

Hunslet Moor Primary School

Assessment date: Tuesday 6th October 2015

Assessor: Steven Body

Outcome: Based on the findings of the visit, I am pleased to confirm your self-validation to maintain Healthy Schools Status.

Information about the assessment process

- The school self-evaluated current Healthy Schools practice within the 4 core areas, Personal, Social & Health Education (PSHE), Healthy Eating, Physical Activity and Emotional Wellbeing & Mental Health (EWMH), using the School Health Check prior to assessment. The school judged themselves in each area using descriptors aligned with Ofsted.
- The assessor interviewed groups of pupils, parents, staff, senior leaders and a member of the governing body.
- A tour of the school was conducted by members of the School Council during the morning to observe Healthy Schools in practice.
- Relevant paperwork was presented as stated in the agreed list of documentation.

Healthy Schools: information about this school

- Leeds Advanced Healthy Schools Status: N/A
- National Healthy Schools Status last achieved: October 2010.
- School Health Check - improved health outcomes:
 - *There has been an increase in the number of children who attend Breakfast Club, from 35 to 47 pupils, across all year groups, between January 2012 and 2013.*
 - *There has been an increase in the number of children who attend a before, during or after school physical activity club, from 94 to 150 pupils between autumn and spring term 2013.*
- Healthy Schools Plus: N/A.

The school has the following strengths:

General:

- The school's strong pastoral care, community ethos, caring nature and warmth are felt the moment you enter this school and resonate in all that can be observed and experienced and make you feel very welcome. All stakeholders interviewed commented on this as the overriding strength of the school.
- This school has a holistic approach and vision for investing in the whole child. This is evidenced through the head teacher's drive and continued commitment and promotion of pupil wellbeing, both physical and emotional, which is thoroughly supported by all of the middle leaders across the school.
- The Healthy Schools Programme is led very effectively and has a high profile in the school. The two coordinators are very committed, enthusiastic and passionate, have a clear vision for the future and plan the health and wellbeing work meticulously to raise standards, ensuring a whole school approach which is fully supported by the senior leadership team and governors.
- All pupils spoken to reported how proud they are to belong to this school community and went to great lengths to act as ambassadors for the school, clearly valuing the effect of the input they have received. They were very happy, articulate, polite and friendly and demonstrated that health messages are understood and that this is impacting on their lives.

- Staff dedication and contribution to school life at Hunslet Moor are real strengths and they do go the extra mile to improve pupils' lives. Staff have fostered a fantastic team ethos, are very supportive of each other, friendly, happy, very approachable and know their pupils and families very well, which ensures everyone feels safe and valued. Staff are highly motivated to improve the health and wellbeing of all pupils. Wellbeing messages are embedded in school life and supported by the involvement and engagement of governors, parents and staff in promoting health issues.
- The school continues to invest a lot of time and resources in the staff, evidenced through the easily accessible training provided to staff on such areas as the Prevent agenda, Child Sexual Exploitation and Female Genital Mutilation.
- Relationships, communication and access to support work well between stakeholders in the school, with parents and the community through the use of the community room. Parents and governors also reported that they are regularly kept up to date and informed and, on occasions when additional consultation is desirable, through meetings and newsletters, such as the plans for new PE kit for pupils.
- The School Council is a key stakeholder in this school and supports the vision of the school. It has a good structure and a voice and meets weekly. The children have various roles of responsibility and are confident within them. Pupils feel valued and are provided with opportunities to express their views on how to improve things at their school.
- The school's learning environment is very calm and promotes positive health and wellbeing messages, evident through the varied, creative and engaging physical and emotional wellbeing messages that are displayed throughout the school, such as the You've Been Noticed, DREAM, and All About Me displays.

