



Behaviour Support Services
Learning Services
01782 238286

Name of School: Greenways Primary School

Date: 17.09.14

Headteacher: Mrs Christine Dean

SENCO: Miss Amy Bromley

Context:

A review of Behaviour and Safety was undertaken by CHANCES Behaviour Support Service at the request of the Head Teacher.

The review identified key developments for the school

The school was graded a Grade 2 Category, Good by Ofsted in September 2013.

School Information:

Number on Roll : 230

Attendance: 96.2%

Number with Statement/EHC Plans for SEMH - 1

Number of children on IBP's 0

Number of children on pupil passports 14

Contributions

The following documentation (relating to the academic year 2013/2014) was analysed during the review:-

- Behaviour Policy
- Attendance Policy and Whole School Attendance data
- Child friendly Anti Bullying Policy
- Audit of SEND need (discussion with SENCO)
- Free School Meal numbers
- Behaviour Records

Service preparation for the review included reading current Ofsted reports, the School Data dashboard and Parent View.

The review took place at the school over one day and consisted of:-

- learning walks
- observations of in-class strategies
- observations of provision during unstructured times
- observations of transitional times, free times, and all classrooms
- analysis of school data re behaviour

Discussions were held with the Head Teacher

Opinions were sought from SENCO, The Deputy Head Teacher, a member of the Support Staff Team.

Informal conversations with Lunch Time Supervisors and Pupils contributed to the Review

The extent to which pupil's attitudes to learning help or hinder their progress in lessons

During the classroom observations pupils were evidently motivated to learn. This was demonstrated by the pupils' responses to teacher prompts and well planned and organised activities which contributed positively to the learning ethos. The role of the Support Staff clearly complimented and supported the Class Teachers by their pro- active approach and interaction with the pupils' learning.

Discussions with pupils indicated that they understood the systems of rewards and sanctions. They enjoyed the class marble system because it was a whole class record and they were able to access extra play times. The pupils were very excited by what they could win in the prize box through the raffle ticket system. Also they liked the certificates they received in assembly for being helpful and well behaved. Y6 enjoyed being given responsibilities and jobs.

In KS1 classrooms the soft empathic voices and warmth from the staff supported a positive nurturing environment for learning. Where Behaviour for Learning prompts were required they were used to positive effect. These approaches to learning might be extended to KS2 classes where relationships between teacher and pupils appeared more formal.

Pupils' attitudes to school, conduct and behaviour, during and outside of lessons, their attitudes to other pupils, teachers and other staff

During transitional times, free time and lunch times, pupils were well supervised and behaved well. At playtimes staff appeared promptly on the yard and were pro- active in identifying any potential issues. Pupils had a variety of equipment to play with which they systematically returned at the end of play. The space was well utilised and pupils appeared happy and engaged during their free time.

At Lunchtime the systems in place to move pupils from play area to dining area and back were extremely effective. The Lunchtime Supervisors (also TA's) were exceptional in their understanding of pupils' needs and were actively ensuring all pupils were enjoying their lunchtime. Some very considerate senior pupils were engaged in ensuring younger ones were safely returned to the yard in groups this ensured a smooth running dining room where pupils socialised as they ate their lunch.

The school's analysis and response to pupils' behaviour over time, for example incident logs and records of rewards and sanctions

Behaviour incidents and concerns were logged in Blue Class books which move through the school with the class. More serious incidents and responses are recorded by the Head Teacher. Whilst the monitoring of these incidents were evident a follow up or response to patterns of behaviour could be usefully recorded.

The SENCO has a clear view on all those who are vulnerable in the school and is able to support staff with detailed plans to meet their learning needs. She has recently completed the SENCO award through Manchester Metropolitan university. The SENCO has identified areas she would like to develop this includes a working knowledge of the Boxall Profile and how to identify and develop appropriate behaviour plans for children.

Rates and Patterns of permanent and fixed term exclusions.

Permanent exclusions 2013 /2014 -none

Fixed term exclusions - none

Number of pupils with fixed term exclusions 2013/2014 - none

Pupils' respect for courtesy and good manners towards each other and adults and their understanding of how such behaviour contributes to school life, relationships adult life and work

Throughout the day pupils presented polite and thoughtful behaviours demonstrated by their engaging conversations and holding doors open for members of staff and visitors.

The caring and considerate attitude and support given to younger pupils by older pupils was exceptional, it was not a duty but a joy to these pupils who carefully ensured their younger school charges were transferred safely back to the school playground at lunchtime.

Types rates and patterns of bullying and the effectiveness of the school's actions to prevent and tackle all forms of bullying and harassment

Records of incidents of bullying examined during the review indicate that incidents of bullying in the school are rare.

Discussions with the pupils interviewed indicated they felt safe in school and they knew who to go to for support if they were concerned. There has been a robust input from the LA on issues around bullying and pupils have recently re-written a child friendly policy with her support.

During discussions with pupils at the review the children demonstrated a unique and unprecedented understanding of the term bullying and the process and systems they need to follow should they be required.

Areas for development

- Review of the behaviour policy to ensure it meets the current cohort of pupils
- Raise the profile of Behaviour for Learning making it consistent across school
- Ensure that all staff feel confident and have the personal resources to meet the needs of their most vulnerable pupils

The Review was conducted by

Silka Slavin, Catherine Stone and Rosie Hunt would like to thank the staff and pupils at Greenways Primary School for the information and support they gave us during the Behaviour Review

Signed: Silka Slavin

Lead Advisor Greenways Primary School