

Hawksworth C of E Primary School

Assessment date: 1st November 2017

Assessor: Gill Mullens

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 Ofsted style grade descriptors.
- The assessor interviewed groups of pupils, parents, staff, parent governors and the head teacher.
- A tour of the school was conducted by 2 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

School Health Check - improved health outcomes:

This year more children than ever have participated in competitive sport outside of school and over half of the children on roll have now participated in sport. An increased number of children are also attending Esholt Cricket Club. Through our link with Velocity Sports a wide range of sports are now being introduced e.g. Danish Long Ball, Curling, Body Boarding using 'Scoots'. In the last 2 years we have introduced 5 extra curricular clubs and increased the intake for these from 48% to 63%.

Following the introduction of our Healthy Lunch Initiative and Healthy Packed Lunch Policy we are now having more children bringing in a healthy range of food within their pack lunches and now children only bring in healthy snacks for break times. Parents and children are now more aware of the benefits of healthy eating (newsletters/memos/promotions), the food standards and what school is doing to promote Healthy Eating.

The school has the following strengths

General:

- This small school's family ethos, caring nature and warmth are felt the moment you enter and resonate in all that can be observed and experienced. The school is very welcoming and child centred, everyone feels safe, pupils are friendly and staff support each other and know their pupils and families well. All stakeholders interviewed during the visit commented on this as the overriding strength of the school.
- There is a real sense of community and everyone feels valued. Key members of staff who are no longer at the school are remembered by the use of their names on new equipment (the Airey pirate ship) and the new outside classroom has been named after a former pupil, who sadly passed away. The pupils are very keen and proud to talk about these relationships

which should not be forgotten.

- It is evident that the school invests heavily in health and wellbeing and that the Healthy Schools Programme has a high profile. The head teacher, who leads Healthy Schools, is very committed and passionate and plans the health and wellbeing work well to ensure that all key stakeholders are able to support and sustain the work within the school, ensuring a whole school approach which is fully supported by the governors.
- All pupils spoken to talked about how proud they were 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 had received. They were very happy, confident, polite and demonstrated that health messages are understood and are impacting on their lives.
- Staff are committed and motivated to raise aspirations and improve the health and wellbeing of all pupils. All members of the school community are aware of its importance and could explain the benefits and impact that it has had on the pupils and how they have contributed to this. Wellbeing messages are embedded in school life and understood by all.
- Relationships and communication are also strong and work well between all stakeholders within the school, with parents and the community.
- Whole-school staff commitment, dedication and support for others and contribution to school life at Hawksworth are real strengths and are identified by both staff and parents as something they value and appreciate.
- This is a small school and staff share responsibility for all curriculum areas, yet the school's learning environment nevertheless promotes positive health and wellbeing messages as part of their core offer. This is evident through the varied physical and emotional health messages that are displayed vividly throughout the school, such as the class feeling boards, Values displays and the various physical activity displays.
- The school website is very informative and easy to navigate. Core areas for Healthy Schools have their own sections which are regularly updated and highly informative.

PSHE:

- PSHE delivery is closely interwoven into the faith curriculum and the two-hour weekly offer of Discovery RE and the school's work on the Six Core Values. This year, with the purchase of the *You, ME, PSHE* scheme, there are blocked and specific PSHE afternoons planned to ensure full coverage of the PSHE curriculum.
- The school does not only rely on the school-led delivery of PSHE and regularly uses other agencies, such as d:side to support their key stage 2 Drugs Education delivery, SRE providers for Class 4 SRE lessons and the NSPCC and the emergency services for work around personal safety.
- Pupils enjoy this subject and could describe what they have learnt at school with regard to various PSHE topics, such as internet safety, healthy lifestyles, emotional wellbeing, dangers of smoking, safety around medicines and how they are applying it to their daily lives.

Healthy Eating:

- The quality of the school meals is very good and cooked to a high standard, providing hot, flavoursome food which is very much enjoyed by pupils. The presentation of food is exceptional and the cook and catering staff are friendly, engaged and passionate. The catering staff and head teacher have worked hard to achieve this.
- The head teacher has fostered an excellent 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 enthusiastic and committed to making lunchtimes a positive experience for children and are very willing to respond to both parent and pupil feedback and requests.
- The school's dining area is well managed, has a calm atmosphere, is regularly cleaned throughout the service and queuing is orderly and short. Displays around the hall reinforce healthy eating.
- There has been a real focus on reducing waste and the school has had good results in this area, reducing school dinner waste by over half.

