

# Gildersome Primary School

**Assessment date:** Wednesday 26<sup>th</sup> June 2019

**Assessor:** Steven Body,

**Co-Assessor:** Siobhan O'Mahony

**Outcome:** Based on the findings of the visit, I am pleased to confirm your self-validation to maintain Healthy Schools Status. Your commitment to the investment in Social, Emotional and Mental Health (SEMH) means that you have also achieved MindMate Friendly Status.

## Information about the assessment process

- The school self-evaluated current Healthy Schools practice within the four core health areas, Personal, Social, Health & Economic (PSHE) education, Healthy Eating, Physical Activity and Social, Emotional and Mental Health (SEMH), using the School Health Check prior to assessment. The school judged themselves in each area using descriptors aligned with Ofsted.
- The assessors interviewed groups of pupils, staff, senior leaders, parents and members of the governing body.
- A tour of the school was conducted by four 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.

## The school has the following strengths:

### General:

- This school is very much about 'family' and 'community spirit' and staff are very open and approachable. This school's nurturing ethos, caring nature and warmth are felt the moment you enter and resonate in all that can be observed and experienced. Everyone is made to feel very welcome. Staff are committed and motivated to raise aspirations for pupils and, as a result, there are excellent relationships built between pupils, staff and parents.
- This school has a holistic approach and vision for investing in the whole child and the health and wellbeing agenda. Wellbeing messages are embedded in school life and staff work hard to provide all pupils with a broad, balanced, positive and fully inclusive learning experience.
- The Healthy Schools Programme (HSP) is led and managed very effectively, both strategically and operationally, and has a high profile within the school. The Senior Leadership Team (SLT) and governors have a strong and committed belief and vision in the health and wellbeing of the school community and fully support the coordinator in her work.
- The coordinator is very committed, proactive and passionate and has galvanised the staff to work together on this agenda. She understands the school's strengths, has a clear vision for the future and coordinates the health and wellbeing work meticulously well. She has set up working parties linked to each of the four themes and linked all staff to each of these groups to ensure sustainability.
- Staff dedication and contribution to school life at Gildersome Primary School are real strengths. There is very much a team approach where everyone is supportive, ensuring that every child is valued. Staff are friendly, happy and very approachable. They know their pupils and families well and believe in the benefits of improving the health and wellbeing of pupils. Every member of the school community I met was aware of the HSP's importance and could

explain the benefits and impact that it has had on the pupils and how they have contributed to this.

- All pupils demonstrated how proud they are to belong to this school community and went to great lengths to act as ambassadors. They were very happy, confident, polite and friendly. They demonstrated a good knowledge of health and wellbeing and could describe how this is having an impact on their lives.
- Pupil Voice is good and effective and pupils are able to express their views on how the school is run and how to improve things for the future. They are able to make a real difference. There is a wide range of opportunities for pupil responsibility which include School Council, Class Ambassadors and House Captains, to name a few. Pupils feel valued and are very passionate and confident in these roles and take their additional responsibilities seriously. These roles clearly have a positive impact on pupils' self-esteem, confidence and engagement but also on the day-to-day running of the school.
- Relationships, communication and access to support work well between all stakeholders in the school, with parents and the community. The SLT are open and approachable and have a visible presence throughout the day which parents reported as something they do appreciate.
- Parents and governors also reported that the integrated communication channels the school has developed are effective, ensuring all stakeholders are made aware of what is taking place in the school community through the use of the school website, school newsletters and on occasions when additional consultation is desirable, through meetings. Parents really value the support they can access through the school. They feel their views are listened to and any issues they have are dealt with quickly and effectively.
- Parents clearly trust this school, evidenced by their reporting that their children feel safe at the school (100%), are encouraged to eat and drink healthily (88%), are encouraged to lead a healthy lifestyle (89%), are active at break and lunchtimes (90%), their child's needs are well supported (80%) and they believe this is a Healthy School (80%). [Health and Wellbeing Service Parent Survey, 2019].
- The school's learning environment is calm and promotes positive health and wellbeing messages. This is evident through the varied, engaging, child-centred and colourful physical and emotional wellbeing messages that are displayed throughout the school, such as Internet Safety week, School Code, School Food Ambassadors and School Council.

