

Moortown Primary School

Assessment date: Tuesday 9th December 2014

Assessor: Helen Smithies

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 and Mental Health (EWMH)] 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.
- Relevant paperwork was presented as stated in the agreed list of documentation.

Healthy Schools: information about this school

- Leeds Advanced Healthy Schools Status achieved in July 2008.
- National Healthy Schools Status last achieved in March 2011.
- School Health Check - improved health outcomes:
 - *There has been an increase in the number of children who buy at least one portion of fruit from the weekly tuck shop from 9% (18 pupils) to 18% (36 pupils) out of 120 pupils in Key Stage 2. Source: tuck shop data*
 - *There has been an increase in the number of children who reported that they have received enough information about eating healthily from 57% (12 children) to 92% (44 children) out of Year 5/6 children. Source: ECM 2011/12 and Growing up in Leeds 2012/2013*

The school has the following strengths

General:

- The school's caring ethos and warmth are felt the moment you enter this school. The school is very much about everyone and is very pupil-focused and inclusive. The school's learning environment promotes healthy living, evident through the varied physical and emotional health messages and displays that are visible throughout the school. Everyone feels safe, cares for each other and is very friendly.
- The continued commitment, passion, hands-on-approach and vision of the Healthy School's Coordinator are very apparent. She continues to be proactive and responsive to the needs of the whole school community. There are clear processes in place and succession planning to ensure that things continue to run smoothly.
- It is evident that the school invests in health and there is a whole school approach to health and wellbeing. Healthy Schools has a very high profile in school and all staff are fully committed and highly motivated to raise aspirations and improve the health and wellbeing of pupils.

- There is a strong emphasis placed on health by the head teacher which ensures that it permeates through the life of the school. Health appears as a specific area on the School Development Plan each year, in line with core subjects such as English and Maths.
- All pupils demonstrated 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 have received. They were happy, confident, engaged, polite and friendly and demonstrated a good knowledge of health and wellbeing.
- The School Council is strong and an effective key stakeholder. All pupils spoken to on the day stated that they feel listened to through various mechanisms in place, for example, the worry box and the class SEAL boxes where children can post 'news, worries or suggestions.'
- Communication is a real strength and the whole school community is consulted with and engaged with any new developments. Everyone is kept up to date with new developments and news through various channels, for example, Twitter, newsletters, health newsletters and the school website.
- The school has an extremely informative and detailed website which encompasses all relevant information and policies and is very reflective of the school itself. Parents stated this was an extremely useful way of keeping up to date with any new development.
- The school is very forward thinking and always ahead of the game on any new initiatives, both nationally and locally.

PSHE:

- The real strength of PSHE is the high profile SEAL & PSHE have within the school and the strength of the leadership in the subject. It is thoroughly backed by the head teacher, governors, parents and all staff. There is a strong, planned approach to PSHE/SEAL. Provision is embedded in the curriculum, with class teachers delivering a dedicated session through a timetabled slot for all year groups each week, with additional cross-curricular time provided throughout the curriculum through a variety of topics.
- The school engages well with external providers to support the PSHE curriculum, including D:Side and parents with specific areas of expertise, especially during the regular health weeks.
- The school strives to make PSHE/SEAL sessions 'real' for the children so they can apply what they learn to their daily lives. Pupils clearly enjoy and value this subject and could describe in detail what they have learnt at school and how they are applying it.
- The school is committed to investing in its staff and supporting their needs through the use of appropriate CPD opportunities. This has ensured they are more confident to deliver effective PSHE lessons.
- There is regular communication and consultation with parents on the content of PSHE/SEAL, including SRE consultation, the use of 'Nothing' for KS1 drug education and D:Side parent information sessions. Pupil progress in PSHE is reported to them regularly through parents' evenings and the end of year report.
- The curriculum offered is very much needs-led and underpins the whole ethos of the school. Pupils' and parents' views feed into the curriculum. Data collected from the My Health, My School pupil survey also inform the curriculum to ensure a needs-led approach.