- There is a whole school approach to healthy eating and some practical cooking skills are taught in the curriculum. 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.
- Classes have their own raised bed to grow vegetables which are then cooked by the kitchen for school lunches.
- The pupils were very clear about the food that is allowed and not allowed in school and spoke articulately about why they need to make healthy food choices. There are regular observations of the packed lunches and the school comments in pupils' planners when issues arise. Parents may respond and if necessary the head teacher will support to make sure the guidance is adhered to.
- Another success at this school is the school-run Breakfast and After School Club, Kestrels, which is effectively organised and provides a great offer of support to working parents. The club adheres well to the School Food Standards and the pupils spoke highly of how much they enjoyed the food and activities on offer.
- 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. They are well informed of changes taking place and are regularly asked to complete feedback in this area.

Physical Activity:

- The newly appointed PE and Physical Activity Coordinator, with support from the head teacher, leads the subject very well, is passionate, enthusiastic and hardworking. He brings a lot to the subject and has a good vision and action plan for the future. He is an excellent role model for the pupils in terms of physical activity and continues to build on the high profile the subject has in the school by working with all staff members as a team. The school has created a positive ethos for sport and play.
- Every child is provided with two hours of timetabled Physical Education (PE) which is further enriched by the school's wide range of extra-curricular physical activities such as football, netball, cricket, cross country and mini-movers.
- Playtime is a happy time with pupils from different classes and year groups playing together on an impressive range of large playground equipment.
- The school works together with two outside providers, Velocity and Inspiration Tree, to deliver many varied physical activity opportunities. This not only supports teachers' professional development but also raises the profile of physical activity. Pupils report they enjoy all their PE lessons and the extra-curricular offer.
- Parents feel that the focus on healthy lifestyles and physical activity in the school has impacted on parents' physical activity, encouraging some of them to be more active.
- Insightful recruitment and the appointment of a new PE lead with a strong sporting background have meant that the school can now compete in festivals and competitions. The pupils are very proud to represent their school at these events and enjoy the competitive element. They were particularly proud of hosting a local cross country event for other primary schools, which had been a great success. The school works well in partnership with the sporting activities offered by the ALP Trust.
- Parents feel included in whole school sports activities and are kept informed of new developments and changes through regular newsletters and the website. They regularly attend and support after-school events.
- Staff are good role models and all are involved in the physical activity programme offered by school
- The annual running event, Up The Odda, is very well attended and thoroughly enjoyed by the whole school community.

Emotional Wellbeing & Mental Health:

- Emotional Wellbeing and Mental Health (EWMH) is high on the school's agenda and the caring ethos of respect and the strong sense of family values are very evident. Parents

- expressed their appreciation at how hard the school staff work to support their children's emotional health and wellbeing and the high level of care and nurture their children receive.
- There is excellent pastoral care provision to develop and promote emotional health. This includes a robust faith and RE curriculum focusing on six key core values, assemblies and some Circle Time sessions for pupils. The school does a lot of work with the children around relationships, friendships, feelings and how to keep themselves safe.
 - There are targeted small group and individual interventions for pupils when the need arises and parents and pupils spoke very highly of the work done around bereavement and support for bereaved pupils. Vulnerable pupils are supported and outcomes and progress for these pupils is good. New pupils to the school are well looked after and parents are regularly informed on their progress and how they are settling in, with messages, emails and photographs going home.
 - 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 house point reward system and Class Dojo are effective and valued by the pupils and are clearly having an impact on pupils and the school.
 - Pupils report feeling safe and confident to speak to any member of staff if they need support and advice at any time and know that they can use the Feelings Board to quietly ask for support. All pupils spoken to were very clear that if they required help or support they were confident it would be given quickly and appropriately. Pupils were able to articulate well their emotions and feelings and showed respect for others.
 - Although bullying is rare in this school, they have very clear protocols and records to show how any bullying or inappropriate name calling had been swiftly dealt with. The pupils had a clear understanding of the different types of bullying and were particularly knowledgeable about internet safety and cyber-bullying.
 - A consistent and positive behaviour system is in place across school and all pupils are clear on the benefits of this.
 - All classrooms have a quiet reflective area and an emotional check-in board which are well used by the pupils.
 - Staff wellbeing is high on the head teacher's agenda and Senior Leadership fully support staff wellbeing in maintaining a good work/life balance. All staff spoken to report that they feel valued and listened to and that the head teacher is extremely approachable and supportive, something they value highly. Staff were also keen to tell me what a cohesive group they are and how they all support each other.

Areas for development

General:

- To collect, analyse and use more readily national, local and school-specific data (My Health, My School Survey 2017), ensuring that the curriculum continues to be needs-led and that all pupils have a voice.