## **PSHE:**

- The PSHE Lead provides focused and clear leadership of the subject. She is proactive and passionate about PSHE and is well supported by the SLT, receiving appropriate resources, management time and staff meeting time to implement change, and she is seen as a great support to staff. There is a clear long-term vision and action plan for PSHE which is built into whole school planning.
- The profile of PSHE has been raised in recent years and a lot of progress has been made with its overarching aim to provide pupils with the appropriate skills for the future. The subject is thoroughly supported by all members of the school community, including the head teacher and governors.
- The real strength of PSHE is in its well-delivered curriculum. PSHE provision is embedded in the curriculum, with lessons being delivered by teachers to all pupils through weekly sessions. It is also linked to assemblies, with additional cross-curricular topic-based activities provided through the wider school offer.
- The curriculum offered is very much pupil-focused, with its core content from the You, Me and PSHE scheme of work, which has been adapted and refined to ensure pupils stay safe and learn valuable life lessons. Long-term subject planning, lesson planning and resources are effectively organised and planned by the PSHE Lead and are freely available for staff to access prior to delivery.
- Staff are aware of the pupils' needs and annually collect pupil perception data using the My Health, My School Survey, class feedback and the many pupil voice groups. These are used

as an effective tool to identify pupils' needs and concerns which are high on the school's agenda.

- Staff, with guidance from the leader and feedback from the pastoral team, are able to adapt the PSHE programme to enable them to respond to pupils' needs, such as delivering lessons on Female Genital Mutilation (FGM), Child Sexual Exploitation (CSE), body image and bereavement. The teaching staff are trusted professionals and timetables are flexible to allow for this approach.
- Staff are engaged and feel confident and competent to deliver the subject and lead discussions on a range of sensitive issues. They know that, where they may lack confidence, the PSHE lead will support their teaching and delivery.
- Pupils show enthusiasm for this subject and clearly enjoy, appreciate and recognise the importance of this subject. They could describe in detail what they have learnt, citing many examples of lessons which either piqued their interests or would be useful for their future, such as internet safety, legal and illegal drugs, relationships and mental health.
- They have a good understanding of how well they are doing in these lessons and know where they can get relevant support. Pupils assess their progress through regular pre- and post- and peer assessments alongside the pupil reflection feedback sheets observed in each pupil's or class's curriculum journals.
- The school uses external providers and visitors effectively to enhance the PSHE curriculum, which includes the NSPCC, the Fire Service and Police.
- The weekly curriculum is also supported by various topic-based health weeks across the year, such as the healthy eating, mental health and anti-bullying week which the pupils particularly enjoyed and were very successful.
- Both parents and governors reported that they are engaged and consulted when the need arises. Both PSHE provision and policy are easily accessible for parents through the school website. Both parents and governors reported that they know what is being taught in PSHE and valued the open afternoons and their involvement in the development of the new Relationships and Sex Education curriculum.
- Pupil progress is reported to parents in the mid and end of year reports and through regular feedback from the teachers. Good work in PSHE is celebrated through the various assemblies and through Star of the Week.

## **Healthy Eating:**

- The school is committed to improving healthy eating and has a well-balanced approach to healthy eating which is clearly understood by staff, pupils and parents and is fully supported by the head teacher and governors.
- All pupils 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. This is supported by a very clear and concise Whole School Food Policy and Breakfast Club Policy.
- A new child-friendly packed lunch guidance has also been written and introduced by year 3 pupils and the School Food Ambassadors (SFAs) which is creative and informative. This has raised the profile of packed lunches and healthy snacks at break times. Pupils also understood the importance of a balanced diet and were confident in explaining which foods served at school promote healthy eating.
- The leader is committed, very knowledgeable and passionate about developing a healthy eating curriculum that is spiral and progressive as pupils move through school and meets the needs of this community.
- There is a clear plan to further developing the opportunities for cooking in the curriculum. Cooking in the curriculum is also supported through additional topic work and a healthy eating week where the pupils cook and taste a variety of different foods from around the world. At present there is a clear overview showing pupils receive some cooking in the curriculum, although not all learn the skills appropriate to their age as it is primarily based on knowledge. The school does ensure that children learn how to make informed healthy choices, with a clear understanding of the importance of a balanced and healthy diet. Parents commented on the messages their children bring home which influence what they eat.

