

Beecroft Primary School

Re-assessment date: 21st April 2022

Assessor: Gill Mullens

Outcome: Based on the findings of the visit, I am pleased to confirm your external validation for full 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 (PA) and Social, Emotional & Mental Health (SEMH), 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:

- This school is very much about everyone and is very pupil-focused and inclusive. The learning environment promotes healthy living and wellbeing, evident through the beautifully presented physical and emotional health messages and displays that are visible throughout the school. Everyone feels safe, cares for each other and is very friendly. The parents I spoke to could not praise the school highly enough. The school is highly inclusive of everyone.
- The commitment, passion, hands-on approach and vision of the head teacher and the Healthy Schools Coordinator/ PSHE lead and MindMate lead are very apparent. There is a strong and well embedded holistic approach to health and wellbeing. They aim to be proactive rather than reactive and are responsive to the needs of the whole school community.
- School policies and action plans linked to Health and Wellbeing are clear, robust and regularly updated.
- The school is a very 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.
- All pupils I met were happy, confident, articulate, engaged, polite and friendly and demonstrated an excellent knowledge of health and wellbeing.
- The school works well with parents and families and strong relationships have been established

with families and with the community as a whole. Parents all commented on the excellent communication from school and the accessibility to staff, when needed. They were overwhelming in their praise of what the staff do and how they, as families, are supported.

Personal, Social, Health Education (PSHE):

- PSHE has an excellent profile in the school. It has designated time in the curriculum and is delivered to all pupils.
- All pupils were proud of their PSHE work and could talk confidently about the topics they had covered, why PSHE was important and how they are applying it to their daily lives.
- PSHE is taught within a broad and thorough wider curriculum, which includes work on British Values, Character Education, Spiritual, Moral, Social and Cultural Education and work around social and emotional health. It is strongly linked to SEMH and MindMate and also to topic work and literacy. PSHE linked texts are used across the curriculum and links to PSHE are made wherever possible.
- Whole school assemblies reinforce PSHE themes and any local or current issues are covered both in assemblies and in class.
- All staff are aware of pupils' needs. The school completes the My Health, My School survey and uses the data to inform practice and planning. All staff are engaged and feel confident to deliver the curriculum, including sensitive topics such as puberty, stigma and discrimination and mental health.
- Parents trust staff's delivery of PSHE. There is great trust between school and the parents and parents know that staff do their best for all pupils in the school.

Social, Emotional and Mental Health:

- There is a strong whole school holistic approach to social and emotional health and emotional wellbeing which is well led and managed by the head teacher and MindMate lead.
- The Head teacher is open and supportive of staff which creates a healthy environment for staff and pupils alike. A safe and calm learning environment is apparent across the school.
- Pupils and parents feel they can approach any member of staff for support. Relationships within school are 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. Pupils spoke positively about the colour points system and all pupils are given the chance to do well and are rewarded for their efforts.
- Pupils were very happy, polite, enthusiastic and emotionally literate. They wanted to show off the good things that happen in school and were proud to talk about their school.
- Developing emotional literacy has a high profile. Messages into the class worry boxes highlight any potential issues, which are dealt with there and then wherever possible. Pupils were keen to tell us that their teachers would notice if anyone looked sad or worried and that that would be picked up immediately.
- All pupils spoken to had a real sense of their own responsibility, not only to their learning but for their behaviour too. They are all keen to be excellent citizens and the best that they can be. Pupils were proud to present a PowerPoint to us about their healthy school during the visit.
- The school is already teaching the MindMate lessons and SEMH lessons are well embedded

within the PSHE curriculum. The PSHE/SEMH curriculum is extremely well led and managed by the PSHE and MindMate leads who work closely together.

- The half termly Wellbeing Days provide the pupils with experiences and activities linked to all four key health areas and the pupils love them!
- The ethos of the school is aspirational for all pupils who have many opportunities to experience extra-curricular activities, including residential. All pupils in key stage 2 play a musical instrument of their choice and we enjoyed a short, musical concert on the day.
- Individual needs are very well met and all staff feel a shared responsibility for children in the school who may have additional needs. The Headteacher and Learning Mentor are keen that no child 'stands out' and work hard to ensure all pupils' needs are met -both practically and emotionally, not just academically.
- The Learning Mentor also works as attendance officer and there is a real focus on all pupils being in school. She will go and collect pupils from home, if appropriate, and works hard with parents to ensure full attendance from their children.
- The SENDCo has an excellent understanding of the needs for the pupils in her care and supports pupils on an individual level.
- The school engages with parents through a variety of mechanisms including invitations to assemblies for parents, workshops and newsletters.
- Parents could not praise the holistic SEMH provision enough. Parents felt comfortable approaching the school when they or their children were experiencing difficulties. They felt communication from school was excellent and there is real trust for the school amongst the parents.
- The School Council is well established and pupils think highly of the members and the impact their work has on the school. The After School Club also has a School Council canvassing pupils voice in relation to the after-school care.
- There are also Sports Leaders in place and 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 in school. All pupils felt safe at school. They stated that bullying is not an issue and that any situations are resolved immediately if they occur.
- Staff wellbeing is high. Staff feel cared for and appreciated. There is a strong team ethos.

