

Stanningley Primary School

Assessment date: Tuesday 3rd June 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 & 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 and Eco Councils 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 September 2006.
- National Healthy Schools Status last achieved in September 2010.
- School Health Check - improved health outcomes:
 - *There has been an increase in the percentage of children who reported eating 5 portions of fruit and vegetables a day from 15.56% (7 out of 45 pupils, Summer 2011) to 28.57% (6 out of 22 pupils, Summer 2012) out of all Y5/6 pupils. (ECM Survey Data)*
 - *There has been an increase in the percentage of children who reported they have had information, help and advice about harmful drugs from 48.89% (22 out of 45 pupils, Summer 2011) to 85.71% (18 out of 22 pupils, Summer 2012) out of all y5/6 pupils. (ECM Survey Data)*

The school has the following strengths

General:

- Staff at Stanningley 'go the extra mile' to make sure both children and families are well supported, for example taking children to football on a Saturday and delivering Christmas dinner ingredients to families on Christmas Eve.
- 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 that are displayed throughout the school. Everyone feels safe, cares for each other and is very friendly.
- The inspirational head teacher is supported by a very strong team, including very effective middle leaders who know their subjects well.
- The continued commitment, passion, hands-on-approach and vision of the head teacher and Healthy Schools Coordinator are very apparent. 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 that Healthy Schools has a very high profile within this school. All staff are fully committed and highly motivated to raise aspirations and improve the health and wellbeing of pupils. This was not only evident through curriculum discussions but throughout all aspects of the school and everyone I met contributed to this. All members of the school community are aware of its importance and could explain the benefits and impact that it has had on their pupils. Health and wellbeing messages, in particular Emotional Wellbeing and Mental Health, are embedded in school life and supported by the involvement of governors, parents and staff in promoting health issues.
- The School Council is strong and an effective key stakeholder with a good structure. The children know what their roles and responsibilities are within the Council and are confident within their roles.
- Communication is a real strength and the whole school community is consulted with and engaged with any new developments. This ensures that everyone has a voice, for instance the development of the PE Vision, use of questionnaires and consultations on parents' evenings.
- Policies are consulted on with the whole school community and are kept up to date through regular review.
- 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 had received. They were happy, confident, engaged, polite and friendly and demonstrated a good knowledge of health with an understanding as to why changes have occurred to improve their health.
- The toilets are well presented in both key stages and are very clean and smell pleasant. Children reported liking their toilets.

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. The PSHE provision is embedded in the curriculum, with class teachers delivering a dedicated session through a timetabled slot for all year groups each Monday morning after the Thought of the Week assembly, with additional cross-curricular time provided throughout the curriculum.
- The school engages well with external providers to support the PSHE curriculum, including D:Side and the school nurse.
- The PSHE coordinator has passion and drive for the subject and receives valued support in leadership time, training and the opportunity to monitor (learning walks, planning samples and pupil interviews), evaluate (staff and pupil feedback) and assess the subject (SEAL passports) to ensure there continues to be a spiral curriculum which meets the needs of the pupils.
- The PSHE Coordinator ensures that all staff receive the relevant resources and planning for each module which ensures a consistent whole school approach and that teachers are well equipped to deliver the subject confidently to all pupils.
- 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.
- Pupils clearly enjoy and value this subject and could describe in detail what they have learnt at school and how they are applying it to their daily lives. Sex and Relationships and Drugs, Alcohol and Tobacco Education are key topics within the taught curriculum.
- There is regular communication and consultation with parents, 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, with its core content from the Leeds Primary PSHE scheme of work and the SEAL units.

Healthy Eating:

- The catering staff are 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, regularly cooked from fresh, flavoursome and enjoyed by both pupils and staff.
- Menus are sent home to parents regularly and the introduction of the banding system is liked by the pupils as they can choose what they want for lunch each morning. This has also allowed the cook and the head teacher to work together to monitor food choices in order to adapt menus accordingly to suit the children's likes and dislikes, thus impacting on the amount of waste.
- The modelling of social skills and healthy eating through the head teacher and staff eating in the dining hall with the children is a real strength and is in line with the School Food Plan vision.
- The school has a dining area that has a very calm atmosphere which impacts on the general social ethos of the dining area and on individual pupils' social skills.
- There is a well-attended breakfast club which targets vulnerable pupils who may not otherwise get breakfast at home as well as those who have issues with punctuality.
- There is a whole school approach to healthy eating and Cooking in the Curriculum is firmly embedded throughout school through the curriculum. Children learn how to cook a variety of healthy foods throughout the year. This is supported by the outdoor learning environment such as the growing area, which enables the children to learn vital skills for the future and understand how food is grown, cultivated and harvested, ready to be cooked and eaten.
- The school also has a thriving fruit and vegetable shop every Thursday after school where parents and the community can buy fresh produce, including that harvested from the school fruit trees and allotments, at cost price. This is very popular and successful and the stock always gets sold out.
- There is a cooking club for children each week in school where children learn how to cook basic healthy meals. Parents are also targeted to attend a 6 week Cooking on a Budget course which runs all year round. This is obviously effective as there is a waiting list to attend these.
- The school's approach to informing pupils of the choices they have available to them with regard to healthy eating is apparent both in and out of the curriculum and is embedded as part of day to day life, including with parents, such as through Healthy Week and the Change4Life Family Fun Day.

