**The Healthy Schools London (HSL) Gold Award**

**Reporting Tool**

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School Details

| Name of School: | Borough: |
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| Snowsfields Primary School | Southwark  |
| Key contact and job title: | James Kinneir, PSHE and PE Co-ordinator |
| Date achieved HSL Bronze Award: | 26/05/15 /renewed on 15/06/18 |
|  Date achieved HSL Silver Award: | 26/04/17 |
| Health and Wellbeing Priority 1 (universal) | Group | Planned Outcome(s) |
| To improve levels of emotional literacy, personal development and healthy relationships through approaches to behaviour for learning  | All pupils from Yr R to Y6 (202 total)(Sample size 100 KS2 pupils) | 1. Reduce %age of pupils reporting that they find it difficult, or are not sure how, to make new friends from 51% (51/100) to 10% (10/100)
2. Increase %age of pupils who report that they can cope with, and overcome challenges when, they do something wrong from 36% (36/100) to 90% (90/100)
3. Increase %age of pupils who report that they can use strategies to remain calm and avoid losing their temper from 38% (38/100) to 90% (90/100)
4. Increase %age of pupils making the age expected progress in Reading from 73% (147/202) to 85% (172/202)
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| Health and Wellbeing Priority 2 (targeted) | Group | Planned Outcome(s) |
| To increase levels of confidence and self esteem through a targeted personal development programme for an identified group of 16 targeted pupils across Y3-6 | 16 targeted pupils across KS2 pupils(16 pupils in sample group) | 1. Reduce %age of pupils who are unable to tell you what they look like, as part of the Talkabout teacher self awareness assessment, from 38% (6/16 sample group) to 0% (0/16)
2. Increase the %age of pupils who know their strengths/likes and dislikes, as part of the Talkabout teacher assessment, from 25% (4/16) to 100% (16/16)
3. Increase %age of pupils who appear to have good self esteem, based on the Talkabout teacher assessment profile, from 63% (10/16) to 94% (15/16)
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| Project Start Date | 01/04/17 |
| Project End Date | 30/04/18 |
| Consent to share Report and Photographs | We agree that HSL may share this report and photographs. Please delete as appropriate Yes |

Reporting Template HSL Gold Award: Health Priority 1 (Universal)

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| Health and Wellbeing Priority 1 (universal) | Planned Outcome/s |
| To improve levels of emotional literacy, personal development and healthy relationships through approaches to behaviour for learning  | 1. Reduce %age of pupils reporting that they find it difficult, or are not sure how, to make new friends from 51% (51/100) to 10% (10/100)
2. Increase %age of pupils who report that they can cope with, and overcome challenges when, they do something wrong from 36% (36/100) to 90% (90/100)
3. Increase %age of pupils who report that they can use strategies to remain calm and avoid losing their temper from 38% (38/100) to 90% (90/100)
4. Increase %age of pupils making the age expected progress in Reading from 73% (147/202) to 85% (172/202)
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| Group |
| All pupils from Yr R to Y6 (202 total)(Sample size 100 KS2 pupils) |

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| Health and Wellbeing Priority 1: Record and report impact: Evidence of what has changed as a result of the intervention (planned or unintended outcomes and wider impact) |
| **A: Record results and outcomes** **Overview:**NATIONAL DATAThere is a wealth of data that supports the need for early intervention in emotional well-being and mental health. Mental Health and Behaviour (DfE: Mar 2015) endorses the view that “In order to help their pupils succeed, schools have a role to play in supporting them to be resilient and mentally healthy. There are a variety of things that schools can do, for all their pupils and for those with particular problems, to offer that support in an effective way.” “By promoting good mental health and intervening early, particularly in the crucial childhood and teenage years, we can help to prevent mental illness from developing and mitigate its effects when it does.” No Health Without Mental Health: A cross-government strategy (DfE: 2011) As a school it is vital that we support our students in the best way possible. In addition, recent data published by the Mental Health Foundation (2018), that shows that 10% of children and young people (aged 5-16 years) have a clinically diagnosable mental problem, and that 70% of children and adolescents who experience mental health problems have not had appropriate interventions at a sufficiently early age.Further to this, in respect of the research underpinning the Public Health England (PHE) 2014 briefing **‘The Link between Pupil Health and Wellbeing’ suggests that** education and health are closely linked……[and that]……promoting the health and wellbeing of pupils and students within schools….has the potential to improve their educational outcomes and their health and wellbeing outcomes’. This briefing goes to on state that ‘….Pupils with better health and wellbeing are likely to achieve better academically and that …’Effective social and emotional competencies are associated with greater health and wellbeing, and better achievement’.LOCAL DATA**Southwark March 2017 Chimat Child Health Profile for Southwark.** * children and young people’s mental health and wellbeing is above that of the national average
* the local trajectory however is on a slightly higher upward level than that of the national trajectory

