education for all pupils, of all abilities.

Governors are involved in drafting and writing a range of policies and procedures that promote health and wellbeing eg. Healthy Lunches Policy, SRE Policy, Safeguarding Policy. Governors are regular visitors to the school, and participate in Learning Walks and meetings with staff. Martin Ash (Chair) additionally represents the governing body on the SMSC Steering Group and attends regular meetings

#### SMSC Steering Group

An SMSC Steering Committee has been established, which meets termly to monitor provision and discuss issues arising from the delivery of SMSC and PSHE throughout the school. The committee is chaired by the Head Teacher and attended by the Deputy Head, Chair of Governors and teaching staff responsible for PSHE, SMSC, P4C, Curriculum Management and the School Council. Minutes of meetings are taken and are circulated by the Deputy head Teacher.

Please refer to Governing Body meeting minutes and SMSC Steering Group minutes.

#### Prospectus

The following statement is taken from Barncroft Primary School current prospectus -

"In response to the Healthy Schools Partnership we are keen to develop the children's skills as they prepare to play an active role as citizens. Pupils contribute to decision making and the running of the school through the School Council. Barncroft Primary is always seeking opportunities to improve physical activity and the school environment.

"The school aims to provide a supportive atmosphere in which children can grow and develop. Self discipline, good manners and consideration for others are encouraged."

### Staff Wellbeing

We are continually working very hard to improve the well being of the staff. This has included the following activities and events –

- The school carries out an annual staff survey which asks specific questions about wellbeing and work/life balance to inform identification and management of any key issues.
- Free tea and coffee.
- Free hot school dinner for any member of staff who eat with the children at lunch time
- Staff meals are arranged throughout the year.
- Staff training around work/life balance and promoting resilience through an Inset day with Maureen Bowes (external consultant) on developing a Growth Mindset.

### Children's Wellbeing Initiatives

There have been many groups formed and activities created to enhance the well-being of the children.

#### Lunch Time

- Lunch time activities are provided by lunch leaders and CM Sports. In particular, football is organised and a Craze of the Week activity is facilitated by lunch time supervisors on the playground. The selection of the weekly 'craze' is initiated by the children.
- Lunch Club is available for children who may have difficulty coping with normal lunch time routines and the unstructured nature of the lunchtime period.
- Top Table – Lunch Time arrangements celebrate the achievements of those children whose behaviour has been exemplary in promoting the 6 R's at lunchtimes over the previous week.
- Lunchtime den building is offered for Year 5 and 6 boys.

#### Play Times

- A Buddy System has been introduced at play times for those children who find themselves with no-one to play with.
  - Playtime routines were changed to ensure that teachers are able to be out with children at play to facilitate explicit coaching in how to play constructively together.
  - Healthy snacks are available to children at break-times
- Children in Year R and Key Stage 1 have fruit provided free of charge at break time each day. In Key Stage 2, they can purchase healthy drinks and snacks from a tuck shop which is stocked by our caterers and run by volunteer members of staff. Alternatively, children may bring fruit from home to eat at break time.

#### Sporting Activities

- Many sports clubs have been started within the previous year and we are currently developing the after school provision at Barncroft, aiming to offer a good quality range of activities which will promote self-esteem and confidence along with having fun. Current clubs include: football clubs for Years 4, 5 and 6 boys and girls, netball club, multiskills club, outdoor activities club, choir and karate club. 120-130 children regularly attend at least one club.
- Funding has been allocated to the provision of coaches at lunch time which has facilitated targeted provision and the smooth running of activities, resulting in increased participation, the development of lunchtime staff and fewer reported behaviour related incidents at lunchtimes. Approximately 40-50 children participate on a regular basis.
- Sporting activities have also been rolled out to

Breakfast Club with approximately 50-60 children taking part.

- Overall around 50% of children on roll regularly participate in at least one extra-curricular activity.

#### Other Clubs and Activities

- We also have a craft club, a cooking club to promote understanding of healthy food and eating habits and a homework club, for children to have assistance with homework.

#### Healthy Eating Week

- The school is registered for and participate in the BNF Healthy Eating Week. During this week all year groups will incorporate activities into the curriculum to promote understanding of the importance of healthy eating and lifestyles.

#### Gardening

- Gardening is a regular feature of the curriculum across the school and is led by a nominated member of staff. Activities include those designed to enhance our school environment, such as planting trees and bulbs, looking after wildlife by making bird feeders, participating in projects organised by local horticultural organisations and growing and cooking healthy food for example in the whole school participation in the Grow Your Own Potatoes project.

#### 6 R's

- Our 6 R's behaviour code (respect for self, others, physical safety, the environment, truth and feelings) has

continued to focus upon children's positive behaviour. Exemplary behaviour is recognised by invitation to special events organised each half-term.

#### Celebrating Success

- In our school newsletter, each class contributes a short article celebrating achievements and successes on a weekly rotational basis.
- Our P4C cards and rewards system (caring, creative, critical and collaborative learning) promotes good learning behaviour.
- Celebration assembly, held every Thursday, is led by the Deputy Headteacher to celebrate achievements from both within school and out of school, with the rest of the school.
- A 'Wonderwall' display board outside the Head Teacher's office showcases outstanding examples of children's work collected from across the year groups.
- During the Monday whole school assembly, weekly house point totals are announced by house captains, and the names of children chosen for the Top Table are read out.
- Each half-term, the names of the children from each class who have been on the 'Out of This World' board the greatest number of times, for excelling in demonstrating the '6Rs' in their learning behaviour, will be announced and they will be invited to participate in a special celebratory trip or event.

#### Breakfast Club

- Pupil Premium funding is used to fund a daily breakfast club to ensure that all children start the day with a healthy breakfast.

#### Pupil Voice Survey

- We are currently carrying out a Pupil Voice survey to gather opinion as to how the children feel that their

needs are being addressed and to identify possible areas for improvement in our provision. For example, the provision of board games at lunch time in response to a suggestion of the children.

#### Curriculum Ambassadors

- It is intended that pupil ambassadors will be selected from upper Key Stage 2, to promote and raise the profile of curriculum subjects throughout the rest of the school, working alongside Curriculum Leaders. Currently, ambassadors have been chosen for PE and French but it is intended that the programme will be rolled out across other curriculum areas in the coming year.

#### Curriculum Leadership

The school is continually working to ensure that we have a broad and balanced curriculum, which gives the children the opportunity to experience high quality learning both within and beyond the classroom and ensures that we maintain a positive environment for every person that enters the school.

