

# Pudsey Bolton Royd Primary School

**Assessment date:** 15<sup>th</sup> June 2016

**Assessor:** Saira Mumtaz-Jones

**Outcome:** Based on the findings of the visit and the additional evidence submitted, 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 & Emotional Wellbeing and Mental Health (EWMH), using the School Health Check prior to assessment. The school judged themselves in each area using descriptors aligned with Ofsted.
- The assessor interviewed groups of pupils, parents, staff, senior leaders and members of the governing body.
- A tour of the school was conducted by pupils.
- Relevant paperwork was presented as stated in the required list of documentation.

## Healthy Schools: information about this school

- The school has previously achieved National Healthy Schools Status.
- School Health Check - improved health outcomes:
  - *There has been an increase in the number of children who report that school is good at encouraging them to have a healthy lifestyle from 74% in 2013 (51 children questioned) to 88% in 2014 (60 children questioned (My Health, My School survey results)*
  - *There has been an increase in the number of children who participate in extra-curricular sports and activities from 67% in 2012/13 to 72% in 2013/14. All children except 2 in KS2 attended an extra-curricular club in 2013/14 - in school survey data (228 children questioned)*

## The school has the following strengths

### General:

- The staff team at Pudsey Bolton Royd primary school really do go the extra mile and beyond to make sure both their pupils and their families are well supported.
- The school has a warm, welcoming and caring ethos and is very much pupil-focused and inclusive. The school exudes a community spirit and really celebrates the achievements of the whole school.
- It is evident that the school invests in health. The committed Healthy Schools team, who meet termly, work hard to engage all staff and they are highly motivated not just to improve the health and wellbeing of all pupils but also to raise aspirations. The school really does invest in the whole child, the offer of free access to after-school clubs, free music tuition and the heavily-subsidised breakfast club support this and the staff I met shared passionately how they contribute to this investment.

- There are many appropriate and purposeful opportunities for pupils to engage in playing a key role across the school and pupils are consulted on a whole range of issues to ensure that they have a voice in the development of new initiatives and processes. As a result, there are many very well-supported pupil-led programmes and projects across the school through which pupils are meaningfully engaged with their own learning and goals. All pupils spoken to shared how proud they were to belong to their school community. They were polite, confident, engaged and demonstrated a good knowledge of what they need to do to be healthy, both physically and emotionally, and why this is important.
- The bright and vibrant physical environment of the school really celebrates achievement. The outdoor equipment and facilities provide exciting learning opportunities for all pupils.

## **PSHE:**

- The real strength of PSHE is the combination of the weekly ethos statement and the SPHE weekly statement; this really supports learning and aims to meet pupil need. Emotional education is a key element of this curriculum and is linked to the broader curriculum well.
- The subject is planned well and SEAL lessons and the Leeds Scheme of Work are used to develop the curriculum. PSHE is delivered through dedicated lessons over each half term for each year group by the class teacher. Some aspects of PSHE are also delivered through topic work.
- Parents are informed about PSHE topics through the class newsletters and direct letters home.
- The spiral Drug Education curriculum is current and needs-led. Pupils could relay their learning and why it is important. SRE is currently delivered using the Leeds scheme of work for years 3 and 4 and years 5 and 6 have a bespoke unit of work delivered to them.
- Pupils clearly enjoy and value the subject and could describe what they have learnt in PSHE. Pupils also have the opportunity to feed back on their PSHE lessons, including what they enjoyed and what could be better.
- The subject is enriched through engagement with a range of visitors in school and with local organisations.
- Assessing PSHE is through SEAL passports, teacher-led assessment and self-assessment.

## **Healthy Eating:**

- There is a planned cooking curriculum which is delivered in small groups (6 pupils at a time) and engages parents in the final session. This approach ensures that pupils get an opportunity to experience skills-based learning in a much more personalised way. There are also clear links between cooking skills and the wider curriculum through topic work. 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.
- The school has a well-managed breakfast club which is successful in ensuring that all children start the day well, with a newly implemented menu. The healthy Tutti Frutti tuck shop is very popular and in line with School Foods Standards guidelines.
- The school has a very successful School Food Ambassador programme. School Food Ambassadors spoken to were clear about their role and could confidently talk about the changes and impact that they have made. Their 'Eat Up, Clean Up' campaign has really encouraged pupils to reduce the amount of food wasted.
- The school dining hall environment is well managed and calm. Copies of the school menu are available on the school website. The meal was hot, tasty and enjoyed by pupils.
- Pupils spoken to could tell me what they were and were not encouraged to bring to schools as a snack or as part of a packed lunch and could confidently talk about healthy and unhealthy foods. Parents spoken to on the day were also clear on which foods are encouraged and discouraged for packed lunches.

