

# White Laith Primary School

**Assessment date:** 13<sup>th</sup> January 2020

**Assessor:** Sheryll Carter

**Outcome:** Based on the findings of the visit, I am pleased to confirm your self-validation to maintain Healthy Schools Status. Your commitment to the investment in Social, Emotional and Mental Health (SEMH) means that you have also achieved Mindmate Friendly 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 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:

- The commitment and hands-on approach of the head teacher and the Senior Leadership team are very apparent. The school has a holistic approach to education and celebrates the 'whole' child; good behaviour, attitudes and relationships are at the core of White Laith Primary School.
- It is evident that the school invests much in health and wellbeing and that the Healthy Schools programme has a very high profile. For example, the head teacher is passionate about the outstanding outdoor space that has been developed. It is well resourced and engaging and promotes physical and social interaction at every opportunity.
- There are many opportunities for pupils to engage in playing a key role across the school, including the School Council, Pupil Forum, Sports Ambassadors and School Food Ambassadors.
- The dedicated governing body make an outstanding contribution to the school. Their involvement in parents' evenings, learning walks, assemblies and more ensure they are a key part of school life.
- Parents clearly trust in the school and feel their children are safe and well looked after by all members of staff.
- Both parents and staff commented on the head teacher's open door policy and greatly appreciate the support they receive.

- Communication is a real strength; everyone is kept up to date with new developments and news through various channels. Parents value the many opportunities they have to come into school and feel that they are very much part of the school community.
- The school has an informative and detailed website which encompasses all relevant information and policies and is very reflective of the school itself.
- Homework linked to Healthy Schools is popular with pupils and parents commented on how successful this has been in sharing health and wellbeing messages at home.

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

- Leadership of this subject is very strong and well managed. The subject coordinator is well-motivated and enthusiastic about her subject. Her passion for PSHE is evident.
- The You, Me, PSHE scheme of work is used exceptionally well. Peer, self-assessment and reflection time are built into PSHE lessons, resulting in pupils having a good awareness of their learning in this area.
- The school demonstrates a strong commitment to the CPD of staff. The PSHE coordinator has attended relevant training, worked alongside class teachers and delivered staff meetings.
- As a result of effective CPD, staff are confident to teach and lead discussions on a range of sensitive issues. They know that, where they may lack confidence, the PSHE coordinator will support their teaching and delivery.
- Teaching and learning in PSHE are effectively monitored and evaluated by the coordinator through pupil interviews, book scrutiny and teacher feedback.
- Pupils clearly enjoy and recognise the importance of PSHE and could describe what they learn and how it helps them in their daily lives. Pupils' understanding of e-safety is very good, demonstrating effective teaching and learning. Pupils spoke at length about how to keep themselves safe whilst online.
- The school is responsive to the needs of pupils and their families and adapts support and lessons accordingly. For example, following concerns about oral health, pupils in Foundation and Year 1 now brush their teeth every day at school. This has led to visible improvements as well as an increased understanding of the importance of good oral hygiene.
- The school communicates the content of the PSHE curriculum well to parents through regular newsletters and the school website.

### **Healthy Eating:**

- The dedicated and inspiring coordinator works hard to ensure that Healthy Eating has a high profile in school.
- The Whole School Food policy is excellent and a true reflection of the school.
- The Design Technology curriculum has been created to reflect the needs of pupils and the views of parents. As a result, cooking is carried out every half term for all pupils.
- Assessment is used very effectively and informs future planning.
- Pupils have an excellent understanding of where food comes from through the development of the impressive Victory Garden. Food is grown and used in cooking sessions and by the cook for school lunches.
- The numerous cooking opportunities and lessons on healthy eating support pupils' understanding of a balanced diet.
- The school has a water-only policy and encourages all pupils to consume water throughout the day.
- Food at lunchtime is excellent and meets the School Food Standard guidelines.
- Lunch time is very well managed, ensuring that queues are short. There is a very calm atmosphere which creates an enjoyable social dining experience.
- The dedicated cook is passionate about her role and has excellent relationships with staff and pupils. She goes above and beyond to support pupils.
- The SFA work hard and take their roles seriously. Changes to the menu have been put in place as a result of their consultation.

- A successful Breakfast and After School Club is run by the school. This ensures that there is consistent approach to delivering healthy eating messages, behaviour management and monitoring of School Food Standards.

