

# Yeadon Westfield Infant School

**Assessment date:** Friday, 16th October 2015

**Assessor:** Saira Mumtaz-Jones and Gill Mullens

**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 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:
  - *School lunches - due to parent/pupil surveys, high profile advertising, constant reviewing of lunch content, themed weeks and roast dinner days, our uptake on school lunches has gone up significantly over the last year. Surveyed week in February 2012 - 514 children were having school cooked lunch. Surveyed week in February 2013 - 563 children were having school cooked lunch.*
  - *Bullying Incidents. We work very hard in the area of anti-bullying. We have a themed anti-bullying week in line with national events and we strive to promote a positive attitude to behaviour and tackle any incidents of bullying rigorously. We have maintained our recording of bullying incidents which over the past year has been significantly low or with no incidences recorded.*

## The school has the following strengths

### General:

- Staff at Yeadon Westfield Infant School really do go the extra mile to make sure both children and families are well supported.
- The school has a warm, welcoming and caring ethos and is very much pupil-focused and inclusive.
- The head teacher is committed to a vision of a fully inclusive school for all and is strongly supported by an equally committed staff team.
- It is evident that the school invests in health and that the Healthy Schools programme has a very high profile in this school. 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 we 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, SNAG, Eco warriors and Play Leaders. The School Council is an effective key stakeholder with a good structure and members of the council are confident in their roles.
- Communication is a real strength and the whole school community is consulted and engaged through questionnaires. This ensures that everyone, including parents, has a

voice. Governors are informed through newsletters and emails and each governor is assigned to a class. There is also a governor who is linked to the PSHE subject leader.

- All pupils demonstrated how proud they were to belong to this school community. They were happy, confident, engaged, polite and friendly and demonstrated a good knowledge of what they need to do to be healthy and why this is important.
- The physical environment of the school demonstrates real celebration of achievement. The outdoor equipment and facilities as well as the displays around the school building provide a vibrant visual learning experience for pupils.

## **PSHE:**

- The real strength of PSHE is how it is embedded in the curriculum. PSHE lessons are delivered through a dedicated Circle Time session that is timetabled weekly for all class groups. These are differentiated well.
- The PSHE coordinator, who plans the programme, is passionate and has a drive to improve the subject. Parents are informed about PSHE through the class newsletters and the information leaflets that are created by pupils.
- Sex and Relationships Education and Drugs, Alcohol and Tobacco Education are key topics within the taught curriculum.
- Pupils clearly enjoy and value this subject and could describe what they have learnt in PSHE. The subject co-ordinator ensures that the subject is enriched with a range of trips, visits and visitors in school.
- The curriculum offered is very much needs-led and underpins the whole ethos of the school.

## **Healthy Eating:**

- The school caters in-house with the support of a dedicated and committed school cook who also produces a school recipe book for parents. The food is sourced locally and the family service arrangement is well managed.
- Menus are available on the school website and parents spoken to were clear about the foods encouraged and discouraged. The themed weeks provide another opportunity for pupils to try different foods from around the world.
- There is a well-planned cooking curriculum which works to ensure that pupils, working together in small groups, get an opportunity to experience a skills-based session. Pupils learn how to cook a variety of healthy foods in each year group through creatively planned topics. The cooking club provides additional opportunities for pupils to work with their parent/ carer through a 5 week programme with a celebration at the end.
- The outdoor learning environment, such as the growing areas, boxes and the animals, enables the pupils to learn vital skills for the future. Through the gardening club pupils understand how food is grown, cultivated and harvested, ready to be cooked and eaten.
- The school has achieved Food for Life (bronze level) and is working towards achieving silver.
- 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.

## **Physical Activity:**

- The highly dedicated co-ordinator who leads on PE and Physical Activity has effectively raised the profile of the subject and inspires confidence in both staff and pupils. Pupils commented on how much they enjoy PE lessons and 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 pupil through a new scheme of work, including specific PE homework (balancing, mini squats and simple games). The taught PE curriculum is further enhanced by the use of structured play at break times and clubs after school.

- Provision is enhanced by good links and partnerships with the local cluster and the trust partnership, as well as with local, thus giving pupils the opportunity to participate in a variety of sporting opportunities.
- The range of activities offered to pupils as extra-curricular activities has enabled and encouraged ALL pupils to participate and engage with a sport that interests them, thus making physical activity extremely inclusive. The PE co-ordinator works hard to ensure that the physical activity provision also helps to improve confidence and raise self-esteem; pupils are engaged in what is offered.
- Pupils 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 lunch time.
- Staff at the school are excellent role models for pupils, participating in whole school events. Staff are encouraged to take part in activities themselves.
- Pupils are regularly consulted on what they enjoy and would like to see provided by the school.