## **Physical Activity:**

- The PE/ PA lead has successfully and effectively raised the profile of the subject, inspiring confidence in both staff and pupils; the whole school focus on 'the year of moving more' is a great example of this. Pupils commented on how much they enjoy PE lessons and this has impacted positively on their experience of the subject both in and beyond the curriculum.
- There is a very well-planned Physical Education curriculum to ensure that the school is meeting the 2 hour entitlement for every pupil, both through the lessons and through the enhanced offer of structured play at break, lunch and clubs after school. Both the Physical Activity and Physical Education policies are clear and well written, with the additional pupil voice contribution to them.
- Provision is enhanced by aiming to fully meet the needs of all pupils; for example, additional swimming lessons have been planned to ensure that all pupils meet the requirement. There are good links and partnerships with local groups and clubs, thus giving pupils the opportunity to participate in a variety of sporting opportunities. The partnership with Bikeability is key with the development of the nearby Super Cycle Highway and the recent 'Wheels Week' event will no doubt encourage more pupils to cycle safely to school.
- The excellent range of activities offered to pupils during the break and lunchtime period including skipping skills, Paralympic and whole school Wake Up Shake Up as well as extra-curricular activities, has enabled and encouraged pupils to participate and engage with a sport that interests them, thus making physical activity extremely inclusive. The school is engaged with Active Schools and has good engagement with the cluster, supporting the co-ordinators to regularly review uptake of activities and target additional support and activities for the Pupil Premium Pupils and those with additional needs. There is a clear outline on the school website of how the funding has been invested and there is a good range of inter-school and intra-school competitions.
- The Sports Buddies are fully engaged and committed to their role, with a good understanding of where they can make a difference. They are proud to offer a variety of opportunities in the playground and this has really encouraged structured physical activity.
- The staff team have received training and are excellent role models for pupils, participating in class and whole school activities which utilise the impressive school grounds and facilities.
- Parents spoken to reported that they feel well informed about the after-school clubs and opportunities available through the newsletters and letters. They appreciate the range of activities that are offered and the time and commitment that the staff show in organising and running them.

## **Emotional Wellbeing & Mental Health:**

- Emotional Wellbeing and Mental Health is a real strength at Pudsey Bolton Royd Primary School. There is excellent pastoral care provision to develop and promote emotional health through the support and nurture that is provided. The Inclusion team is dedicated to supporting vulnerable groups of pupils. Such a team in the school demonstrates the school's commitment to emotional wellbeing, not just for the child but the family too.
- The caring ethos of respect and a sense of community are strong in the school: parents, pupils and staff feel listened to, consulted, valued and well supported.
- Emotional wellbeing is at the heart of how the school approaches behaviour management. Pupils' behaviour was exemplary throughout the assessment visit. They are happy, polite and articulate; a real credit to the school. Pupils spoken to could explain the school's rewards and sanction systems and demonstrated through their understanding that they don't just behave because they have to but because they want to.
- The commitment from the whole school staff to school life at Pudsey Bolton Royd Primary School is a real strength and very much valued and appreciated by parents. Added to this, staff spoken to felt supported themselves with their emotional health, wellbeing and work/life balance.
- The school has clear routes for identifying and supporting pupils who require additional support, making referrals to external services where appropriate. There are many other excellent support mechanisms in place which pupils and parents are aware of and there is a high level of care and nurture. Members of staff spoken to were clear about their role in identifying and referring pupils who require additional support. The staff knowledge about the pupils and their families is impressive and this knowledge is essential in enhancing the

support that is offered. This wholly supports the school's nurturing ethos, supporting the development of the emotional building blocks.

- Pupils are very well supported and encouraged to be the best they can be through the staff's high level of knowledge about each pupil and their belief in them. Parents expressed their appreciation of this, recognising how hard school staff work to support their children's emotional health and wellbeing. There are many opportunities through which pupils learn about their feelings and how to manage them and this learning is reinforced throughout the day through the relationships staff have with the pupils.
- All pupils spoken to reported feeling safe, explaining what makes them feel safe and that they are always able to speak to an adult if they need to. This open door policy is also extended to both staff and parents.
- All children and parents spoken to stated that bullying is very rare and that it would be dealt with straight away if it were to occur. All the pupils spoken to could confidently talk about the difference between bullying and falling out with their friends. The Anti-Bullying ambassadors are keen, committed and clear about their role.