PSHE:

- The real strengths of PSHE are in its high profile in the school, its strong and focused leadership and support by all members of the school community. The head teacher and governors support the coordinator well to lead, improve and prepare pupils for the future.
- The coordinator has passion, drive and good subject knowledge and is thoroughly valued and trusted by all members of staff. She receives appropriate resources and management time to implement change and is seen as a great support to staff. She has a clear long term vision for the future which is built into whole school planning.
- The PSHE provision is embedded in the curriculum with lessons being delivered by teachers and other experienced staff. PSHE has designated time, at least 45 minutes, within the curriculum and is delivered to all pupils through weekly sessions, on a two-year cycle. Additional cross-curricular topic-based activities are also provided through the wider school offer.
- The curriculum offered is very much pupil-focused and follows a preventative approach, with its core content from the Leeds Primary PSHE scheme of work, which has been adapted and refined to meet the school's needs, such as with the Sex and Relationships Education (SRE) provision being delivered earlier in the year for greater impact.
- Staff are aware of the pupils' needs. They annually collect pupil perception data using the My Health My School Survey, and amend the curriculum based on the findings. SRE and Drugs, Alcohol and Tobacco Education are thoroughly covered within the taught curriculum. All staff are engaged and feel confident to deliver the subject, including both of these sensitive themes.
- The school does not solely rely on the school-led delivery of PSHE and, where relevant, enhances the curriculum and engages with external providers to support the PSHE delivery. These include Blast, d:side and the Health & Wellbeing service which the school uses regularly to enrich their teacher-led sessions.
- PSHE delivery is regularly monitored and evaluated by the coordinator alongside regular teacher and pupil consultations on the provision and resources used to ensure they are fit for purpose.
- Pupils clearly enjoy, appreciate and recognise the importance of this subject and could describe in detail what they have learnt at school especially in regard to drug education and oral health and how they are applying it to their daily lives.

- Both parents and governors reported that they are fully engaged and consulted when the need arises in PSHE, such as with the SRE delivery. PSHE is assessed every half term using the adapted compulsory PSHE Passports. Pupil progress is reported to parents at the parent consultation evenings and in the end of year report. Alongside this, parents also receive regular updates through the school newsletters and additional health and wellbeing leaflets.

Healthy Eating:

- School meals are a success at this school and numbers are increasing which reflects the hard work the school and the provider have put into improving the quality of the food served and the dining experience. The quality of the school meals is good and they fully meet the national standards. Meals are hot, flavoursome and enjoyed by pupils especially as there are five daily menu options available.
- The school has a fantastic working relationship with the catering staff, ensuring that they feel part of the school community and the whole school approach to healthy eating. The catering staff are friendly and committed to making lunchtimes a positive experience and regularly respond to pupil feedback and requests, such as introducing two roast meals a week. Fab Fridays, where the school council vote for what is cooked for that day, is also working well to increase school meal uptake.
- The school has a light, airy and clean dining area which contains a separate salad bar. It is well-managed, has a very calm atmosphere and children can sit with their friends and take time to eat their meal, which impacts on the general social ethos of the dining area and on individual pupils' social skills. The school also have the 'take 5 crew' who are keen to improve the school environment and ensure it is clean throughout the lunch time.
- The subject leader for Design and Technology and the Healthy Schools Coordinator are dedicated, committed and passionate about further developing the health eating curriculum to ensure it is spiral and progressive as pupils move through school. It has had an increased focus this year and staff are accessing additional training through the Health and Wellbeing Service. The school works hard to ensure that pupils learn how to make informed healthy choices, with a clear understanding of the importance of a balanced and healthy diet.
- The school continues to promote and encourage all pupils to consume water throughout the day by providing every child with a new water bottle at the start of the academic year.
- Parents welcome and acknowledge the work the school has undertaken to promote healthy options with pupils, as well as the improvements to the school meals. All children spoken to could clearly explain what the school allows with regard to break time snacks and packed lunches, as well as the reasons for this, and this is supported by a clear and concise Whole School Food Policy and relatively new Packed Lunch Policy.

Physical Activity:

- The Physical Activity Coordinator leads the subject well alongside the Clubs Coordinator who coordinates after school clubs and out of school events. She brings a lot to the subject, is enthusiastic, proactive and has clear plans for the future, utilising the sports funding. She is fully supported by the head teacher. She inspires confidence in staff to continue to build on the high profile the subject has in the school.
- Almost all pupils are provided with 2 hours of timetabled Physical Education (PE), which includes a term of swimming sessions for year 4 in the summer term. The school staff have received training on Real PE and are fully integrating it into their lesson plans. The school is engaged with Active Schools and has achieved the Sainsbury Silver Award.
- All staff report feeling well-supported in the delivery of PE through a well thought out and needs-led CPD programme. Staff act as good role models for the pupils in terms of physical activity by delivering both the taught curriculum and activities at break time.
- The Clubs Coordinator further enriches the curriculum time by offering pupils a good range of extra-curricular physical activities, such as tennis, dance through Dazl, running, cheerleading, and badminton and uptake is increasing. The coordinator regularly reviews

uptake of these activities and targets additional support and activities for the Pupil Premium Pupils. He also consults with pupils about the offer of physical activity provision and as a result gymnastics was introduced for pupils.