**Southwark Children and Young Peoples plan (CYPP 2013-18)** aims to * empower our children, young people, families and their communities to be {emotionally and physically} safe, independent and responsible for their own wellbeing’.
* Enable every child, young person and family in Southwark [to] thrive and [be] empowered to lead a safe and healthy life’ (CYPP P.3).

SCHOOL DATAA key area for development that has been included in the **Snowsfield School Improvement Plan (SIP) 2017-18** is * to improve levels of resilience in our children
* to equip pupils with the skills to overcome challenges, and build academic and personal resilience.

In the Health Education Partnership (HEP) Self Awareness whole school survey completed in Autumn Term 2016, the needs identified to address included: * *issues related to the emotional needs of the pupils in relation to building and using social, emotional and interpersonal competences to build healthy relationship/friendships.*
* *the need to develop the pupils’ ability to build resilience in a range of behavioural and academic situations:, and*
* *the need to empower the children to recognise when, and know how, to use a range calming strategies independently to enable more effective and healthy behaviour and respectful relationships.*

Anecdotal information gathered by staff demonstrated a need to address emotional health and wellbeing will all children from Year 1-6, in conjunction with an introduction of whole school restorative approaches. In choosing this universal priority we are now able to demonstrate in this Gold Report that we have been able to address this national, local and school based guidance, research and priorities through a whole school strategic approach which will help to improve the health and wellbeing outcomes for all our pupils.Planned outcomes: 1. Reduce %age of pupils reporting that they find it difficult, or are not sure how, to make new friends from 51% (51/100) to 10% (10/100)
2. Increase %age of pupils who report that they can cope with, and overcome challenges when, they do something wrong from 36% (36/100) to 90% (90/100)
3. Increase %age of pupils who report that they can use strategies to remain calm and avoid losing their temper from 38% (38/100) to 90% (90/100)
4. Increase %age of pupils making the age expected progress in Reading from 73% (147/202) to 85% (172/202)

Outcomes achieved:

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| Questions: | Jan 17 | Target | June 2018 | Target % shift | Target % shift achieved |
| I find it difficult, or are not sure how, to make new friends  | 51%(51/100) | 10% | 9%(11/127) | -80% | -82% |
| I can cope with, and overcome challenges when, I do something wrong  | 36%(36/100) | 90% | 83%(105/127) | +150% | +131% |
| I can use strategies to remain calm and avoid losing their temper  | 38%(38/100) | 90% | 91%(116/127) | +137% | +139% |
| Age expected progress in reading | 73%(147/202) | 85% | 76%(154/202) | +16% | +4% |

