

Stanningley Primary School  
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Date: 26<sup>th</sup> June 2019

### **Healthy School's Status re-assessment visit**

Dear Julie, Tammy, Jemma and Di

Thank you for inviting me to re-assess Healthy Schools Status at your school on Friday 7<sup>th</sup> June 2019. I had a valuable morning 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 reassessment was successful and am therefore pleased to inform you that Stanningley Primary School continues to hold Healthy Schools Status. This is valid for 3 years from your self-validation date (June 2018)

The decision was based on information and evidence from a variety of sources, including the school's self-validation using the School Health Check, secondary sources, pre-assessment paperwork and meeting and a timetable of interviews for the themes of Social, Emotional, Mental Health (SEMH) & Physical Activity. Interviews took place with a range of stakeholders including the senior leadership team, a governor, parents, teachers, non-teaching staff and a wide range of pupils.

### **Strengths**

#### **General:**

- The warm, happy and nurturing ethos of the school is an overriding strength and was commented upon by all stakeholders on the day. Relationships are strong, based on care and mutual respect which can be felt around school.
- The Healthy Schools programme has a high profile and is led very effectively by Tammy. She is clearly passionate and committed to the health and wellbeing agenda and has worked really hard to bring the whole school together in order to achieve Healthy Schools Status.
- Tammy, Jemma and Di are extremely forward thinking and go above and beyond to ensure the needs of every family are met. The parents couldn't speak highly enough of all the support they have received from the school in various ways.
- Consultation on policies is very strong within the school, with parents, staff, pupils and governors all having the opportunity to review and input on relevant policies.
- Policies are thorough and are personalised in an innovative way, particularly the use of photographs for key staff.

- The school website is very well thought out and contains a wealth of information around Healthy Schools, including signposting for further help and advice. The parents repeatedly cited the website as a place to go for information.
- The staff are extremely proactive. They welcome and act on feedback immediately. This was evident both in the pre-assessment and on the assessment day itself.
- Parents value the range of ways that the school communicates information to them, including text messages, newsletters and the school website.

## **Healthy Eating:**

- The school has a well-balanced approach to healthy eating which is clearly understood by staff, pupils and parents. The pupils learn how to make informed healthy choices, with a clear understanding of the importance of a balanced and healthy diet.
- The quality of the school meals is good and meals are cooked to a high standard, providing hot, flavoursome food which is very much enjoyed by pupils and staff. The catering staff are friendly and engage well with staff and pupils.
- The catering agency works closely with the school, including staff and the School Food Ambassadors, and menus have been adapted to suit the children's requests.
- Cooking in the curriculum is well embedded in all year groups, delivered by Di and Jemma. All pupils learn about hygiene, safety and where food comes from before using a range of skills and techniques to cook a savoury dish.
- The cooking in the curriculum map clearly shows the varied entitlement each child gets for cooking and healthy eating each year, enhanced through external agency contributions and cross curricular links.
- Di and Jemma have worked hard to ensure there is a progressive spiral curriculum with cooking skills assessment sheets used to monitor pupil progress.
- Di's work with families around cooking and healthy eating is invaluable to them and is heavily underpinned by SEMH support. One parent commented that she has made new friends and has continued to attend a group at another school as a result.
- The school has really invested in healthy eating, nutrition and cooking in the curriculum in terms of CPD, with Di and Jemma having attended a wide range of courses.
- The school introduced a packed lunch policy a year ago which is now running successfully, with the School Food Ambassadors reinforcing this at lunchtimes. Packed lunches seen on the day were balanced, with crisps only being permitted once a week.
- The dining hall environment is calm, organised and clean.
- The school has various growing opportunities for pupils and this has been recognised through their recent Royal Horticultural Society (RHS) award for gardening.
- The school provides a cooking club which all year 6 pupils can attend. This is hugely popular with the children.

## **Social, Emotional, Mental Health (SEMH)**

- Social and Emotional Mental Health (SEMH) is very high on the school's agenda. There is a whole school approach and staff are fully committed to ensuring the very best support is available to all pupils and their families. Staff really do go the extra mile to ensure all families are fully supported.
- Everyone feels safe, cares for each other and everyone is very friendly. Staff have fostered an impressive team ethos, are very supportive of each other, are friendly,

happy, approachable and know their pupils and families very well, which ensures everyone feels safe and valued. The sense of inclusion is strong and parents and pupils reported feeling very supported.