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

- Emotional Wellbeing and Mental Health is a real strength at Yeadon Westfield Infant School. There is excellent pastoral care provision to develop and promote emotional health through the support and nurture that is provided. There is also a dedicated focus on transition and ensuring that pupils are ready for junior school.
- The caring ethos of respect and a strong sense of community are powerful and excellent: parents, pupils and staff feel listened to, consulted, valued and well supported.
- Emotional wellbeing is fundamental to this school and the whole school approach to behaviour and emotional wellbeing means that all children are supported to behave well and develop their emotional literacy skills. The pastoral support team plays an intrinsic role in the effectiveness of this.
- There is a consistent whole school approach to behaviour through the behaviour system. Pupils' behaviour was exemplary throughout the assessment visit. They are happy, polite and articulate a real credit to the school.
- Whole school staff commitment and contribution to the school life at Yeadon Westfield Infants are a real strength and very much valued and appreciated by parents. Staff spoken to were clear about their role in identifying and referring pupils who require additional support.
- The school has clear routes for identifying and supporting pupils who require additional support. 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, especially the Growth Mindset. This wholly supports the school's nurturing ethos, supporting with the development of the emotional building blocks.
- 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 parents expressed their appreciation of this, recognising how hard the school staff work to support their children's emotional health and wellbeing.
- 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. 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 stated that bullying was very rare and that it would be dealt with straight away if it were to occur. The Playground Friends and the Friendship bench help pupils who need a friend to play with.

### **Areas for development**

#### **PSHE:**

- To publish the school's PSHE provision and how it is delivered on the school website, in line with the DfE requirement.

- As already discussed, to identify an assessment tool for PSHE and consider using end of key stage statements.
- To map the non-statutory framework against what is currently being delivered as PSHE to ensure that the framework is being covered.
- To consider the recommendations made when next reviewing the PSHE, SRE and Drug Education policies.
- To build on and enhance the drug education provision, including the resources that are used, by considering using the Nothing puppet resource.
- To work towards pupil progress being reported to parents through the end of year report under a specific heading.
- To consider delivering a universal unit on loss and bereavement to ensure that all pupils develop and learn the resilience skills necessary.

### **Healthy Eating:**

- As suggested by pupils, to consider playing music in the dining hall to help keep the noise level down.
- To consider the suggestions made for revamping the design of the school menu.
- To ensure that the current week's menu is clear on the school website.
- To consider the recommendations suggested for developing the School Food Policy.

### **Physical Activity:**

- To consider the recommendations suggested to the PE/PA policy when next reviewing it.

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

- To consider creating a pupil-friendly anti-bullying policy.

## **Quotes from the assessment visit**

### **Pupils:**

"To get on to the School Council we have to write a manifesto and then we have a secret vote."

"We learn about Fair Trade and I've found out that it's about giving a fair wage to the farmers who grow our food."

"My school is really friendly."

"We help each other and everyone is really kind".

"It's good that everyone listens and really helpful."

"We get to try different things and different foods."

"We make friends with lots of people and get to play inside and outside".

"We learn about lots of different things like happy and sad and friendships."

"If I'm worried I tell my teacher".

"I learn about healthy eating and getting enough sleep".

"Teachers are always telling us that we do well."

"I feel safe because the teachers help me."

"My teacher helps me and looks after me".

### **Staff:**

"We know that everybody has a part to play in making sure that our children grow up healthy and happy."

"Our aim is that we help the pupils in our school to be happy, confident learners."

"We work hard to make sure that the pupils have a greater opportunity to get involved and do things like School Council and the SNAG group."

"We do our best to nurture and put in a lot of time and effort in trying to get it right for our families."

"We work hard to establish a good relationship with our families."

"We are a good team here and share the work that we do."

"We try to embed everything we do and try to make sure that what we do all fits in."

"We're a very close staff and that really matters."

"We try to build in all the skills that they (pupils) will need for life".

"The school has really happy, healthy children and a staff team that all work really hard to make that happen".

"The school is such a tight knit community, it's where all our parents get involved too".

"All the staff get involved and go out of their way".

"That we have SHINE across the school really work, including lunchtime".

"Our Growth Mindset focus really helps to tie everything together and gives that positive focus and outlook to try everything".

"Pupils understand the motto really well - 'Mistakes are proof that we're trying' - and that's great".

"We make outstanding children here".

### **Parents/Governors:**

"It's all so well linked here, the staff know every child so well and the staff get the support absolutely right."

"There's real warmth and kindness and you feel it every time you step into the school."

"All the initiatives that the school get the children involved in are great."

"There is such a good link between home and school here."

"It's so inclusive here, we all know each other so well and all the staff interact in a family-orientated way."

"The whole focus on food and the Food For Life award has really helped to improve the quality, what the children know and learn about food."

"The community garden and food weeks are great - the school really involves parents in what they do."

"The School Council is a really good example of how inclusive the school is and the opportunities that are made available to them."

Thank you for taking the time to be a part of the assessment process and for making us feel so welcome. I look forward to working with you in the future with your Healthy Schools work.

Kind regards

Saira

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