

Highfield Primary School

Assessment date: 23rd April 2019

Assessor: Chris Coverley

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 four core health areas, Personal, Social, Health & Economic (PSHE) education, Healthy Eating, Physical Activity and Social, Emotional and 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, staff, senior leaders, parents and members of the governing body.
- A tour of the school was conducted by three pupils 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:

- Highfield School has a well-established, knowledgeable and enthusiastic staff and leadership team, providing excellent role models for their pupils and support for each other.
- Before, during and after the tour of the school it was obvious that the caring ethos of the school has been developed throughout all age groups with pupils and staff being provided with a safe, secure, happy and welcoming environment.
- The Highfield Healthy School Programme is led and managed effectively and has a high profile throughout the school. The headteacher is fully involved and is ably and passionately assisted by the four leaders of PSHE, HE, PA and SEMH.
- Parents and governors feel well-informed about each area of the Healthy Schools Programme and could give examples of how their children have been involved and of how they themselves are an active part of the school community. They find staff easy to contact and discuss any concerns and they get detailed feedback at Parents' Evenings.
- The outside school environment provides a multitude of 'green' and allotment areas, sports areas including a sports field with running track around it, hard play areas and a 'magic garden' area behind the imaginative 'Gate to Anywhere.' There are also bike and scooter racks where they can be stored safely if used for the journey to/from school.
- The Leeds Health and Wellbeing Service Parent Survey had an impressive 100% response revealing that parents feel that their children are happy and safe at the school and that Highfield is a healthy school. Over 94% of parents believe that pupils are well behaved at

Highfield.

- There are many health and wellbeing displays that support a vibrant learning environment.
- The school website hosts excellent Healthy School policies and parents are very aware of these, particularly those relating to Highfield's curriculum areas such as Relationships and Sex Education. Parents know what is going to be taught prior to the RSE lessons and if required, can gain more information from a video. They also know about other PSHE topics such as Keeping Safe and My Feelings.
- The school has made the Healthy Schools reaccreditation one of the main improvement priorities for this year.

PSHE:

- The school uses the 'You, Me and PSHE' scheme of work which is adapted to respond to pupils' needs.
- PSHE is led and managed very well. The knowledgeable and enthusiastic approach is infectious through all staff and the coordinator is well supported by the senior leadership team.
- PSHE is timetabled every week for all classes and the coordinator monitors and evaluates learning progress through book scrutiny and learning walks. She has also been given time in staff meetings to be able to give feedback on the lessons and introduce new elements.
- Being given this valuable time shows how well the coordinator is supported and how valued PSHE is throughout the school.
- Performance Management has been linked to the development and teaching of PSHE. Excellent work has been done in planning and arranging professional development for staff and links have been made to inform both governors and parents of the progress in PSHE and what they should expect their children to be learning about. Pupils' work done recently in individual books has proved successful and has shown how much progress the pupils have made.
- The 'My Health My School' perception survey used with Year 6 pupils showed encouraging results. 47 of the 54 responses said behaviour in school is not a problem and 51 of the 54 said bullying is not a problem. 91% agreed they have been helped to understand the importance of healthy eating, with a similar response relating to physical activity.

Healthy Eating:

- Highfield School is committed to improving healthy eating, maintaining a high quality of meals on offer and meeting the national Food Standards. This lays the foundation for healthy lifestyle choices in the future.
- There is an up-to-date and excellent Food Policy which is available for all to see on the school website. This provides clear direction on all aspects of food and drink provision throughout the school day.
- The school aims to develop good practice for a future healthy lifestyle and the constituents of the policy provide clear and useful guidance regarding the school meals content and system, packed lunches, as well as cooking and growing food. Monitoring of standards is done by the Healthy Eating staff lead with help from two school pupils (food ambassadors).
- Parents and pupils have been given detailed guidance about the content of packed lunches and all pupils interviewed knew and understood why it is so important to adhere to the guidance.

- Several pupils gave details as to how the meal system has been improved. This includes a coloured wristband system to indicate children's meal options and the school has also improved queuing times and, through the school council, replaced plastic with metal cutlery.
- Fruity Friday is a morning break-time fruit shop run by parents, set up to encourage healthy eating at breaktime. This is greatly appreciated by the pupils.
- Pupils' good behaviour and manners are rewarded by being invited to eat at the Golden Table with a member of staff.
- The Highfield dining hall is quite spacious, clean and a pleasant environment in which to eat a meal. Kitchen staff and midday supervisor staff are cheerful, friendly and good-humoured.
- The 'My Health My School' perception survey shows that 91% agree that they have had enough useful information and learning opportunities to understand the importance of eating healthily. Pupils on the tour and at breaktime could all give examples of sensible and healthy meals and what could be included in packed lunches.
- Cooking is included in the Design and Technology Programme of Study for all pupils.
- Pupils gave details of how they have been involved in growing things in the allotment areas, then being able to eat their own produce. The allotment is a key topic studied in Year 4.