- In addition to the curriculum, pupils also manage a healthy fruit stall which sells fruit to all year groups and is successful, with good uptake.
- School meals are a success at this school with Universal Infant Free School Meal and Free School Meal uptake numbers above citywide averages. This reflects the hard work the school and the provider have put into improving the quality of the food served and the dining experience.
- Pupils are positive about the school meals which are hot, fresh, flavoursome and enjoyed by all that take them. The food is well presented at the service counter. Water is well promoted throughout the day, only water being permitted in lessons. Pupils were clear on the importance of keeping hydrated and many were seen with water bottles.
- The school has a large dining area which is light, airy and clean and which contains a separate salad bar. It is well-managed, has a calm atmosphere with a good staff presence. Children can sit with their friends, which impacts on the general social ethos of the dining area and on individual pupils' social skills.
- There are numerous healthy eating displays both in the dining area and around the school, including a Healthy Selfie Board.
- The school has a highly effective working relationship with the catering staff, ensuring that they feel part of the whole school approach to healthy eating. The catering staff are enthusiastic, friendly and committed to making lunchtimes a positive experience for children in terms of both health and enjoyment. They are always receptive to parent and pupil feedback and requests and engage with the children when they are in the dining hall.
- The canteen manager continues to audit the menus to ensure they meet the National Food Standards. There is a good variety of healthy daily menu options available, including a sandwich and jacket potato option. There are plenty of non-dairy proteins available alongside savoury dessert options.
- The school has a number of trained up SFAs, who are keen to improve the school menu, dining room arrangements and packed lunches for all pupils. They have made a positive impact. They meet regularly, understand their role and have a clear action plan in place. They are working hard to share messages about healthy eating and award stickers at lunchtime to those pupils making healthy choices.
- Parents welcome and acknowledge the work the school has undertaken to improve and promote healthy eating with pupils, as well as the improvements to the school meals options. They appreciate the pace at which changes have been made and the engagement process they have been involved in. Parents commented that their children are now more willing to try new foods as a result of the work that is carried out in school.

### **Physical Activity:**

- Physical Activity is led well by a Curriculum Leader and a Teaching Assistant. They are thoroughly supported by the head teacher and governors and engage all staff in the subject. Physical activity is becoming more organised as they continue to build on the high profile the subject has in the school and they are supported by clear and concise whole school policies.
- The school is creating a good ethos for sport and play within the school and pupils are enthusiastic about physical activity opportunities which appear to be an accepted part of their everyday lives.
- The curriculum is well planned and a range of sports is offered in response to the needs of all pupils. Every child receives two one-hour timetabled sessions, which includes swimming sessions for Year 4.
- There was a large investment with a view to long term gains in this subject, demonstrating trust and foresight over the last few years. 1:1 team teaching, coaching advice and training for all teachers was provided with support of the local High School. Staff are now very confident in delivering the PE scheme of work and better lessons are evident so the investment is now focused on review to develop other areas. Pupils clearly have a love for PE and school sport and report that they enjoy all their PE lessons.
- The school has worked well to develop better links/partnership involvement with local schools, clubs and external agencies to establish a good range of inter-school sports

competitions and tournaments for pupils to participate in. All children are included in these competitions, are very proud to represent their school at inter-school events and enjoy the competitive element.

- The school offers a variety of after school clubs to support and enhance the PE and Physical Activity curriculum. Many of these are delivered by staff and the coordinator has ensured opportunities are inclusive by targeting both the gifted and talented and the inactive children to attend. The PTA also supports this work by providing funds for travel and sports kits.
- A tracker tool is used to measure the uptake of both clubs and competitions which has supported the increased number of pupils attending both of these, with further plans to expand the offer next year to continue to further develop skills and team spirit. The school has also achieved the Gold School Games Mark Award.
- The school continues to encourage structured physical activity at break times, with pupils having access to play equipment which is utilised, enjoyed and appreciated by pupils. Playtime is a happy time with a high staff presence. Children were seen to be playing happily and creatively.
- Pupils clearly enjoy, appreciate and recognise the importance of being active and this is evident through the Sports Leaders and Play Leaders, who proactively develop and target inactive individuals to get active and are involved at lunchtimes to increase self-esteem and confidence. The school also participates in a Daily Mile at lunch time.
- The school continues to promote and develop safe and sustainable transport to school. Basic cycle training is provided annually to year 5 pupils. The school also engages with the annual walk2school initiatives and has achieved the bronze Mode Shift Stars award.
- To measure improvements in Physical Activity, the school monitors progress through fitness testing, assessing the pupils through nine skills-based activities.
- The outdoor space is well resourced and engaging, promoting physical activity at every opportunity. This includes two large sports fields, a quiet area, a large playground and a zoned area for football. These are well utilised and appreciated by all pupils.
- Parental support for physical activity is good and parents are happy with the range of activities available to their children. Parents feel included in whole school sports activities and appreciate the school putting on an annual sports day.

