



The Compton School

RSHE Case Study: How have you approached training staff?’

Background and Context

The Compton School is an 11-18 secondary school based in the London borough of Barnet- a borough in which, there are a number of selective schools, by ability, by gender, by faith. The Compton serves the local community, with most students living within 0.6 mile of the school. The school is larger than average with 1,354 students on roll at the current time.

We have a truly comprehensive mix of students ranging from the very high achieving to students who require extra support; 37% pupil premium, 22 % Free School Meals (FSM), 43% English as an Additional Language (EAL), 12.5 % Students with Educational Needs or Disabilities (SEND).

On indicators of deprivation the school is located in quintile 5 (the most deprived) of all schools. However, the pupil base shows deprivation just above the national average. In addition, there are higher than average numbers of SEND students, with 2.2 % on Education Health Care Plans (EHCP) compared to 1.7% nationally and compared to Barnet (1.8%). 42% of students have a first language other than English (at least 58 different languages are spoken).

Students generally enter the school at or just below the national average. They leave the school with outcomes that are significantly above the national average, especially in English, maths and science. Our Progress 8 score is consistently above the national average.

The school is very multi-cultural with a wide range of ethnicities and faiths represented. The gender mix is broadly balanced. The school is incredibly harmonious with a firm belief in maximising achievement for all, irrespective of socio-economic background or academic ability.

Students make exceptional progress at The Compton School with our results regularly placing us in the top 5% of schools nationally for progress

In September 2018 we formed a MAT with another outstanding Teaching School, The Middlesex Learning Trust.

Preparing to deliver

Development of the Pastoral Curriculum remains an integral aspect of the whole school commitment to outstanding teaching and learning. A Deputy Headteacher has overall responsibility for PSHE-which incorporates RSHE- and he coordinates content, planning and delivery of the pastoral curriculum, along with our three Key Stage Leaders who are all senior members of staff. There is also an Associate Headteacher and an Assistant Headteacher who support with this process.

The Pastoral Curriculum is delivered by form tutors to their tutor groups, through daily twenty-five-minute Personal Development Time (PDT) slots. The content of the curriculum is wide ranging, progressive and year group specific, incorporating a weekly programme of an RSHE session, year group assembly, 'checking-in time', student activity and vocabulary building and oracy skills.

Students are taught to understand how their education equips them with the behaviours and attitudes necessary for success in the next stage of their education, training or employment and for their adult life. The Pastoral Curriculum therefore enables students to:

- Demonstrate emotionally intelligent and safe behaviour in their daily interactions in school and beyond including on-line and use of social media
- Talk confidently in public and social situations and explore sensitive or controversial issues
- Experience and value a range of spiritual, moral, social and cultural activities
- Support a local, national or international charity and make a positive contribution
- Develop positive character traits such as resilience, determination, self-esteem and confidence
- Be well prepared for the next stage of their education, self-employment or training.

Every year in the summer term, as part of the school improvement cycle, we carry out a survey with staff to review the impact of whole school priorities and to preview the improvement priorities for the year ahead; this includes feedback on the Pastoral Curriculum. The planning team uses staff feedback from this aspect of the cycle **and** half-termly form tutor feedback on the content and delivery of the Pastoral Curriculum, to help inform the action plan for training staff. See **Appendix 1 Staff feedback on Pastoral Curriculum 2021**.

Throughout the year, the team also carry out 'pop-ins' to daily Personal Development Time sessions, to consider content, delivery and impact; and these findings also helped to inform our understanding of staff and student need and consequently where to direct training and support and any necessary changes to the curriculum.

The voice of students is also integral to feedback and planning and our Pastoral Curriculum student consultation groups are met by members of the planning team each term to share ideas about what aspects of the curriculum they have enjoyed and to hear their ideas for improvement and any additions.

Annual surveys to parents also ask for feedback on the Pastoral Curriculum and our parent governors are regularly consulted on any changes.

Review and audit of strengths - curriculum and staff expertise – see **Appendix 2**

We carried out a subject audit to review which aspects of the new RSHE curriculum we already taught-either through the Pastoral Curriculum-or other subject areas such as Science and R.E. **Appendix 2** indicates the provision in place at the time of the audit and **Appendix 3** indicates the additional units that were added to ensure statutory guidance was met.

