

Immaculate Heart of Mary Catholic Primary School

Assessment date: Tuesday 3rd July 2018

Assessor: Sheryll Carter

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 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 a member 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.
- Relevant paperwork was presented as stated in the agreed list of documentation.

The school has the following strengths

General:

- An overriding strength of this school is the warm, caring ethos and strong sense of community. The pupils, staff and parents commented that the school felt like "one big family."
- Healthy Schools has a high profile and staff are motivated to raise aspirations and improve the health and wellbeing of all pupils. This is evident through all aspects of the school and everyone I met shared passionately how they contribute to this.
- The school invests heavily in the Continued Professional Development (CPD) of staff, ensuring that opportunities are provided for all. This creates a wide range of expertise throughout the school.
- The school's learning environment promotes healthy living and wellbeing, evident through the varied physical and emotional health messages and displays that are visible throughout the school.
- There are many opportunities for pupils to engage in playing a key role across the school, including the School Council, Mini-Vinnies, Play Leaders and School Food Ambassadors.
- Pupils are happy, confident, engaged and friendly and demonstrate an excellent knowledge of health and wellbeing.
- The behaviour of the pupils is exemplary. They are polite, friendly and show genuine care and respect for their peers and members of staff.
- This is an inclusive school where all members of the school community are valued and supported. Pupils commented that they feel safe to express their thoughts and opinions.

- Parents are encouraged to play an active role in the life of the school. As a result, parental engagement is high and positive relationships have been formed.
- Health Week was a great success in promoting health and wellbeing messages to the whole school community. Many stakeholders commented that positive behaviours have continued as a result.
- The school has an informative and detailed website which encompasses all relevant information and policies and is very reflective of the school itself.
- The school communicates well with parents through regular newsletters, the school website and their Twitter feed.
- The outdoor area is used very effectively to encourage physical activity and social interaction.

PSHE:

- PSHE has an excellent profile in the school, with strong leadership and support from all members of the school community.
- Good progress has been made since the last Healthy Schools Assessment and there is a clear plan in place for the future.
- Policies are clear and a reflection of the school's practice.
- PSHE has designated curriculum time but is also embedded into all subject areas.
- The school has implemented the You, Me, PSHE scheme of work and uses other resources such as Alright Charlie to enhance this curriculum.
- Online Safety is a strong focus and pupils demonstrate an excellent understanding of how to stay safe online. Regular lessons and the Keeping Me Stay Safe focus week help to reinforce these messages with both pupils and parents.
- Relationships and Sex Education (RSE) and online safety workshops are carried out for parents to provide them with information on what their child is learning and how they can be supported.
- CPD and support from the coordinator enable staff to teach about sensitive issues with confidence.
- Marking, feedback and assessment are carried out with the same rigour and importance as other foundation subjects. As a result, pupils are clear about their achievements as well as their next steps.
- A wide range of enrichment activities is carefully planned throughout the year to enhance the PSHE curriculum.
- The My Health My School survey data is used effectively to inform the PSHE curriculum so that it is needs led.
- Assemblies and circle time are linked to ethos statements, ensuring that health and wellbeing messages are an integral part of school life.

Social Emotional & Mental Health:

- Social and Emotional Mental Health (SEMH) is high on this school's agenda, enabling pupils to reach their true potential.
- The school is fully committed to ensuring that this is a safe and happy place. Parents, pupils and staff feel listened to, consulted with, valued and well supported.
- Careful planning ensures transition between classes in successful and those pupils with additional needs are well supported.
- There are clear and effective protocols and referral systems of support (CPOMS) in place to identify, report, track and support pupils, which all stakeholders are aware of. This is valued and appreciated.

- The Head teacher has made a real commitment to support pupils through the use of outside agencies such as Catholic Care, who attend school two days a week, a play therapist, inspirational speakers and staff training.
- Staff wellbeing is a high priority. Emotional intelligence training has been carried out with all staff to encourage them to look after their own mental health. All staff reported feeling supported not just by the SLT but by all remembers of staff.
- Pupils and parents feel they can approach any member of staff for support. Relationships within school are extremely strong – pupil to pupil, staff to pupil, staff to staff.
- Relationships between pupils in different year groups are strengthened through the different roles and responsibilities that are available to the children.
- Work on grief and bereavement is excellent. Staff are made aware of key dates where children may need support.
- The whole school behaviour system is understood by parents and pupils and clearly has a positive impact.
- Pupils spoken to on the day said that they hadn't seen any bullying incidents but they all demonstrated a very good understanding of what bullying is and feel that it would be dealt with effectively if it were to occur.
- There are many opportunities for pupils to achieve, regardless of their academic ability. Rewards for good manners, politeness, generosity of spirit and outstanding effort all help to raise children's confidence and self-esteem.
- The extensive work on Growth Mindset has enabled pupils to develop resilience. All pupils spoken to had a good understanding of what Growth Mindset is and how it helps them, not just in their learning, but in their everyday life.

Areas for development

General:

- To ensure that information sent to parents is consistent across all classes.
- To further develop the consultation process with parents on policy development and review.
- To analyse the My Health My School data with the School Council.

PSHE:

- To create a child-friendly RSE policy.
- To publish and disseminate the new RSE policy once a final version has been agreed.
- To add information about sensitive issues, such as FGM, to the website to provide further information and support to parents.

Social Emotional & Mental Health:

- To use a formal method to record SEMH assessments.
- To consider introducing Mindmate lessons.
- To reintroduce the class worry boxes and ensure that all pupils are aware of them.

Quotes from the assessment visit

Pupils:

"I love Wake Up Shake Up!"
"We are like a big family and this is a safe place."
"If you are struggling, there is always someone to help you."
"The teachers are really nice and make our lessons fun."
"I love the trim trail!"
"There is lots to do on the playground."
"I really liked Health Week."
"I've never seen any bullying at this school."
"Growth Mindset helps us to keep going and work hard."

Staff:

"The children are always happy and every day is different."
"It feels like one big family."
"We work hard but we have a laugh."
"I have been working here a really long time but I still love coming to work."
"There is a feeling of security and support."
"You can give your opinions and you know they will be heard."
"The children are really polite and it is genuine."
"I can go to any member of staff if I need support."
"I am so happy here!"
"There is a strong sense of community and everyone works together."

Parents/Governors:

"You can drop your kids off and you know they are in safe hands and will be taught well."
"This is a very inclusive school and feels like one big family."
"The staff really embraced Health Week; it was a great success."
"Pupils with specific needs are met without it being seen as a negative. This helps them cope with life."
"The Head is fantastic; she makes sure that everyone is included and feels valued."
"My child has a good understanding of diversity and says that everyone is different."
"There are so many opportunities for the children."
"The children develop really good relationships with other children and the staff."
"The staff deal with sensitive issues brilliantly."
"So many parents are happy to volunteer to help the school."
"You can go to any member of staff for support."
"It is clear from the comments on my child's report that the staff really know the children well."

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

Kind regards

Sheryll Carter

Healthy Schools/PSHE Consultant
Health and Wellbeing Service