



Name of school: Holy Family Catholic Primary, Boothstown

Date of assessment: 6th March 2008

School contact: Ms A Farrell

Name of assessors: D. Parkinson and M. Tucknott

Name of PSHE+ C Team link worker: E. Nelson

Identified Good Practice

School culture and environment

There is a warm friendly, Christian environment with a sense of purpose, respect and family. This is evident from pupil behaviour to each other, staff and to self. It was observed that all pupils were engaged with learning tasks.

Children are extremely well-mannered for whom courtesy comes naturally. The children are happy who describe their school as 'welcoming', 'loving' and 'joyful.'

Giving children and young people a voice

There is a well established school council which feeds back into classes.

There are clear mechanisms to consider children's requests.

Children feel listened to.

Children feel that they are able to make changes.

There is music played in the dining room and free seating with friends during lunch.

Children said they felt important and 'proud' to be on the school council.

PSHE

PSHE is given an extremely high priority in school both in terms of time and content.

School is committed to the long-term development of the children.

This is evidenced by the curriculum and RE input, including the 'Here I am' and 'All that I am' programmes plus SEAL plus integrated topics that well exceeds the expected allocation of time.

There is liaison with the local secondary school to work on issues from the data relating to the local community.

Children are able to talk about and identify their learning in PSHE

The local data informs the decision making process.

Healthy Eating

The healthy eating message is fully embedded throughout school life.

The healthy eating message is now influencing parental choice.

Breakfast and after-schools clubs conform to all school food standards.

There is break time fruit and wholemeal toast being offered.

There has been consultation with parents and children about changes e.g. birthday treats.

Menus are displayed to children and parents.

Children are making healthier choices and uptake of school meals has risen from a third to a half.

Lunchboxes are generally healthier.

The external provider is able to experiment with a range of worldwide fruit and vegetables to encourage children to explore different foods.

Emotional Health and Well Being

The emotional learning climate supports the differing needs of pupils.

The diamond nurture group and small targeted groups including boys only.

Children are differentiated and targeted using Boxall profiling.

Recommendations for further actions

To continue to consult with both parents and children regarding birthday treats.

To develop the assessment of SEAL and PSHE

To allow school council greater independence and self management.

To survey parents regarding the opportunities for a walking bus.

To develop the leadership role of the PSHE co-ordinator.

Outcome of accreditation process:

The school achieved National Healthy School Status on 6th March 2008.