Furthermore, we identified from anecdotal evidence as well as internal data on behaviour that education about relationships – what makes a relationship healthy, how to recognise if it is unhealthy and what to do about this – would be beneficial for all year groups. This broad theme underpinned much of the content of the new RSHE curriculum so we created generic

lesson plans that could be adapted for each year group to preface each RSHE scheme of work - please see **Appendix 4**. We found that there was similar evidence to support a significant focus on mental health and wellbeing and we updated schemes of work so that they were more explicitly focused on this topic. Please see **Appendix 5 and Appendix 6** Support and Intervention Team SIP 2019-20 and 20-21

Action Planning

The PSHE coordinator and our Key Stage 3 Leader attended training on implementing the new RSHE guidance from 2019 onwards to help inform their knowledge and expertise. Working collaboratively with the rest of the planning team, they were able to align the new Pastoral Curriculum with the professional development training programme for staff. As outlined above, it was identified that staff would need training on key elements of relationship and sex education and mental health and wellbeing.

Training staff

PSHE and related training is delivered to Form Tutors and other relevant staff such as Teaching Assistants and Year Managers at half termly workshops led by Key Stage Leaders and form tutors keen to share good practice and expertise. These are also opportunities for staff to collaborate and share ideas about content, planning and delivery. This was the model which we felt worked best and which we agreed to use to support the rollout-see **Appendix 7 Exemplar Year Team training session**.

RSHE Train the Trainer Programme 2020-21

The school was delighted to be chosen to be part of the programme, seeing this as an excellent opportunity to improve our delivery of RSHE; and to share good practice both internally and across other schools nationally. Two key staff were chosen to coordinate the rollout of the programme and they immediately began work on improving their subject knowledge and awareness of the new guidance. As the guidance became finalised, the coordinators were able to finalise the content and delivery of the Pastoral Curriculum Map for 2020-21 and align this with the internal staff training programme. Each half term, a particular aspect of the year specific RSHE curriculum would be shared in a workstyle format with form tutors and other relevant staff to enable them to become familiar with the key content of the scheme of work and offer guidance in delivery and support wherever needed. Please refer to the following Appendices:

Appendix 8 Pastoral Curriculum 2020-21

Appendix 9 RSHE Train the Trainer sessions

Appendix 10 'RSHE Spotlight' in Newsletter for Parents

Appendix 11 RSHE Policy

As the impact of Covid-19 pandemic became clear, the planning team worked with other schools to consider how best to meet the needs of students in terms of sharing information guidance and support *and* how to deliver the statutory guidance. Without exception, it seemed that schools were choosing to focus on mental health and wellbeing as their priority for all year groups; and we took the same view. It was also clear that a 'blended' approach to teaching and learning needed to be incorporated for the year ahead.

Mental Health and Wellbeing

During the lockdown, the school had worked with its team of Wellbeing Champions to share information, guidance and support for students, families and staff through the newsletter, the website and staff sharing sessions. This had significantly raised the profile of mental health

and wellbeing and therefore supported high levels of 'buy in' for the implementation of the new curriculum. Please see **Appendix 12 Wellbeing Support**

The planning team subsequently made adjustments to the content of the Pastoral Curriculum 2020-21 and to the training programme. Whole staff inset in September 2020 focused on the importance of 'kindness' and a 'watchful waiting' approach to supporting students as they returned to school in September-see **Appendix 13 Kindness Inset**

Next Step

The Pastoral Curriculum is subject to ongoing review and improvement. The PSHE coordinator and the planning team are very responsive to the changing social and political climate and this flexibility has allowed us to make adaptations that take account of topical issues as they emerge. For instance, the recent website, 'Everyone's Invited', citing testimonies from students who have experienced sexual harassment or abuse in educational settings, has led to a more robust approach to aspects of the curriculum which teach about 'healthy relationships'. We have delivered staff training on the nature of peer-on-peer abuse and how unacceptable it is, emphasising how the RSHE curriculum supports students' understanding of this. We have then made changes to the generic student information about positive and healthy relationships to ensure they are clear about what we mean by peer-on-peer abuse and what actions they should take if they experience it and how the school will deal with it.