#### Safeguarding

- We have six fully trained Designated Safeguarding Leads, included the Headteacher, Deputy Headteacher and SENCO.
- The CPOMS system which is accessed by all staff records and shares information about any child which may have safeguarding implications.
- PC Janet Stone supports the school when advice or support is required from a police perspective.
- The school was judged to be outstanding in the management of provision for the personal development and welfare of the children in our care in the recent Ofsted inspection.

#### Home-School Link Worker (HSLW)

Our Home-School Link Worker supports children and their parents in a range of contexts. When they are experiencing difficult times such as parental separation or bereavement for example, or when support may be needed to deal with difficulties such as illness, domestic violence, disability or financial difficulties. The HSLW fulfils a vital role in making and maintaining links with school and signposting or referral to other services for support, help and advice, particularly where children have been excluded, are experiencing behaviour problems, or are reluctant to attend school. The Deputy Headteacher meets with the Home-school Link Worker and the Inclusion Team, to discuss and review any wellbeing, behaviour, health or safety issues relating to the children on a weekly basis.

#### Parents

The Friends of Barncroft are a group of parents and staff who raise funds for our school. The provision of PE kits, outside seating and trips to the pantomime are some of the items funded by Friends of Barncroft. Charity Days are also held in support of good causes outside of the school. Brain Tumour Awareness, Sports Relief and Down's Syndrome Awareness are some of the charities that have been supported in this way with and money raised being shared equally between the three charities. Friends of Barncroft also support Macmillan Coffee morning, Children in Need and Comic Relief. Through participation in these events we hope to encourage the children to consider their role and responsibility to support the wider community

#### Learning to Learn

Our Learning to Learn Unit provides a nurturing

environment for children who find it hard to learn in a main stream class.

#### School Counsellor

Children may be referred to our trained school counsellor who is able to offer counselling support to children who are experiencing mental health issues, or who are facing difficulties at home or at school.

#### Tesco

The school pays for two members of staff to collect food from our local Tesco store which would otherwise go to waste, twice a week. This food is then redistributed to the local community.

#### Aspirations Group

The Aspirations Group run by the SMSC manager is in the development stages but has already had an impact on the Y6 children. The development of resilience and aspiration remains a priority across the school, particularly evident with the vulnerable pupil group targeted by this initiative which encourages children to aim high both academically and in employment aspirations and to participate fully as citizens.

1.2 - Who are the lead members of staff responsible for aspects of health and wellbeing at school? (for example PSHE education, healthy eating, physical activity). Include name and job title.

Lead staff member for PSHE education PSHE and Healthy Schools – Penny Laver

Lead staff member for healthy eating PSHE and Healthy Schools – Penny Laver + P4C and lunch time – Leela Mengham + Lunchtime Manager – Jackie Harding

Lead staff member for physical activity Physical activity – Alice Johnson

Lead staff member for emotional health and well-being SMSC, RE and Aspirations Group – Caroline Bradshaw

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## 2. Policy development

2.1 - What are the key health and wellbeing policies at your school? (for example sex and relationship education policy, anti-bullying policy, drugs policy, healthy eating)

### PSHE/ PDL

Last review date (month and year) 07/2015

Next review date (month and year) 07/2017

### Drug Education/ Drug Incident Management (if not in PSHE)

Last review date (month and year)

Next review date (month and year)

### Sex and Relationship Education (if not in PSHE)

Last review date (month and year) 02/2016

Next review date (month and year) 02/2019

### Confidentiality

Last review date (month and year) 01/2016

Next review date (month and year) 01/2019

### Safeguarding

Last review date (month and year) 07/2016

Next review date (month and year) 07/2017

### Physical Activity

Last review date (month and year) 09/2015

Next review date (month and year) 09/2017

### Healthy Eating

Last review date (month and year) 09/2016

Next review date (month and year) 09/2017

### **Anti-bullying**

Last review date (month and year) 03/2016  
Next review date (month and year) 03/2018

### **Visitors** (providing education sessions for pupils)

Last review date (month and year) 02/2017  
Next review date (month and year) 02/2019

### **Other relevant policies (optional)**

Policy name Special Educational Needs and Disability Policy  
Last review date (month and year) 10/2015  
Next review date (month and year) 10/2017

Policy name Health and Safety Policy  
Last review date (month and year) 05/2016  
Next review date (month and year) 05/2018

Policy Name Staff Handbook 2016-2017  
Last review date (month and year) 09/2016  
Next review date (month and year) 09/2017

2.2 - How does your school consult people when reviewing any of these policies?

• A review cycle is in place for all school policies. When a policy is due for review, the subject leader/s involved with the policy will conduct a review and propose any necessary changes. This policy will be discussed with school staff where appropriate and is then handed to the governing body for discussion and approval. Depending on the nature of the policy, the views of parents and children may also be sought for example, through the School Council or questionnaires.

- Staff meetings are used to discuss upcoming/amended/updated or new policies and some policies are discussed with parents where ideas and opinions are sought (for example SRE).
- The Governing Body is also consulted – policies are agreed with governors. Once approved, the policy is ratified by the governing body and left on teachers pool for all to access.

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## **3. Learning and teaching, curriculum planning and resourcing**

3.1 - How does your school monitor and evaluate PSHE education provision to ensure the quality of learning and teaching?

The school monitors and evaluates PSHE and SMSC provision in a variety of ways including:

- Lesson observations carried out by the Head Teacher throughout the year for wider curriculum subjects
- Learning walks by both the Head Teacher, Deputy Head Teacher, governors and other members of staff as appropriate, throughout the year.
- Discussion with teachers and other members of staff is an integral part of the process. This often takes place on an informal basis but time is allocated where necessary in specific staff meetings, TA meetings, weekly briefings and during In-Service training. This might be to introduce new ideas, discuss subject teaching, monitor processes and policy implementation, discuss resource provision or raise problems or issues.
- Book monitoring is carried out by the Senior Leadership Team.
- PSHE is timetabled into the school week and planning is monitored by the Head and Deputy Headteachers.
- Whole school assemblies are scheduled to ensure coverage of PSHE and SMSC themes throughout the year. Half-termly Assembly Plans are produced and published, with input from the Head Teacher, PSHE, SMSC and P4C leaders.
- The SMSC Steering Committee meets termly to discuss matters arising from oversight of PSHE and SMSC provision in school.
- The school takes part in the biennial NSPCC 'Speak Out, Stay Safe' programme for all year groups.

3.2 - How do subjects of relevance to health and wellbeing meet the learning needs of children and young people in your school in line with current best practice?

