

Cynulliad Cenedlaethol Cymru | National Assembly for Wales

Y Pwyllgor Plant, Pobl Ifanc ac Addysg | Children, Young People and Education Committee

Ymchwiliad i Gwella Iechyd Emosiynol ac Iechyd Meddwl Plant a Phobl Ifanc | Inquiry into The Emotional and Mental Health of Children and Young People EMH 22

Ymateb gan: Estyn

Response from: Estyn

Response

Estyn welcomes the proposed review of CAMHS 'Together for Children and Young People Programme'. The school survey which forms part of the inquiry will enable the committee to gather first-hand the views of teachers and pupils on the effectiveness of the programme. Estyn believes it is imperative that support staff, such as teaching assistants, learning coaches and attendance support staff are also given the opportunity to respond to the survey. This is because their work is often integral to the provision of support offered by schools to learners and their families.

In this response we provide relevant evidence from our inspections and other in relation to the area of the Committee's inquiry relating to "*the work being done to ensure children and young people are more resilient and better able to tackle poor mental well-being when it occurs including:*

- *The development of the Health and Wellbeing Area of Learning and Experience as part of the new curriculum.*
- *Children's access to school nurses and the role schools nurses can play in building resilience and supporting emotional wellbeing.*
- *The extent to which health, education and social care services are working together.*
- *The take up and current provision of lower level support and early intervention services, for example, school counselling services."*

As part of the 2010-2017 Common Inspection Framework, Estyn inspected the quality of provision for care, support and guidance in all schools, pupil referral units (PRUs) and colleges across Wales giving due consideration to how well providers work with external agencies in order to provide specialist services to their learners. The quality of care, support and guidance in most maintained primary, secondary and special schools has been good or better during this inspection period. However, it is good or better in only around half of all PRUs. Generally, staff work well with specialist professionals such as therapists, nurses and counsellors to provide high levels of care, support and guidance to pupils. Many secondary schools and, more recently,

primary schools provide timely and beneficial intervention to individual pupils through their school-based counselling service.

In the primary sector, many schools have developed innovative approaches to support and nurture pupils' health and wellbeing including through working with specialist services. For example, therapy sessions with construction toys improve pupils' concentration skills and provide beneficial opportunities for vulnerable pupils to talk to adults about their feelings and concerns.

In the secondary sector, the schools which provide excellent care, support and guidance plan an engaging personal and social education (PSE) programme which helps pupils understand the importance of physical and mental health. School nurses often deliver aspects of the PSE programme. In the best examples, schools continually review the wellbeing needs of pupils in the school and use this information well to keep their PSE curriculum relevant. These schools have a strategic approach to improving the wellbeing of pupils. They work successfully with an extensive range of external agencies and specialist services to provide a personalised support system which meets the individual needs of all pupils highly effectively. In many schools, multi-agency hub meetings or wellbeing groups help bring professionals from different agencies together to plan interventions for the most vulnerable learners.

In maintained special schools, staff work well with specialist professionals such as therapists, nurses and counsellors to provide high levels of care, support and guidance to pupils.

Most PRUs make extensive use of specialist services such as mental health services, advisory teachers and educational psychologists to provide support for pupils and valuable training for staff. However, this level of support and training for staff does not always extend to staff in wider EOTAS services.

The quality of care, support and guidance has been strong across most of the further educational institutions. It is particularly encouraging that four of the five institutions inspected between 2015-2016 and 2016-2017 were judged as providing excellent care, support and guidance. In these cases, providers work very closely with specialist health services to promote emotional resilience and positive mental health in their young people.

Recent examples of effective practice

At Danescourt Primary School, staff support pupils to manage difficult emotions and challenging situations through a range of coping strategies.

<https://www.estyn.gov.wales/effective-practice/providing-emotional-support-improve-pupil-behaviour-and-wellbeing>

At Bridgend College, wellbeing officers, learning coaches and skills coaches holistically support students in all aspects of their college life.

<https://www.estyn.gov.wales/effective-practice/holistic-approach-supporting-college-learners>

Ysgol Bryn Deva focuses strongly on increasing the life-chances of pupils through improving their wellbeing and standards of attainment – and its programmes are having a positive impact.

<https://www.estyn.gov.wales/effective-practice/improving-wellbeing-and-standards-attainment>

Estyn’s approach to inspecting emotional wellbeing (additional information as requested by the Committee)

Estyn has strengthened our focus on emotional wellbeing in our new inspection arrangements for schools and PRUs which are in place from September 2017.

Inspectors give particular attention to emotional wellbeing under 2.1 Wellbeing, 2.2 Attitudes to learning, 4.1 Tracking, monitoring and the provision of learning support and 4.2 Personal development (including spiritual, moral, social and cultural development). Relevant extracts from our inspection guidance are included below. The inspection guidance handbooks for each sector can be found on our website www.estyn.gov.uk. More detailed guidance is provided for inspectors in the supplementary guidance on healthy living – [click here](#).

