

Leeds Healthy Schools Case study pro-forma

School: Victoria Park Special School Criteria: 3 PSHCE, strongly supporting 7.4, staff/pupil relationships.	If this is was a targeted area for improvement in your school, put scores →	Original score: New score:	
What is the area of good practice and why did it come about? Any baseline data? <i>“Criteria 7 - The school actively promotes the quality of relationships between staff and pupils, developing trust and respect within a culture where it is okay to make mistakes, there is an absence of ‘put downs; confidence and esteem are consciously promoted.”</i> This is seen as crucial to the development of pupils socially, emotionally and academically. The school recognises that underpinning and supporting this is the PSHCE curriculum in its widest sense. As a result of this much work was done around PSHCE.			
Who took part in the activities and how the school community was informed of the decision: There is a whole school approach to promoting self-esteem, confidence and independent skills. Every member of staff recognises the role he/she has to play in this and their personal, social and emotional development and learning.			
How did you do it - Describe any activities which took place: The school culture/ethos actively promotes a positive and supportive environment for all pupils; the PSHCE curriculum supports this through pupils’ learning of self-esteem, relationships, respect, understanding conflict resolution and emotional development. These are taught through specifically taught topics, all of which are differentiated through identifying pupils’ needs and levels of understanding. In order to help pupils understand and manage their emotions, photographs and visual images are used. The classroom walls and pupil workbooks are illustrated with images of pupils displaying a variety of emotions. The images are referred to throughout PSHCE lessons to help pupils recognise their emotions and feelings. The strategy has been particularly successful with pupils on the autistic spectrum. It helps them recognise emotions without the need to use words. Once the pupil has engaged with the emotion, skilful questioning techniques are used to help pupils explore their thoughts and feelings. This frequently leads to structured role-play to encourage the development of emotional and social skills. Visual images in pupils’ workbooks are used very effectively to help them recognise and transfer their previous learning in PSHCE. Over the last 5 years in school they have collected images of themselves participating in a range of activities, particularly those related to finding sources of help and advice. For example they have photos of themselves at the sexual health clinic, with the school nurse, working with the school drugs liaison officer and at the Leeds Magistrates Court. Pupils have included information on how they got there and what they found out. The workbooks are used as a resource in the classroom to regularly remind pupils where to go for help and advice, as well as their learning about the different topics taught in PSHCE as a whole. These workbooks are highly valued by pupils and parent/carers. Pupils are able to engage in dialogue about their stages of growing, changing and learning within PSHCE. The images assist them in visualising and revisiting these learning experiences. Assessment in PSHE is made accessible to all through the use of visual images that allow students to identify their feelings about the work. The images relate to the teacher’s record of assessment.			

What was the impact?: e.g. increased nos. eating healthy options, increased attendance, OfSTED report, SATs, portfolio of learning

Quotes from a recent OFSTED report highlighting the impact of PSHCE

“A key element of what is provided for pupils is the attention to building all-round self confidence...this is instrumental in how well they face new situations and learn...PSHCE is very good in giving support to this aim”

“pupils feel secure and relationships are supportive...pupils achieve very well in their personal development as a result of what is taught at each stage being well-planned to support pupils’ progress”

“(within PSHCE) the richness in many additional activities that take place throughout the year contributes considerably to pupils gaining knowledge and understanding. Pupils’ confidence in themselves and their self-esteem are very effectively promoted”

“The school has achieved the Healthy Schools Award and health education is very well provided through a programme of visitors leading on SRE, alcohol and Drugs Education...”

Summarise or quote any verbal evidence of impact here (stakeholder perceptions):

PUPILS –

“I enjoy it because it teaches you about life”

“It helps us learn about different cultures and you can share ideas”

How was the work funded? Not applicable

Which other services/resources support this work?

Numerous visitors to the school, including a range of outside/community visitors. Continual evaluation of the PSHCE curriculum, ensuring that all teaching was up to date and relevant and accessible to all pupils. The range of resources used in PSHCE were updated, evaluated and adapted to meet the needs of all pupils.

(please see above quote from OFSTED, supporting this)

Is there anything which really made a difference, contributed to the success?

SMT support, positive pupils feedback, increased participation and learning in PSHCE lessons, CPD programme for PSHCE co-ordinator was supported and encouraged, gaining the PSHE certification – ensuring that a high standard of PSHE teaching was delivered within the school.