- There is excellent in-house pastoral care provision to develop and promote emotional wellbeing through the support and nurture that is provided to all stakeholders. There is a wide range of targeted and group interventions in place, tailored to meet all pupils' needs.
- Value statements are shared in assembly and linked to celebrations and class activities. These are well embedded and greatly enhance the PSHE and SEMH curriculum.
- There is a whole school approach to SEMH across the curriculum, with mental health and the MindMate lessons being taught through PSHE lessons.
- Parents reported feeling supported well by the school and spoke very highly of the level of care provided. They find the support of Di invaluable and praised all the support she has given them. SEMH weaves through all the interventions offered, including family cooking, leadership, girls' group and targeted PE.
- The behaviour of the pupils was outstanding throughout the assessment visit. A consistent whole school approach to behaviour and reward means pupils clearly want to make the right choices.
- Pupils reported feeling safe and confident about speaking to any member of staff if they need support or advice. All pupils spoken to were clear that if they required help or support it would be given quickly and appropriately. Pupils were able to articulate well their emotions and feelings and showed respect for others.
- The school has a child-friendly anti-bullying policy which is regularly revisited and reinforced in assemblies. All children spoken to were aware of what constitutes bullying and what to do if they were being bullied or saw someone else being bullied.
- The School Council is run very effectively and has a positive impact on the running of the school. There is a robust system for election and members are proud of their position.
- Pupils are clear on the work that the School Council does, via class councils, and told me about the worry boxes which have recently been introduced by the School Council.
- The school's recent training around LGBT cements how inclusive this school is. The family tree display board in the entrance exemplifies this, celebrating different families in the school, with photographs of children and staff's diverse families.
- It is evident that the health and wellbeing of the whole school community is of paramount importance to this school. All staff spoken to reported that the school is extremely supportive of their wellbeing. The caring ethos and strong sense of team work between staff across the school are very evident.

## **Quotes from the visit**

### **Pupils:**

'When we cook a meal, we have to try it. If we like it, we can ask our parents to make it at home.'

'The teachers are the best thing because if you have a worry, they are always there to help you; they make sure you're all right.'

'The School Council are good because they make new clubs from suggestions from children in class for example, athletics and cricket.'

'I like Purple Mush Club because if you are worried about something, it can make you feel good about yourself.'

'We all have a voice. We asked to change school dinners and they will listen to you.'

'We have regular assemblies on anti-bullying; at least every half term.'

'If we tell School Council something, they will do something about it.'

'My last school wasn't the best. They weren't bothered about how I felt. This school is much better than my old school; it's brilliant. Everyone gets treated the same by the teachers.'

'School is like a family.'

'People are respectful of each other and understand each other.'

'Whenever someone is sad and wants to tell the teacher, they listen which makes it good and sorts it out.'

### **Staff:**

'There is a family feel here. It is lovely; we can all rely on each other as we are so supportive.'

'I'm always impressed with how well we do with sports. We are always up there competing with the 2/3 form entry schools.'

The staff here go above and beyond.'

'Things are dealt with efficiently.'

'All staff promote SEMH. Everyone has a voice and knows where to go for help.'

'We identify the different needs of the children and then focus in on the intervention.'

'We have good relationships with outside agencies. We are always open to advice and recommendations.'

'Staff wellbeing has been talked about more in the last 2 years. SLT are more aware of workloads and everyone gets a wellbeing day during term time.'

'There is more of a feeling of making sure people are alright.'

### **Parents:**

'You can come into school whenever you need to; they are just there if you need them.'

'I feel so secure with my child coming to school here. The staff have a way about them; I feel so safe leaving them here.'

'There is extra support throughout school. When I was ill, the school picked my children up and brought them to school.'

'My youngest isn't at the school yet but Mrs Stott-Moore is already helping him.'

'The school is absolutely amazing. You can't fault them - outstanding.'

'My youngest stayed here until Year 3. He would've been put into specialist provision in Reception if he had been anywhere else.'

'The behaviour at this school is good because it is instilled into them. It is strict but fair. All the teachers are on the same page.'

'This is a brilliant school; I would recommend it to anyone.'

'I really enjoyed the cooking in school. The stuff we made was all healthy and cheap. It was really important to learn about a budget and it made me feel better about cooking.'

'Di is really good. Any problems, she is on the case. Her door is always open.'

'My children are privileged to have such a good start in life.'

'My child didn't like her school photo so the school got the photographer back to re-do it. This meant such a lot to her.'

'I know all the teachers and they are all approachable.'

### **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:

## **General:**

- To put sanitary bins in the KS2 girls toilets.

## **Healthy Eating:**

- To display the menu in the dining hall with pictures of the food items.
- To ensure the menu reflects what is being served each day.
- To indicate which carbohydrates are wholegrain on the menu.
- To review and update the packed lunch policy with School and Class Councils.
- To make assessment within cooking in the curriculum explicit to the children so they know how well they are doing. This could be done by sharing the existing assessment sheets for skills acquisition with them.
- To use the feedback from the Healthy Eating Advisor when reviewing the food and packed lunch policies.

## **Social, Emotional, Mental Health (SEMH)**

- No recommendations were identified as a strong system is in place.

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 Healthy Schools' Health Champion Model.

Yours sincerely

Helen

Healthy Schools/ PSHE Consultant