### **Physical Activity:**

- The coordinator demonstrates an outstanding commitment to ensure that all pupils are given the opportunities and encouragement to be active. She inspires confidence in both staff and children and works hard to ensure that physical activity remains a high priority.
- There is a vast range of sports and activities included in PE lessons and after school clubs.
- Pupils' opinions are gathered regularly to ensure that their interests and talents are met. As a result, pupils are enthusiastic about physical activity opportunities.
- All staff report feeling supported in the delivery of PE through well thought out and planned CPD and a well-embedded curriculum.
- Pupils are very clear about their learning during PE lessons and can talk about how they use peer assessment to evaluate and improve their skills.
- The coordinator works tirelessly to make links and partnerships with local clubs. This has led to a dramatic increase in the number of pupils attending clubs and activities outside of school.
- The Talent Share assembly enables pupils to demonstrate the skills they learn at local clubs. This is yet another opportunity to encourage pupils to get involved in clubs and activities outside of school.
- Pupils are very proud to represent their school at inter-school events and enjoy the competitive element. Regular events between the schools in the Trust ensure that all pupils have the opportunity to take part in competitions. Entitlement and enjoyment of all aspects of physical activity are well embedded in school life.
- The extended swimming sessions have had a very positive impact on the number of pupils achieving 25m.
- The school promotes safe and sustainable transport to school. Basic cycle training is provided annually to year 6 pupils which has equipped pupils with the skills to cycle safely to school. The school also continues to raise awareness of pedestrian safety with training and through the walk2school initiative.

### **Social, emotional and mental health (SEMH):**

- SEMH in this school is outstanding and is embedded throughout all practice and policies.
- Strong and supportive relationships are an integral part of life in this school and this was something that all stakeholders commented on.
- There are clear pathways and procedures in relation to supporting emotional health and wellbeing in school, about which the children and adults spoke confidently.
- There is a consistent whole school approach to behaviour, using a positive behaviour management system based on a very clear behaviour policy. All pupils I spoke to were very happy, polite and emotionally literate. They showed a genuine care and respect for their peers and the staff.
- The school is teaching the MindMate lessons and SEMH lessons are well embedded within the PSHE curriculum.
- The School Council is well established and pupils think highly of the members and the impact their work has on the school. 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 if they need support and advice at any time. They are also able to support each other.
- The school does lots of work on anti-bullying in PSHE. Children and parents spoken to knew what constitutes bullying and what to do if they are bullied or see it happen. They stated that bullying is not an issue and that any situations are resolved immediately if they occur.
- There are many opportunities to celebrate pupils' achievements such as Team points, Class Dojos and Celebration assembly.

- Half termly Assertive Mentoring is a fantastic opportunity for teachers to spend one-to-one time with pupils to discuss attitudes and progress. This supports good relationships and motivates children to work hard and achieve their potential.
- The excellent provision for playtime and lunchtime ensures that pupils' needs and interests are catered for. A vast array of equipment and activities is available for all year groups to access such as the new fitness trail, the wildlife garden, the bird hide and sensory path as well as Small World Play in a quieter area of the playground. The many opportunities create a vibrant and engaging environment which has a positive impact on behaviour and social interaction.
- Staff wellbeing is a very high priority. There is a very strong and nurturing team ethos where staff feel that they are valued and treated equally. The head teacher and SLT have worked hard to try to reduce teachers' workload by ensuring that paperwork is done only when necessary and for a real purpose. The development of a staff wellbeing team is very positive and staff are looking forward to this new development.

## Areas for development

### PSHE:

- To consider creating child-friendly policies

### Healthy Eating:

- To continue the work started to improve packed lunches
- To create a child-friendly policy

### Physical Activity:

- To make the minor additions to the PE policy as recommended by the PE consultant

### SEMH:

- To further develop the School Council by giving pupils designated roles

## Quotes from the assessment visit

### Pupils:

"I enjoy the school dinner because there is lots of choice."

"The dinner staff try and encourage us to eat healthily."

"We all work together and we care about each other."

"The teachers give us emotional support. There is always someone that you can talk to."

"The teachers help us to calm down and help us sort out any problems that we have."

"The School Food Ambassadors listen to our ideas and they have changed the menus."

"Playtimes are really fun because we have so many different things to do."

### Staff:

"All the staff are willing to get on board. There's no can't-do attitude."

"The staff work together and support each other; we're like a family."

"Nicola and Helen are really supportive for us, the parents and the children."

"We recognise how hard everyone works and we are all seen as equal."

"My TA is amazing. It's like having a job share and I really couldn't do it without her."

"Consistency is key here. We all give the same messages and everyone is approachable."

"There is a greater understanding of mental health now and people aren't afraid to talk about it."

"We look at the whole child and understand that SEMH affects achievement."  
"You have to get the relationships right and then you can focus on achievement."  
"School is our family and the children can see that."  
"The children are so supportive of each other and really show that they care."

**Parents/Governors:**

"All the staff here are so approachable and want to support the children."  
"Staff model good behaviour and set the right example for the children."  
"The quality of relationships is a real strength of this school."  
"This is a school that's always looking to improve."  
"The level of communication is really good."  
"My child has flourished since she's been at this school."  
"This school gives the children the support they need."  
"It's clear that the staff care about the children in every way."  
"Every morning, there is always someone to speak to so you always get a quick response when you need it."

Thank you for taking the time to be a part of the assessment process and for making me so welcome on the day. We look forward to continuing working with you and supporting your future Healthy Schools work.

Kind regards

Sheryll Carter  
Healthy Schools Advisor  
Health and Wellbeing Service