

# Cookridge Primary School

**Assessment date: 17<sup>th</sup> June 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 and Emotional Wellbeing & 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 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:

- The commitment, passion, hands-on-approach and vision of the head teacher and the Senior Leadership team are very apparent.
- The head teacher's drive to act in the best interest of the staff and pupils is a real strength of this school. She has a strong team of staff who strive for a shared goal of making pupils feel happy and safe so that they are ready to learn.
- Staff have worked hard to create an environment that is calm and nurturing and this is felt the moment you enter the door.
- 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.
- The school is a strong advocate for the Healthy Schools award. It is evident that the school invests much in health and wellbeing and that the Healthy Schools programme has a very high profile. All staff are highly 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.
- There are many opportunities for pupils to engage in playing a key role across the school, including the School Council, Sports Council and Healthy Ambassadors.
- Pupils are happy, confident, engaged, polite and friendly and demonstrate an excellent knowledge of health and wellbeing.

- The outdoor space is outstanding; it is well resourced and engaging and promotes physical and social interaction at every opportunity.
- Communication is a real strength; everyone is kept up to date with new developments and news through various channels. Parents spoke highly of the communication systems in school.
- The school has an informative and detailed website which encompasses all relevant information and policies and is very reflective of the school itself.
- Behaviour of the pupils is exemplary. The staff have worked hard to establish rules and routines that are understood by the pupils. Transitions between lessons, playtime and lunchtime are very organised and well managed.

### **Personal, Social, Health Education (PSHE):**

- PSHE has an excellent profile in the school, with strong leadership and support from all members of the school community.
- PSHE has designated time within the curriculum and is delivered to all pupils.
- The school has implemented the You, Me, PSHE scheme of work and uses other resources such as Alright Charlie to enhance this curriculum.
- The school demonstrates a strong commitment to the CPD of staff. Staff have attended relevant training to support teaching and this is effectively disseminated.
- Teaching and learning in PSHE are effectively monitored and evaluated by the coordinator through pupil interviews, lesson drop ins, book scrutiny and teacher feedback.
- Staff are aware of the pupils' needs through the use of pupil perception data. This information is used to inform practice and planning. The school is also responsive to the needs of pupils and their families and adapts support and lessons accordingly. For example, supporting pupils and families following a bereavement.
- All staff are engaged and feel confident to deliver the curriculum, including sensitive topics, such as Sex and Relationships (SRE), racism and mental health.
- The school communicates the content of the PSHE curriculum well to parents through regular newsletters and the school website.
- Pupils clearly enjoy and recognise the importance of PSHE and could describe what they learn and how it helps them in their daily lives. Pupils' understanding of e-safety is outstanding, demonstrating very effective teaching and learning. Pupils spoke at length about how to keep themselves safe whilst online.

### **Healthy Eating:**

- The Whole School Food policy is excellent.
- The school promotes and encourages all pupils to consume water throughout the day. Water is freely available at all time through the water coolers.
- Food at lunchtime is freshly cooked, hot and tasty and meets the School Food Standard guidelines.
- A family service runs very effectively at lunchtime which enables pupils to develop a sense of responsibility and helps to improve social skills.
- SLT are on duty in the hall which ensures that behaviour is good and healthy messages are promoted through quizzes and songs. This makes lunchtimes feel like a really enjoyable social dining experience.
- The children reported that they enjoy the school lunches and they enjoy sitting in their groups. Following pupil feedback, pupils now spend one day a week sitting next to a stranger during lunchtime to enable them to develop relationships with more pupils.
- Pupils were generally clear about foods which are allowed and not allowed in packed lunches.
- Cooking in the curriculum is well embedded and led by a passionate and dedicated DT coordinator. Pupils learn about hygiene, safety, where food comes from and what is cost before using a range of skills and techniques to cook a variety of dishes. After cooking, the

pupils set the table and enjoy the food together. This opportunity is used to develop the children's social skills and to further promote British Values through a respect for different cultures and beliefs associated with food.

- The outdoor area provides many opportunities for children to grow food. There are a variety of growing beds, chickens, an orchard and a huge poly tunnel.
- The Learning Mentor cooks with targeted groups of children. These sessions help pupils to develop resilience and patience.
- A successful Breakfast Club is run and many parents stay with their children and this has helped to develop strong links with many families.