- The school is participating in the 'Clever Never Goes' pilot for Key Stage 1.
- PSHE is taught using the SEAL scheme of work as a basis, and themes and objectives are disseminated to all teachers on a half-termly basis. These themes form the basis of weekly class assemblies and are incorporated as appropriate to the needs of each class in a planned Values Time session which takes place in all classes throughout the school every Friday afternoon.
- SRE is taught through the Science curriculum in the lower year groups. In Key Stage 2, a specific programme of SRE sessions are delivered to Year 5 and 6.
- PE - The school is part of the local partnership and a variety of events are held throughout the year. This allows the children to experience P.E with children from other schools.
- Funding is used to employ sports specialists CM Sports to promote active participation in sports at lunchtime and in the delivery of planned curriculum time.
- PE is also linked in to the Year 6 residential which is offered to all Year 6 pupils. Physical activities include abseiling, climbing, archery and raft building as well as leadership activities such as orienteering.
- The school currently offers a range of after school clubs, eg football, netball, karate, multiskills, choir, healthy7 cooking, homework and craft club.
- Children learn how to stay healthy through their science topics eg. Animals Including Humans (Years 3 and 5) and all year groups complete a DT unit on food and hygiene, focusing on food hygiene, balanced diets and creating a healthy meal or snack.
- The school registers for Healthy Eating Week an annual initiative run by the British Nutrition Foundation to raise the profile of, healthy, active lifestyles. During healthy Eating Week all children in the school will participate in activities which aim to promote:
  - healthy eating and drinking;
  - being active;
  - food provenance;
  - cooking and tasting food.
- Safer Schools Partnership - PC Janet Stone delivers an annual series of age-appropriate workshops to children across all year groups covering topics such as Internet safety, Bullying, Crime and Consequences and Being Responsible With Social Media. The programme is discussed and agreed with the Head Teacher and is tailored to meet the perceived needs of children in the school. PC Stone also supports a number of assemblies on relevant themes throughout the year, either delivering the content or supporting children in presenting to parents. Relevant year groups have also participated in the Police Apprentice scheme with the support of PC Stone.
- Gardening - Children participate in a range of gardening activities, planned and delivered by a nominated HLTA who works with groups throughout the school on a rotational basis. Activities have included growing and cooking our own food, making bird feeders, enhancing our school grounds and participating (with considerable success!) in competitions run by local horticultural associations. All classes also take part in The Potato Challenge, to see which class can grow the greatest weight of potatoes.
- The schemes of work for PSHE lightly touch on drug and alcohol abuse and STIs, at an age appropriate level. Schemes of work and staff training are available to view on our school server in the teacher's pool section.
- External agencies - fire brigade, PCSO's, nurses to complete height and weight check, Dentist tooth brushing?
- Refer to SEAL planning for all aspects of emotional health and well being planning.
- The school supports Anti Bullying Week during the Autumn Term and this provision is supported by an assembly delivered by PC Stone. Anti-bullying work takes place throughout

the school linked to the current annual theme and is recorded in children's foundation books.

- P4C is taught regularly and includes aspects of social and emotional learning. A weekly P4C question is posed during a whole school assembly and is sent home for discussion as homework. Children then vote on their preferred view. Outcomes are published in the weekly school newsletter.
- The school employs a specialist Music Teacher to teach musical instruments.

3.3 - How does your school ensure structured physical activity is available for all of your children and young people?

PE is an integral element of Barncroft's school curriculum and is timetabled into the week for all classes.

- Extra-curricular clubs are available to children. Currently, children are offered boys and girls football club in Years 4, 5 and 6, netball club, multiskills club, outdoor activities club and karate club. Levels of participation are monitored by the PE coordinator and are reported in the Sports Premium Funding Plan which is available for inspection if required. Significant progress has been made towards a target of at least 50% of children participating in at least one extra-curricular club. Participation in organised lunchtime activities is also monitored and reported here.
- There is a heated indoor swimming pool on site and swimming is timetabled into the week for each year group for three of the six half terms in the year.
- An annual swimming gala is held which is attended by parents and all children in Key Stage 2 are encouraged to take part. Barncroft Primary holds a competitive sports day once a year, with a range of activities for children to compete in. Teams are organised on a house basis and constituted so that siblings are in the same team.
- CM Sports run lunchtime sports activities and deliver elements of the planned PE curriculum across the year groups.
- Bike ability training is offered in Year 6
- Monitoring is carried out by the subject leader.
- Planning is overseen by the subject leader according to each year group's Medium term plan.
- Lunch leaders activities for a full range of sporting activities offered to the children - copy of timetable in file.

## 4. School culture and environment

4.1 - How does your school culture and environment enable engagement of the whole school community? (especially children and young people in challenging circumstances and those with access issues)

The school culture and environment at Barncroft Primary School enables engagement of the whole school community in a variety of ways:

- Aspirations Group – the school invites members of the community in to discuss career opportunities and prospects and arranges for children to visit businesses and institutions in the local area to promote understanding and aspiration.
- The school employs a trained counsellor who is available to support children facing challenging circumstances or who would benefit from the opportunity to explore their feelings or options in a safe environment, when appropriate.
- The school employs a librarian. All classes have a weekly timetabled library slot. Close links have been established with the Hampshire School Library Service.
- The Fire Service visits to conduct annual workshops and assemblies in Year 1 and Year 5.
- Tesco - food collected from Tesco twice weekly is redistributed to the local community to support efforts to minimise waste and to make fresh food available to those who need it.
- The school website is used to communicate to members of the school and to the local community.
- The school seeks to make members of the wider Leigh Park/Havant community welcome in our school and to keep them informed of developments through our website, newsletter and notice board. A termly year group

newsletter is issued to parents providing information and topic news. All newsletters are also available to view on the school website.

