



Children, Young
People and
Families Board

HeadStart Hull Mark of Excellence

Children and Young People's Evaluation Report

Bricknell Primary School



**HeadStart
Hull**

Building resilience with children and young people



**COMMUNITY
FUND**

Overall Evaluation of Bricknell Primary School (September 2021)

OBSERVATION

The HeadStart Hull Co-Production Team were welcomed into Bricknell Primary School by Miss Chapman and shown to the room that the team had been allocated for the day. The room was bright and colourful, with different seating options and engaging displays.

The young evaluators were brought to the room and were all so respectful of the HeadStart Hull Co-Production Team and each other. During the group session, the young evaluators undertook training on the RAG (Red, Amber, Green) rating system to ensure that they understood how they were rating their school and what red, amber and green might look like. The young evaluators engaged in discussion with one another, and it was great to see them challenging each other on their thoughts and opinions. Additionally, they added to each other's 'even better if' ideas on how to improve the school further, working collaboratively.

The empathy of the young evaluators towards both their peers and staff, was demonstrated in their feedback. This was especially evident when discussing pupils who are new or do not speak English. The young evaluators were extremely considerate and understood that these pupils might need more of the teacher's attention due to how they might be feeling.

During the single evaluations, it was evident that the young evaluators were thinking carefully about their answers to the evaluation questions and were considering positives and negatives. All of the young evaluators were respectful, polite and solution focused, and all wanted a continued role as a young evaluator to support the ongoing evaluation and development of wellbeing support and student voice practices within their school.

Whilst in and around the school the HeadStart Hull's Co-production Team witnessed various examples of positive and trusting relationships between staff and pupils. This was evident as different staff brought representatives from the different groups to the room to take part in the evaluations, and made sure that they were comfortable, knew what was happening and knew where to go afterwards.

Another example seen in a corridor, where one pupil, who was clearly distressed, was being supported by a member of staff. The member of staff had a very soft tone, concerned expression and open body language, and clearly communicated their empathy for the young person and their situation. The staff member asked 'Has that really shaken your day?' and demonstrated their care when the pupil nodded. The member of staff asked whether the young person wanted to sit there for a while to calm down. The pupil nodded again. The member of staff advised the young person that they would make sure their teacher knew what had happened and why they would be late back to class, and checked whether the young person needed anything else. Their approach in acknowledging the impact of whatever that young person had experienced, and the time taken to be alongside them in their emotional distress, was very touching.

When the young evaluators fed back to Miss Chapman about the results of the evaluation and the changes they would like to see in school, it was clear to see the relationship there and how comfortable and confident those pupils were in sharing experiences and ideas, and Miss Chapman was very open in listening and providing suggestions.

"As a practitioner who has always worked with children of primary school age, I understand how vital and effective group activities are in encouraging inclusion. I particularly liked the Teacch 2 room we

used to hold the evaluations of your school. I found the space to be big, pleasant for students, colourful, and with certain places focusing on emotion awareness (Jigsaw rug for example). Later in the afternoon of the second day spent at your school, when encouraging involvement of students from KS1 and with various needs, a student explicitly said that being in teacch 2 room made them feel safe in their school. I feel this is a good indication of student opinion and confirmation of the way in which safety felt- and in what way it was important to them.” – HeadStart Hull Young People’s Engagement Worker

CONSULTATION

8 students applied and were selected to be young evaluators at Bricknell Primary School. These students, aged 9 and 10, took part in the group and single evaluations on 21st and 22nd September 2021.

During the initial group session, one of the young evaluators was not present. The other 7 young evaluators undertook RAG rating training so that each young evaluator understood what the different ratings mean and how to apply them to different aspects of their school experience and observations. The HeadStart Hull Co-Production Team asked the young evaluators ‘what playtimes are like’ and ‘what the support is like if you are a new pupil or pupil who doesn’t speak English’. Then following active group discussions on both themes, the young evaluators were asked to RAG rate these themes. The young evaluators were also asked to consider whether any part of their pupil experience at Bricknell Primary School was a definite green, a definite amber or a definite red, and why.

As part of the single evaluations, the young evaluators RAG rated their school for the following 8 categories:

- Feeling safe
- Getting the help they need
- Feeling listened to
- Achievements are recognised and celebrated
- Feeling respected
- Feeling happy
- Jigsaw lessons
- A real life situation where they have asked a member of staff for support

Feedback and Evaluation by Children and Young People – September 2021

YOUNG EVALUATOR APPLICATION FEEDBACK

As part of the Mark of Excellence Young Evaluator process, the HeadStart Co-Production Team asked children from Bricknell Primary School to fill in an application to apply for the role of a young evaluator. The HeadStart Co-Production Team received 8 applications therefore, every young person who applied was chosen to be a young evaluator.

As part of the application process, students were asked to answer 2 questions;

- Why do you want to be a young evaluator?
- What do you think is important for us to know about your school (good or bad)?

Below are some of the comments from the applications we received about Bricknell Primary School:

'I am proud of my school and would like to tell other people how we are cared for'

'I am happy at school most of the time but some days I don't feel so great. Some days I feel sad because people might have said some mean things to me. On these days, I feel like I could always talk to the teacher. My teachers listen to me and everyone else.'

'We don't tolerate bullying, we always follow the Green Standard, we are all optimistic and push ourselves to the very best.'

'It is very welcoming for new people and if you're ever upset, they are right next to you to help turn that frown upside down'

'I think it's important for you to know that Bricknell takes looking after emotional health very seriously. We do a lesson called Jigsaw every Friday which helps us understand our mental health, we do something called 'calm me' which teaches us ways of relaxing.'

'The teachers are kind, smart and take good care of us children. In classes, the teachers joke around to make class more fun but every day, they take care of you and when a new person comes they make sure we are given a proper introduction.'

'There is only one bad thing which is the rule that teachers can't give you your medicine without a note from your parents and they can't remove splinters, yet they can give you eyedrops which is a type of medicine without a note.'

'There is no bullying, but people can get into arguments. The teachers are nice and care about us. There's always someone to talk to.'