



Department of Children's Services
Educational Psychology Team
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Tel: (01274) 439444
Date: 30/04/24



Mr G Morrison

Holycroft Primary School

Victoria Road,

Keighley,

BD21 1JF

School: Holycroft Primary School

Moderation Visit Date: 29/04/24

Moderator(s): Dr Kay Tasker-Smith

Representatives of the school:

- Head Teacher: Mr G Morrison
- Senior Mental Health Lead: Sam Moyle
- Assistant HT Mrs B Beattie
- Assistant Headteacher Mrs R Rehman
- Three pupils from Y6 'Happiness Heroes' Team were involved in the school walk

Context

Northern Star Academies Trust values and implements wellbeing practice across the whole trust. This means that Holycroft has Well-being Ambassadors, as do the other schools in the Trust. There is a 'Thinker in residence' across the Trust, a Doctorate qualified researcher who works to develop effective and sustainable evidence-based practice. Northern Star Academies Trust are developing its own Charter for wellbeing.

There is a Wellbeing Governor in each school. It is fortunate that the Trust Thinker in Residence is also the Governor for Holycroft School: Dr Marc Turu Porcel.

Multiple languages are spoken in school and there is high mobility, the area being in the lowest 5% in terms of socioeconomic status in the country. School provides a food bank, clothes bank, and translation alongside other support strategies.

As is always the case, there is a lot of information that could have been included in this report, but it is hoped that by providing a few examples from each section, the reader will gain the highlights from the evidence presented.

Leadership and Management - Key Strengths

A lot of hard work and investment has taken place within the last 2 – 3 years to develop the whole school approach with investment in the parent room, nurture room and myHappyMind curriculum. SLT work closely with Sam (SMHL) to support the whole school approach. The Governor for Wellbeing is also the 'Thinker in Residence' for the Trust: Dr Marc Turu Porcel who has been in post since 2021. It is clear from the moderation visit that there is an embedded whole school positive mental health culture in place. Ofsted have noted the tenaciousness of the safeguarding lead around wellbeing.

School Ethos and Environment - Key Strengths

There is a robust relational policy in place that links positive behaviour management with wellbeing practice. It also explicitly refers to SEN (SEMH). Here is an excerpt:

"Relevant rewards and consequences that can follow certain behaviours should be made explicit, without the need to enforce 'sanctions' that can shame and ostracise children from their peers, school community and family, leading to potentially more negative behaviour."

Children have a choice of positive greetings in the morning using a number of positive communication approaches



Staff Development, Health, and Wellbeing - Key Strengths

Staff from across the Trust were asked to complete a task at a conference which helped develop a questionnaire for staff about their wellbeing. This resulted in a staff audit into wellbeing where work-life balance was identified as an issue; this is being addressed. Health Assured Counselling service is provided for all staff. The school remains fully staffed due to wellbeing and employment issues being met.



The mental health policy is not yet published on the school website due to the Trust policy still being developed.

Curriculum, Teaching, and Learning - Key Strengths

myHappyMind curriculum is embedded across school: children love the curriculum and are engaged with it from nursery all the way to Y6. In each classroom there is a prominent display of the Zones of Regulation. PHSE and targeted support is built into the timetable for each year group. Restorative practices are also embedded. There are displays in corridors and there are safe spaces tucked into corners of the school where children can regulate safely.



How might people act in each zone?

ZONES OF REGULATION			
REST AREA BLUE ZONE Low state of awareness	GO GREEN ZONE Good state of awareness	SLOW YELLOW ZONE Heightened state of awareness	STOP RED ZONE Extremely heightened state of awareness
Bored Tired Sad Disappointed	Happy Positive Thankful Proud	Irritated Silly Annoyed Worried	Upset Angry Aggressive Mad

There is a display of the Zones of Regulation in each class which is regularly referred to: children can talk about how to use it, even in nursery/reception. The Zones strategy amongst others is thoroughly explained in the Relational Policy which is helpful for parents.

Coordinated Support - Key Strengths

Holycroft Haven is the name of the Nurture unit. A refurbished separate building was provided to respond to the SEMH and SEN needs of the pupils in a welcoming and nurturing environment. For children that struggle with their SEMH needs school creates bespoke timetables to break the day up into manageable chunks. This may involve brain breaks and the use of the Nurture Unit (Holycroft Haven).

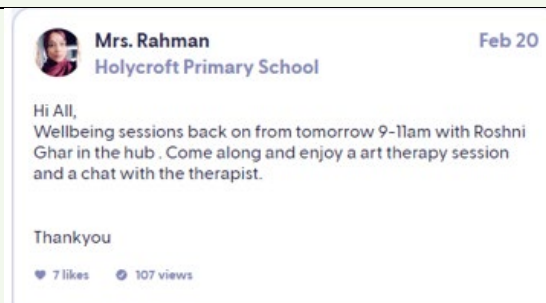
Year Three Time table										
		Lesson 1	Lesson 2		Lesson 3			Lesson 4	Lesson 5	
M	Assembly 9:20-09:30	Library and English/Maths		Break 10:30 - 10:45	English or Maths	Lunch - 12:10-12:55	Registration - 12:55 - 01:00	Topic or Science	X Tables and Handwriting	Golden Time for mental wellbeing / Story Time
T		PPA (PE/French)	PPA (PE/French)		Guided Reading			English	Maths	
W		English or Maths			English or Maths			Science or Topic	Music	
T		English or Maths			English or Maths			PSHE/ICT My Happy Mind.		
F		Grammar or Arithmetic/Library			Grammar or Arithmetic			Art/SEMH social stories		
								Guided Reading - 01:00-01:30		