**Detailed results:** “I find it difficult, or are not sure how, to make new friends” Our target was a reduction from 51% (51/100) to 10%. On repeating the survey in May 2018, we have seen a **reduction to (11/127) 9%** which is significant, representing a percentage shift of **82%**. **Exceeded**“I can cope with, and overcome challenges when, I do something wrong”. Our target was an increase from 36% (36/100) to 90%, and on repeating the survey in May 2018 we have seen an **increase to (105/127) 83%** which is significant, representing a percentage shift of **131%**. **Partially met** “I can use strategies to remain calm and avoid losing my temper”. Our target was an increase from 38% (38/100) to 90%, and on repeating the survey in May 2018 we have seen an **increase to (116/127) 91%,** which is significant, representing a percentage shift of **139%**. **Exceeded** Age expected progress in reading. Our target was an increase from 73% (147/202) to 85%, and on analysis of the data in May 2018 we have seen an **increase to 76% (154/202),** representing a percentage shift of **4%**. **Not met**  |
| B: Approach Describe how you achieved the outcomes: As part of the school improvement plan, we have embarked on a whole school approach to improving the overall emotional health and well-being of the pupils in the school. An initial review of the curriculum established a more coherent planned programme of PSHE to ensure year groups across both key stages have a developmental focus on self-awareness, social skills, emotional literacy and building resilience and coping strategies. As part of this initial review to the curriculum, every class participated in a PSHE whole school ‘Bouncing Back’ draw and write, which allowed the children in the school to explore issues relating to resilience, and from there the children were able to discuss, explore, identify and use a wider range of coping strategies.**‘Children really enjoyed the project and the children have tried really hard to implement the strategies in everyday life. The behaviour of one boy in class has improved noticeably and he has managed to control himself using the things we have taught”** **Year 5 teacher** An essential part of this process was to ensure that the learning was relevant and transferable to real life situations. As part of this, the Yr6 pupils were encouraged to prepare and reflect on their SATS by practicing and using different coping strategies prior to and during their SATs and then completing a reflection on how these coping strategies helped them through the whole process. These were published in the whole school newsletter and clearly demonstrated how the pupils felt they had benefited from these practical strategies through increasing understanding of resilience and calming strategies. Alongside this, we introduced a whole school approach to mindfulness using The HEP Bubbles Leaves and Worry Trains and other mindfulness activities. A whole school staff workshop introduced the mindfulness initiative and all staff were trained in delivering the mindfulness activities. Every class now does mindfulness practice after break and lunchtime which allows the pupils and staff to develop strategies for calming down, increasing focus, concentration and readiness for learning. Every class has reported that this has had a very positive on impact behaviour and concentration in the classroom following these transitions periods of the school day. As a result of the positive results of the mindfulness initiative, we recognised the need to engage with parents and the learning mentor subsequently ran a parent workshop on mindfulness. This session provided positive feedback from parents, some of whom are now reporting that they are using mindfulness practices at home, either on their own or with their children. At the heart of the work, we also wanted core times of the day, namely playtimes and lunchtimes, to be more positive and active for all children. This resulted in us introducing a new initiative entitled ‘Tell a Good Tale’ to promote positive friendships and positive behaviours in the playground, led by school council. Within this, the school councillors have been tasked with noticing and capturing positive behaviours being shown by any children in the playground and in the lunch room. Every child nominated is rewarded with a certificate in the celebration assembly and they are acknowledges with a photo on the school display and in the weekly newsletter. Tell a good tale has made a huge impact on the whole school because it lets other people see and notice others who are being kind and acting responsibly in the playground. The atmosphere has been more positive and there has been less bad behaviour. It has clearly helped to influence other children to be well behaved.” School Council LeaderIMG_4436IMG_4572  ‘Tell A Good Tale’ – Display in Hallway Kindness ChainsTo further enhance the positive atmosphere throughout the school each class began to create a ‘Kindness Chain’. Every time a children was the recipient of a kind act or witnessed one it was recorded on a strip of paper which was then added to a paper chain – these chains were then collected and displayed in the lunchroom as a whole school display.Within this review of playground and lunchtime arrangements, a clear focus for the school has been on enhancing children’s ability to self-manage, self-regulate and interact in a more socially competent way with others. Consequently, lunchtimes are now more positive, the lunch club provides every child with the opportunity to talk with an adult or other child about any issues, and there is a planned programme of activities that allow all children to be engaged and active at lunchtimes. We have noticed anecdotally that incidents at lunchtime have reduced and lunchtimes on the playground are much calmer. This has proved particularly positive with the children and staff have acknowledged that playtimes and lunchtimes are more positive, the children are more proactive and there are less disruptions through the course of break times. To help achieve an increase in the percentage of pupils making the age expected progress in Reading many of the themes from the PSHE curriculum were incorporated into the reading lessons helping children build their resilience in overcoming challenging questions in reading papers. Pupils were reminded of the strategies they had discusses and how to use them to ensure they could answer trickier questions.  |