- The Clubs Coordinator, with support from the local School Games Organiser, is also developing better links/partnership with local schools, clubs and external agencies to establish a better range of inter-school sports competitions and tournaments. To enhance the curriculum, the school also offers additional sporting opportunities through such events as the Brownlee Brothers Triathlon. Pupils report that they enjoy all their PE lessons and are very proud to represent their school at inter-school events and enjoy the competitive element.
- The school continues to encourage structured physical activity at break times, with pupils having access to a range of play equipment, an adventure trail, jungle gym, a stage and mushroom area alongside a quiet area. These are utilised, enjoyed and appreciated by all pupils.
- The school continues to promote and develop safe and sustainable transport to school. Basic cycle training is provided annually to year 6 pupils which has equipped pupils with the skills to cycle safely to school. The school also continues to raise awareness of road safety with training for year 1, 3 and 4 and through the annual walk2school initiative.
- Parents feel included in whole school sports activities, are kept informed of new developments and they spoke at length about how their children in year 5 and 6 enjoyed the sports week in the summer.

Emotional Wellbeing & Mental Health:

- Emotional Wellbeing and Mental Health (EWMH) is very high on this school's agenda, enabling pupils to reach their true potential. There is a whole school approach led by a very proactive pastoral team, overseen by the Head Teacher. The team meets weekly to discuss emerging pupil needs. The Behaviour Support Worker (BSW) is a very passionate, valued member of the team who oversees targeted and individual support for pupils. The BSW, SENCO and PSO are all proactive and offer excellent support to staff, pupils and families, which they do very well. They also have strong and supportive links with the Jess cluster through the Family Support, Emotional Health and Wellbeing Officers and TaMHS.
- There is good in-house pastoral care provision to develop and promote EWMH and early support. This is supported by the PSHE Coordinator ensuring that a EWMH curriculum is delivered to all pupils. This includes SEAL lessons, Silver SEAL and is supported by circle time sessions for pupils where relevant.
- There are clear and effective protocols and referral systems in place to identify, report and support pupils, which all stakeholders are aware of and it is something they value and appreciate. The staff Cause for Concern form for identifying, monitoring and signposting pupils is effectively used and is in daily use as an 'early alert' system. This ensures good communication throughout the school about who requires additional support through structured interventions matched to their individual needs.
- The BSW is available throughout the day offering a variety of targeted small groups and individual interventions for pupils and utilising the various break-out rooms such as the Rainbow, Reflection and Language Intervention rooms and the Learning Zone. She also provides a daily nurture lunch for a small group of pupils who value this more intimate setting.
- The behaviour of the pupils was exemplary throughout the assessment visit, with pupils wanting to behave well and do the right thing - a real credit to the school. The school's DREAMS token reward system and various other weekly awards are effective and valued by the pupils and are clearly having an impact on pupils and on the school.
- Pupils reported feeling safe and confident to speak to any member of staff, including the BSW, if they need support and advice at any time. They also know that if they are worried, anxious or need additional support they can take 'time out'. Pupils were able to articulate well their emotions and feelings and showed respect and empathy for others.
- The school invests a lot of time with the children not only through the formal curriculum but also across the curriculum, covering topics such as social groups and friendship skills,

self-management, relationships, how to explore and manage feelings, empathy, restorative practice and building confidence.

- All children and parents spoken to knew what constitutes bullying and what to do if they are bullied or see it happen and stated that bullying is not an issue and that any situations are resolved immediately if they occur.
- Staff wellbeing is high on the senior leadership team's agenda and there is a real understanding of workload, a forethought in whole school planning and regular reviews of workload and how to support staff and maintain a good work/life balance. This can be evidenced by the provision of Yoga and netball for staff and changes to pupil homework. All staff, including NQTs, spoken to reported that they feel valued, highly supported, have a voice and are able to approach the leadership team for additional support, training, time or resources when needed, something they value highly.

