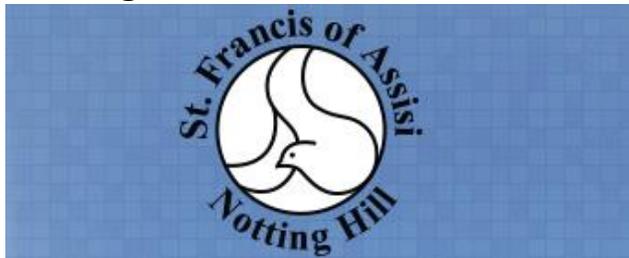


May 2017



St Francis of Assisi Primary School Notting Hill London



St. Francis is a 'one and a half' form entry primary school which caters, in the main, to the local parish community. It has been through a few years of turbulence where it has had a number of interim headteachers and a high turnover staff. In September 2015 a permanent Executive Headteacher was appointed so things are now beginning to stabilise.

The last Ofsted Inspection graded the school 'Requires Improvement' but the latest Ofsted monitoring inspection stated: *"Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection in order to become a good school."*

The School also worked with three Achievement Coaches during the two-year Achievement for All Schools Programme.

Key Issues

As part of the Achievement for All framework element of **wider outcomes and opportunities**, we focussed on a group of pupils causing concern. This case study is about the changes made for this particular group.

We had a number of Year 6 boys who were disengaged, particularly at play times.' Despite there being numerous activities for them in the playground (tennis, champ, football, badminton, hoops, skipping, creative arts, basketball), they would stand around in an ever

expanding group, doing very of benefit to themselves or those around them.

It was becoming increasingly obvious that this behaviour was having a negative effect on the pupils' physical and emotional wellbeing and it began to impact on their learning in class.

Dealing with this issue became more pressing when the boys from the younger year groups began to emulate the behaviour of their peers.

Action

We identified the 'leaders', worked closely with the parents, and rather than embark on a purely punitive way forward, we looked at creative ways of altering behaviours, mindsets and attitudes.

The 'leaders' were sent individually to the Nursery, Reception, Year 1 and Year 2 where they spent their time helping the little ones to read, sticking in LOs, supporting with handwriting and generally supporting the class teachers.

We knew the aim was to get the boys back into the playground (they had been temporarily removed from unsupervised time) but we also knew we could not do this without some kind of intervention to 're-skill' the boys and use their obvious leadership skills in a positive way.

The boys completed the '**Developing Pupils Self-esteem**' questionnaire. We realised this group of boys might find it difficult to answer in a way that exposed their vulnerability so teachers and parents completed the questionnaire too. We gathered the results and identified areas where parents and teacher responses were aligned to that of the pupils and where they differed. What was interesting was that on some occasions it seemed that the boys were far harsher in their judgement of themselves in class than their teachers were.

Identifying possible self-esteem issues, despite the pupils rating themselves as not needing support, we then set up the 'Happy in my Skin' programme. The boys were on board from the first session. Although they struggled at first to speak about things they had enjoyed/struggled with that week, watching them building towers with pasta

and marshmallows and Cheerios was a sight to behold. Attitudes changed and instead we had a group of boys who were laughing, competitive, working as a team, problem solving, overcoming barriers independently and coping with failure.

The boys were told that the 'Happy in my Skin' programme was a bridge to them getting back in the playground. They were told that we could see their obvious leadership skills but we would not allow them to return to the playground until they were ready to use these in a positive way. We contacted QPR who run a Playground Leader programme and we explained to the boys that only those pupils who were showing an appropriate level of maturity and responsibility would be included in the programme. Six out of the eight pupils in the 'Happy in my Skin' programme joined the QPR Playground Leaders, along with the rest of the Year 6 boys.

The two pupils who did not make it understood why and they have since shown a far more mature approach in the playground. One of these pupils has since approached me to ask if we have any links to music programmes as he has a keen interest in writing and performing.

Impact

The greatest impact of our actions is that it has kept these pupils in school. The work with the boys has been ongoing and time consuming but we have successfully built up their self-esteem and shown them that they have some very valuable skills.

Two of the pupils, one previously identified as one of the most challenging, were commended by the QPR coaches and they are now taking lead roles in the playground. The QPR boys teach younger pupils new playground games and model responsible behaviour.

Involvement in the Achievement for All Schools Programme has led to measurable improvements:

- Teachers are now targeting the AFA children by marking their books first and offering 'Quality First' teaching in class.
- Work on Self-esteem was very positive as staff and many parents engaged and this raised awareness of self-esteem and its impact on learning.
- The Structured Conversation work has had positive impact on those who engaged with it. The challenge is to try and find a way to engage with those who are resistant.

- The learning environments have developed following SLCN learning walk.
- Giving the ownership of interventions to class teachers has been very positive.

Before	After
50% of the boys were achieving National Expectations in Reading at the end of KS1.	75% of the boys are on-track to achieve National Expectations in Reading at the end of KS2. All of the boys have made expected progress in Reading this year with 62.5% making better than expected progress.
25% of the boys were achieving National Expectations in writing at the end of KS1.	62.5% of the boys are on-track to achieve National Expectations in writing at the end of KS2. All of the boys have made expected progress in writing this year with 50% making better than expected progress.
62.5% of the boys were achieving National Expectations in maths at the end of KS1.	75% of the boys are on-track to achieve National Expectations in maths at the end of KS2. All of the boys have made expected progress in maths this year with 50% making better than expected progress.

Achievement for All
Every Child Included

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<https://afaeducation.org/>

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