| C: Details of what worked and whyAs a school, we have made progress on all targets, and this demonstrates that the staff and pupils have embraced the work really well. We are pleased with what we have achieved so far and as part of our continuing journey to support the overall emotional health and wellbeing of our pupils, we will endeavour to continue to work on this area of whole school development. We have been particularly impressed with the way in which the pupils have used what they have learned about coping and calming strategies, alongside the work on relationships, friendships and resilience, and transferred what they have learnt in a range of independent situations, most notably at lunchtimes and in preparation for stressful work situation such as preparation and management of SATs. **“Resilience was the key during Year 6 and especially during the SATS. We were determined to push through because in the end it was worth it. Stay calm by using what you have been taught. No matter how deep you are in the pit, keep smiling, stay calm and you your friends will help yourself out” Year 6 child**Overall all staff have been totally committed and on board in terms of delivering the new curriculum effectively which has had a really good impact through this consistency and commitment to the teaching. This has been additionally noted in the recent OSTED inspection which have noted the following in their feedback**“Pupils’ behaviour is impeccable. Pupils, parents and staff confirm that good behaviour is the norm. Pupils learn and play well with each other and are very respectful of the adults who look after them. Positive relationships between pupils are reinforced on a daily basis and initiatives like ‘tell a good tale’ ensure that pupils are kind to each other”. OFSTED Report 2017** Pupils really enjoyed learning the mindfulness as it really enabled them to learn ways to calm down and they have talked about really benefitting from these times of day. It has not only helped them to develop the skill of being able to calm their mind, focus their attention and improve their state of positive wellbeing, but we have been really pleased with the way that children are discussing the value of mindfulness on their ability to be more ready to learn. This has been a really positive outcome for us as a school. We have also been pleasantly surprised at how much the teachers have also reported the mindfulness sessions really helpful for them in terms of managing some of the more stressful times of the day **“When we come back from the playground it really calms us all down. It helps us to concentrate on our work in Maths and Literacy because our heads are empty!”****Year 3 Child****“We have been doing the meditation after all of our break times (we have three in KS1). The class has quite a few children who find the transition from break time to class time very tricky. The meditation has really helped them with their learning because they approach their work in a much calmer manner. I’ve also seen one of the boys who can sometimes get a bit carried away in lesson using some of the strategies he’s been taught to help himself maintain his focus and concentration”****Year 2 teacher**Alongside this, the parent workshop was very productive and 100% of the parents agreed the workshop was informative and interested and stated that they would transfer some of the techniques to help them at home as well. This has reinforced the importance of parental engagement in whole school initiatives, and we will continue to provide information, updates and strategies to try at home for parents through newsletters, home learning activities and information sessions in the future. **“I learned today that it OK to be anxious and worried and that there are many ways that I can relax. I feel more confident to help my children and how I can use meditation to help”** **Parent**The kindness chains were very popular with both children and teachers alike and helped the children build their friendship skills. It was noticeable how much more aware children became, not only of the positive impact on the wellbeing of others is when you show and express kindness to them, but also the positive impacts on their own wellbeing is when they express kindness to others. They have learnt how well our brains and our state of minds responds to kindness and the power of a positive mindset.**“The children keep telling me they’ve got a new link on the chain. They seem really keen to be kind to each other and you can see it has helped them be much friendlier with each other helping them maintain closer friendships. You can also see that they just don’t do it to get the chain longer; they want to do it because it the right thing to do”** **Year 6 teacher**Staff collaboration has been a really positive thread throughout all the work to achieve these overall targets. Through staff meetings and INSET days we provided the time and space to staff to explore ways to achieve the targets together, which really built the sense of ownership and understanding with all staff. It is pleasing to see that both the children and adults alike are reporting increased levels of concentration and resilience through the actions we have taken. Some staff have really embraced the opportunity to develop mindfulness techniques in the classroom. Include details of what did not work and whyInitially we set ourselves very challenging targets which may provide an explanation of why some these haven’t quite been met. As part of the review of the work in this overall target, we recognise the following reasons as contributory factors for some of the work not quite meeting target; The playground mentors scheme became too difficult to set up due to staffing levels and lack of time and resources to complete the training. The ‘Tell a Good Tale’ programme was seen as a suitable replacement and it has had very positive feedback from both staff and parentsWe recognise in particular with the target around overcoming challenges, that there are some individual children who continue to find it difficult to be able to accept they haven’t done quite as well as they had expected at times. These children also find self-reflection difficult and struggle to discuss their behaviours when faced with challenges. This has reinforced the need for us as a school to continue to work on building positive and growth mindset principles to learning. We will continue to tackle this everyday through our approaches to teaching and learning, and in a less explicit, more personal level of support when needed, which we feel the children respond to very well. We have worked hard to address this issue and will continue to do so to instil these positive, resilient principles in the children, and were extremely pleased with the OFSTED feedback around the children’s notably positive behaviour and resilience. This confirms that the work on this we have done so far is helping to make a difference and the need to continue to do so. The end of year tracking data showed that the percentage of children that were at Age Expected level for reading did not quite match the target of 85%. Again this is something we will work hard on next year, making sure we continue the hard work we have put in on helping the children overcome the harder questions in reading tests, using strategies to ensure they have learned to overcome any challenges they have.Unintended outcomes/ wider impact:We have been delighted in the wide interest in mindfulness amongst both the children and staff in the school. Parents have also been interested in what has been happening and have requested further parent workshops to aid stress relief and mental health issues.As a result of all the work that has been undertaken, we have already started building on the following:* Resilience project with Y5 building up the necessary skills to cope with SATS in Year 6
* Continued support for MMS enabling them to continue support and foster a positive environment for the children
* Teachers asked to come down to the playground to support during transition times