## Areas for development

### General:

- To raise the profile of pupil voice on the school website, engaging the pupil leadership groups with developing these pages on the website. Currently pupil voice is a real strength in the school but this is not reflected on the website.
- To provide opportunities for the School Council and the other pupil leadership groups to feed back to parents through the Green Gazette newsletter, assemblies and the report for governors.
- To develop a Healthy Schools section on the school website to encompass all that is currently covered by the Healthy Schools team, including uploading the copies of the Green Gazette.
- Alongside the development of economic wellbeing, to consider engaging with the Investors in Pupils programme.
- To consider termly meetings where all pupil-led leadership programmes come together and share their both their achievements and confirm their focus areas.
- To continue to carry out the My Health My School survey with pupils in Years 5 and 6. This pupil perception data supports the school in being able to capture impact measure data for all the provision and curriculum opportunities that the school offers.

### PSHE:

- To develop the SRE curriculum in a way similar to the Drug Education curriculum, taking ownership of the subject and ensuring that it continues to meet the needs of pupils.
- To map the non-statutory framework against what is currently being delivered as PSHE, the wider curriculum and the extra-curricular offer, ensuring that the framework is being covered.
- As already recognised, to review and update the PSHE, SRE and Drug Education policies.
- To continue to complete the My Health My School survey and use the perception data from the current year 5 and 6 pupils to ensure that the curriculum offered continues to be needs-led. To share the data from this survey with parents to support the changes to the curriculum.

### Healthy Eating:

- To consider the feedback on the Food policy when it is next reviewed.
- To consider the banding system with KS2 pupils to reduce the number of additional meals cooked each day.
- To continue to develop the Packed Lunch policy and to encourage both a balanced meal and the correct portion sizes.
- To continue to carry out the My Health My School survey to ensure that the impact of the work being carried out by the School Food Ambassadors is being measured.

## Physical Activity:

- To consider the recommended changes to the Physical Education and Physical Activity policy when next reviewing it.
- To continue to collect perception data through the My Health My School survey to measure levels of engagement, sedentary behaviour, health behaviours and participation levels.

## Emotional Wellbeing & Mental Health:

- To consider the feedback when next reviewing the Anti-Bullying policy and aim to engage pupils and incorporate their comments and feedback into it.
- To continue to complete the My Health My School survey to gather EWMH perception data from Year 5 and 6 Pupils.

## Quotes from the assessment visit

### Pupils:

"We learn about different feelings and how to handle them."

"We learn about what the right path in life is and how to be kind to others."

"As School Food Ambassadors we have meetings about what we need to improve, we agree on things and then try to improve them."

"All the teachers help you with your emotions and they never get angry with you."

"I like how there are always teachers there to watch over us and to make sure that we are safe."

"I like the play area and doing things like Paralympics."

"Our after-school clubs teach us new skills and help you in lots of different sports."

"We do good subjects and lessons like art."

"We have lots of teachers who can help us in every lesson."

"We learn about healthy diets and how to keep together in peace."

"We learn how to develop our own opinions and learn how to express them."

"We learn about how to resolve problems and who we can talk to, to help with our emotions."

"However old we are, we need to know what we can do when we feel sad and what facial and body language is."

"Everyone is kind, teachers don't shout and everyone answers politely."

"I love the food, my dinner is healthy and tasty."

"The teachers answer all our questions and really help you to understand things."

"It's a safe environment and atmosphere and we always have people around us."

"The cooking lessons help me cook better."

"I've get better at things like skipping and I like skipping now."

### Parents/Governors:

"My kids are happy here, they are enthusiastic about coming to school and we get lots of communication about how they're doing."

"I really appreciate the support from the staff, my child is happy here and doing really well."

"My son is happy here and we're happy with his education."

"We're really happy with the teachers, there's always someone at the door that you can talk to."

"We're 100% happy with the school."

"What's great is the amount of sport the children do here."

"The home/school relationship is great – the school can't do enough for you."

"It's all the extra things like the additional swimming sessions that the school organises."

"There is always a member of staff at the gate, come rain or shine, and that's really important to us."

### Staff:

"We're really committed to being a Healthy School; our plan for it sits behind the main school development plan."

"We're good at teaching them how to be healthy and know how to keep themselves safe."

"We model the behaviour we expect from the children."

"Everything we do is child friendly, all of our questioning and talking."

"We work hard to get to know our children and give them time."

"We are all supported to really try and balance things; we're lucky that we have leadership that is aware of our workload."

"We have parents who are really involved and engaged in their child's learning. We try to show what can be done at home and model it."

"We're a good staff team, there's no one we can't go to for help."

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.

Kind regards

Saira

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