



MindMate Friendly Assessment (Schools)



School Name: Westgate Primary School

MindMate Link: Helen Carpenter

MindMate Quality Consultant: Gill Mullens

Date: 27th February 2017

This report consists of comments from all aspects of the assessment, linked to the Social, Emotional & Mental Health (SEMH) School Health Check and recorded in a colour coded format.

The assessment consisted of four elements:

Professional Conversation – a discussion on current practice with Helen Carpenter (Head Teacher), Marie Colannino (SENCO) and Joanne Hattersley (Assistant Head Teacher and Healthy Schools lead)

Pupil Voice Activity - a cross-section of pupils were interviewed. 3 boys, 2 girls from years 1, 2, 4 and 6. All had received intervention for SEMH

Staff Voice Activity – 3 staff were interviewed. The learning mentor, a class teacher and a teaching assistant

Section 3 – Parent Voice Activity – 3 parents were interviewed, two of which had experienced the school response to SEMH issues

Section	Comments/Evidence	Achieved	Further Action/ Recommendations (if applicable)
4.1 – Leadership	The SLT have a strong vision for promoting positive SEMH across the whole school. They have a graduated 3 tiered response to SEMH (Universal, Targeted, Cluster). The “Westgate Way” is firmly embedded in school in allowing children and staff to be able to talk positively about their SEMH and this runs as themes which begin in assemblies and runs through PSHE and the wider curriculum.	<input checked="" type="checkbox"/>	

Section	Comments/Evidence	Achieved	Further Action/ Recommendations (if applicable)
4.2 – Policy Development	The school has all policies surrounding SEMH in place and have more recently developed some (e.g. anti-bullying) alongside pupils. These policies reflect pupil voice and are signed off by all school stakeholders.	<input checked="" type="checkbox"/>	Continue to involve pupils in decision making where appropriate.
4.3 – Curriculum	The PSHE curriculum is taught in class and the language to promote positive SEMH is embedded in all areas of the school. Staff are clearly involved in all aspects of SEMH within the curriculum. There is a strong sense of shared responsibility, which includes embedding SEMH across the curriculum.	<input checked="" type="checkbox"/>	
4.4 – Teaching & Learning	Pupils are taught using Growth Mindset techniques which have resulted in pupils developing strong resilience and the will to persevere. They understand the language used and the concepts which have had a positive impact on achievement. Examples given ranged from aged 4 to year 6 where techniques have been used. There is a Learning mentor in place who works with targeted pupils. There is a sound referral process in place and strong communication exists between all staff meaning strategies are successfully implemented. Staff were clear about the positive impact the growth mindset model and ‘learning muscles’ work has had on aspects of SEMH in the classroom.	<input checked="" type="checkbox"/>	
4.5 – Assessment	The school uses a range of assessment tools e.g. Boxall profiling as well as strong observational skills in identifying potential SEMH issues. The SENCo has implemented a robust intervention cycle (usually 10 weeks) to address SEMH. This has resulted in many pupils returning to Universal provision as well as providing a strong evidence base for more targeted cluster intervention. A case study was provided which showed the process in action and the impact the holistic approach the school takes.	<input checked="" type="checkbox"/>	
4.6 – Pupil Voice	The opinion of pupils is important to the school. The pupils are encouraged to engage in all areas of the school – including having the opportunity to evaluate and share their experiences with school staff. As previously mentioned, pupils have a say in policy making within the school. The school has also completed the Investors in Pupils award.	<input checked="" type="checkbox"/>	

Section	Comments/Evidence	Achieved	Further Action/ Recommendations (if applicable)
4.7 – Support Services	<p>The school engages a range of support for their pupils: A peer mediation system is in place on the playground where pupils can talk to a peer should problems arise. The nurture room is used frequently for more targeted work and provides a welcoming place for pupils. All pupils named the learning mentor as the go to person for a problem as well as peer mediators. Those who have had additional support said that they felt it helped them “a lot”. Referrals to outside services are effective - evidenced by a letter received from the cluster commending the school on their work with both children and parents prior to outside agency intervention. Two parents talked about incidences where the school had supported them with SEMH difficulties. They felt the school had gone above and beyond in their support as in both cases the difficulties were not manifesting in school but at home. Staff feel well supported by both the SLT and governors.</p>	<input checked="" type="checkbox"/>	
4.8 – Professional Development	<p>The learning mentor has attended a number of SEMH training courses this year. All staff have attended Restorative Practice training and training on Attachment. The head teacher has attended joint Child Bereavement training with the Health & Wellbeing Service & Elliott’s Footprint. Key staff have attended Peer Mediation training (including Lunch-time Supervisory Assistants).</p>	<input checked="" type="checkbox"/>	
4.9 - Partnerships	<p>The school has effective relationships with parents and governors. Their referral processes to outside agencies are robust and the school SENCO ensures that there are good monitoring and evaluation procedures in place for intervention (through the graduated response). Evidenced by a letter of commendation from TaMHS praising the school on their work prior to outside agency intervention. This has seemed to increase confidence in the school from outside agencies and created strong partnerships. Parents are aware of the peer mediation programme in school and due to the ethos of the school are confident that any issues will be dealt with swiftly. They feel that the school communicates very well with them. The school has a close working relationship with the Health & Wellbeing Service.</p>	<input checked="" type="checkbox"/>	

Section	Comments/Evidence	Achieved	Further Action/ Recommendations (if applicable)
4.10 – School Ethos	<p>The Headteacher leads with a strong philosophy of positive SEMH for staff and pupils. This is evident from the comments from staff, pupils and parents and on a number of occasions the school was referred to as “a family”. The phrase “Westgate Always” was used often which promotes a team ethic where everyone is respected as an individual and no-one is left behind. It is clear that people willingly go above and beyond and staff feel highly valued for the work that they do.</p> <p>In all conversations during this assessment everyone said they were happy to be part of Westgate.</p> <p>All pupils felt that they were cared for and safe in school. The peer mediator scheme was mentioned as a valuable addition to problem solving and examples of empathy were displayed. Pupils felt that problems were dealt with quickly and fairly.</p> <p>All parents were extremely complimentary about how the school promotes a welcoming, safe place for their children. All parents felt that staff were very supportive of any concerns and dealt with them effectively and with empathy.</p> <p>One parent’s child came to the school in year 3 and she stated that “she had never seen anything as good as Westgate”.</p> <p>Staff commented on the strength of the staff team, support from SLT and sense of family at Westgate. Staff wellbeing is supported and staff feel valued and listened to.</p>	<input checked="" type="checkbox"/>	

SUMMARY – MindMate Consultant ONLY

Section	Criteria Satisfied?	Further Action
Professional Conversation	<input checked="" type="checkbox"/>	
Pupil Voice	<input checked="" type="checkbox"/>	
Staff Voice	<input checked="" type="checkbox"/>	
Parent Voice	<input checked="" type="checkbox"/>	

Can this setting be awarded MindMate Friendly Status?

YES

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NO

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Signed: Emma Ingham

Date: 27th February 2017

Please forward copies of this document to the school and sarah.wilson@leeds.gov.uk once completed.