- The school hosted an Autism Awareness Morning which was attended by parents and members of the local community.
- We seek to foster a sense of community with common, inclusive values through assemblies, our Home-School Agreements, Friends of Barncroft events including discos and trips to the pantomime; involvement in One World Week – Global Citizenship competition and our partnerships with local churches.
- The school invites visitors in to work with children either in class or in assemblies. Father Jonathan, the vicar of St Francis Church regularly delivers assemblies throughout the year, in particular, celebrating events such as Harvest Festival, when members of the school community offer donations to a local food bank. PC Janet Stone is also a regular visitor to the school and we have established positive and productive links with policing in our area.
- We establish links with the wider community through partnerships with outside agencies and individuals to extend pupil's cultural awareness (e.g. drama, music and dance groups, links with local Museum, links with local churches, links with the library, links with mosques, links with theatres)
- There are a variety of school trips, visits, and special events days organised.
- Children use the local area during curriculum topics. For example, Year 3 visit Leigh Park gardens and Havant town centre during their Geography topic, studying our local area.
- The local newspaper is contacted for special events and achievements.
- The swimming pool is available for the use of community groups.
- The Friends of Barncroft (a group of parents and staff) raise funds for the school and for a range of good causes outside of the school. Participation in these events encourages the children to consider their role and responsibility to support the wider community.
- Parents are invited into the school on numerous occasions to celebrate the work of their child eg. assemblies on the themes of internet safety, healthy eating and anti-bullying.
- Meetings take place where parents are invited into school to discuss the progress and wellbeing of their children half-termly in Year 6 and termly throughout the rest of the school.
- Parents are invited to a school picnics held at lunch time on Sports Day.
- We hold a Mother's Day tea for parents to attend and celebrate this occasion with their children.
- The school employs a dedicated Home School Link Worker who will work with parents to help with any special requirements or challenging situations they may have and improve the link between school, home and the community.
- Pupil Premium is used in part to fund a breakfast club for children who otherwise, might not have a healthy breakfast.
- The school offers opportunities to recognise and nurture particular gifts and talents through participation in local events with other schools, talent shows, singing in Leigh Park precinct before the Christmas grotto is opened, and performing at local theatres. The school participates in the Leigh Park Has Talent event.
- Children are involved in raising money for different charities throughout the year. For example, Children in Need and Red Nose Day. The school also sponsors a child in Africa. Each class commits to raising a certain amount of money each year and decides on an appropriate fund-raising activity to raise their target amount.
- We have many policies in place to enhance the ethos and culture of the school and to stop any form of discrimination and stigma that may occur.
- The school's cultural values are communicated through displays and photographs and our electronic notice board. Each classroom also has a public noticeboard situated on an outside

wall, which is kept regularly updated.

- In school themed activities form part of the planned curriculum. These themes may continue over a period of weeks, such as the half-termly whole school topics of an International Food Festival or Waterfront Wonders or they may take place during a day or afternoon, such as the French Flight and Café event organised by Year 5 and attended by the other classes in KS2.
- Children, young people and staff can identify activities and policies that actively combat stigma and discrimination.
- We have excellent SEN support to help with any children with learning difficulties, including speech and language therapists, behaviour support, psychologists.
- We run a full time Learning to Learn group for vulnerable children to attend, staffed by a specialist teacher and two TAs to work with the children on a variety of different issues and support them in their learning.

4.2 - How does your school environment promote health and wellbeing? (for example through access to clean and palatable drinking water and access to healthy food and drink in line with best practice)

The environment at Barncroft Primary school promotes health and wellbeing in a variety of ways. Our whole school approach to developing a 'Growth Mindset' is fundamental to the development of a positive outlook and attitude. The school is extremely well maintained by a dedicated team led by our Site Manager and has been designed to provide a bright and airy environment, utilising a calm and relaxing colour scheme and materials which create a clean, comfortable workspace in which members of the school community can work and learn together. There are dedicated rooms for Art, DT and Music and a Reflection Room has recently been created where children have a dedicated private space if needed to take time out, reflect and calm themselves with adult support when necessary.

Specifically:

- Displays throughout the school are of a high standard. They support learning provide information, celebrate children's work and create a positive atmosphere within the classroom and around the school. Samples of exemplary work across the year groups are chosen and displayed on a special board outside the Head Teacher's office.
- Guidelines for display are given in the staff handbook and the quality, content and relevance is monitored regularly.
- The learning environment is a priority for the school. The use of displays to inspire, question and showcase our children's learning is seen as key in this respect and staff meeting time has been dedicated to establishing and agreeing expectations.
- The children produce leaflets and posters which are displayed around the school, promoting awareness of issues such as e-safety, bullying and developing a growth-mindset.
- All classrooms have taps that provide clean drinking water and children are provided with water bottles which are renewed at the beginning of each new school year.
- Staff and visitors have unrestricted access to chilled water from the water cooler located in the staff room.
- All children are offered a choice of fruit juice, milk or water at lunchtimes and those bringing a packed lunch do not need to bring any additional drinks unless required for specific health reasons.
- Children's water bottles are available on the playground for them to access as needed during lunchtime play.
- Hand washing facilities are available in all classrooms, toilets and food preparation areas and soap and paper towel dispensers are checked and refilled daily.
- HC3S provide healthy food to our school every day which comply with the Department for Education's 2015 Revised Standards for Food in Schools. They were accredited with the Hyperactive Children's Support Group's Highest Award for Excellence in School Catering in 2005 for removing a number of additives from primary school meals and continue to be re-accredited annually.
- HC3S provide stock for a tuck shop which is staffed by volunteer members

of staff at break times and is accessible to all children in Key Stage 2.

- Children in EYFS and Key Stage 1 are provided with a piece of fruit at break time each day.
- The Head Teacher and Lunchtime Manager have worked closely with Ian Wright of HC3S to develop and enhance the uptake of school lunches.
- Displays around the dining hall brighten up the hall whilst the children are eating their lunch and a prominent display gives the names of children from each House who have been chosen to sit on the Top Table. These children are selected for demonstrating exemplary good manners and excellent behaviour at lunchtime and their names are announced in whole school assembly.
- A Lunch Club is available for children who may have difficulty coping with normal lunch time routines and the unstructured nature of the lunchtime period.
- Lunchtime staff supervises a 'Craze of the Week' session during lunchtime where children can take part in a fun or creative activity which is announced at whole school assembly each Monday. Weekly activities are chosen in conjunction with the children.
- CM Sports organise a range of activities which are available to all children at lunchtimes.
- Two trim trails and a sensory walk are available on the school field for children to use.
- Benches and tables are provided on the school playground and field for the use of the children.
- The school has a large school field and wide variety of trees provide shade at lunch and break times. There are woodland trails and play areas in the wooded areas at the around the field.
- The children have participated in the planting of shrubs and flowers in a variety of areas to enhance the school environment.
- Markings on the patio areas outside classrooms offer the opportunity for active play.
- Refuse and recycling bins are provided.
- A Breakfast Club is available to all children on a daily basis.
- A Celebration Assembly is held every week to celebrate achievements, awards and special occasions such as birthdays.
- Children have the opportunity to earn points for demonstrating any one of 'The 4 Cs' of creativity, critical thinking, collaboration or caring learning in any area of their work in school. They progress through a series of cards and their progress is shared with parents at the termly Assertive Mentoring meeting. On completion of each card, children are allowed to choose a soft toy from a selection of animal characters to reward and celebrate their success. Their names are included in the weekly whole school newsletter.
- A Learner of the Week is chosen by the class teacher for demonstrating a particular element of '4C learning' in their work over the course of the week. A certificate is awarded during Celebration Assembly.
- A behaviour chart is maintained in all classes and children may be moved to 'The Proud Cloud' if they are consistently meeting or exceeding behaviour expectations over the course of a day. Class teachers may move children to the 'Out of This World' symbol when behaviour goes above and beyond that which would normally be expected. Children who have been on the 'Out of This World' on the greatest number of occasions over the course of a half term are rewarded with an outing or attendance at a special event arranged for the winners from each class across the school.
- A well established house system is in place where the children earn house points for their house for displaying exemplary behaviour. Totals of house points awarded each week are reported by house captains in the weekly whole school assembly and a cup is awarded each half term to the house achieving the highest

number of points overall. Children compete in their houses for Sports Day, all children taking part in activities and earning points towards the total score. Each child is given a t-shirt in their house colour to wear for PE sessions and on Sports Day. Siblings are always allocated to the same house.