### **Social, Emotional & Mental Health:**

- Social and Emotional Mental Health (SEMH) is high on the school's agenda, is very well led and managed and is thoroughly supported by the SLT. There is a whole school approach and staff are fully committed to ensuring the very best pastoral support is available to pupils.
- There is a very proactive and passionate Mental Health and Wellbeing team, consisting of a SEMH/Pastoral Lead and a SENCO, who is supported by a Learning Mentor. They oversee individual and targeted support for pupils and parents and liaise with the PSHE Coordinator, who ensures universal curriculum delivery.
- There are clear and effective protocols and referral systems of support (CPOMS) in place to identify, monitor and signpost pupils who require additional support through structured interventions matched to their individual needs, which all stakeholders are aware of.
- The pastoral team provides a variety of individual and targeted small group interventions for vulnerable pupils throughout the week, such as support for year 5 and 6 pupils with stress, anxiety and friendships issues. This has had a significant impact on those who attend.
- There is a consistent whole school approach to behaviour, which follows the School Code and a Class Promise. A positive behaviour system is in place across school that encourages pupils to take ownership of their behaviour. These messages are applied consistently throughout the school. Pupils could clearly explain the school's rewards and sanctions system, including being 'always green'.
- The school celebrates success well and is very rewards-driven. The various weekly rewards and certificates available, such as the school's house points system, merits, stickers, kindness book and the head teacher's board are very effective and valued by the pupils and are clearly having an impact on pupils and on the school.

- 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.
- Pupils have a good understanding of what mental health is. The school invests time with the children not only in the discrete curriculum but also across the curriculum through topics around relationships, friendships, how to explore and manage feelings, boosting self-esteem and confidence through weekly Growth Mindset lessons.
- SEMH is taught during PSHE lessons using the Mental Health units in the PSHE curriculum and the MindMate lessons, one each half term with additional ad hoc inputs as a result of the 'worry box' feedback. Staff and parents speak very positively about the impact that the regular Mindfulness sessions have on pupils' wellbeing. Teaching and learning in SEMH is regularly monitored, reviewed and assessed alongside PSHE.
- The pupils were emotionally literate and were able to articulate well their emotions and feelings, which is being enhanced through the introduction of Zones of Regulation. They had a positive mind-set and gave some very good explanations as to what to do to manage uncomfortable feelings and what strategies they have learnt to work through difficult emotions such as anger. SEMH is continually being developed and promoted and the learning is reinforced throughout the day through the relationships staff have fostered with the pupils and the weekly assemblies and circle time.
- Pupils reported feeling safe and felt that staff are friendly and approachable and they were confident about speaking to any member of staff if they need support and advice at any time.
- The school also continues to invest a lot of time in providing support for pupils on bereavement, on an individual, group and universal basis as appropriate. Alongside this, the school also puts a-side a week for transition to ensure pupils are ready for their next step in school.
- Pupils and parents are aware of what constitutes bullying and what to do if they are being bullied or witness bullying. They all reported that bullying in school is very rare and that it would be resolved quickly and effectively if it were to occur and they showed respect and empathy for others. The pupils have a good understanding of the different types of bullying and were particularly knowledgeable about internet safety and cyber-bullying.
- Staff wellbeing is high on the head teacher's agenda and she fully supports staff wellbeing in maintaining a good work/life balance. Every effort has been taken to reduce workload where possible, evidenced by the high morale of the staff. All staff spoken to reported that the school is extremely supportive of their wellbeing and commented that the head teacher makes them feel valued, supported, listened to and able to approach her for support when needed, something they value highly. The business manager has also attended a two-day Adult Mental Health First Aid course.
- The caring ethos and strong sense of team work amongst staff across the school are very evident. Staff spoken to reported that they feel part of a great team, have a voice and are able to approach the SLT for any additional support, training, time or resources when needed. Additional little things also go a long way, such as the Wow board and the staff wellbeing box where phase leaders provide feedback on what improvements can be made.

