



Department of Children's Services

Educational Psychology Team

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Date: 25/06/25

HEADTEACHER: Mrs Louise Woffendin

SCHOOL NAME: Lidget Green

ADDRESS: Birks Fold, Bradford BD7 2QN



School: Lidget Green

Moderation Visit: 25/06/25

Moderator(s): Dr Natasha McIntosh,

Representatives of the school:

- Assistant Headteacher/ SENDCo Sofia Yaqub
- Emma Reagan- Inclusion Manager
- Humma Raza- Deputy Headteacher
- Pupil(s) One Year 5 and One Year 6

Context

Lidget Green Primary School is part of the Pennine Academies Yorkshire Multi-Academy Trust and joined the trust in 2023. The School last received an Ofsted in 2019 and have yet to have received an Ofsted since joining the Multi-Academy Trust.

The previous Ofsted indicates that pupil staff relationships are strength stating, "Staff have strong relationships with pupils". School Staff at Lidget Green have built on this by the developing a School behaviours and Relationship policy which provides a clear and consistent approach to promoting positive relationships and providing safe and secure to enable pupils to reach their full potential.

Due to the drop in birth rate Lidget Green is slowly decreasing from a three form entry to a two form entry school. KS2 remains three form entry but the rest of the school is gradually reducing to two form entry. Lidget Green has had a change in Headteacher two years ago. Since then change in Leadership there

has been an increased emphasis on staff wellbeing e.g. changes to the reading scheme to make it easier for staff use, moderation meetings rather than pupil progress meetings which there is more of open dialogue with staff, and there is open door policy in which staff can discuss their problems.

School have developed trained peer support delivered by pupils known as 'Wellbeing Warriors' they support other children with managing conflict in school and receive training from the inclusion Manager.

School staff report that there are future plans to develop an SEMH provision at Lidget Green over the summer which will be run by staff from Delius School Bradford.

Leadership and Management

- Senior Leaders have developed a behaviour and relationship policy which draws on psychological theory, relational practice and Educational literature such as:
- The policy is influenced by Paul Dix When the adults change everything changes: Seismic shifts in school behaviour
- The key principles of Emotion coaching by John Gottman (1997) are referred to in the policy and are used by staff to communicate with pupils.
- Careful consideration has been given to the consequences system pupils are given a supportive reminder e.g. was that safe, a verbal warning delivered privately, and access to time out so pupils can self-regulate.
- There is a clear rewards system in place based on House points-Children earn House Points throughout their school day for positive behaviour both in the classroom and outside such as demonstrating the school values, showing resilience, teamwork and taking care of others and our environment.
- There are weekly meetings with the Inclusion Team which comprises of:
 - Inclusion Manager
 - SENDCo
 - Learning mentors x2
 - Attendance officer

- Designated Safeguard Lead/ Deputy Designated Safeguard lead
- Medical Lead
- Does the school data indicate that there are no permanent exclusions and fixed term exclusions are actively being reduced through intervention and support? **YES / NO**
- Deputy Head Humma Raza and Assistant Headteacher/SENDCo Lidget Green report that this academic year there have been zero permanent exclusions.
- This academic year there has been 1 fixed term exclusion and school staff indicate that exclusion is a last resort. This child now has EHCP and is on the pathway for Autism and ADHD.
- School staff report that have put in place additional support for pupil at risk of exclusion named Jamie's Farm. At Jamie's Farm children learn to regulate their emotions in family run farm environment. 9 pupils are currently accessing this.
- Is there a provision map of mental health and wellbeing support and interventions? **YES / NO**
- Lidget Green have developed an SEMH provision map which works across 3 levels: Level 1 is universal provision e.g. such as the PSHE spiral curriculum, use of restorative approaches and curriculum enrichment experiences, Level 2 refers to School interventions e.g. individual pastoral intervention and Level 3 is outside agencies e.g. SCIL team and Educational Psychologists.

School Ethos and Environment

Is there clear evidence, from the submissions and also the visit, of a mental health ethos with a wellbeing focused environment: **YES/NO**

- Based on my visit to Lidget Green careful consideration has been given to the how the school environment support the emotional wellbeing of both pupils and school staff for instance:
- Each class has a worry box/ worry monster, and children were able to describe how they used this to help them regulate.
- Each class has a calm area where pupils can reflect, regulate and have access to resources to support them to regulate
- A Nurture room used to support groups and individuals to regulate as well as the Hive which accessed by two pupils regularly
- An Emotional toolkit in each room- with fidget and items to help children regulate.

- There are break out space around school where children can access support
- Hessian background with minimal/ mostly working walls to prevent overstimulation
- Sofa's outside classroom for children to calm
- There a specific room for PPA and training room were staff can work together with access to refreshments.
- All the children from the same family can be dropped off at one door
- There are morning and end of day drop ins with the inclusion manager for children.
- Parents can drop children off at less busy times if they or their children are overwhelmed by busy crowds at drop off time
- Breakfast Club
- Daily emotional check ins so staff are aware of pupils feelings
- inclusion support- staff refer pupils for additional to help pupils regulate their emotions

Are there any areas for development? YES/NO. If yes, what is it?