- The Bike-ability programme is offered in Year 6.
- Bike racks are installed in the playground to encourage children to ride bikes or scooters to and from school.
- Children are given the opportunity and are encouraged to take part in 'Walk to School Week' and the event is introduced and promoted by the Headteacher in a whole-school assembly.
- Assemblies are used to promote key themes eg. Anti-bullying Week, Internet Safety, Healthy Eating.

## 5. Giving children and young people a voice

5.1 - What systems and processes are in place to ensure the views of all children and young people are reflected across all areas of school life? (for example curriculum and policy development, environment and behaviour)

There are many systems in place to ensure that the views of children are heard and taken account of in the management of the School. Children and the school council are integral in the implementation of new ideas and policies. Their views and ideas are sought and where practicable acted upon.

- An annual questionnaire is carried out to gather the thoughts of the children on the health and well being of pupils at the school, and to consider possible improvements. The results are collated and reviewed by the Headteacher, SLT and disseminated to the wider staff to consider the issues raised and how they might best be addressed.
- A questionnaire was also completed, to gauge the level of development of the Growth Mindset concept and the response was used to develop the school's programme of Growth Mindset initiatives.
- Children in each class are involved in agreeing a class charter covering behaviour expectations at the beginning of the school year.
- The school council is voted for and elected by the children. Each class puts forward elects two representatives (a councillor and a deputy) and the elected council then hold meetings to discuss and decide upon appropriate whole school issues. Minutes are recorded and the school councillor from each class will feedback the minutes to the other children in their classes
- Democracy is a key element in our work on British Values and the principles of democracy and voting are discussed throughout the school at an age-appropriate level.
- Friends of Barncroft run regular film nights and children are consulted on the choice of film by means of a vote conducted in each class.
- A suggestion box is placed in the library area for children to use. Suggestions posted are considered by the Senior Leadership Team and discussed with the children as appropriate.
- There is also a box for book suggestions.
- A weekly whole school P4C question is posed in our Monday whole school assembly, published in the weekly newsletter and included in children's homework books for discussion at home. Children vote on their preferred response to the question by posting a token in a voting box placed in the library.
- A break time buddy system is in place. There is a selection process for Barncroft Buddies, who are required to fill in an application for the posts.
- Self-assessment and peer-assessment are used where appropriate in school to allow children to reflect on their own work in class.
- Children attend termly assertive mentoring meetings with their parents in which they are invited to contribute and comment on their own progress and targets.
- Curriculum Ambassadors are selected from upper Key Stage 2, to promote and raise the profile of curriculum subjects throughout the rest of the school, working alongside Curriculum

Leaders. Currently, ambassadors have been chosen for PE and French but it is intended that the programme will be rolled out across other curriculum areas in the coming year.

5.2 - How does your school respond to the needs of all children and young people, including those who are less vocal and visible?

The school identifies and responds to the needs of all children, including those who are less vocal and visible in a variety of ways. Drawing on relevant DCSF guidance, we are able to identify children and young people experiencing or at risk of experiencing behavioural, emotional or social difficulties. A wide range of both long and short term support initiatives and strategies is available to support children and their parents when needed and this is a strength of the school.

- The school operates a full time Nurture Group.
- Boxall Profiles are used to assess needs and identify progress.
- BST referral forms are used when appropriate.
- Positive Response Plans are in place and provision is regularly reviewed .
- CAF forms are raised and multi agency meetings take place in school as and when needed. The school has meeting facilities which offer an appropriate level of comfort and privacy.
- The Headteacher, Deputy Head and Senior Leadership Team are closely involved with the children in the Learning to Learn nurture group and meet with staff regularly to discuss appropriate strategies for providing support to these children.
- The Behaviour Support Team work closely with the PBJ Team.
- External Behaviour Support is called upon for advice, guidance and support when necessary
- The school employs a Behaviour Inclusion Officer who works 1:1 with children who struggle to cope with normal routines and demands in class.
- The HSLW provides support to children and their parents who are vulnerable or facing difficulties in their home life.
- The CPOMS system allows all staff to share information regarding the welfare of children when appropriate.
- ELSA support is available on referral..
- Behaviour charts and plans in class are used to recognise and promote desired learning behaviours.
- A trained counsellor is available in school to offer support to children.
- The suggestion box in the library allows any child to make a suggestion which will be considered by the Senior Leadership Team.
- Barncroft Buddies support children who are having difficulties at playtime , or who find themselves with nobody to play with.
- The school is well resourced with teaching, TA and lunchtime staff. Adult support is always available to children who are experiencing difficulties, whether academic, emotional, social or behavioural at work or at play. A referral system is in place for children whose needs extend beyond that which can be dealt with within normal classroom parameters.
- Breakfast Club is available to those children who need settling at the beginning of the school day.
- Separate Lunch Clubs are available to children who find normal lunchtime routines difficult to negotiate and for those whose behaviour requires that they be withdrawn from lunchtime activities for a given period and invited to reflect upon their actions.
- Homework Club is available to children who need support with homework or who prefer to complete their work at school.
- PSHE and Values Time lessons offer the opportunity for children to discuss and reflect on a variety of cultural, physical and emotional needs.

5.3 - What opportunities are there for children and young people to develop responsibility, build confidence and self-esteem?

There are many opportunities for children to develop responsibility and build confidence and self-esteem.

- Teachers work with children on a day to day basis to build their confidence and develop responsibility. They use positive praise as well as writing positive comments in marking. Our marking policy actively promotes

responsibility. builds confidence and self-esteem. When marking, children are invited to reflect on their work, respond to marking and consider their next steps in learning. Peer and self-review is used where appropriate.