Physical Activity:

- The inspirational and highly dedicated team that lead on PE and Physical Activity (including a 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 (who also delivers PE sessions to EYFS), structured play at break times and clubs at lunch times and after school.
- The school provides an extensive range of quality physical activity opportunities to the pupils as extra-curricular activities at lunchtimes and after school for both KS1 (which is a relatively new introduction) and KS2, including dance, football, Tri-golf, tag rugby, New Age Curling, cricket, netball, basketball, Boccia and diablo. Many of these activities are led by the sports coach who really has developed the children's enthusiasm for sport and winning awards. He is a real asset to this school and is fully involved in the life of the school. The team has also put in immense work to develop good links and partnership involvement with the cluster and local clubs thus giving the children the opportunity to compete in a variety of inter-school sporting competitions.

- The unusual range of activities offered to pupils as extra-curricular activities has meant that some more reluctant participants have taken up physical activity clubs such as climbing at Leeds West Academy, Boccia, Tri-golf and New Age Curling.
- The inclusive nature of PE at Stanningley is great. The school provides smaller group PE lessons for Nurture, Pupil Premium and SEN pupils. This is a great way to utilise PE to improve confidence and raise self-esteem in what might otherwise be marginalised groups.
- 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 and further CPD opportunities through formal training, which is often supported by the staff at Leeds West Academy. This has meant that staff are confident in teaching PE, thus ensuring that what children receive is high quality and PE has a high profile in school.
- The school has, over the years, invested heavily in improving the outside environment to support pupils to get active. These improvements are varied and offer something for everyone, for example the tyre trail and trim trail. Pupils also have access to a variety of play equipment in the playground and the school encourages structured physical activity. Pupils were observed being involved in active play at break times.
- The use of Year 5 & 6 trained Play Leaders has clearly had a very positive impact on the physical activity levels at lunch times. They were observed supporting other pupils engage in a range of activities and the children we spoke to on the day clearly valued their role in supporting their 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 devise the routines. Staff act as positive role models by joining in with the dances each day.
- Staff act as excellent role models for the pupils in terms of physical activity by wearing the same uniform as the children to deliver PE lessons. The school provides not only the staff with a school hoodie but **all** children, meaning all children look like a team and are also equipped to do PE outside.
- Pupils are regularly consulted on what additional clubs they would like to see provided by the school and could tell me what activities had been offered to them as a result of this, for example basketball and diablo.
- Swimming is offered to year 3 and 4 pupils but, as a result of parent consultation, is now also delivered to pupils in Y2 in the second half of the summer term to aid smooth transition to Y3 and allay any anxieties around swimming.
- The school has very strong links with Leeds West Academy, so much so that one of the coaches from the academy, Paul, is viewed as a member of staff in the school.

Emotional Wellbeing & Mental Health:

- Wow! Emotional Wellbeing and Mental Health is exemplary at Stanningley Primary School.
- There is excellent pastoral care provision to develop and promote emotional health through the curriculum (SEAL), both inside and outside learning environments, (displays of rewards and achievements, problem solver posters, emotional register pegs), the weekly Thought of the Week statements and assemblies and targeted interventions through the use of Silver Seal.
- The caring ethos of respect and a strong sense of community is 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 Webster Stratton, means that all children are supported to behave well and develop their emotional literacy skills.
- Children's talents are recognised and celebrated through the talent shows and Bramley's Got Talent competition. Children clearly value this opportunity and it contributes well to the children's self-esteem and confidence.
- There is a consistent whole school approach to behaviour through the use of Webster Stratton which ensures there is consistency in the messages given to all pupils during the school day and has clearly resulted in a major 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 and articulate.