As a whole school we have been taking part in the Daily Mile where the children run a mile each day during lunch time. Although not linked to the project, it has had a massive impact on the self-esteem and resilience of the children. All children take part and have recorded their thoughts and feelings in a running diary. They have commented how this has helped them not only concentrate better and feel fitter but has helped them build their resilience and self-esteem as they are trying to run further and further:**“every day I try and run better than I did they day before. It helps me feel fitter and more confident because I’m trying to always do my best”** **Year 3 child** |
| **D: How activity is being sustained*** Demonstrate how you intend to share and sustain these activities so they continue beyond the life of this project.

The work will be sustained in a number of ways:* Continuation of the mindfulness activates in very class
* Plans have been developed to involve parents in further workshop related to mindfulness and mental health
* Continue to embed the PSHE curriculum in every year group – this will continue to be adapted to meet the needs of the students
* The PSHE team will continue to review and monitor the work that has been done and ensure the needs of each class are being met.
* Regular staff training in playground games and activities
* Plans have been developed to involve parents in further workshop related to mindfulness and mental health
* Annual survey, so results can be evaluated and developed as necessary.
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Reporting Template HSL Gold Award: Health Priority 2 (Targeted)

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| Health and Wellbeing Priority 2 (Targeted) | Planned Outcome/s |
| To increase levels of confidence and self esteem through a targeted personal development programme for an identified group of 16 targeted pupils across Y3-6 | 1. Reduce %age of pupils who are unable to tell you what they look like, as part of the Talkabout teacher self awareness assessment, from 38% (6/16 sample group) to 0% (0/16)
2. Increase the %age of pupils who know their strengths/likes and dislikes, as part of the Talkabout teacher assessment, from 25% (4/16) to 100% (16/16)
3. Increase %age of pupils who appear to have good self esteem, based on the Talkabout teacher assessment profile, from 63% (10/16) to 94% (15/16)
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| Group |
| 16 targeted pupils across KS2 pupils*(16 pupils in sample group)* |

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| Health and Wellbeing Priority 2: Record and report impact: Evidence of what has changed as a result of the intervention (planned or unintended outcomes and wider impact) |
| A: Record results and outcomes NATIONAL DATA**‘Mental Health and Behaviour’ (DfE: Mar 2015)** that states that…’There are things that schools can do….for those showing early signs of problems…to intervene early and strengthen resilience before serious mental health problems occur.’ The findings highlighted in this national guidance go further in terms of targeting work around resilience, stating that ‘…Resilience seems to involve several related elements. Firstly, a sense of self-esteem and confidence: and secondly a belief in one’s own self efficacy and ability to deal with change and adaptation. This DfE (2015) guidance has confirmed that ‘……the role that schools play in promoting the resilience of their pupils is important, particularly so for some children where their home life is less supportive. School should be a safe and affirming place for children where they can develop a sense of belonging and feel able to trust and talk openly with adults about their problems.’ LOCAL DATA**Southwark March 2017 Chimat Child Health Profile for Southwark.** * children and young people’s mental health and wellbeing is above that of the national average
* the local trajectory however is on a slightly higher upward level than that of the national trajectory