- The concept of Growth Mindset is promoted throughout the school and staff and children have received training on the development a Growth Mindset. The key principle that we can achieve our goals through perseverance, seeking support and accepting and even welcoming, mistakes as part of the learning process, encourages children to believe that they can achieve and succeed and should not fear challenge but persevere and develop a 'have a go' attitude. In this way we hope to embed positive habits in the children's (and adult's) thinking so that they believe that they can manage challenge and change.
- Displays throughout the school encourage children and adults to adopt a Growth Mindset.
- The School Council is a respected body in our school. Representatives are elected by the children through a properly constituted election process.
- Exemplary work is recognised by the award of points on P4C cards which rewards creative, caring, critical or collaborative learning behaviour. On completion of their P4C card, children are given a reward and progress through the colour coded cards is reported and celebrated during Assertive mentoring Meetings with parents.
- The school has regular celebration activities and displays reflecting achievement, Celebration Assemblies are held every Thursday for each Key Stage and the names of children receiving awards are shared in school newsletters.
- Class Assemblies and performances offer the opportunity for children to perform, model or share work with parents and the rest of the school.
- There are opportunities throughout the year for children to work with other year groups to support them. For example, during Science Week, when Year 6 ran a Science Fair with a range of stalls and activities which was attended by all other year groups in the school.
- The school participates in the Leigh Park's Got Talent competition
- There is an after school Craft Club which all children are welcome to attend a cookery club where the focus is on the preparation of healthy food.
- All classes have a behaviour display where children's names can be moved to a 'Proud Cloud' or 'Out of this World' for exemplary behaviour. The children in each class who have been recorded as being 'Out of this World' for the greatest number of times over a half-term will be invited to take part in a special activity or outing to celebrate their success.
- Weekly attendance stickers are awarded to children who have achieved 100% attendance.
- Badges and certificates are awarded to celebrate the achievement of children who regularly complete reading and maths homework tasks and their names are added to class or corridor displays.
- Classes appoint monitors who are responsible for carrying out a range of tasks to support the management and operation of the school and classroom.
- Children are chosen by class teachers and senior members of staff to show children around the school eg. at new parents mornings.
- Children sign a Home School Agreement, together with their parents and teacher which recognises the responsibilities and expectations placed on the parties to the agreement and the duties that they owe to one another. Children are seen as equal participants in this arrangement.
- Curriculum Ambassadors from upper Key Stage 2, promote and raise the profile of curriculum subjects throughout the rest of the school, working alongside Curriculum Leaders.
- Year 6 hold a leavers assembly where children perform to parents and invited adults and some are chosen to

write and read to the audience.

- Year 6 also prepare an end of year performance for parents in which all can take part either as cast, back stage or front of house.
- Children work throughout the year on initiatives to raise money to finance activities during the annual trip to Fairthorne Manor.
- The prefect system offers children the opportunity to take responsibility and act as role models in the role of school prefect.
- House Captains and deputies are elected by the children via an open election.
- The school has a choir which meets to practice regularly and attends external events to perform or participate from time to time.

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## 6. Provision of support services for children and young people

6.1 - How does your school identify children and young people facing challenging circumstances? What support is provided for these identified groups?

As a school we identify children facing challenging circumstances in a number of ways:

- The school has invested in a computerised safeguarding and welfare system (CPOMs) which is used by all members of staff to note information and concerns about children. Entries are automatically forwarded to all Designated Safeguarding Leads.
- Teachers and other members of staff may take concerns directly to the Designated Safeguarding Lead.
- Teachers and other members of staff may make referrals to the SENCO or Home School Link Worker if they have concerns and information is shared and recorded via the CPOMs system.
- Designated safeguarding Lead may often pick up concerns following referrals from members of staff, other parents and may then refer these to either Home School Link Worker or outside agencies e.g. Early Help Hub.
- Through transition with other schools i.e. concerns may be highlighted and Inclusion Partnership Agreement put in place.
- We adhere to our own SEN policy.
- There is an open door policy to parents. Teachers are visible at the start and at the end of the day. Parents are able to make more formal meetings with members of staff via the school office.
- Meetings can be arranged via the office or parents can phone and request a call back.
- Before and during transition, discussions between teachers regarding specific pupils. Individual children who may particularly struggle with transition have a personalised transition plan.
- Year 6 works closely with the nearby secondary school to identify children who may need more support/ visits etc. Teachers come in to school to work with children before they leave. Children are given the opportunity to go on visits. Extra transition activities may be arranged for vulnerable children.
- Attendance data is used to identify children and families who may require support. These families meet termly with the HSLW.
- Class teachers can raise concerns – contacting parents directly or referring to a more senior member of staff as appropriate.
- ELSA support is in place and is available on referral to those children who need it.
- SEN Register
- The HSLW and SENCO are visible both before and after school (on the playground). Links to their roles and support offered are on the school website.

6.2 - What arrangements are in place to refer children and young people to specialist services that can

- The school website, letters and newsletters contain information and links to specialist services.
- The Home School Link Worker (HSLW) helps to build the link between home

give professional advice?

and School. The HSLW will work with children and parents to help with home and school life and will make referrals for children or parents to external agencies for support when appropriate. The HSLW has a database of specialist services eg. counselling, parental support, local charities and other organisations that families can be signposted to for support.

- Teacher and parent concerns are shared with the SENCO who will refer to outside agencies to provide appropriate support for children with special educational needs and disabilities.
- Speech and language therapy may be provided if appropriate by a designated, trained HLTA in conjunction with outside agencies when necessary. Children will be referred by the SENCO. Class teachers may raise concerns with the SENCO who will arrange for any necessary tests to be carried out and will then refer to the relevant team.

6.3 - How does your school respect the confidentiality of children and young people, parents/carers and staff who access advice and support via the school?

At Barncroft Primary School we have a strict and up to date confidentiality policy which all staff must read, sign and adhere to. The policy forms part of the Staff Handbook. Volunteers and outside agencies working with the school or on site are also advised as to the levels of confidentiality that they can offer to the school community and levels of confidentiality that they can offer to the school community and expect themselves.

The policy is widely publicised to all in the school community :

- Through the school website and newsletters
- With job details to applicants
- Through posters and leaflets or agreements with other agencies working on the school site
- Through the school council
- By emphasising links to the school's anti-bullying policy and child protection policy and procedures.

Confidentiality and pupils

At our school we recognise that when talking with pupils it is important to maintain professional boundaries:

- Pupils are made aware at the start of a conversation that unconditional confidentiality cannot be offered. They are warned that if there is a child protection/ safeguarding issue where the pupil or others are likely to be at risk of significant harm, there is a duty to inform the school's Designated Safeguarding Lead who may have to involve other agencies.
- Issues that involve significant illegal activities eg drug trafficking, arson etc. are never kept confidential and this again is made clear to pupils.
- In all cases where confidentiality has to be broken, the pupil is informed (unless there is a good reason not to inform them, eg. risk of harm) and be assured that their best interests will be maintained. If appropriate, pupils are encouraged to talk to their parents/ carers about the issue that may be troubling them and supported in doing this.
- The school has a clear data protection policy.

Confidentiality and information about parents/ carers and families

Sometimes there are family issues which affect a pupil and which the family will only disclose to us if the information is treated confidentiality.