Physical Activity:

- Two members of staff share the coordinator role very effectively. They plan, coach and oversee an impressive range of sporting events and activities that are offered to the pupils during lessons and in after-school clubs.
- The school uses the REAL physical education scheme to teach PE lessons, one inside and one outside per week. The scheme also encourages and supports staff members to become more confident in their teaching knowledge and skills.
- All Highfield pupils have two hours of PE/PA every week and also take part in swimming lessons in Year 4. The Sports Premium additional funding has been spent on items such as additional swimming provision and a running track. The pupils really appreciate the amount and quality of their available apparatus and equipment, both large and small.
- Pupils are very proud of their sports teams' record in interschool sports and of their success in gaining School Games Gold Award for the third consecutive year.
- The school has a Travel Plan which includes encouraging pupils to walk to school with a walking 'bus'. The plan also includes storage provision for bikes and scooters on school premises. Y6 pupils take part in the 'Bikeability' scheme.
- Residential visits to places like Robin Hoods Bay are planned and staffed and all Year 6 have been on 'Fit Week' which was financed by parents.
- The pupils have asked for a variety of sports representatives to be invited to come into school, including an Olympic athlete and representatives of Leeds Rhinos.
- In addition to all the usual popular type of clubs, additional clubs include Judo, golf, drama, skipping, running and cricket have been organised.

Social, Emotional & Mental Health:

- Social and Emotional Mental Health (SEMH) and MindMate are high on this school's agenda. Both have a high profile within school and the whole school approach is well supported by the senior leadership team. The pastoral support provision to develop and promote emotional wellbeing through support and nurture is well led and shared by all staff. Parents expressed their appreciation for the level of care and nurture their children receive. In the Parent Survey, 90% agree that their child's needs are well supported by the school.
- The school has a strong ethos of developing the whole child. A sense of community is felt across school. Strong relationships are clearly well established and this creates a caring ethos

- and calm, purposeful environment.
- Pupil voice and the school council play a major part in the school and have been responsible for many improvements to the school, such as the outside water fountain, running track, metal cutlery for dinnertimes and fund raising by supporting various charity events.
 - The school council has democratically-elected representatives. Meetings are held every three weeks when a Healthy Schools update is given and reported back to classes. True pupil voice via the school council has also been responsible for the pupil positions of food ambassadors and school welfare officers. The school council also oversees school theme days linked to Healthy Schools.
 - A weekly assembly, alternating between the two Key Stages, has a major part in celebrating both school and individual achievements for good work, sporting success, positive behaviour and achievements gained out of school. Parents enjoy attendance at these assemblies and speak of how proud they and their children are when they feature in this type of school celebration.
 - Pupils have a good understanding of what mental health is and SEMH is embedded in the curriculum and taught specifically through PSHE and MindMate lessons.
 - Pupils readily agree that bullying is not a problem in the school.
 - Pupil behaviour is exemplary and is a credit to the school. They are polite, considerate and friendly and show respect for all staff and each other. Pupils feel valued by staff and staff likewise feel valued by the school and it is a pleasure to see them working in harmony.
 - Pupil and staff wellbeing are of the utmost importance to the headteacher. She has worked hard to develop a strong staff team in which everyone feels valued and supported. A happy, positive and safe environment has been created where both pupils and staff can achieve their potential.

Areas for development

General:

No general areas for development were identified on the day.

PSHE:

- Continue to give priority to the revision of the PSHE policy following guidance from the Leeds Health and Wellbeing Service.

Healthy Eating:

- Consider dispensing with the plastic flight trays at lunchtime.
- Consider responding to a request made by members of the school council to display the daily/weekly menu where pupils can easily refer to it.

Physical Activity:

- Both Physical Activity and Physical Education policies are due for reviewing and updating. A brief statement about how the sports premium has been allocated/spent could be added to the policy.
- Consider introducing a timetable of after school clubs so that parents can refer to it.

Social, Emotional & Mental Health:

- Consider the idea of the school council adding their own agenda items to the main agenda as recommended by staff.

Quotes from the assessment visit

Pupils:

"We love playing in every area of our school grounds because we have so many things to do at break and lunchtimes that we don't get bored."

"We know staff listen to our opinions and we have the school council to put forward and work on our ideas."

"There are lots of school sporting clubs that we can go to and we get the chance to try out unusual sports like golf."

"We've got a running track that classes can run round the field on to help us keep fit. During breaktimes anyone can use it so this is really useful."

Staff:

"We are all about curriculum and the way Healthy Schools runs throughout each area. We have been committed to developing the Healthy Schools ethos since the scheme's inception."

"The pupils are fabulous and Highfield is a very popular school. It has a lovely family feeling."

"We always strive to work with our parents and make ourselves available wherever possible."

"PE has a very positive image throughout the school with both parents and pupils."

Parents/Governors:

"Highfield is a very open school and if parents have any issues, staff will always make themselves available to support and talk them through."

"PSHE progress is discussed at parents' evenings and is obviously a link going through all the Highfield curriculum."

"There are lots of sports clubs after school and the pupils are encouraged to try out sporting activities new to them such as golf."

"There is a real community spirit in the school and parents and visitors are always made to feel welcome."

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

Chris Coverley
Healthy Schools External Assessor
On behalf of Leeds Health and Wellbeing Service