Staff Development, Health, and Wellbeing

- Is there is clear evidence, from the submissions and also the visit, of staff development in the area of mental health and wellbeing, plus the health and wellbeing of staff is catered for? YES/NO
- Lidget Green has signed up to the Education and Staff Wellbeing Charter and are committed to supporting staff Wellbeing
- Staff have access to the School Wellbeing app
- Access to counselling or support from the Mental Health Support Team
- Release time so that teachers can attend their own children's special events.
- There is a wellbeing champion within school who was recently trained, and staff will soon be able to access them.
- Celebration days and Fuddles at the end of each term
- Time to work together as a year group
- Questionnaires are completed to monitor Staff wellbeing
- They act on staff concerns e.g. staff concerns about children's behaviour at play time and lunchtime was acted upon.
- All staff have walkie talkies
- Every class has a support assistant.
- o School staff have had access to the following training:
 - Emotion coaching training
 - SCIL team Making sense of Autism/ use of visuals
 - Everyday Heroes Trust Twilight-Jaz Ampaw-Farr (Why we do what we do)

- Theraplay training
- Living Well Schools-Shaping schools outlook on poverty
- Principles of Nurture
- Emotional Bases School Avoidance training

• Are there any areas for development? YES/NO. If yes, what is it?

Curriculum, Teaching, and Learning

- Is there is clear evidence, from the submissions and also the visit, of curriculum development in the area of mental health and wellbeing? YES/NO
- Curriculum is a clear strength of the whole school approach. Careful consideration is given to the developmental appropriateness. Use of the following supports a whole school approach:
- Zones of Regulation- is used to support children to recognise and identify their feelings
- Theraplay
- The My Happy Mind Curriculum- which covers lesson from the EYFS to KS2 (Reception to Year 6)
- Forest Schools
- Nurture Groups with personalised provisions and support
- Circle of Friends activities
- Cognitive Behavioural Therapy
- Outdoor play and learning
- Policed- given by the police e.g. county lines , grooming etc

Are there any areas for development? YES/NO. If yes, what is it?

Coordinated Support

- Is there is clear evidence, from the submissions and also the visit, of coordinated support, birth within school and with the use of external agencies? YES/NO

School staff work closely with a range of external agencies to support the wellbeing of pupils. They have a good knowledge of the services available and how and when to signpost.

External agencies include:

- Private Educational Psychologists
- Mental Health Support Team
- SCIL Team
- Worked with Park Aspire Pupil Referral Unit to develop SEMH provision

- Are there any areas for development? YES/NO. If yes, what is it?

Identifying Need and Monitoring Impact

- Is there is clear evidence, from the submissions and also the visit, of a strong capability in identifying need and monitoring impact? YES/NO

Staff at Lidget Green can clearly identify ways in which they assess and track pupil wellbeing such as

- The Strengths and Difficulties Questionnaire (SDQ)
- The Boxall Profile
- Emotional literacy Scales

Are there any areas for development? YES/NO. If yes, what is it?

Working with Parents, Carers, and Community

- Is there is clear evidence, from the submissions and also the visit, of engagement of all parents which includes a strong element of support and mental health education for parents to use with their children? YES/NO
- School staff continually strive to engage with and support parents mental health and wellbeing in a variety of ways such as:
 - Dedicated displays which signpost where parents can get help
 - Coffee mornings with the Mental Health support Team
 - The school website signposts parents to information where they could receive support such as Young Minds, Mind, My Happy Mind portal for parents and a website which signpost locally available services called Bradford Family's and Young Person Information.
 - Class Dojo is used to send information about support that can be accessed in the local area
 - There is a safeguarding phone in which parents can contact school for additional support.
 - SLT are available in the playground
 - Links to the Family Hub at the Farcliffe Centre
 - Local church e.g. local activity
 - AWARE the parent Run group from Autism
 - NSPCC for online safety to support children
 - Dedicated parents sections on the school website
 - Arbor App.
 - Trident in BD5- speech and language

Are there any areas for development? YES/NO. If yes, what is it?

Pupil Voice

- Is there is clear evidence, from the submissions and also the visit, of pupil voice in the area of mental health and wellbeing? YES/NO

There are several avenues for pupil voice to be elicited e.g.

- Use of Talking MATS
- Using Pupil Attitudes towards Self and School (PASS) by GL assessment-children year 2 and above-gather information about how they feel about school and the curriculum it rag rated by the children and they are then target for support
- At the start of any intervention e.g. 1:1 Support pupil voice is gathered.
- School council-some are also wellbeing warriors

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	1
Working with Parents, Carers and Community	1
Pupil Voice	1

OUTCOME

To summarise, Lidget Green has achieved the criteria for the Bradford Healthy Minds Silver Award by achieving the following:

- There is a clear whole-school approach to mental health and well-being which is outstanding
- Curriculum, Teaching and Learning is a particular area of strength within this school
- Staff wellbeing is a priority and is continually developing
- They have developed strong relationships with external agencies and utilise them effectively to support pupil wellbeing and staff development

Congratulations!

Moderator Name

Dr Natasha McIntosh

Chartermark Moderator Educational Psychologist 2024-25

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

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