Healthy Eating:

- The Healthy Eating Coordinator has taken a strong lead on this area and is currently establishing where healthy eating and cooking is delivered within the new curriculum plans in order to identify any gaps and plug them accordingly to ensure a spiral, progressive curriculum.
- There is a whole-school approach to healthy eating and the school is keen to embed cooking in the curriculum. Consequently, all staff, including Teaching Assistants, have received training on cooking in the curriculum.
- The school has created a dedicated 'space' for children to do cooking in response to the introduction of statutory Cooking in the Curriculum for all 5 – 14 year olds. This is another example of how proactive the school is in responding to new initiatives.

- Cooking in the Curriculum is being embedded throughout the school. Children are learning key skills through cooking a variety of healthy foods throughout the year and these are being linked into relevant topics.
- The school also has a popular fruit tuck shop every Tuesday where KS2 pupils can buy fresh fruit. Pupils are able to pay for fruit in advance on a termly basis. This system has also allowed the school to use pupil premium funding to give targeted pupils free fruit in an anonymous, non-stigmatised way.
- There is a newly established, well-attended breakfast club which targets vulnerable pupils who may not otherwise get breakfast as well as those who have issues with punctuality. The school also incorporates learning into this club, using iPads, which is very valuable to these children.
- 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, using the Eat Well Plate. Staff are very confident on the delivery of the healthy eating messages and it is clear that they are well embedded. For example, all children seen on the day had a healthy snack at break time and explained about the importance of not having too much sugar in your diet, exemplified through a display on the sugar content of different foods. Parents also reported how their children bring the messages home from school, which influences what they eat.
- The school cook is very enthusiastic and committed to making lunchtimes a positive experience for children in terms of both health and enjoyment. The quality of the school meals is good, meals meet the national standards, are warm, flavoursome and enjoyed by both pupils and staff. She has done a sterling job of implementing Universal Infant Free School Meals (UIFSM) by being creative with the space and facilities available.
- Parents are involved with school food through consultation on the food policy; menus are also posted on the school website so they are aware of what is being served in advance.
- The modelling of social skills and healthy eating through the head teacher eating in the dining hall with the children is a strength and is in line with the School Food Plan vision.
- The school has worked hard to improve the dining hall environment in order to accommodate the increase in school meal uptake due to the new UIFSM initiative. The school council was involved in the decisions and decided to use both the school hall and dinner hall for packed lunches and school meals. This has worked well and pupils report this is having a positive impact.

Physical Activity:

- The passionate and highly dedicated team that lead on PE and Physical Activity (including the dedicated sports coach employed by the school) has raised the profile of the subject and inspires confidence in both staff and children. The children spoken to on the day commented on how this has impacted positively on their experience of the subject, both in and outside of the curriculum.
- The school is providing 2 hours of timetabled PE for every child despite the limited space available. The taught P.E. curriculum is further enhanced by the use of the highly-skilled sports coach to deliver clubs at lunch times and after school.
- The school provides an extensive range of quality physical activity opportunities for the pupils in both KS1 and KS2 as extra-curricular activities at lunchtimes and after school, including dance, football, Tchoukball, tag rugby, cricket, netball and basketball. Many of these activities are led by the sports coach who really has developed the children's enthusiasm for sport. He is a real asset to this school and is fully involved in the life of the school.
- Staff report feeling well supported in the delivery of PE through a well thought out system of in-house team teaching with the school sports coach. Further CPD opportunities have been given, for example with gym and dance, where specialist coaches have been employed to support staff with the delivery of these areas in order to build their confidence to be able to deliver them independently in the future.
- The school has, over the years, invested heavily in improving the outside environment creatively to support pupils to get active, despite the limited space available. These improvements are varied and offer something for everyone, for example the outdoor gym,

the football nets and the equipment at the front of the school. Pupils also have access to a variety of play equipment in the playground and the school encourages structured physical activity.