SCHOOL DATAA key area for development that has been included in the **Snowsfield School Improvement Plan (SIP) 2017-18** is * *to improve levels of resilience in our children*
* *to equip them with the skills to overcome challenges and build academic and personal resilience.*

*Within this, anecdotal evidence from staff, and in particular feedback from the KS2 learning mentor, has confirmed a need to address confidence, self esteem, friendship and social skills with a group of KS2 pupils.* In the Health Education Partnership (HEP) Emotional Literacy KS2 survey completed in Autumn Term 2016 *highlighted the need to address targeted work with a smaller, targeted group across Key Stage 2 who needed additional support to* * *develop self awareness*
* *develop a sense of self esteem and*
* *recognise and celebrate a good understanding of their own strengths and talents.*

*This group then completed a further Talkabout assessment for self-awareness and self-esteem which highlighted areas that formed the basis of a bespoke intervention plan for this group.*In choosing this targeted priority we are now able to demonstrate in this Gold Report that we have been able to address this national, local and school based guidance, research and priorities through a strategic approach which will help to improve the health and wellbeing outcomes for this targeted group of pupils across KS2.Planned outcomes1. Reduce %age of pupils who are unable to tell you what they look like, as part of the Talkabout teacher self awareness assessment, from 38% (6/16 sample group) to 0% (0/16)
2. Increase the %age of pupils who know their strengths/likes and dislikes, as part of the Talkabout teacher assessment, from 25% (4/16) to 100% (16/16)
3. Increase %age of pupils who appear to have good self esteem, based on the Talkabout teacher assessment profile, from 63% (10/16) to 94% (15/16)

Outcomes achieved:

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| Questions: | Jan 17 | Target | June 2018 | Target % shift | Target % shift achieved |
| I am unable to tell you what I look like | 38%(6/16) | 0% | 0%(0/10) | 100% | 100% |
| I know my strengths/likes and dislikes | 25%(4/16) | 100% | 100%(10/10) | 300% | 300% |
| Children appear to have good self esteem | 63%(10/16) | 94% | 80%(8/10) | 49% | 27% |

Please note there was a reduction in the targeted group from 16 (originally identified) to 10. This was as a result of some pupils from the original group leaving the school. It was also felt that to achieve the most impact the size of the group should be reduced to ensure that each child was comfortable and able to receive focused support.This needs to be noted in terms of the achieved target figures being now taken from this smaller targeted group. in the sample size, due to changes in the year group there are now more students. Over the course of a week we were able to ensure that all students took part in the survey, to get the most accurate results.**Detailed results:** “I am unable to tell you what I look like” Our target was a reduction from 38% (6/16) to 0%. On repeating the survey in May 2018, we have seen a reduction to 0% (0/10), representing a percentage shift of **100%. Target Met**“I know my strengths/likes and dislikes”. Our target was an increase from 25% (4/16) to 100%, and on repeating the survey in May 2018 we have seen an increase to 100% (10/10), representing a percentage shift of **100%. Target Met**Children appear to have good self esteemOur target was an increase from 63% to 94%, and on repeating the survey in May 2018 we have seen an increase to 80% (8/10), representing a percentage shift of **27%. Partially met** |
| B: Approach 1. Describe how you achieved the outcomes:

