

# Achieving For Children

## Behaviour Health Check at St Mary's Primary School 25.1.23

### Rationale

The purpose of the review was to provide external evidence for the school as new policies embed around behaviour and attitudes, following our visit in 2021. The school has had an Ofsted visit in September 2022 where the judgement was 'Good' following a previous one of 'Requires Improvement'.

The morning included:

- Discussion with the Head and Chair of Governors about behaviour, values and the attitude of the community towards the school
- A learning walk round all classes
- Breaktime on the playground
- Pupil panel groups in KS1 and KS2
- Feedback to Head/Chair of governors

### Findings

Feedback is organised around the OFSTED descriptors. Although our focus has been on behaviour, it is important to mention that the first priority of the new Head has been to develop the curriculum and deepen teachers' subject knowledge. This is improving the learning experience of the pupils, as mentioned in the recent Ofsted report.

- *The school has high expectations for pupils' behaviour and conduct. These expectations are commonly understood and applied consistently and fairly. This is reflected in pupils' positive behaviour and conduct. Low-level disruption is not tolerated and pupils' behaviour does not disrupt lessons or the day-to-day life of the school.*

During our learning walk pupils were on task, engaged in their learning. We saw a calm transition from lesson time to social time where the pupils got ready for playtime in an orderly way. This was reflected throughout the school with evidence of established routines rooted in respectful relationships between staff and pupils. Behaviour on the playground was good, with opportunities to play football, cricket, use the apparatus or relax with friends. Children were collaborating, sharing and showing the school's Christian Values. The school environment was clean with inspiring artwork and notice boards that help to provide a welcoming and purposeful atmosphere around the school. One of the plans for the future is to develop opportunities for creative play such as building dens. This might engage those who are less keen on sport.

The school has a larger than average proportion of SEND students, so to support them there is a new Sensory room where pupils can spend time calming down and re-focusing. Also an ELSA room and a receptionist with ELSA training who contributes to the smooth running of the school. The Rights Respecting School Bronze award has been achieved, and this has helped to promote an ethos where relationships are central. The Behaviour Policy is underpinned by Restorative

Approaches and staff are beginning to use these successfully. The school is about to start the process of becoming an Attachment Aware School which will further support their inclusive ethos.

In the Focus Group pupils from across the school spoke about their perspective on Behaviour management. They were all clear on the consequences for good and poor behaviour and could talk in detail about the rewards and recognition when things went well, and the stages of action when things went wrong. They were aware that parents would be informed once things got to an appropriate level.

Two pupils said that their classes could be noisy, but all felt safe. They knew about what to do when you get stuck in your learning: 'Brain, Book, Board, Buddy, Boss' in KS2 and 'Three Before Me' in KS1.

- *Relationships among pupils and staff reflect a positive and respectful culture; pupils are safe and they feel safe.*
- *Pupils' attitudes to their education are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements.*

Pupils were less clear on the school values (despite simplifying them, having assemblies and 'value of the month' devoted to them). They were able to talk about the essence of what it meant to show the values. Moving forward there are plans to raise the profile of Love, Courage and Perseverance through further references by teachers and deepening the understanding of the values.

- *Leaders, staff and pupils create a positive environment in which bullying is not tolerated. If bullying, aggression, discrimination and derogatory language occur, they are dealt with quickly and effectively and are not allowed to spread.*

Pupils were able to describe examples of positive behaviour and they were confident that teachers would address any unkind behaviour. There was a greater sense of awareness of their responsibility in contributing to the positive environment than on our last visit. The Head has been promoting a value every month, and this could be further emphasised by the teachers through explicit teaching of the values in their everyday interactions (teachable moments that arise).