

**Re-assessment date:** 6<sup>th</sup> November 2024

**Assessor:** Gill Mullens & Rebecca Keinhorst

**Outcome:** Based on the findings of the visit, I am pleased to confirm your external re-validation for full Healthy Schools Status. I can also confirm that Pudsey Bolton Royd Primary School is a MindMate Friendly setting and a PSHE and Active Schools Friendly setting.

## 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 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 members 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 school is warm and welcoming. It is highly inclusive and pupil-focused, fostering a safe, friendly environment where everyone cares for each other. Good relationships are key and strengths and achievements are celebrated. Interactions that we observed over the morning were all warm, supportive and respectful.
- The Healthy Schools and PSHE lead demonstrates exceptional commitment, hands-on involvement, and a proactive approach to health and wellbeing, supported by the headteacher and other key staff.
- School policies on health and wellbeing are clear, robust and thorough. They are reflective of school practice and understood by all. The pupils are proud of their child friendly anti bullying policy.
- Pupils are happy, confident, polite and articulate, showing a strong understanding of health and wellbeing. They are excellent ambassadors for the school and proud to attend Bolton Royd.
- The physical environment is exceptionally well-maintained and ordered, providing a calm environment for pupils. Displays are engaging and informative and health and wellbeing messages are visible throughout, promoting a positive learning atmosphere.
- The website is comprehensive, informative and a valuable resource for parents.

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

- Leadership of this subject is strong and well managed. The subject lead is motivated and enthusiastic about her subject. She has a good understanding of her role and the needs of the pupils and has worked hard to ensure that the curriculum is thorough and bespoke to pupil needs in school.
- PSHE has a high profile. The curriculum, which aligns with 2020 statutory guidance, includes weekly PSHE lessons for all pupils, using the "You, Me, PSHE" scheme. The PSHE lead has a comprehensive long term plan in place and supports staff with resources and advice.
- The curriculum is enhanced by POL Ed lessons, MindMate lessons and other teaching resources. Pupil interviews and the My Health, My School survey data also informs additional planning and resources used.
- Pupils confidently discussed PSHE learning and how they apply this learning to keep safe. They are enthusiastic about their PSHE lessons and understand why it is an important subject.
- Staff feel equipped to deliver PSHE, including sensitive topics like mental health, RSE, stigma, and discrimination. They deal with discussions and questions confidently and the Ask It Basket and Worry Box are both used. Staff will liaise with parents if they have concerns about any of the questions asked.
- Monitoring, evaluation, and assessment of PSHE takes place regularly and pupil voice interviews ensures feedback is gathered, making students active contributors to the curriculum.
- Parents have been an integral part of the RSE consultation process, and all parents on the day reported feeling confident in the staff's approach. Parents of pupils with additional needs told us how work is differentiated to the appropriate developmental level for their children.

## **Healthy Eating:**

- The whole school food policy and healthy lunchbox policy are both well written, clear and supportive.
- The school has consistently engaged with school food ambassadors (SFA) and is in the process of re-launching the scheme. There is a clear plan in place to show the direction and focus for SFA over the year.
- The cooking curriculum is emerging, and the progression document clearly shows planning and intent.
- The aqua award promoting water is an excellent way to collectively promote and encourage hydration and healthy drinking.
- The gardening club supports pupils to connect with where their food comes from and enhances the food curriculum.
- Free school meals take up is high and pupils were positive about the food served for school lunches.
- The dining room was a happy and sociable place to be with a relaxed atmosphere.
- There was a good presence of lunchtime supervisors in the dining hall who were attentive and warm towards the pupils.

## **Physical Activity:**

- Physical activity and PE have a high profile in school and are very well-led by the PA/PE coordinator, who is passionate about her subject and has a clear vision for PE in school.
- Pupils receive at least two hours of PE weekly. The PE Hub scheme is used at the core of the curriculum, but this is adapted by the PE lead so that it reflects what the pupils need in order to achieve their full potential. Leeds Rhino's are also engaged with the school, teaching across all

year groups.

- There is a wide range of curricular and extracurricular options that pupils were very enthusiastic to talk about.
- There is a large outdoor space, which is well-utilised, including a MUGA, field and playgrounds. Pupils enjoy a variety of playtime activities, supported by both staff and pupil Active Leaders. Behaviour on the playground was very good with pupils engaged and playing well together.
- The Active Leaders are trained in developing physical activities for the younger pupils, using the STEP model to ensure all needs are catered for and everyone can join in. The Wellbeing Warriors are also visible on the playground supporting pupils who may be feeling lonely or sad.
- The school has strong links with both the Well Schools Partnership and the Pudsey Cluster. They regularly attend local competitions, where pupils enthusiastically participate. Displays around school celebrate these achievements.
- The school has achieved Platinum level of the School Games Mark award.
- Wheels Week is popular every year. Pupils enjoy biking, scootering and skateboarding throughout the week, as well as a roller disco and competitions, such as Bling your Bike.