- The use of Sports Leaders has clearly had a very positive impact on the physical activity levels at lunch times; they were observed supporting other pupils engage in physical activity.
- Wake Up, Shake Up is well embedded into everyday school life and has a high profile in school. The children clearly enjoy having autonomy over the dance routines and take it in turn by class to lead on it. Staff act as positive role models by joining in with the dances each day.
- From Year 2 upwards, children are encouraged to take a lead in the warm up section of their PE sessions, thus giving them ownership of their lessons and improving their awareness of the importance of warming up.
- PE has a high profile in the school and the consistent approach to delivery is evidence of PE having comparable status.
- Pupils are regularly consulted on what additional clubs they would like to see provided by the school. The school monitors uptake of the extra-curricular clubs and targets those who don't participate and often invites them to attend targeted clubs to increase participation and physical activity levels.
- The school has strong links with Allerton Grange High School and has forged new links with Roundhay School Technology & Language College and takes advantage of the equipment and expertise available at both sites to further enhance PE and physical activity.
- The school has a well thought out, clear plan for the spending of the PE funding, including the impact each area of spending has had both on staff and pupils. This is shared in full on the school website – an exemplary model.
- The school also takes an active role in promoting sustainable travel to school by engaging in the walk2school initiatives, providing bike sheds and the Bikeability programme to Years 3, 5 and 6. Children were very proud to receive a bike shop voucher if a golden bike lock was attached to their bike/scooter, in recognition of their cycling/scooting to school during a recent Staying Safe themed week.
- The school is very proactive in ensuring children are aware of different forms of bullying and unacceptable behaviour, for example, they used the Anti-Social Behaviour team to work with the children on different forms of Hate Crimes and the Show Racism the Red Card initiative.

Emotional Wellbeing & Mental Health:

- The caring ethos of respect and a strong sense of community are powerful and excellent: parents, pupils and staff feel listened to, consulted with, valued and well supported.
- Emotional wellbeing is fundamental to this school and the whole school approach to behaviour and emotional wellbeing, supported strongly by SEAL, means that all children are supported to behave well and develop their emotional literacy skills. Parents are made aware of the SEAL statements each week through the school website so they can support their children at home with this.
- Emotional wellbeing and mental health are developed and promoted through the curriculum (SEAL), the learning environment (SEAL displays, displays of rewards and achievements, problem solver posters, Well Buckets), the weekly SEAL statements and through health weeks such as Healthy Bodies, Healthy Minds.
- There is excellent in-house pastoral care provision to support emotional health through targeted individual and group interventions, delivered mainly by the learning mentor. There are many excellent support mechanisms in place which the children and parents are aware of and there is a high level of care and nurture.
- The children are highly independent; this is something which is nurtured and encouraged by the school through giving the children the skills and strategies to solve problems independently, for example, the 5 Bs.
- 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. They are happy, polite, articulate and emotionally literate.

- The school is very proactive in responding to any new strategies as demonstrated through the work the school has delivered, in partnership with the Anti-social Behaviour Team, on Hate Crime and Show Racism the Red Card, during the recent Health Week. The school is highly vigilant and rigorous on all areas of hate incidents and all staff remind children, for example, that 'the word gay is ok if it's used in the right way.' The school is very open and matter of fact about LGBT vocabulary and hate incidents. They endeavour to normalise issues and differences by being open to talk about these differences.
- All children and parents spoken to on the day stated that bullying was very rare and that it would be dealt with straight away if it were to occur. All children could tell me what the school definition of bullying was, as developed by the school council.
- The school has a strong anti-bullying policy which covers various types of bullying in the detailed appendices.
- All pupils spoken to on the day reported feeling safe and able to speak to an adult if they needed to.
- The open door policy for both staff and parents means that everyone feels well supported and able to talk to someone if needed.
- Staff state that they feel valued, supported, consulted and listened to.

