

Guiseley Primary School

Assessment date: 23rd 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 and also to award you MindMate Friendly 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 & Social, Emotional and Mental Health (SEMH), using the School Health Check prior to assessment. The school judged themselves in each area using Ofsted style descriptors.
- The assessor interviewed groups of pupils, parents, staff, senior leaders and members 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.
- Additional paperwork was presented as stated in the agreed list of documentation.

Healthy Schools: information about this school

School Health Check – targets

- PSHE

By the end of the academic year 2017/2018, for all pupils and staff to improve their knowledge and understanding of British Values and how they relate to our school community. An increase from 30% (127 pupils) to 80% (338 pupils) from a total population of 423 pupils.

- Healthy Eating

To increase the proportion of children who regularly (three out of five occasions) bring a healthy packed lunch to school. An increase from 60% (38 pupils) to 80% (50 pupils) from a total population of 63 pupils.

- Physical Activity

To increase the number of children who report that there are enough games and activities for them during lunchtime. An increase from 38% (160 pupils) to 80% (338 pupils) from a total population of 423 pupils.

- SEMH

By October 2017, school will have a specific policy outlining how we will meet the social, emotional and mental health needs of the children in our care.

The school has the following strengths

General:

- The warm, caring ethos and strong sense of community are excellent. The pupils and parents commented that the school felt like “one big family.”
- The school has a holistic approach to education and celebrates the ‘whole’ child; good behaviour, attitudes and relationships are at the core of Guiseley Primary School
- Parents clearly trust in the school and feel all their children are safe and well looked after by all members of staff. One parent commented that “The staff and head teacher know every single child and they are all treated as individuals.”
- Communication between school and parents is excellent. Parents commented positively on the new website and how useful they find it. They feel the website is clear, up to date and informative. Parents also feel their views are listened to.

- The school has an open door policy which is valued by the parents and families. Parents particularly value the access they have to the SENCO and Learning Mento, whom they find very approachable and supportive.
- Healthy Schools is very well led and managed and is well supported by the headteacher and senior leadership team. There is a wellbeing team who work closely together on all aspects of Healthy Schools and also strong whole staff support for the school's work on the Healthy Schools agenda.
- It is evident that the school invests in health and wellbeing and that the Healthy Schools programme has a very high profile. All staff are highly motivated to raise aspirations and improve the health and wellbeing of all pupils.
- Pupils with additional responsibilities take their duties seriously and are passionate about their roles. These roles have clearly had an impact on pupil confidence and engagement. The School Food Ambassadors (SFA), for example, are keen, enthusiastic and hard working. All the pupils I spoke to could tell me how things in school had changed because of pupil voice.
- All pupils demonstrated 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 happy, confident, engaged, polite and friendly and demonstrated an excellent knowledge of health and wellbeing.
- Work on British Values is thorough and relevant to the pupils.
- There is a Healthy Schools action plan in place, thus raising the profile.

PSHE:

- Leadership of this subject is very strong and well managed. The subject lead is well motivated and enthusiastic about her subject. Her passion for PSHE is evident.
- Staff are confident to teach 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.
- The school uses the PSHE scheme of work You, Me, PSHE exceptionally well. Pupils have an excellent awareness of their learning in this area and enjoy suggesting their own ideas about how to move their learning forward.
- Staff have the ability to adapt the PSHE programme to enable them to respond to pupils' needs, identified by staff, parents, pupil questionnaires and the pupil 'worry box'. The school has also adapted the My Health, My School survey, enabling larger numbers of pupils to participate to enhance their needs-led curriculum. Pupils commented on the safe and nurturing feel of PSHE and clearly enjoy their lessons.
- Pupils clearly value this subject and could describe in detail, and with great enthusiasm, what they have learnt at school and how they are applying it to their daily lives.
- Staff have attended relevant training to support teaching, for example Planning a Whole School Curriculum and Developing SRE and PSHE policies training. This training has been cascaded to all staff
- PSHE is regularly assessed, evaluated and monitored. The PSHE lead monitors teaching by lesson observations and planning and work scrutiny. The assessment materials and pupil reflection sheets from the scheme of work are used well. A written PSHE report on pupil achievement is passed to the next teacher as a class moves up.
- The school also involves itself in national initiatives, such as Anti Bullying Week and the NSPCC Speak Out, Stay Safe programme.
- Parents report that they know what is being taught in PSHE and trust the staff to teach sensitively and at an age-appropriate level.
- Pupil Voice is an important part of PSHE. The PSHE lead canvasses pupil views on PSHE topics, shares the information and acts upon it. She also surveys staff to highlight areas where staff may feel less confident to make sure the right CPD can be put in place.