Physical Activity:

- Physical activity and PE are very well led and managed at school. PE has a high profile and the pupils are enthusiastic about the PE and physical activities offered to them.
- PE and PA policies are good and reflect school practice. The Sports Premium is well spent and managed and is sustainable going forward.
- The school has invested in recruiting a new PE teacher who will teach PE across the school and also support teacher's development in teaching PE to their classes, so ensuring the pupils have the best experience.
- The PE lead works hard to ensure all pupils participate in sport and physical activity. He regularly checks on the participation of different cohorts of pupils to make sure there is a fully inclusive offer. He will adapt timetables and make changes to allow all pupils to participate. For example, moving clubs from after school to lunchtime to ensure pupils attending mosque after school could still enjoy the extra-curricular offer.
- Pupil voice is strong and pupil views are regularly sought and acted upon in relation to PE and PA.
- There are Sports Leaders in place who support physical activity at break and lunchtimes. They are

enthusiastic about their roles and work hard to encourage younger pupils to participate in the activities on offer.

- Half termly challenges are very popular and the pupils we saw were really enjoying learning how to 'Skip into Summer.' Pupils are encouraged to improve on their own personal best in these activities.
- The playgrounds have lots of markings and equipment to encourage pupils to be active and the school has invested in a large climbing and activity area. All classes have time here.
- The school has paid for all pupils in year 6 to have extra swimming lessons this year so all pupils have the chance to achieve 25 metres in swimming.
- Girl's football is very popular and the girls we spoke to were very enthusiastic about this new offer.
- The school encourages sustainable travel, and although it is on a busy road, it has an agreement with a local rugby club to use their car park so parents can park and then walk their children to school on a safer route. There are scooter and bike racks for those pupils who wish to scooter or ride to school.

Healthy Eating:

- There is a nurturing and sensitive approach to pupils needs in relation to food and healthy eating.
- There is a consistent approach to food and health throughout school from all staff. Healthy messages are interwoven through many aspects of school life.
- The school is responsive to the views of the pupils e.g. the suggestion box. The cook had only been at the school a short time and was able to provide practical examples of things she had changed as a result of pupil voice. Lunchtimes are pupil led, providing pupils autonomy to eat when they like and leave when finished.
- The cook Michelle is highly knowledgeable, passionate and cares about her role. She sees the pupils as the customers and goes above and beyond to make sure she delivers the best with her team.
- All kitchen staff and midday supervisors were approachable, friendly, warm and welcoming.
- There was a calm and orderly atmosphere in the dining hall. The pupils were well mannered and respectful to the staff, and each other.
- The lunch menu is varied and provides a choice of meals for different taste preferences. The school cook trials tasters of new dishes before they are introduced to the menu to improve familiarity and gain feedback.
- The school meals were balanced, compliant with the school food standards and cooked to a high standard. The food was well presented with a creative fruit/herb display at the serving hatch.
- Pupils who were spoken to all expressed positive views of the school meals.
- There were display examples of learning and work from the pupils evidencing their knowledge and understanding of healthy eating. This was also supported by verbal conversations with pupils.
- The food policy was very well written, very clear and supportive. Information is provided in a meaningful way to promote healthier choices. The policy takes you through the flow of the school day and, as a parent, reassures about when food is eaten or consumed and tells you what you need to know.
- The consistent approach to nutrition throughout school day continues into all aspects of school life e.g. fruit and veg at breaktimes, school trips and the birthday pencils!

- Cooking in the curriculum follows the British Nutrition Foundation, Food a Fact of Life Scheme of Work and provides progression of skills and knowledge. All pupils receive around 6 food education lessons per year as part of this.
- The food and feelings diary is an excellent example of how the school prioritises nutrition as an important part of school life, encouraging self-reflection on choices and making links with mental health and wellbeing.

Areas for development

PSHE:

- To further develop and widen the parental consultation when next reviewing the Relationships and Sex Policy.
- To consider expanding the Year 6 RSE curriculum to include conception.
- To use the pre and post assessment sheets as part of evidence collecting and assessment in PSHE.

