

Yeadon Westfield Infant School
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Please reply to:
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Healthy Schools Status re-assessment visit

Dear Dawn and Melanie,

Thank you for inviting me to re-assess Healthy Schools Status at your school on March 2019. I had a valuable morning in school 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 Yeadon Westfield School continues to hold Healthy Schools Status. This is valid for 3 years from your self-validation date (16th October 2018). The school is also a MindMate Friendly setting.

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 both PSHE and SEMH themes. Interviews took place with a range of stakeholders including senior leadership team, governors' parents, teachers and non-teaching staff, and a wide range of pupils.

Strengths:

General:

- The Healthy Schools work is very well led and managed, both strategically and operationally. The head teacher has a strong and committed belief in the health and wellbeing of the school community and her passion and enthusiasm inspire excellent work amongst the staff.
- The school's caring ethos and warmth are felt the moment you enter. The school is very much about everyone and is very pupil-focused and inclusive. 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.
- Action planning is strong, making it easy to see progress and next steps.

- 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.
- Parents clearly trust in the school and feel it is a “warm, welcoming, happy place.”
- There are many opportunities for pupil responsibility and these roles clearly have a positive impact on the day to day running of the school. For example, the SNAG group and Eco group support work around Healthy Eating and the year 2 pupils help serve food during the family service at lunchtime. Members of the School Council are proud of the work they do and other pupils could talk about changes that had happened in school as a result of the work the school council does.

PSHE:

- The PSHE lead provides very strong, focused and clear leadership of the subject, which all staff appreciate.
- The school is using the new Leeds PSHE Scheme of Work – You, Me, PSHE – very successfully. All staff have had training from the PSHE lead on the new scheme and how it works. PSHE is well embedded, it is timetabled and is linked to assemblies, the whole curriculum and the general ethos of the school.
- The school also uses SEAL and Circle Time lessons to support PSHE work. The curriculum is very much needs-led and any issues that arise, linked to PSHE, are tackled swiftly and confidently. The teaching staff are trusted professionals and timetables are flexible to allow for this approach.
- 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. Visitors, such as the NSPCC, enhance these lessons.
- The PSHE lead has curriculum time for her subject, for looking at planning and for monitoring and evaluating lessons and work.
- Policies for PSHE and SRE are up to date, well written and informative and very much personal to the school.

SEMH:

- Social and Emotional Mental Health (SEMH) is high on this school’s agenda and is the core of everything they do.
- Leadership of this subject is strong and well managed by the head teacher, who is also the SENCO. Her passion for SEMH is evident. She is very well supported, directly, by the Inclusion Officer and Family Support Worker and by all staff in general.
- SEMH is embedded throughout the whole curriculum and taught explicitly during PSHE lessons, and also as part of Circle Time and in SEAL (Social and Emotional Aspects of Learning) lessons. The school also has dedicated Health Weeks.
- The school uses some of the content of the MindMate lessons to support their already well embedded SEMH curriculum.
- 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.

- Relationships between staff are also good and there is a happy and productive atmosphere in school. There are a good number of support staff and the head teacher is keen to keep this high staff:pupil ratio.
- There is a behaviour management system in place and all pupils and parents reported very positively that behaviour is good in school. The School Council were involved in writing a pupil-friendly version of the Anti- Bullying Policy.
- The pupils spoken to had a very good understanding of what bullying is. They all reported that bullying in school is very rare and that it would be resolved quickly and effectively if it were to occur.
- There are clear pathways and procedures in relation to supporting emotional health and wellbeing in school. Numerous targeted individual and group interventions are in place such as nurture groups, Lego therapy, emotional literacy, friendship and social groups and the targeted Community Group work; which is very highly thought of by both pupils and parents.
- Parents are very happy with the care and support shown, not only to their children, but also to themselves. They are grateful for the open door policy and good communication in school, both in general and on a one to one level.
- Staff reported that staff wellbeing is high. The head teacher is approachable, ready to listen and supportive. Staff also mutually support each other. There have been a number of staff Wellbeing Days and the Inclusion Officer is also the Staff Wellbeing Officer.

Quotes from the visit:

Pupils:

“You can go to see any teacher here if you are worried. They will all help you.”

“If I was upset or worried the teachers would know by my face because they know me really well, they know everyone really well.”

“Everyone is unique, we are all different but we all get along because we are friends.”

“The school dinners are lovely.”

“It’s a happy school. The teachers are happy people.”

“I have lots of good friends at this school. We are all kind to each other.”

“We know all about internet safely and bullying that can be done on the internet. People can pretend they are someone else on the internet.”

“There are different kinds of bullying. Physical bullying is where someone might kick or punch. You can get bullied online. People don’t always kick or hit to bully, it’s bullying if you say unkind words again and again.”

“We have learnt a lot about healthy food and making good choices.”

“We do lots of talking in Circle Time. There are special rules so we don’t get distracted.”

“Mrs Lowry and the other teachers know how to keep us safe. We know what to do if something happens and the doors all have to be locked.”

Staff:

“It’s a great team. We all support each other. We can always talk to the head teacher. We look after each other.”

“We will try anything to help the children be the best that they can be.”

“Our governors are supportive of our health and wellbeing work. There is a designated governor who has been in to watch Circle Time and SEAL sessions.”

“Healthy Schools work is well embedded, it’s not an add on. It’s what we do.”

“We have invested heavily in Physical Activity curriculum so the pupils have lots of different opportunities.”

“It’s just such a lovely atmosphere here.”

Parents/Governors:

“The staff are so good at nurturing the children here.”

“Our children are so well looked after. They would rather be at school than at home!”

“Staff are always cheerful and happy, the children pick up on this and they are happy.”

“I know I can talk to staff if I am worried and that it will be followed up. The Parent Voice sessions and the Parent Speak Up sheets are really useful.”

“We are well supported too. There are workshops to help us to understand what the children are learning.”

“My child wants to come every day – so I know he’s happy.”

“They do lots of work on feelings and friendship and behaviour.”

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:

- To ensure all the good PSHE work you do is celebrated by having PSHE displays around school and in classrooms.

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 Health Champion Model.

Yours sincerely

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Gillian Mullens
Healthy Schools/ PSHE Consultant