At the beginning of the project, teachers and SLT were asked to identify children who they thought would benefit from taking part in small group to help boost their self-confidence and self-esteem. We initially selected a group of 16 children (later reduced to 10 as detailed above) to take part in focused group work with the learning mentor every week based around the Talkabout scheme of work. The main aim was to give children the confidence to join in within the group sessions with the hope they could take this new found confidence back to their classes and impact on their work.We used the baseline assessment data to design a bespoke support group programme which focused on building self-awareness, a sense of self-worth and increasing a sense of purpose and achievement. This is in line with building the self-awareness basis for then building self-esteem and from there start to build the social emotional competences of inter-personal skills and friendships and relationship skills. This was also complemented by the focus and work we completed within the universal priority targets. Within the design of the programme of learning, we were clear that we would need to be flexible enough to respond to the developing needs of the children and in order to do this we built in a self-evaluation process at the end of each session that helped identify the focused for the next session. Initially during the sessions, the children were quiet and at first were reluctant to join in, but over time, and as the session leader built the emotional safety within the group, the children were eventually confident enough to be fully involved. It was so encouraging for us to see that the sessions were enabling the children to learn, grow and flourish not only start participating within the small group, but also back in their respective classes where we observed these individuals supporting and helping each other and also participating more individually within the whole class. Reviewing the group work, the Learning Mentor explained that:**“The group work really seems to have helped and they have begun to help each other which is nice to see and the children have even volunteered to do a presentation about themselves in an assembly, something that would have never happened before they worked within this group”** **Learning Mentor** |
| **C: Analysis of results** i) Include details of what worked and whyOne of the biggest successes was the increased involvement of children not only within the focused group but when they went back to their individual classes. The small size of the group made it very support and having children range of KS2 classes, had a very positive impact on the children’s ability to work together comfortably. **“It has helped that it is a mixed group with children from years 4, 5 and 6 as they have all helped inspire each other.” Learning Mentor**One of the strategies that was used within the small group was to encourage the children to stand up when they wanted to talk and over time, this has had a real positive impact on their confidence. They were initially resistant to any sort of singling out, or focus or attention on them in the group, but over time they started to really enjoy talking and sharing their ideas, particularly about themselves, and this then extended into them really enjoying standing up so the others could really hear their opinions and their voice. The work that we were doing on the Universal Targets was clearly complementary to the work of the targeted group and we were able to see how the children were benefitting from the ideas and strategies they were learning, especially when they faced uncomfortable or challenging situations. It was very heartening to see the children using these.**“The children are showing far more self esteem already—they can answer the questions and discuss things in far more detail and be more open and honest about things. We have asked them to stand up and speak to help boost their confidence which” Learning Mentor**One of the most notable successes of this targeted group was as a direct result of the skill and commitment of the Learning Mentor. She was tuned into the children’s needs from the start, as identified by the baseline assessment and endeavoured to address their growing needs as each session progressed. She created a safe space within which the pupils were able to feel comfortable enough to expore the issues about their own sense of self, and working through this with the support of the learning mentor has really helped this group of children. The children embraced the work, were fully engaged in the activities, were keen to explore the issues the group worked on and we feel, along with the data that shows, that this targeted work has been a real successIn the final session of the targeted support group, the children were invited to review the work they had done and it was incredibly positive:**“the work has made me feel far more confident – the things we have done will help me start conversions with other children in my new school because I know I am an interesting person now” Year 6 child****“Before I was always shy but now I just want to keep talking to the other children and making new friends!” Year 4 child****“It will help me with my work. I feel far more confident to get involved in lessons and will now share my ideas and even as for help if get stuck” Year 5 child.**1. Include details of what did not work and why

We feel there was very little of the work done in this targeted group that did not work. However, when all the children in the group were invited to design a present a presentation on themselves, some were very reluctant, and we realised that this might be a step too far in their own development of self-confidence. Rather than push them all to do their self-presentation, we decided we would need to change this focus as we realised that if they were encouraged further to do this it may undo some of the successful work we had done in building their self-confidence and heightened sense of self. So, we changed the focus for some of the group and came up with alternative ideas such as the children filing their presentations on a iPad on their own and reading to the EYFS classes. Despite this being evidence of some of the work not being helpful or relevant for all of their group we still feel we found an accessible alternative that was helpful for those that were resistant. 1. Unintended outcomes/ wider impact:
* The school has made a commitment to continue this next year with different children
* 75% of the children in the group made expected progress within the core subjects of Maths, Literacy and Reading which wasn’t expected, with one child showing elements of Greater Depth
* The group had a very positive impact within the respective classes of the children
1. Detail changes that have been made to the school and/or local environment

The work done by the group will have a display board to showcase the work they have been doing and the impact it has had on them. |
| D: How activity is being sustained 1. Demonstrate how you intend to share and sustain these activities so they continue beyond the life of this project.
* Children from the group will be encouraged to apply for School Leader roles as to inspire themselves and others
* The children who attended this year will run an assembly in the Autumn term to explain what they did in the group
* Further groups on a similar note will be run again next year including a Year 1, 2 and 3 group
* The ideas and initiatives we have undertaken have been shared and discussed at the PSHE & Wellbeing/Healthy Schools/SMSC subject network meetings hosted by Southwark.
* Tower Bridge, the other school in the Bridges Federation, have undertaken the same groups and ideas and it has been very well received by both the teachers and children
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