Identifying Need and Monitoring Impact - Key Strengths

There are no exclusions at the school. Attendance is almost at the national benchmark and is affected by high mobility within the community that the school serves. The three case studies provided clear evidence of targeted support for vulnerable pupils, with data showing increased attendance for two pupils and decreases in dysregulation for a third pupil. The combination of targeted support, and the wellbeing curriculums have been shown to have a positive impact. Referral procedures monitor how at least one member of staff (e.g. class teacher) knows each pupil well and attempts to identify/address the root cause of any changes in behaviour. This is routinely logged on CPOMS so patterns can be analysed overtime. There is a section on CPOMS for Mental health and wellbeing so this specific issue can be logged and monitored.

Working with Parents, Carers, and Community - Key Strengths

The school frequently runs a variety of groups in its Family Hub. These are either run by school staff or by external partners and happen every day, for example:



The James Project parent and child sessions for emotional wellbeing are highly valued by the school as it provides a space where the child and parent have the opportunity to bond and develop their relationship in a safe space. Specific children are invited and other families can express interest in future courses. The next one is commencing in the first Summer term.

Bradford District and Craven Health and Care Partnership ACTasONE James Joint Academies & Higher Education Service CORE20 PLUS 5

Time Apart, Time Together is a programme which has been designed to support parents and young people, ages 8 - 18, who are experiencing difficulties around emotional wellbeing, mental health and emotional resilience, whilst giving you an opportunity to spend some quality time together.

The programme will run for 6 weeks and will give you and your child a safe space to work in separate small groups, with experienced workers from The JAMES Project and other families, to explore and promote ways in which emotional wellbeing can be supported and improved. Topics covered will include: Emotions and Feelings, Managing Stress, Building Resilience, Self Care, Dealing with change, Triggers and Warning Signs, Thoughts and how we challenge them, Wellbeing Toolkit

Each session will finish with parents and children spending quality time together with fun, interactive activities. The last session will be a celebration event for the whole family.

We will be running a programme at Holycroft Primary School, starting on Tuesday 16th April 2024, 1pm-3pm. As this is a mirrored programme, there will be a commitment for both the parent/carer and the child to attend all 6 sessions. Due to SATS there will be no session on 7th May. The last session will take place during the half term break on 28th May 2024, as this is a fun, family celebration session, the venue for the last session will be discussed and confirmed within the first week. If you would like to register or would like more information, please speak to Mahmudja Rahman or Kirsty Fox at school. We will also be holding an information session/meet and greet at school in the ICT Suite on Thursday 21st March, 9am – 9.45am where you will have an opportunity to find out more, ask any questions and meet the team. Alternatively, you can contact:

Caroline Patterson, Family Enrichment Coordinator, JAMES project, email: caroline.patterson@jamesuk.org, Mobile: 07398 099166

Pupil Voice - Key Strengths

The school have Happiness Heroes as part of the myHappyMind program. The 'Happiness Heroes' Team of pupils have supported 'pupil voice' through strategies like the wellbeing tree, pupil voice post boxes, children involved in planning wellbeing afternoons in school etc. This team has been developed as a result of the myHappyMind curriculum in school. Over the time pupils have conducted tasks such as an assembly for Children's Mental Health week, helped create a myHappyMind area, created positivity cards to spread to people and created a Wellbeing promise tree.

The school Council has been running for several years. They gain valuable pupil voice from pupils which helps to inform improvements they would like to see around school.

Mrs Kirsty Fox, Family Liaison Officer, has great relationships with pupils and parents: parents still come back to visit Mrs Fox when they need support, even

when the children are attending secondary school. Her work is very much a community lifeline.

The playground space is limited and there have been a lot of structured changes provided to make the most of what is available. There is quite a lot of vandalism so all resources must be brought in to avoid theft.

The following 'rating' shows the self-assessment of the school which was then endorsed as part of the moderation for the Chartermark.

Area	Rating
Leadership and Management	1
School/College Ethos and Environment	1
Staff Development, Health, and Wellbeing	1
Curriculum, Teaching and Learning	1
Coordinated Support	1
Identifying Need and Monitoring Impact	2
Working with Parents, Carers and Community	1
Pupil Voice	1

OUTCOME

To summarise, Holycroft Primary School has achieved the criteria for the Bradford Healthy Minds Silver Award by undertaking the following:

There is a clear whole-school approach to mental health and well-being which is outstanding.

Whilst there are high standards, please consider implementing the following recommendations over the coming academic year would support the school in progress towards the Gold Award and Platinum Awards:

- The EPT EBSA project may be of interest <https://bso.bradford.gov.uk/content/educational-psychology/responding-to-ebsa---guidance-for-schools>: it looks at emotionally based school avoidance (attendance / school absence) and fits very well with the Healthy Minds Chartermark work.
- The CORC website <https://www.corc.uk.net/> provides a variety of measures for schools to use.

Congratulations!

Dr Kay Tasker-Smith

**Specialist Senior Educational Psychologist; Healthy Minds Chartermark
Educational Psychology Team**

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