Areas for development

General:

- To consider giving the children further roles of responsibility on the School Council, for example, Chair, Vice Chair, Treasurer, Press Officer.
- To share what the School Council are working on and have achieved through the school website and newsletters, ensuring the children are involved in this process.
- To create a constitution for the School Council to ensure a more consistent approach to the model.

PSHE:

- **To develop how both teachers and pupils assess progress and achievement in PSHE, ensuring it is in line with the school's assessment policy and system.**
- **To implement a planned approach to monitoring and evaluating the PSHE curriculum, including planning and work scrutiny, to ensure progression and ensure that it is appropriate for the needs and age of the pupils.**
- To further develop the curriculum for Economic Wellbeing and the children's ability to apply their learning to real life.

Healthy Eating:

- **To update the packed lunch policy in consultation with pupils and parents to ensure it is in line with the New School Food Standards (January 2015).**
- **To ensure Paula (the school cook) has training on the New School Food Standards, to support her in changing menus, where appropriate, from January.**
- To consider implementing School Food Ambassadors to enable children to have a more formal voice around school food.
- To consider introducing a banding system/electronic menu choice system in order to ensure all pupils get their preferred choice at lunchtimes as well as reduce waste.
- To consider phasing out the 'flight trays' and replacing them with separate bowls and plates. This could initially be introduced in Year 6.
- To consult with staff on the idea of introducing a rota system for staff to eat in the dining hall at lunchtimes.
- To label food clearly on the server or display a model plate of food labelled up, so children know what food they are choosing.

Physical Activity:

- To review and update the existing PE policy and create a separate policy for physical activity.
- To consider introducing a physical activity club for staff, for example, Tchoukball.
- To set up a School Sports Council.
- To create a formal survey for parents to establish the reasons why their child doesn't attend an extra-curricular physical activity club and collate and analyse this data to highlight the main reasons and look at ways to overcome these barriers.

Emotional Wellbeing & Mental Health:

- To consider implementing planned activities for staff to enhance emotional wellbeing, for example, during the Healthy Bodies, Healthy Minds week.
- To extend the anti-bullying policy to include different forms of bullying, including, for example, adult to adult, adult to pupil and pupil to adult.

Quotes from the assessment visit

Pupils:

"Everything at this school is brilliant – I can't pick out one best thing!"

"The staff and pupils are great at this school; they are all really kind and friendly. They are all great people."

"The staff all listen to your ideas; they help you to learn."

"They always serve really enjoyable food."

"I love all the different clubs you can do. You can learn lots of different things."

"The pupils here are all really friendly and help you. They always let you play with them."

"Sport is the best here! I am a Sports Leader and it is fun to lead on sport."

"I love Hobby Half Day because you get to try lots of new things."

Staff:

"The whole ethos of this school has always been here. It has always been a lovely school with a real family feel."

"The school is so open; everyone is treated the same. Everyone is always open about their lives and their beliefs. This is nurtured straight away in this school."

"Staff enjoy their jobs; it's a happy school and everyone is passionate about what they do."

"Without a doubt, behaviour management is consistent and effective across school."

Parents/Governors:

"The door is always open."

"The school website is very detailed and most helpful."

"Relationships are fundamental at this school."

"I was pleased to see a leaflet on mental health come home."

"The 'Space' is fantastic to allow the children to cook and prepare food from fresh."

"There are more clubs on offer now than there ever used to be. Mr Catherall has made a massive impact!"

"The school has good interventions to support pupils that need it."

"The children like the teachers here; there's always someone for them to talk to. It has such a nurturing feeling here."

"The children here are given the responsibility to manage their own feelings and the strategies they are taught really help."

"The family feel at this school is great. Everyone knows everyone else; it is such a caring community. You get this feeling in this school without even knowing it."

"It is a very safe environment."

"The school is very well controlled and ordered. The communication is fabulous; it has always had

good communication.”

“This is a happy school. My children love school and this is down to the school.”

“Caroline Taylor is fabulous! No stone goes unturned with her; the work she has done on healthy minds has really brought this issue to the fore.”

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

Helen

Helen Smithies
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