PSHE:

- To create a clear definition of PSHE and develop parents' understanding of PSHE so that they can reinforce the health messages outside school.
- To embed the new Scheme of Work, *You, ME, PSHE*, and ensure it is taught rigorously and consistently across all classes in school.
- To ensure all teachers are confident in teaching those PSHE topics which may be more sensitive, such as work around SRE, CSE, drugs and homophobia.
- To consult with parents to ensure they fully understand the need for a wide range of PSHE subjects to be taught, in line with Government recommendations to *"prepare pupils for life in modern Britain."*
- To consult with pupils to make sure the school is delivering a needs-led PSHE curriculum which supports what the pupils feel they need to know.
- To ensure that the PSHE provision is monitored and evaluated more systematically and in line with all other curriculum subjects.

- To further develop and formalise how both teachers and pupils assess progress and achievement in PSHE, ensuring relevant progress is reported back to both pupils and parents and that it is in line with the school's assessment policy and procedures.

Healthy Eating:

- To further develop Cooking and Growing in the curriculum throughout this academic year, ensuring that a cross-curriculum map is developed and topic areas are further linked in with school meals.
- To implement School Food Ambassadors to support the good work around school dinners and packed lunches.
- To work with Catering Leeds and introduce proper plates and bowls rather than the current flight trays.
- To consider the possibility of the Family Service model at lunchtime to enhance the family ethos of the school and further improve the lunchtime experience. A visit to a school using this model may be beneficial.
- To ensure all pupils eating packed lunches are sitting at tables.

Physical Activity:

- To consider re-introduction of small playground equipment to enhance provision, particularly for girls.
- To re-introduce and utilise Playground Leaders at all break times.
- To formalise a more rigorous monitoring and assessment process to measure the impact of PE delivery.

Emotional Wellbeing & Mental Health:

- To consider creating child/parent-friendly versions of the school's anti-bullying and behaviour policy.
- To investigate introducing peer- and pupil-led roles of responsibility such as Playground Buddies or peer mentors to increase pupil participation in school life.
- To work on the profile and impact of the school council to ensure its work is both visible and effective.
- To introduce and deliver the MindMate lessons to all classes to support work around EWMH.
- To ensure work around anti-discrimination and anti-prejudice is well embedded within the PSHE curriculum.

Quotes from the assessment visit

Pupils:

"We can talk to any adult if we have a problem and they always listen. If there is a problem they always do something about it."

"This school is so friendly."

"Staff are very kind and supportive. If someone puts themselves on the sad or angry part of the Feelings Board someone talks to you straightaway."

"We have lots of clubs, like football, netball and running club. We all like to run here."

"The school trips are really good and we go on residential too."

"We do a lot about respect and being fair. We are selling poppies and we have a minute's silence when it is Remembrance Day."

"The teachers here know you really well. They notice if you are not yourself. You'd never be told off for your behaviour if you were usually good, the teacher would ask what was wrong before that."

"School dinners are really good. The school cook is good and really nice. We always have lots of vegetables and we are encouraged to try things. I love Fun Fruit Fridays!"

"The staff here are really sporty. Most of them do some sport, like running and football. Some of them run the London Marathon."

"The teachers are always finding new things for us to do, different sports or some music. We are all really busy and if you don't like to do something we all encourage each other."

Staff:

"The staff and pupils make this school what it is. The children are brilliant."

"The school is a lovely place to work and it's the best staff I have ever worked with."

"Everyone is included and involved. We all go on the Christmas Do – it doesn't matter what your job is here."

"The head teacher is really supportive and is very aware of our work/life balance. He's always telling me to go home!"

"We are very lucky with our location but we make the best of it. The new Outside Classroom is great."

"We're very close. Lunchtimes are spent laughing in the staffroom."

"I can talk to anyone about anything, we're a close knit lot."

Parents/Governors:

"People talk about the 'Hawksworth Family' and that's what it is."

"The school is very welcoming. There is a lot of support from parents. The PTA is very good, very active and people generally want to be involved"

"The head teacher has worked really hard to improve lunchtimes and the school meals. It is so much better now. There is a great choice for the pupils now, it's all healthy."

"Physical activity has really improved. For a school this size there is such a lot to do. It's really impressive."

"We are involved in local competitions and hosting events now too. It's really good to see."

"The children are very safe and happy. When they have left they'll take any opportunity they can to come back."

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
Gill

Gill Mullens
Healthy Schools Advisor
Health and Wellbeing Service