### **Social, Emotional, and Mental Health (SEMH):**

- Relationships within school are strong – pupil to pupil, staff to pupil, staff to staff. This has a positive impact on the SEMH work that all school staff undertake.
- The school's Inclusion team for SEMH, including the SENDCo, the Learning Mentor, Family Liaison Worker and HLTA is a great source of support across school, providing both excellent universal, targeted and bespoke provision to both pupils and their families. The team have a fortnightly inclusion meeting to ensure those pupils who are vulnerable, have additional learning and SEMH needs have been identified, are supported and are making progress. There are thorough procedures in place to ensure all individual needs are met.
- SEMH staff benefit from regular supervision and scheduled meeting times.
- The Family Liaison worker, who is also a designated safeguarding lead, has an excellent knowledge of the pupils and families in school. She works closely with parents and families to ensure there is a shared approach to supporting the child. This is greatly appreciated by parents.
- The school has an open-door policy which is valued by the parents and families. The Inclusion Team support all parents and families well, signposting to available support and agencies. Parents have a lot of confidence in the team and are grateful for the care and support they receive. Parents we spoke to on the day reported that all staff went above and beyond for their children.
- The school also works with the MindMate Support Team and has benefited from training opportunities for staff and workshops for parents. They have provided workshops on resilience, low mood, understanding the place in family, bereavement, memory books, transition and emotional regulation in different year groups. The feedback from these sessions helps inform the Inclusion Team's planning and safeguarding work.
- Pupils can access the classroom Worry Boxes for support but there are also many other strategies in place to support emotional wellbeing. Pupils talked about strategies for keeping calm and highlighted a number of ways they can help their own sense of wellbeing. There is a sensory room for pupils and sensory circuits to start the day for those who need it. Identified pupils have individual timetables to support and some classes have a calm reflection time built into the daily timetable.
- Mental Health and Wellbeing is taught as part of the PSHE curriculum and even the youngest pupils were able to talk about a range of feelings and emotions and strategies to support their own mental health and wellbeing needs.
- The behaviour of the pupils was exemplary throughout the assessment visit, a real credit to

the school. Pupils are happy, welcoming, and very proud of their school. They clearly feel well connected to the school and we very much enjoyed speaking with them. All pupils were very clear on the behaviour systems in place and agreed that school was both a safe place for them and that they felt very much part of the school.

- The children have varied responsibilities in school which increase motivation, a sense of belonging and self-esteem. Through a democratic system, all children can apply to be School Councillors, Eco Warriors, buddies, School Food Ambassadors or Wellbeing Ambassadors. Pupils in the new Kindness Club also support emotional wellbeing.
- Staff wellbeing is good. Staff were all positive about the support they receive in relation to wellbeing. Staff retention is good and the team approach and excellent relationships between staff adds to the sense of wellbeing. Staff are allowed time for family commitments. There is a Wellbeing Station set up in the staffroom to which everyone contributes.

## **Areas for Development**

### **Healthy Eating:**

- To consider a 'coat-free' lunchtime to promote positive eating habits.
- To support KS1 pupils to develop skills to use a knife and fork and be able to cut up food.
- Review and drive forward the healthy lunchbox policy with the SFAs to support healthier choices in lunch boxes. Consider how more pictures of healthy lunchboxes could support parents and older pupils who make their own lunches.
- Consider supporting more teaching staff to deliver the statutory requirements for cooking & nutrition as part of the D&T curriculum and increase time spent on practical cooking to more than once per year.
- Training up more school staff to deliver cooking – currently only delivered by one member of support staff – one lesson per year.
- Develop monitoring and evaluation of cooking and nutrition curriculum as part of overall D&T assessment.

## **Quotes**

### **Parents:**

"Ms Morton is always there to support my child when he needs it. She is proactive and supportive and always present outside in the morning if you need to speak to her. She goes above and beyond."

"The Inclusion Team help to refer to appropriate agencies. They think about the whole family, even when the older children have left."

"The teachers are brilliant, the support here is amazing. The whole family is supported."

"School is like a co-parent. It's a real community here, you are safe here."

"Teachers get the best out of them, they know what works for different children."

"It is very inclusive. My child's individual needs are supported, he's included in everything."

"Pupils look after each other. It's lovely to see."

"Mrs Walsh helped with my child's assessment. She made sure he got his EHCP and made my life easier during the process."

"My child does not feel like a statistic. He is an individual and he gets what he needs here."

"Through the PSHE he is aware of what is going on in the world but in a safe way and a way that is right for him."

"The individual support carries into lunch time."

## **Staff:**

"There are lots of activities outside, lots of equipment. The children are challenged, but in a safe way, to push themselves."

"Helping and supporting families is at the heart of what we do."

"It is a proper community here. It's a great team, we all support each other."

"I think the children see how supportive we are to each other and how happy we are here, and they are the same."

"Everyone is equal here, regardless of role, we feel valued."

"SLT are very supportive. We are allowed time for family commitments. They have an open-door policy, it's appreciated."

"We start work around feelings and emotions in Early Years. We use a story based and Circle Time approach."

"The children understand about restorative practice and restorative conversations."

## **Pupils:**

"If the whole class does the right thing, we get a reward points. We vote on what we want, it might be extra playtimes."

"You can do lots of things to help in school, like Eco Warrior or a Reading Ambassador. You have to be elected so it is democratic."

"Playtimes are fun, you can play on the grass, do skipping or use the climbing frame. We have a climbing wall."

"Teachers are kind and caring. Miss Morton helps me."

"We have lots of things to play with. We can have fun outside and everyone gets to do Forest Schools too."

"There are lots of school trips. We have just been on a residential. We did loads of stuff, like scrambling, caving and problem solving."

"We do have a Buddy Bench which the Wellbeing Warriors check but mostly everyone here is friendly and we are all friends."

"I like the Friday Celebration Assembly. You can get Star of the Week for being kind or caring or for doing the right thing."

"We do lots in PSHE like keeping safe, how to eat healthy foods and about medicines, drugs and smoking. We do about keeping safe online too."

"The Golden Rules are important. There are signs in school to remind everyone of the rules."

"We do loads in PE. I love PE. We do tag rugby, gymnastics, football, hockey, basketball. We get to try lots of things."

Thank you for taking the time to be a part of the assessment process and for making us 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