Healthy Eating:

- The school has a well-balanced approach to healthy eating which is clearly understood by staff, pupils and parents.

- The SFA are working hard and consulting with pupils on changes to school lunch provision, and the children appreciate this. They understand about lowering waste levels and the importance of a healthy packed lunch.
- Pupils appreciate the work that the SFA are doing. They like the stickers that are given out and the work that is being done around introducing Children's Choice on Fridays and the Captain's Table.
- The school dining area is a positive, well-managed environment where pupils appear to enjoy their dining experience. Pupils were positive about school dinners and portion sizes.
- Parents were appreciative of the recent improvements to school dinners.
- Pupils enjoy a family service and this creates a positive and social eating environment.
- 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. Staff are very confident on the delivery of the healthy eating messages and it is clear that they are well embedded. For example, all pupils could explain about the importance of not having too much sugar in their diet and how they could only bring certain foods in their lunchbox. Parents also reported how their children bring the messages home from school which influence what they eat.
- The school cook is committed to making lunchtimes a positive experience for children in terms of both health and enjoyment. The quality of the school meals is very good, meals meet the national standards, are warm, flavoursome and enjoyed by both pupils and staff.
- Water was readily available throughout the day.
- Cooking in the curriculum is well planned and mapped out. It runs alongside other cooking activities in topic work and International Week, where the pupils cook and taste a variety of food from countries around the world. There is also a nurture cookery club.
- There is a Gardening Club which produces food to taste, try and cook for KS1 pupils.
- There is a popular KS2 school tuck shop which is well organised and effectively run.

Physical Activity:

- The school is providing 2 hours of non-negotiable timetabled REAL PE for every child in school. All pupils have one indoor and one outdoor session.
- Pupils are enthusiastic about physical activity opportunities which appear to be an accepted part of their everyday lives. The highly-dedicated lead of PE and Physical Activity inspires confidence in both staff and children. She regularly collects and annotates pupil data related to PE and PA and uses this data to enhance progress and provision for different groups of children across school. This is particularly true for pupil premium children.
- The school provides an extensive range of high-quality physical activity opportunities to the pupils as extra-curricular activities at lunchtimes and after school for both KS1 and KS2, including dance, football, archery, cross country, netball and table tennis.
- There are strong links with the cluster and the school participates in many out-of-school competitions. All children are included in these competitions and parents were particularly pleased at how this has moved forward.
- Staff were appreciative of the good CPD they receive in relation to PE and physical activity.
- Playtime is a happy time with a high staff presence. A member of the senior leadership is on duty every lunchtime, facilitating games with groups of pupils.
- There are Playground Leaders in place to support KS1 pupils.
- The school promotes walking to school and KS1 have also had scooter training. KS2 have enjoyed cycling safety work.
- Parental support for physical activity is excellent. Parents have provided workshops for school, help run sports clubs and there is strong support at extra-curricular events.

Social, Emotional & Mental Health:

- The school uses its own Rainbow Code to promote good behaviour and good SEMH within school. Pupils are very well engaged with the Rainbow Code.
- The school's learning mentor and SENCO are both great sources of support, providing a range of group sessions to ensure individual needs are being met. Parents are very confident about the work the SEMH team does in school.
- Growth Mindset work in school is effective and pupils talked confidently about perseverance, having a go and resilient learning.

