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Date:14<sup>th</sup> March 2023

Dear Lynne, Hannah and Ben,

Thank you for making me feel so welcome during your Healthy Schools external validation on March 13<sup>th</sup> 2023. I had a very enjoyable afternoon so please convey my thanks to everyone who attended the meetings.

I can confirm that the re-validation was successful and am therefore pleased to inform you that Cookridge Primary School continues to maintain Healthy Schools Status and MindMate Friendly status. It is also a Health and Wellbeing Service Beacon School.

The outcome 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 a virtual timetable of interviews for the two selected health themes: Personal, Social, Health and Economic (PSHE) education and Social and Emotional and Mental Health (SEMH). Interviews took place with a range of stakeholders including Senior Leadership Team (SLT), a governor, parents, teachers, non-teaching staff, and pupils.

### **Strengths:**

#### **General:**

- The Healthy Schools work is extremely well led and managed, both strategically and operationally by Hannah, who shows great dedication and passion for her role. Her focus on improving wellbeing for all members of the school community is unwavering. The head teacher and senior leadership team also have a strong and committed belief in the health and wellbeing of the school community and this inspires all staff.
- Everyone feels safe, cares for each other and is very friendly. Staff have fostered a great team ethos, are very supportive of each other, are friendly, happy and approachable and know their pupils and families very well, which ensures everyone feels valued, appreciated and listened to.
- Parents clearly trust in the school and all the parents spoken to were unanimous in their praise for the schools inclusive, nurturing ethos. All needs are catered for. They feel that there is a real partnership between the school and its families.
- The school's focus on mental health, wellbeing and restorative practice is a real strength.

## **PSHE:**

- The school uses the You, Me, PSHE Scheme of Work and the PSHE Association at the core of the curriculum but the PSHE curriculum is enhanced with many other resources, lessons and enrichment activities. It has a high profile, is timetabled weekly and is linked to assemblies, the curriculum as a whole and the general ethos of the school. The PSHE curriculum is mapped to the statutory guidance. The PSHE curriculum is also supported by the teaching of the MindMate lessons each half term.
- The curriculum is very much needs-led, it is preventative as well as reactive to any issues that need addressing. Pupils are taught in a safe, inclusive environment, with Ground Rules in place and a check in and check out over the week.
- Any issues that arise, linked to PSHE, are tackled swiftly and confidently. The My Health, My School Survey results influence this work. The teaching staff are trusted professionals and timetables are flexible to allow for this approach.
- PSHE has the same status as other subjects. It has a high profile on the school website and parents were aware of what their children were learning in school.
- Pupils have an excellent awareness of their learning in this area and were able to tell me, very enthusiastically, about their PSHE lessons and learning, citing many examples of lessons they had particularly enjoyed. They were confident and articulate, speaking about their work on drugs, alcohol and tobacco, keeping safe, RSE and work around mental health.

## **SEMH:**

- Social and Emotional Mental Health (SEMH) continues to be top of this school's agenda; it is at the core of everything they do.
- There is a very strong pastoral team in place, and clear pathways and procedures in relation to supporting targeted emotional health and wellbeing in school are well embedded. Numerous individual and group interventions are in place and progress is measured, shared and celebrated. Interventions are monitored and evaluated.
- The support for vulnerable, SEND pupils and pupils with SEMH needs is excellent. Nurture provision run by the Nurture staff is highly effective and the pupils who access this support benefit greatly from it. Parents I spoke to on the day could not speak highly enough of the school's passion and commitment towards supporting their children. Other pupils speak with real understanding, maturity and compassion about their peers who may need additional support, and this is a clear indication that the school motto "Together we Achieve the Extraordinary" is a motto that everyone believes in.
- Through their universal offer, SEMH is embedded throughout the whole ethos and curriculum and taught explicitly during PSHE lessons. It is also taught as part of Circle Time and through the MindMate lessons. The school also celebrates various national events linked to SEMH, such as Children's Mental Health Week.
- The school uses restorative practice approaches as a key driver for SEMH. Restorative practice is well embedded and the pupils are key to the success of this approach. The RP reps are strong advocates for building and restoring relationships and support others at the friendship stop, collecting pupil voice and generally supporting their peers offering support to resolve any conflict.
- Relationships in school are excellent. Pupils were very clear that they could speak to any member of staff if they felt worried about something because all staff would listen and respond. Pupils also felt that staff would notice if they were feeling worried or anxious as they know them so well.
- Pupils who are worried can also access class Worry Boxes or Ask It Baskets and know that their concerns will be taken seriously. There is also a central worry box. These worries

can be directed to specific members of staff so that the pupils can talk to the member of staff they feel most comfortable with. Pupils were very clear that they could talk to members of staff about anything that is troubling them and they would be listened to. They clearly feel very safe and supported in school.

- The staff work hard on building resilience and the schools outdoor learning offer supports this. The Forest Schools work supports all pupils to develop resilience and a positive growth mindset.
- There is a behaviour management system in place, and all pupils and parents reported positively that they think is a fair system. Pupils were consulted on the system before it was put into place and so feel real ownership and a good understanding of why it is in place. Each day is a fresh start and the pupils appreciate this.
- Parents are happy with the care and support offered not only to their children, but also to themselves. They are grateful for the good communication in school, both in general and on a one-to-one level.
- Staff reported that staff wellbeing is good. The Healthy Schools lead, who is also the lead for Wellbeing is proactive and approachable and the staff speak highly of the support offered. Staff enjoy a carefully chosen 'secret buddy' and varied social events. All staff have 2 wellbeing days over the school year to take when they wish. They are very appreciative of this.

### **Quotes from the visit:**

#### **Pupils:**

"The lessons are not just writing. We do fun, exciting things too. Everyone does Forest Schools."

"I think it's good because we are all listened too. We helped make the behaviour chart and talked about what should be a yellow card."

"Teachers really care about us and if you have a problem you can talk to any of them, you can trust them all."

"PSHE is good. The lessons are useful. They help you make the right choices and decisions."

"In PSHE we learn about safety, we learn how to prevent things happening."

"It feels like we are all a family, like we are learning in a family."

"It is a fair school, if something happens it gets sorted in a fair way. There is justice."

"The teachers are all understanding. If you have a problem, they listen and care."

#### **Staff:**

"We are all very supportive of each other. We are a collective, like a family."

"The people who work here are just fabulous, and that comes from the top. The head teacher makes a massive difference."

"This is my happy place, everyone supports each other."

"The kids and their families are amazing. It's a real community. When the poly tunnel was spoilt the parents raised money to replace it. They really care."

"I love the sense of nurture and the importance attached to wellbeing."

"The staff model good behaviours and empathy so that even the youngest children develop those skills."

#### **Parents/Governors:**

"This is a very welcoming and inclusive school and every child is treated individually."

"There are lots of fun and engaging activities and the children get to learn in different ways, like Forest Schools."

“There is a real focus on mental health and wellbeing and on each child’s individual needs.”

“Children are taught really good values here.”

“School help and support all the children, whatever they are going through, whether that is a separation, a loss or a bereavement and this support is ongoing for as long as the child need them. That support extends to the whole family.”

“The Restorative Practice reps do a great job. They don’t just do it because they like the responsibility but because they really want to help each other.”

“It’s really special here. Sending my child here has changed everything, life is just so different for our family now.”

Thank you again for making me feel so welcome on the day. I wish you every future success and look forward to supporting you with the Healthy Schools Health Champion Programme.

Yours sincerely,

Gill

Gillian Mullens  
Healthy Schools/ PSHE Advisor