- The wishes of the family are respected and where it is felt necessary to share the information given to us, is discussed with the parents/ carers first unless a pupil is considered to be at immediate risk and/ or there is an overriding child protection/ safeguarding concern.

Confidentiality and information about staff and governors

All staff can normally expect that their personal situations and health will remain confidential unless:

- It impinges on their terms of contract, or
- It endangers pupils or other members of staff, or
- There is a legal obligation to disclose such information, or

- It is necessary for legal proceedings, or
- Despite the duty of confidence, the staff member's interest or the wider public interest justifies disclosure.

#### Volunteers in school

- As part of their induction process, volunteers are talked through the confidentiality policy.
- They sign an agreement promising not to divulge anything they have seen or heard whilst in the school.
- School staff take care to ensure that issues of a sensitive or confidential nature are not discussed in front of volunteers.

#### In addition to the above:

- Referrals are only made with parental permission (unless there is a safeguarding concern).
- All relevant paperwork is kept in locked filing cabinets in office.
- The school has a number of private meeting areas for sensitive conversations and/or appointments with specialists.
- There is a consent form so that parents can state if and how photographs and videos of their children are used.
- Sensitive documents or those with private details on are shredded. All staff have access to a shredder which is located in the PPA room.
- Teachers and staff made aware of visitors and visitors to site are given badges so that they can be identified.
- Confidential documents relevant to the children are stored in the school office in a lockable cabinet which is locked when the office is unoccupied.
- Only first names appear on websites.
- Safeguarding form in staffroom
- Children have to agree and sign ICT acceptable use rules before using ICT
- We have a dedicated Home School Link Worker Advisor working at our school. This enables both parents and staff to access appropriate advice confidentially.
- Children are able to discuss any issues that they may have with a number of appropriately trained members of staff within the school and any discussions that they may have are kept strictly confidentially.
- Relate family counselling - A service offered to parents and staff to discuss any issues confidentially.
- In the staff room, phone numbers for a variety of problems are added to our notice board for staff to access confidential advice.

## 7. Staff continuing professional development (CPD) needs, health and wellbeing

7.1 - What continuing professional development (CPD) opportunities, relevant to health and wellbeing, do your staff have access to this year?

- Penny Laver PSHE Manager attends the regular PDL and Healthy Schools Network Meetings throughout the year
- All staff attend curriculum network meetings
- Annual Child Protection , safeguarding and Prevent training is delivered to all members of staff.
- Annual health and safety training is delivered as appropriate, to all members of staff.
- Robins Oak training opportunities relating to areas impacting on specific behaviour and wellbeing issues such as autism or ADHD is offered to all interested staff and promoted at whole staff briefings.
- Staff first aid training is accessed by all teaching staff and training is updated at regular intervals.
- Swimming Pool Training STA Award in Pool Emergency Procedures is available to all appropriate staff.
- MIDAS minibus training is undertaken by staff who drive a school minibus.

7.2 - How does your school identify The Head and Deputy Headteacher ensure that all CPD needs link to the

staff CPD needs of relevance to health and wellbeing?

School Improvement Plan.

- Observations - All staff are monitored termly, usually by the Head Teacher, Deputy Head Teacher or other appropriate member of the Senior Leadership Team. CPD developmental needs may be identified during an observation.
- In performance management CPD is discussed. A record of these discussions and next steps/ who is responsible identified is taken.
- The school office forward emails of interest/ relevance including training opportunities to relevant members of staff.
- Staff are asked to complete a form if they would like to attend any CPD courses throughout the year. Staff have access to all CPD courses available.
- When a new member of staff joins, or an existing staff member takes on a new role, CPD opportunities appropriate to that role will be identified and offered to that member of staff.

7.3 - How does your school encourage staff to develop and maintain a healthy lifestyle to enable them to be positive role models?

- Staff are able to use the school swimming pool.
- Social events for staff are regularly organised throughout the year. Meals out, etc.
- The Head Teacher is regularly present in the school dinner hall and teachers dine with the children on a regular basis.
- A water dispenser and cups are available to all members of staff and are located in the staff room.
- Staff are encouraged to join in and participate in sports activities eg. leading a house team on sports day.
- Staff are expected to follow the healthy school policy.
- Clubs and local events are posted onto staff bulletin board.
- The school has a no smoking policy and is a smoke-free site. This policy has been in place for a number of years and no evidence is present of involvement in smoking on the school site. No smoking signs are visible around the school.
- Give up smoking advice is visible in the staff room.
- Staff are given details of an employee help line for support.

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## 8. Partnerships with parents/carers and local communities

8.1 - Who are the external agencies that support your school?

- Behaviour Support – Robins Oak
- Waterloo Centre
- Hampshire Psychologist Service
- Speech and Language Service and therapists
- School Nurse Team
- Occupational therapists
- Educational Welfare Officer
- HIAS
- Hampshire Constabulary – police and PCSOs
- St Francis Church
- Fire Service
- CM Sports
- HCs3
- Park Community School
- Local dentist
- Staunton Country Park
- Relate counselling
- Advisory teachers
- The School Library Service
- Portsmouth University

8.2 - How does your school signpost children and young people to appropriate services, within and beyond your school?

- Teachers talk to children on a day to day basis and during assemblies, providing information and guidance in an honest but age appropriate manner. Sometimes this is on a one to one basis or small group if discussing an issue or problem. Additionally:
- The signage in and around the school point the way to reception and to other areas in the school. There is a large sign by the library for instance and the first aid room has a large green

sign.

- Within the school there are signs on the teacher's door to indicate which teacher is in which classroom.
- The HSLW and occasionally other professionals (social workers/ police) are invited in to talk with children.
- The school website has contact information and links to different areas and services.
- The website also has a dedicated safety page which lists sites that have activities, resources and information to help learners to stay safe online and with digital technology.
- Leaflets are distributed to children. For example of summer school activities/ local clubs/ schemes etc.
- The schools nurture group liaises with external agencies to provide specialist support and advice to children and their parents where appropriate.
- When appropriate, the school liaises with local police/PCSOs to provide advice and guidance to children and parents.
- The work carried out by the schools ELSA.
- Texts to parents.
- SRE sessions.

8.3 - How does your school signpost parents/carers to appropriate services?

The school has an open door policy and parents may also approach teachers for advice directly, before or after school, or by appointment. Appointments can also be made with the Head Teacher, Deputy Head Teacher, SENCO or a member of the Senior Leadership Team or they can be contacted by phone. Members of the Senior Leadership Team are also available on the playground to speak with parents directly at the beginning and end of the school day.