- The SENCO and Learning Mentor have had access to a range of training. The SENCO also works well in the cluster and accesses support from the targeted services group.
- Pupils and parents feel they can approach any member of staff for support. Relationships within school are strong – pupil to pupil, staff to pupil, staff to staff.
- The children have responsibilities in school which increase motivation, self-awareness and self-esteem. All children can apply to be School Councillors, Peer Mentors, Play Leaders or members of the newly created School Food Ambassadors. These children all have opportunities to help shape and lead activities in school, including class assemblies.
- There are clear pathways and procedures in relation to supporting emotional health and wellbeing in school which the children and adults spoke confidently about. Everyone is very clear about roles and responsibilities.
- Mental Health and Wellbeing is taught as part of the PSHE curriculum and pupils were able to talk about strategies to support their own mental health needs.
- There is a consistent whole school approach to behaviour which ensures there is consistency in the messages given to all pupils during the school day and this has clearly resulted in a good impact on pupils and the school. The behaviour of the pupils was exemplary throughout the assessment visit, a real credit to the school. Pupils are happy, polite, articulate and emotionally literate.
- Classes use the Class Dojo to promote the Rainbow Code and this links well to the SEMH and PSHE curriculum.
- Pupil Voice in the school is strong and the pupils themselves think highly of the School Council and the impact its work has on the school.
- Pupils have been involved in writing a whole range of child-friendly policies for all pupils. These are very popular and another strong indicator of the excellent pupil voice and participation work done in school.
- SEMH is celebrated in the Star of the Week assembly but also through the award of a Children's Champion, a recognition of a pupil who has stood out for supporting SEMH. This is a much-coveted award.
- Staff feel senior leadership encourage them to have a good work/life balance. They feel valued and well supported by the headteacher and the SLT and are happy to fill the staff wellbeing form in honesty.
- There is a SEW club in place for staff (social, emotional wellbeing) where a variety of activities takes place. The school has also paid for staff Pilates sessions in school. There are a number of social events that also take place for staff.

Areas for development

PSHE:

- To continue to develop monitoring and assessment.
- To share their good practice in PSHE with other schools where possible.

Healthy Eating:

- For SFA to continue their work around healthy packed lunches.
- To complete the re-introduction of the Captain's Table and to introduce Children's Choice Fridays.
- To re-draft the food policy to include missing sections.
- To consider a water-only policy for packed lunches.

Physical Activity:

- To ensure there is enough equipment to support physical activity at playtime and lunchtimes.
- To consider older KS2 Play Leaders for KS2 playtimes.

Social, Emotional and Mental Health:

- To continue to research assessment in SEMH within school and to implement relevant assessment procedures.
- To use the MindMate lessons across school to support the mental health work already done within PSHE.

Quotes from the assessment visit

Pupils:

"I love PSHE! We all enjoy it. The teachers love teaching it too, you can tell."

"Charlie was Children's Champion for helping someone in the cross country race and I was Children's Champion for helping older people at the nursing home. It's very special."

"I really like PSHE, it's definitely useful. We get to talk about life and offer our opinions. Everyone listens."

"The best thing about this school is definitely the teachers."

"I really like PSHE because you are really really learning but not doing a lot of writing."

"We have been talking about mental health and we made a mental health first aid toolkit. It's very helpful and I can use it again and again."

"School is really inclusive and the lessons are fun."

"The Rainbow Code is really good. It's very important because it helps everyone to behave and help each other."

"We have a say in what happens in school. The School Food Ambassadors are helping everyone improve their packed lunches. I like the stickers."

Staff:

"It's all about the whole child."

"It feels like a family here, the kids and staff are great."

"Everyone here pulls their weight, everyone wants the best for the pupils. That's why we are here, why we do what we do."

"The nurture of children's wellbeing is at the heart of all we do."

"The children here are happy. They are able to learn because they are happy."

Parents/Governors:

"Everyone interacts at this school, it feels like a very inclusive place to be. There is a holistic approach with equal weight given to both academic achievement and behaviours."

"The teachers are fabulous. They understand your kids and their complexities - they've 'got' your child every time."

"Everyone is treated as an individual and all needs are met."

"I couldn't be happier with the way my child has been supported. We had a particular situation that was very well handled. My child felt totally safe talking to staff."

"I couldn't be happier with the physical activity provision, there's a huge variety and pupils can try a little bit of everything."

"School is a safe place to try new things. The clubs are very accessible and well-run."

"In sport everyone is included but they all try their hardest. School doesn't always pick the most able to compete, it's about building confidence, it's always about the children."

"There is an amazing school spirit here. We are all part of the school community."

"Mrs Bell is very visible, the nurturing comes from the top down."

"Parents have a huge amount of respect for the headteacher and staff."

"Behaviour is good. I never hear about lessons being disrupted by poor behaviour."

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

Kind regards,

Gill Mullens
Healthy Schools Advisor.