

SS Peter and Paul RC Primary School
Off New Road
Yeadon

Health and Wellbeing Service
Learning for Life
Children and Families Dept
Leeds City Council
Adams Court, Kildare Terrace
Whitehall Road
Leeds
LS12 1DB

Assessor: Gill Mullens

SS Peter and Paul RC Primary School Healthy Schools Status re-assessment visit

Dear Mrs Todd,

Thank you for inviting me to re-assess Healthy Schools Status at your school on 10th October 2017. I had a valuable morning in school talking to parents, governors, pupils and staff and was thoroughly impressed with all that I saw and heard. Please convey my thanks to everyone who made the visit so enjoyable.

I can confirm that the re-assessment was successful and am therefore pleased to inform you that SS Peter and Paul RC Primary School continues to maintain Healthy Schools Status. This is valid for 3 years from your self-validation date, May 10th 2017.

I am also pleased to confirm that your school's investment in Social, Emotional and Mental Health (SEMH) means that you have also achieved MindMate Friendly Status.

The outcome was based on information and evidence from a variety of sources, including the school's self-validation using the School Health Check, pre-assessment paperwork, a tour of the school, secondary sources and meeting, and a timetable of interviews for the two health themes: Healthy Eating and SEMH. Interviews took place with a range of stakeholders including senior leadership team, governors, parents, teachers, non-teaching staff and a wide range of pupils.

Strengths

General:

- The Healthy Schools work is very well led and managed, both strategically and operationally. The headteacher and Healthy Schools lead have a strong and committed belief in the health and wellbeing of the school community.
- The school's caring ethos and warmth are felt the moment you enter. The school is very much about everyone and is very pupil-focused and inclusive. The learning environment promotes healthy living and wellbeing, evident through the varied PHSE, faith, physical and emotional health messages and displays that are visible throughout the school.
- Everyone feels safe, cares for each other and is very friendly. Staff have fostered a fantastic team ethos, are very supportive of each other, friendly, happy, approachable and know their pupils and families very well, which ensures everyone feels valued.
- The sense of inclusion is strong.
- Parents clearly trust in the school and feel it is a "warm, welcoming, safe place".
- Pupil voice and participation is well developed and strong. It is well embedded across school and pupils were able to talk confidently about changes that had been made as a result of their voice being heard: for example, there are now two roast dinners served every week due to pupil opinion being canvassed in this area.

- Policies are consulted and agreed on by a wide range of stakeholders and there are a number of child-friendly versions displayed around school. The pupils spoke confidently about these policies.

Healthy Eating:

- The dining hall is a bright, sociable, inclusive environment and there is a good staff presence.
- The school has Family Service at lunchtime. The pupils sit in mixed age groups and are served by the older pupils. This leads to a calm, sociable atmosphere which the pupils enjoy.
- Main dishes are freshly prepared and cooked to a high standard.
- Pupils are overwhelmingly positive about the school meals. The meal I had was hot and flavoursome and the vegetables were particularly well cooked.
- The whole school Food Policy is well written and there is a pupil friendly version available.
- The School Food Ambassadors are keen and enthusiastic and want to help to improve lunchtimes. They are highly regarded by the other pupils.
- Fruit is available every day for those pupils who would like it for dessert.
- At breaktimes the pupils in both KS1 and KS2 can eat fruit. Other snacks are not allowed.
- Pupils overall had healthy packed lunches and were keen to tell me what a healthy packed lunch consists of.

SEMH

- The consistent approach to behaviour management and the behaviour diamond are a real strength, as is the school's commitment to Investors in Pupils.
- There are clear guidelines and policies in place to support SEMH needs in school.
- The behaviour management system supports pupils to return quickly to positive behaviour and this approach is used at all times of the day and by all staff.
- SEMH needs are assessed informally by *noticing* and *knowing* pupils and more formally, for example, by using the Southampton Psychology Service GL Emotional Literacy Assessments.
- Work on Growth Mindset across school and the related use of 'Not yet' language is well embedded and understood by pupils and parents.
- SEMH CPD is available both as a whole school and for individuals. The SENCO, who is not class based, is a great support for staff and pupils.
- Positive relationships among staff in general, and between support and teaching staff in particular, help develop appropriate interventions when pupils may be struggling.
- There is a clear focus on preventing difficulties arising, such as particular pupils being greeted and checked in on arrival in school.
- Pupils are happy to take on responsibility within school and are seen as key stakeholders. They are encouraged to take on a wide variety of roles and are have a strong voice.
- There is a very strong emphasis on integrated working to support children with SEMH needs. This is seen both within the school and with a wide range of partners, including effective use of cluster arrangements.
- Parents are overwhelmingly supportive and feel their children are well cared for and looked after.

Quotes from the visit

Pupils:

- “If you are worried about something you can fill in a worry slip. Someone will always talk to you and help you.”
- “There are lots of jobs you can do. I love being a School Food Ambassador. We help make dinners better for everyone.”
- “Everyone one feels safe. The teachers look after us and we have worry slips and you can go to talk to anyone.”
- “Everyone here is kind and caring - it’s easy to make friends at the school.”
- “I like how you have a chance to help people; you can be a monitor, school rep, school Food Ambassador or a Mini Vinnie and it makes the school a nicer place to be.”
- “The best bit about this school is being a year six buddy to a Reception child. It really helps them settle in.”
- “No one judges you if you do something wrong, we all care for each other. No one will ever make fun of you.”
- “I love the special occasions like Takeover Day and Health Week.”
- “We have a good connection with the teachers, they are helpful and caring. I know that they always do the best that they can too.”
- “We don’t get bullying really, but if you see it you don’t hide it. You tell a teacher or a lunchtime supervisor.”
- “Sport can help you with your mental health. You can learn new strategies to look after yourself by being active.”

Staff:

- “Everyone here is really supportive of each other. It’s a great team.”
- “The relationships within the school are excellent. There is a strong supportive ethos and I feel proud to work here.”
- “If we see a need, we address it and we always try to involve the children in changes.”
- “Teachers model the language of emotions. Quality first teaching helps support all our work around social, emotional and mental health.”

Parents/Governors:

- “The school has a welcoming and friendly atmosphere. There is a quiet but excited buzz as soon as you walk in.”
- “It’s like a family. The older children look after the younger children and everyone knows each other. Everyone looks out for each other.”
- “There are good relationships between everyone. The parents are really supportive of the school. We are all on the same side and the kids here are great.”
- “Pupils are very happy to come into school, they all seem to run in with a big smile on their faces! They’re really well cared for here.”
- “It’s very hard to sit back and not participate at SS Peter and Paul School, everyone is expected to get involved. Even the children in early years are expected to join in right from the beginning of their school life.”

Areas for Development

In order to further embed and improve your Healthy Schools Status, the following recommendations, as discussed in the verbal feedback, are made and should form part of your Healthy Schools action plan:

Healthy Eating

- To continue to work with the School Food Ambassadors to improve both school dinners and the Packed Lunch Policy Guidance
- To further develop cooking in the curriculum through staff CPD and support from the Health and Wellbeing Service.

SEMH

- To look into improving pupil participation and SEMH practice further by introducing restorative practice and peer mentors in school.
- To embed the MindMate curriculum with pupils and parents, including through displays.
- To consider additional CPD in relation to SEMH, in line with emerging needs.

Thank you once again to all concerned who took part in the re-assessment process and for making me feel so welcome on the day. I wish you every future success and look forward to supporting you as you continue to embed whole school health processes and move onto the Health Champion Model.

Yours sincerely,
Gill Mullens

Healthy Schools Advisor