Physical Activity:

- To check that all classes are being provided with a regular 2 hours of PE per week, as per the policy and timetable.

Healthy Eating:

- To consider providing some low maintenance opportunities for pupils to grow food or herbs (e.g. in boxes, buckets or planters) which could be used in the school lunches, enhancing pupils knowledge of where food comes from and sustainability.
- To set up School Food Ambassadors to provide a regular platform where pupils can discuss school food and a team of pupils who can monitor school meals, help at lunchtime etc.
- To improve assessment methods for cooking in the curriculum and ensure teachers know which key skills and knowledge have been established on a pupil and class level.

Quotes from the assessment visit

Pupils:

“I know about feelings. If you feel worried you could put it in the worry box and it would go away because someone would talk to you about it and you would feel better. “

“If you feel worried you tell someone, we have the Tell posters and you can tell parents or trusted adults.”

“We have lessons to learn about feelings and learn about how to fix worries too. We like the Mindmate lessons. We have had a lesson about losing things.”

“I like it here because there is no bullying. “

“My favourite thing about the school is the books and the lovely library. On Wednesdays we go to the library and we keep on choosing lots of books and it’s exciting. “

“My favourite thing is that we have lots of teachers to support us. I think it’s very safe here and I am lucky to come to this school.”

“It’s a really diverse school – nobody mistreats anyone for their religion or what they believe in.”

“I like it here because we have lots of subjects and clubs you can choose from and they are all free which makes it even better. I like the Girl’s Football Club.”

“Everything is so clean and it’s a great working environment., there are beautiful colours everywhere.”

“Nobody here will be judged by their skin colour, gender or what they want to be. It’s very fair here.”

“We have got food and feelings diaries and we can record how healthy the food is and how food affects how we feel.”

“You can put things in the Worry Box at any time. It is really private and the teachers all look in their worry boxes so they can help you.”

“Every week we have a PSHE lesson. We have learnt about drugs and smoking in year 6. In year 6 we have been prepared well for our transfer to high school.”

Staff:

“The teamwork is great, there is real comradery and we are always there to support each other.”

“It is a very stable staff – we retain staff well and we also promote from within. The SLT are aspirational for staff as well as pupils.”

“The Headteacher is really supportive I love working here and travel in from in York every day.”

“Staff wellbeing is good. We all work so hard but we are well supported and the head teacher trusts us. We support each other and cover classes if they need covering.”

“The leadership team are really aware that life happens and help us out when we have something to deal with outside of school.”

“Our SEMH work is inclusive of everyone. Our ethos is making sure every child is happy and safe. We want the children to be proud of everything they achieve.”

“We are all responsible for teaching and investing time into PSHE. it is part of our life and part of the ethos of the school. We all teach the MindMate lessons and You, Me PSHE. Every teacher teaches it as they are current with their children and know what issues are there and what might be coming up.”

“It’s all about the relationships. It’s our job to build aspirations and confidence. We are all passionate teachers and so determined for the children to be the best that they can be.”

“Staff go the extra mile here.”

Parents/Governors:

“What I love is the routine of it – the structure and the facilities the school has. It felt like the right vibe and the right fit for my child. They do lots in the creative curriculum and sports.”

“It’s a lovely school and has been for a very long time. It is underpinned by a very dedicated Senior Leadership team and an incredibly hardworking head teacher.”

“I love the fact the school is so diverse and that is celebrated.”

“There is an expectation that every child will behave well and they do.”

“There have been changes over the years but the ethos has always been the same, which is about the welfare of staff and children and this is underpinned by excellent management and teaching.”

“As a new parent to the school I have a recent comparison to other schools – here, post covid I can see that the children have a nice routine and have a lot of independence. My son is happy and enjoys coming to school.”

“There are no barriers here– every child gets the same chance to be the best version of themselves.”

“The staff really know the children. Teachers often know the children even before they enter the next class.”

“PSHE is taught as lessons and is cross-curricular too. In preparation for high school; drugs, relationships, internet safety are all taught. It is very comprehensive. “

“The teaching standards are superb. Behaviour is impeccable. The school are on top of any support a pupil might need.”

“During Covid there was an emphasis that, wherever possible, children would come to school and nothing would change. Money was spent so children could learn at home. There was a determination that nothing was going to change for the children, as far as you could go within the guidance.”

“School has been really good with the parents over Covid and has been really supportive with any parents struggling. Parents have good relationships with the school”

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

Gill Mullens
Healthy Schools Advisor
Health and Wellbeing Service