- Whole school staff commitment and contribution to the school life at Stanningley are a real strength and identified by parents as something they value and appreciate.
- There is excellent in-house pastoral care provision to develop and promote emotional health both as part of the curriculum and numerous targeted individual and group interventions, including nurture groups, the Dinosaur School, TaMHS and Second Steps. 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 impact of the work carried out in the nurture groups on teachers, pupils and at home has been amazing. For example, a targeted group of 9 boys no longer need time out of class for behaviour and emotional issues.
- Children are well supported and encouraged to be the best they can be through the staff's high level of belief in each child and in their going above and beyond to support the wellbeing of both the pupils and their families, for instance providing food through the food bank, delivering Christmas dinner on Christmas Eve and taking children to the park and football on a Saturday.
- Parents expressed their appreciation of how hard the school staff work to support their children's emotional health and wellbeing.
- 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.
- 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.
- There is an effective buddying system for Y6 and Reception children to support them when starting in school.

Areas for development

General:

No general areas for development were identified on the day.

PSHE:

- To publish the school's PSHE provision online, in line with the new DfE requirement.
- To consult more formally with parents on relevant sections of the Drug Education and Sex and Relationships Education (SRE) policies at appropriate opportunities, for example through SRE parent consultation sessions, D:Side parent session on drug education.
- To consider introducing sanitary bins in the KS2 girls' toilets.

Healthy Eating:

- To implement a system, and possibly pupil rewards, to ensure better hygiene on the floor in the dining hall at lunchtimes.
- To create a packed lunch policy in consultation with pupils and include this within the food policy or signpost to it from the food policy.
- To share with parents, via the school website and school prospectus, what should be included in a healthy packed lunch, in accordance with the packed lunch policy.

Physical Activity:

- To review and update the existing PE and Physical Activity policies, in line with the relevant checklist, to ensure all relevant information is covered and that all stakeholders are involved in the consultation.

Emotional Wellbeing & Mental Health:

- To create a child and parent friendly definition of what bullying is.
- To link the school's anti-bullying policy to other relevant policies, such as Behaviour.

- Ensure there is a statement about cyber-bullying within the existing anti-bullying policy.
- 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:

"It's great here; we have a lot of pupil voice."

"Robinwood is a brilliant experience."

"I love having a buddy in Reception – I still play with them because I don't want to let go."

"I didn't used to be as good at PE but now our Deputy Head is in charge of it and she's more into it so it's better and I am improving. She is looking all the time for new sports."

"They like us to ride our bikes to school to get us ready for the day."

"We had a new pupil join the school in Year 4 and thanks to Webster Stratton his behaviour is now a lot better."

"Bullying is not tolerated here and if it does ever happen, it's a one off and they deal with it straight away."

"We have a massive pupil voice at this school; it's one of the most important things here."

"All the teachers make everyone feel welcome."

"The best thing about this school is the health and relationships - I feel everyone is there for you."

"The best thing about this school is the variety of active things we get to do."

Staff:

"The staff are so open here; you can go to any member of staff for support and advice."

"There is a trust and togetherness amongst the staff."

"As an NQT, I have been given a lot of time and support on how to deliver sessions on SEAL, including from the head teacher."

"It's nice to eat with the children at lunchtimes because you get to socialise with them and they see you eating healthily."

"The pupils love the sandwich choice at lunchtimes."

"The PE's been amazing!"

"The children are excited to come to school, they feel safe here."

Parents/Governors:

"The dinners here are brilliant!"

"The C4L Fun Days have been very successful. We did a 6 week challenge as a family and Mrs Reid ate breakfast for 6 weeks too!"

"There are some fantastic sports coaches here; they're brilliant with the kids."

"The coaches attend school tournaments and have even attended the talent show."

"The school sport has really developed here; the choices are diverse too."

"It's inspirational how much sport the children get to do for the limited amount of space available."

"The tournaments for the Bramley Cluster are great. They've got a lot better in the last couple of years."

"Every member of staff knows the children's names and they speak to parents and children all the time."

"The praise children get for achievements in and out of school is above and beyond."

"Not much bullying goes on and if it does happen, it's dealt with straight away."

"There are not many schools where the head teacher would help so much."

"Di Greenwood supports the family as a whole and gives help where it is needed."

"There was a bereavement in a family recently and the staff made meals for the family in their own time – it's magic!"

"Staff go above and beyond and put in extra time e.g. football on a Saturday, making meals for families."

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

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