### **Physical Activity:**

- The school is providing 2 hours of timetabled PE for every child in school.
- Pupils are enthusiastic about physical activity opportunities.
- The dedicated PE specialist inspires confidence in both staff and children. She brings a lot to the subject, is enthusiastic, proactive and has clear plans for the future.
- All staff report feeling supported in the delivery of PE through well-thought out and planned CPD and a well-embedded curriculum.
- Lessons are monitored and evaluated and observations are carried out to ensure high quality PE is taking place.
- Staff are encouraged to use IT equipment to film pupils in order to make assessments. These are then viewed by the PE teacher to ensure assessments are accurate and consistent throughout school.
- The quality and variety of extra-curricular clubs has improved and pupils are enthusiastic about the after-school clubs on offer.
- The pupils' views are regularly sought about which clubs they would like to be involved in. Parents are also encouraged to join in with extra-curricular activities such as Wake Up Shake Up.
- Good links and partnerships with local clubs and external agencies are established, with a range of inter-school sports competitions and tournaments taking place over the year.
- All pupils report that they enjoy all their PE lessons. They are very proud to represent their school at inter-school events and enjoy the competitive element. Entitlement and enjoyment of all aspects of physical activity are well embedded in school life.
- There is a strong commitment to ensuring that pupils receive 30 minutes additional activity each day. The PE teacher runs lunchtime clubs and the grounds and equipment provide many opportunities to be active.
- Outdoor learning is an integral part of the school day. The school has invested heavily in a commitment to Forest Schools. Three members of staff are Level 3 trained and Outdoor Learning is part of the School Development Plan. The pupils speak very fondly of their Outdoor Learning experiences.
- The school promotes safe and sustainable transport to school. Basic cycle training is provided annually to year 6 pupils which has equipped pupils with the skills to cycle safely to school. The school also continues to raise awareness of pedestrian safety with training and through the annual walk2school initiative.

### **Social, emotional and mental health (SEMH):**

- SEMH in this school is outstanding.
- 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.
- There are clear pathways and procedures in relation to supporting emotional health and wellbeing in school, about which the children and adults spoke confidently. Everyone is very clear about roles and responsibilities.

- There is a consistent whole school approach to behaviour using a positive behaviour management system based on an excellent behaviour policy. All pupils I spoke to were very happy, polite, enthusiastic and emotionally literate. They wanted to show off their school and were proud to talk about it.
- Developing emotional literacy has a high profile. Check Ins to start the day highlight any potential issues, which are dealt with there and then wherever possible.
- The school is teaching the MindMate lessons and SEMH lessons are well embedded within the PSHE curriculum.
- Parents could not praise the SEMH provision enough.
- The School Council is well established and pupils think highly of the members and the impact their work has on the school. There has been real investment in enhancing pupils' roles and responsibilities. Pupil voice, on a variety of subjects and issues, is regularly sought.
- Pupils reported feeling safe and confident to speak to any member of staff, including the learning mentor, if they need support and advice at any time. They are also able to support each other.
- The school does lots of work on bullying in PSHE. Children and parents spoken to knew what constitutes bullying and what to do if they are bullied or see it happen. They stated that bullying is not an issue and that any situations are resolved immediately if they occur.
- The provision for playtime and lunchtime ensures that pupils' needs and interests are catered for. A vast array of equipment is available for all year groups to access such as Lego, scooters and sand and facilities for drawing and reading are available which has had a very positive impact on behaviour and social interaction.
- The Blue Room is used effectively to provide pupils with a space where they can reflect on their behaviour. The sensory room enables pupils to have an area where they can feel safe to discuss any concerns.
- Staff have worked hard to develop strong and nurturing relationships with many families, providing support both in and outside of school.
- Staff wellbeing is a very high priority. There is a strong and nurturing team ethos. The head teacher and SLT have worked hard to try to reduce teachers' workload by ensuring that paperwork is done only when necessary and for a real purpose.

## Areas for development

### PSHE:

- To update the SRE policy to reflect current practice
- To consider creating child-friendly policies

### Healthy Eating:

- To consider ways to increase the uptake of FSM and UIFSM
- To consider introducing cooking sessions with parents

### Physical Activity:

- To consider working towards Modeshift Stars accreditation
- To consider mapping pupil engagement for competitions and events to target inactive pupils

### SEMH:

- To share information about Mindmate with parents
- To increase the range of assessment tools used within the nurture area to include parental voice.
- To extend the use of Emotional Literacy Assessments to inform targeted support either within Mindmate lessons or nurture sessions.

## Quotes from the assessment visit

### Pupils:

- "The best thing about this school is the teachers."
- "The teachers encourage us to be healthy."
- "There is always someone to talk to."
- "We get to have our say."
- "I love Forest Schools!"
- "There is lots to do at playtime and lunchtime."
- "The teachers are really kind and they care about us."
- "I like 'sit next to a stranger day' because you make lots of new friends."
- "I really like PE because it's fun and it keeps you healthy."
- "I like the competitions that we do."
- "We have really good relationships with our teachers."
- "Mindmate lessons help you to calm down and they help you to sort out your problems."

### Staff:

- "A range of staff receive CPD so that there is expertise across school."
- "The Head has allowed me to be creative and I have been able to implement my ideas."
- "There is always someone to support you if you need it."
- "Staff wellbeing is seen as really important."
- "I'm so excited by my role in school."
- "The Head is really supportive."
- "We look out for each other."
- "The children are lovely and make the job worthwhile."
- "We work hard to make sure that the children feel safe and happy."

### Parents/Governors:

- "My child has always been happy to come to school."
- "The staff set high expectations in terms of achievement without putting pressure on children."
- "The staff build really good relationships with the children."
- "The staff are really enthusiastic."
- "The staff work hard to make learning fun."
- "Forest Schools has encouraged children to want to learn."
- "Behaviour issues are dealt with quickly."
- "I can't think of anything the school can do to improve."
- "My children are so happy here."
- "We don't really have behaviour issues anymore."

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

Kind regards

Sheryll Carter  
Healthy Schools and PSHE Consultant  
Health and Wellbeing Service