Areas for development

General:

- To investigate developing a cluster Health and Wellbeing priority approach.
- To further utilise the community room and develop parental display boards to promote healthier lifestyle choices/options locally available to them.
- To ensure that all relevant health and wellbeing policies, curriculum and information are published on the school website for stakeholders to access easily, in line with DfE requirements.
- To ensure that the school continues to be a smoke-free site in line with smoke-free legislation and guidance.

PSHE:

- To continue to review all PSHE-related policies within the review cycle or earlier where there has been a change in national or local guidance, ensuring they are easily accessible to all stakeholders.
- To build upon and further enhance and enrich the Drug Education spiral curriculum with more skills-based creative activities and resources, in accordance with pupils' needs and alongside outside agencies.

Healthy Eating:

- To continue to promote healthy food and drinks other than at lunch time through for example introducing a School Tuck Shop.
- To further enhance the appearance and ambience of the dining room, promoting the uptake of the easily accessible free, clean and palatable drinking water and the benefits of fruit and vegetables for all pupils, through for example visual displays.
- To re-visit and share with parents, via the school website, what should be included in a healthy packed lunch, especially the drinks provided, with improved links to the Whole School Food Policy and the Packed Lunch Policy.
- To further develop cooking (statutory requirements in the design and technology curriculum) and growing in the curriculum, ensuring that a cross-curriculum map is developed with topic areas being fully integrated with the school meals provision.
- To consider introducing School Food Ambassadors to consult with pupils about how to promote and increase the uptake of school meals and how to reduce school meal waste, to help monitor and improve the content of packed lunches, to develop healthy eating rewards and to further improve the eating environment, such as displaying the daily menu and reducing queuing time.

Physical Activity:

- To investigate offering additional CPD opportunities for staff, to assist them in developing the outside learning environment for all pupils, to increase the opportunities for structured

physical activity at break times for all key stages and to consider further developing and utilising Playground Leaders at all break times.

- To further develop the outside learning environments, building upon the variety of quality physical activity opportunities and resources available, ensuring that these are available to all key stages and genders wherever possible.
- To develop a more planned approach to partnership working with the local cluster primary schools to enhance the inter-school sport and competitions available to pupils.
- Through consultation with pupils, to further develop the variety of quality extra-curricular physical activity opportunities available, ensuring these are on offer to all key stages wherever possible and have a good uptake.
- To further engage and support parents with Physical Activity by promoting local provision alongside school events.
- To investigate alternative options to ensure that all pupils, especially year 6, access two hours of high quality physical activity a week.
- To investigate what options are available to enhance the cycle/scooter storage available to pupils to promote more sustainable travel to school.

Emotional Wellbeing & Mental Health:

- To consider creating a child/parent-friendly version of the school's anti-bullying policy.
- To further promote and review the location of the 'red suggestion box' location so that all pupils have easy access.
- To investigate developing pupils as peer mediators to work alongside and support break time supervisors.

Quotes from the assessment visit

Pupils:

"I like PSHE, especially when we do group work and talk about our feelings."

"There is no bullying here and if we do fall out it is sorted out very quickly."

"Everyone feels happy here and I have some nice friends."

"There is always someone to talk to you if you are worried about anything."

"School meals are really healthy, taste nice and there is always something I like to eat."

"The teachers really make this school; they are kind and make lessons fun."

Staff:

"We have a real community spirit in school."

"We look at every child and provide them with a pathway of support."

"Healthy Schools is a huge driving force and is delivered through a whole school approach."

"There is a very good network of support through Mentors, phase leaders and for new staff."

"There is a real buzz in school, a fantastic team ethos and everyone wants to help each other."

"The SLT are fabulous, they plan ahead and are always conscious of our workloads."

Parents/Governors:

"The school knows every child; they are very patient and listen to them."

"My child has been shown the skills to deal with different situations."

"The staff are very supportive of my child and me."

"The school allows every child to flourish."

"This is a very warm and happy school."

"The school staff are all friendly, very approachable and support the children brilliantly."

Thank you for taking the time to be a part of the assessment process and for making me so welcome on the day. We look forward to continuing working with you and supporting your future Healthy Schools work.

Kind regards

Steven Body
Healthy Schools/PSHE Consultant
Health and Wellbeing Service