Additionally:

- On the school website there are links to different outside agencies that parents can access and seek advice where necessary.
- A page on the website explains the role of the HSLW with links and contact details.
- The school provides leaflets for a range of different circumstances in the entrance hall for all parents to access.
- On the schools newsletters to parents, information about a range of services may be included.
- The SENCO and HSLW will work with a range of families and direct them to appropriate services when necessary.
- In reception key documents and forms are held so that parents can collect themselves.
- A display monitor is situated in the reception area which provides information about school activities.
- The dedicated e-safety page on the website contains valuable information and links for parents.
- The school nurse is invited to new parent meetings
- Regular drop in sessions attended by the school nurse are arranged for parents.

8.4 - You may wish to record details of the topic and dates of sessions planned for parents/carers on health and wellbeing awareness during the coming year

- Sex and Relationship education - A yearly meeting is held for parents to offer the opportunity to discuss sex and relationships education.
- Cyber bullying - We invite parents to an assembly presented by Year 5 children to promote understanding of the issues related to cyber bullying and e-safety, and the effects that cyber bullying can have upon children. We look closely at ways in which to prevent cyber bullying.
- Parents are invited to Sports Day and to attend a whole school picnic with their children. Parents are also invited to watch their children participate in a yearly swimming gala.
- Parents and children are invited to discuss progress at termly Assertive Mentoring Meetings with the Class Teacher and appropriate members of the Senior Leadership Team.
- Healthy Eating - Parents are invited to an assembly to promote healthy lifestyles, presented by the children in Year 3.

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## 9. Assessing, recording and reporting the achievement of children

## and young people

9.1 - How does your school assess and report on the progress and achievement of children and young people in subjects relevant to their health and wellbeing?

Throughout the year teachers will assess pupils continuously against the key objectives and ideas outlined in the school curriculum and they are expected to use their ongoing day to day assessment to adjust their teaching plans and to set up interventions where required. The school uses the Target Tracker system to record and track progress To compliment this day to day assessment, the school is also using a range of assessment tasks produced by commercial publishers. During the course of the year there are six points where teachers make summative judgements about how each child is progressing against the year group expectations. The outcomes are shared with the Head Teacher, Deputy Head Teacher and SENCO at half-termly pupil progress meetings. Senior leaders will also use this opportunity to analyse whole school pupil assessment data in order to identify areas of strength and potential areas for development. This will then inform the school improvement plan and the CPD cycle for staff. Additionally:

- Ongoing assessment for learning is used within and across lesson using a variety of approaches. For example children writing answers on whiteboards and holding them up. Use of 'thumbs up/ thumbs down'. Through whole class and individual questioning. Grouping for work is flexible and according to children's needs.
- All work is marked in line with school policy.
- Children's wellbeing is discussed with parents and carers at parents' meetings.
- Annual reports (with social and academic comments) are sent home to parents and carers
- The SMSC Steering Group consider appropriateness and efficacy of the overall provision for SMSC and related subjects across the school on a termly basis. A pupil survey has been produced for consideration by the School Council, the results and implications of this survey will be considered by the SMSC Steering Group and the School Council when completed.
- Progress through the series of P4C award cards is monitored and shared with parents at Assertive Mentoring Meetings.
- The Curriculum Manager carries out book monitoring to ensure progress and achievement is being maintained according to current guidance. Results are reported to teachers and the Headteacher and appropriate feedback is given.
- A short progress report is prepared termly for all children and shared with parents and children at an Assertive Mentoring Meeting. Teachers report on effort, progress and attainment in each core subject.

9.2 - How does your school celebrate the achievements of children and young people across all areas of school life?

At Barncroft Primary School we believe that every child should be valued and their talents and abilities celebrated. We celebrate children's achievements in many ways including:

- A weekly Learner of the Week award for each class.
- The award of badges and certificates for regular home reading and times tables practice.
- Regular opportunities in Key Stage Celebration Assemblies to celebrate achievements out of school i.e. sporting or musical successes.
- Weekly and annual 100% attendance awards.
- Use of displays to share and celebrate children's work.
- Putting children's achievements in the weekly newsletter.
- Displaying trophies and awards in a special cabinet
- Fab Phone calls to parents
- Positive comments on work and the award of P4C points for exemplary learning behaviour, with the award of a special toy on completion of each P4C card.
- The award of Barncroft MACs (Maths Achievement Certificates) for demonstrating proficiency in maths skills at given levels.
- Inviting parents to special assemblies or shows.
- It is proposed to adopt a series of half-termly whole school topics, involving children working across year groups and getting together to share their learning and celebrate their

successes as a whole school.

- House points for achieving different awards are collected and totalled on a weekly basis and collated for the term. A cup is awarded half-termly to the winning house.
- Children are invited to sit on the Top Table at lunch for the week and their names are called out in assembly.
- Each class has a behaviour board where children's names can be moved to 'The Proud Cloud' or further, to 'Out of this World'. Children who hold the record for being 'Out of this World' in their class over the half-term will participate in a special event such as a trip to Staunton Park, for the winners from each class in the school.
- A talent show is held from which the winning children go forward to the competition at Park.
- Year 6 Leavers Events recognise and celebrate the achievements of the children throughout their time at the school.
- The Fairthorne Manor trip offers opportunities for children to try new activities, collaborate and take risks (in a safe environment) and effort and achievement is celebrated and rewarded.

In addition to this, we encourage staff and pupils to adopt and promote the practice that simply saying 'well done' or 'thank you' to those in our school community who have exemplified the school values as a great way of promoting a positive school culture. Staff and pupils work very hard to foster a friendly, welcoming and supportive atmosphere. This was reflected in our most recent Ofsted inspection in July 2016, which judged the school's work to promote pupils' personal development and welfare to be outstanding.

## QAG report - office use only

### Points for congratulation

1.1 How your school provides the leadership to create a positive environment that promotes health and well being.

1.2 Bringing together such a comprehensive health and wellbeing team.

3.1 The very comprehensive way in which you monitor and evaluate PSHE education

4.1 A full and comprehensive account of your school's approach to addressing health and well being, especially that of your pupils in challenging circumstances

5.1 The excellent opportunities for pupil voice

6.1 How your school identifies pupils in challenging circumstances and makes effective provision

7.1 Your process for addressing staff CPD needs in relation to the well being of themselves and young people

8.1 The wide range of external agencies with which you engage to support pupils' health and wellbeing.

9.1 How your school assesses and reports on the progress and achievement of children and young people in subjects relevant to their health and well being

### Points of advice and suggested actions

There are no specific points for advice and action. This is an exemplary account of everything the school is doing to promote the health and wellbeing of the whole school community. Well done.

### Additional information

Thank you for your patience during the processing of your Healthy Schools submission. Your renewed Healthy School status date has been adjusted accordingly to run from Spring term 2018