We are currently revising our inspection guidance for Local Government Educations Services and will be piloting this in December 2017.

2.1 Wellbeing

Inspectors should consider the extent to which pupils feel safe and secure, and free from physical and verbal abuse. They should consider how well they understand how to make healthy choices relating to diet, physical activity and emotional wellbeing, including how to keep themselves safe online. They should consider how well pupils use this understanding in their own lives in school and respond positively to opportunities to undertake physical activity, for example during lessons, at break and lunchtime and through after-school clubs and activities.

...They should consider how well all pupils show confidence and resilience in their lives, for example in the way they interact with new people and with adults.

2.2 Attitudes to learning

Inspectors should evaluate to what extent pupils are developing the key attitudes and behaviours that will help them to learn throughout their lives.

Inspectors should evaluate the extent to which pupils are ambitious, confident, capable and independent learners. They should look at how well pupils engage with new, unfamiliar experiences and ideas. They should judge pupils' interest in their work, their ability to sustain concentration and to avoid distractions. They should consider how readily pupils engage in tasks and bring them to completion. They should evaluate how well pupils persevere and remain purposeful when they face difficulties or seek other solutions when their first approach to a problem is unsuccessful.

4.1 Tracking, monitoring and the provision of learning support

The focus on assessment in this inspection area is on whole-school monitoring, tracking and reporting and its impact on the progress of individual learners and groups.

Inspectors should consider how well the school tracks and monitors pupils' progress and wellbeing, including attendance and behaviour, as they move through the school. Inspectors should consider how well the school uses this information to consider the progress and development of specific groups, for example those pupils whose circumstances may make them vulnerable to underachievement or those who are more able. They will need to consider how well the school identifies relevant issues and responds appropriately to the outcomes of tracking and monitoring, for example through the provision of appropriate support and challenge, the use of intervention strategies and the mentoring or coaching of individuals or groups. Inspectors should consider how well the school includes any pupils educated off-site or on-site in nurture groups or inclusion centres, in these arrangements. Inspectors should consider how well the school tracks the progress of pupils with additional learning needs in relation to the targets in their individual plans, and their progress from their individual starting points. Inspectors should also consider how well the school uses partnerships with others, for example other schools or agencies, to provide effective support for learners.

Inspectors should consider how well the school supports pupils with emotional, health and social needs so that they can engage positively with the school and benefit from the opportunities that it offers.

Inspectors should consider how well the school establishes productive relationships with parents and has effective lines of communication with them so that parents can support their children well and raise any issues that may affect their child's learning and wellbeing. Inspectors should consider the extent to which the school is actively helping to develop parents' capacity to support their own children. For example, the school may provide information on the curriculum, guidance on the benefits of regular pupil attendance, workshops for parents on how to help their child to develop their reading skills and support for families of pupils with additional learning needs.

4.2 Personal development (including spiritual, moral, social and cultural development)

Inspectors should evaluate how well the school's provision helps pupils to develop skills, knowledge and understanding to make healthy lifestyle choices, for example in relation to healthy eating and drinking, substance misuse, sex and relationships, online safety and so on. Inspectors should consider how successfully the school's provision helps pupils to understand the impact of lifestyle choices and behaviours on their present and future mental and physical health and wellbeing. Inspectors should report on whether the school has the appropriate arrangements to promote healthy eating and drinking.

Inspectors should evaluate the extent to which the school's provision helps pupils, including those from different groups such as those eligible for free school meals, to take on responsibilities and to play a full part in the school and wider community.

Inspectors should consider how well the school's provision prepares pupils, including those with additional learning needs, to become active citizens, for example by making decisions about the life and work of the school. They should consider how well the school's arrangements help pupils to participate in decision-making at a school level, including the opportunities they have to influence what and how they learn, and the effectiveness of the school council and other pupil groups, for example the eco committee. Inspectors should evaluate how well the school's provision helps pupils to develop an understanding of their culture, the local community and the wider world.

Inspectors should evaluate how well the schools' personal and social education programme supports the development of the social and emotional skills of all pupils, including those from disadvantaged backgrounds. Inspectors should consider how well the school provides experiences that help to prepare young people for the opportunities, responsibilities and experiences of adult life, including education about careers and the world of work.

...They should consider the overall coherence and effectiveness of the provision for personal and specialist support, including the availability of services from specialist agencies, especially for learners who face considerable barriers to learning.

Inspectors should look at how well the school helps pupils to understand issues relating to equality and diversity, and develops the values of tolerance and respect. They should consider how well the school develops pupils' knowledge and understanding of harassment, discrimination, identity-based bullying and extremism. They should also consider how well the school responds to and manages any incidents relating to bullying, harassment and discrimination. They should consider how well the school's arrangements foster a positive approach to managing pupils' behaviour and an anti-bullying culture. They should consider the extent to which the school's provision challenges stereotypes in pupils' attitudes, choices and expectations, and how well it promotes human rights.

Estyn, September 2017