## **Areas for development**

### **General:**

- To ensure that the school continues to be a smoke-free site in line with smoke-free legislation.
- To create family-friendly policy and subject information sheets to share with parents on what each subject delivers to all year groups.
- To consider reviewing the budget each leader receives for each theme.
- To ensure that there is a coordinated and planned approach to providing all staff, especially the leaders of each theme, with relevant CPD opportunities in relation to Health and Wellbeing.
- To ensure parents are regularly provided with clear and timely information on how to support their child's learning in PSHE, Healthy Eating, Physical Activity and SEMH.

## **PSHE:**

- To continue to review all PSHE-related policies within the policy review cycle or earlier where there has been a change in national or local guidance, ensuring they are easily accessible to all stakeholders.
- To continue to improve the profile of PSHE by having PSHE-specific class displays celebrating the work pupils have completed in the subject.
- To further develop the planned, spiral and integrated curriculum for Relationships and Sex Education in line with national guidance and ensure that it meets the needs of all pupils.
- To implement a planned and systematic approach to monitoring and evaluating PSHE provision across all year groups, including resources used.
- To standardise a whole school approach for teachers and pupils to assess progress and achievement in PSHE, ensuring it is in line with the school's assessment policy.
- To ensure that the whole school uses an effective method for recording pupils' progress and achievements in PSHE which informs future practice.

## **Healthy Eating:**

- To review and formalise the roles and responsibilities of the leadership for healthy eating in regard to both the curriculum and the links with the school meals.
- To further develop Cooking and Growing in the curriculum for all year groups, ensuring that a cross-curricular map is further developed, with topic areas being fully integrated with the school meals provision.
- To review the roles and responsibilities of the School Food Ambassadors.
- To further enhance and personalise the appearance and ambience of the eating environment and to display the daily menus in the dining hall.
- To implement a planned and systematic approach to monitoring and evaluating Cooking and Nutrition provision.
- To ensure that the Core Food Competencies are used as a framework to assess progression of skills and knowledge of food, nutrition and cooking.
- To complete a curriculum audit to ensure there is a broad and balanced curriculum across all year groups.

## **Physical Activity:**

- To ensure that all genders have equal opportunities to be physically active at break and lunch times.
- To further enhance how the school demonstrates the impact of the PE and Sport Premium funding on participation and attainment, especially regarding the uptake of after school clubs.
- To consider investing in an Active Schools Plus Service Level Agreement.
- To implement a planned and systematic approach to monitoring and evaluating PE provision across all year groups, including resources used, in line with all other curriculum subjects.
- To standardise a whole school approach for teachers and pupils to assess progress and achievement in PE, ensuring it is in line with the school's assessment policy.
- To ensure that the school uses an effective method for recording pupils' progress and achievements in PE and that this informs future practice.

## **Social, Emotional & Mental Health:**

- To investigate alternative assessment tools for SEMH and ensure that they are used consistently across the whole school.
- To develop a whole school Bereavement Policy.
- To further develop the Zones of Regulation and to ensure consistency across all year groups.
- To ensure all staff members are aware of MindMate.

## **Quotes from the assessment visit**

### **Pupils:**

"It's ok to talk to a teacher about how you feel, they stop and listen to you."

"We have lots of PE equipment to be active at break times."  
"The teachers are happy and helpful and celebrate what we have achieved."  
"I have made some really good friends."  
"I've learnt a lot about how to be healthy and I am healthy at home."  
"I think the PSHE lessons are really useful. If I don't get it, I just ask."  
"I just like everything here and the lessons are fun."  
"Everybody is so kind, they look after you, care about you and listen to your opinions."

### **Staff:**

"There is high morale in the staff due to the support from the SLT."  
"We are all valued members of the staff, every member of staff has their role to play."  
"Staff and pupils are amazing, so too are our facilities for the children."  
"There are huge community links with the village."  
"We have a very strong and dynamic PTA team that keeps on giving to improve the school."  
"I love our PSHE lessons."  
"The way we have fostered an atmosphere where pupils can talk openly about their feelings."  
"Staff are all supportive of each other, we all pull together in the same direction."

### **Parents/Governors:**

"This is a very supportive school."  
"There is always a member of staff available to chat to if needed."  
"The offer of after school sports clubs is great."  
"The school is rewards-driven and they bend over backwards to support the children."  
"The staff work so hard and my child's needs have always been met."  
"My child always wants to come to school, they find it fun and enjoy being here."  
"Every child is treated as an individual and they both stretch and support each child's needs."

Thank you for taking the time to be a part of the assessment process and for making us so welcome on the day. I 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