

Fieldhead Carr Primary School

Assessment date: Tuesday 23rd May 2017

Assessor: Steven Body and Siobhan O'Mahony

Observer: Alison Cater

Outcome: Based on the findings of the visit, we are pleased to confirm your self-validation to maintain Healthy Schools 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 Emotional Wellbeing & Mental Health (EWMH), using the School Health Check prior to assessment. The school judged themselves in each area using descriptors aligned with Ofsted.
- The assessors interviewed groups of pupils, staff, senior leaders, parents and members of the governing body.
- A tour of the school was conducted by two pupils during the morning to observe Healthy Schools in practice.
- Relevant paperwork was presented as stated in the agreed list of documentation.

Healthy Schools: information about this school

- National Healthy Schools Status last achieved: June 2008.
- School Health Check - improved health outcomes:
 - *Uptake of Universal Infant Free School Meals (UIFSM) has increased from 91.2% (83/91 pupils) in January 2015 to 92.1% (82/89 pupils) in January 2016.*
 - *Uptake of Free School Meals (FSM) has increased from 71.7% (33/46 pupils) in 2013 to 100% (40/40 pupils) in 2016.*
 - *There has been an increase in children who reported that they always feel safe in school from 69% (121/175 pupils) to 87% (147/180 pupils) between 2012 and 2016.*
 - *There has been an increase in children who reported that if someone was making them feel unsafe in school or outside they could always talk to an adult from 68% (119/175 pupils) to 91% (164/180 pupils) between 2012 and 2016.*

The school has the following strengths:

General:

- The school has a very warm, welcoming, caring and nurturing ethos which is felt the moment you enter and permeates through the life of the school. It resonates in all that can be observed and experienced and everyone makes you feel very welcome. It is very pupil-focused and inclusive and exudes a family feel where everyone is supportive, ensuring that every child is valued and their needs are met, something all stakeholders interviewed commented on as the overriding strength of the school.
- This school has a holistic approach and vision for investing in the whole child and the health and wellbeing agenda. This is evidenced through the head teacher's vision, commitment and consistent messages and promotion of pupil wellbeing, both physical and emotional, which is thoroughly supported by all of the staff across the school. They work hard to provide all pupils with a positive and fully inclusive learning experience. Wellbeing

messages are embedded in school life and supported by the involvement and engagement of governors.

- The Healthy Schools Programme is led very effectively and has a very high profile in the school. The coordinator is very committed, enthusiastic, proactive and passionate and is a great role model. She has a clear vision for the future and coordinates the health and wellbeing work meticulously well.
- All pupils spoken to reported how proud and enthusiastic they are to belong to this school community and went to great lengths to act as ambassadors for the school, clearly valuing the effect of the input they have received. They were very happy, articulate, confident, polite and friendly and demonstrated that health messages are understood and that this is impacting on their lives.
- Staff dedication and contribution to school life at Fieldhead Carr Primary School are real strengths and they do go the extra mile to improve pupils' lives and to make sure both their pupils and their families are well supported. Staff have fostered a fantastic team ethos, are very supportive of each other, are friendly, happy, very approachable and know their pupils and families very well, which ensures everyone feels safe and valued. Staff are highly motivated, passionate and believe in the benefits of improving the health and wellbeing of all pupils to improve academic achievements.
- The school continues to invest a lot of time and resources in its staff, evidenced through the easily accessible and ongoing training provided to staff, to ensure they are confident to deliver across all areas of health and wellbeing.
- Relationships, communication and access to support work well between stakeholders in the school, with parents and the community, enhanced by the very active school PTA. The integrated communication channels the school has developed are very effective ensuring all stakeholders are made aware of what is taking place in the school community through the use of the new school website, Twitter account, newsletters and less formal routes and meetings. This is something that all stakeholders spoke about throughout the day as being a real strength of the school.
- All pupils feel valued and are provided with numerous purposeful opportunities to engage in playing a key role across the school and to express their views on how to improve things at this school. Pupil voice and engagement with students across the school is a real strength. The School Council (SC) is a very important stakeholder. It thoroughly supports the vision of the school and meets with governors regularly. The SC has a good structure, meets fortnightly, has its own noticeboard and has made a real impact on the school. There are many pupil-led programmes and projects across the school, including Fab Friends, School Food Ambassadors and Digital Leaders.
- The school's learning environment is very calm and promotes positive health and wellbeing messages. This is evident through the varied, engaging, child-centred and colourful physical and emotional wellbeing messages that are displayed throughout the school.

PSHE:

- The real strengths of PSHE are in its high profile in the school, its strong and focused leadership and a curriculum valued and support by all members of the school. The head teacher and governors support the coordinator well to lead, improve and prepare pupils for the future.
- The coordinator has passion, drive and good subject knowledge and is thoroughly valued and trusted by all members of staff. She receives appropriate resources and management time to implement change and is always available to support staff. There is a clear long term vision for the PSHE which is built into whole school planning.
- PSHE provision is well established and is embedded in the curriculum with lessons being delivered by teachers. PSHE has designated time in the curriculum and is delivered to all pupils through weekly sessions of at least 30 minutes. Additional cross-curricular topic-based activities, assemblies and the health week are also provided through the wider school offer.
- Long term subject planning, lesson planning and resources are effectively organised and planned by the coordinator and are freely available for staff to access prior to delivery. The

spiral curriculum offered is very much pupil-focused, offers real life skills and is flexible to pupil need. It follows a preventative approach. The school now uses the new Me, You, PSHE scheme of work, which has been adapted and refined to respond to pupils' needs.

- Staff understand pupils' needs as they annually collect, analyse and action plan from pupil perception data, using the My Health, My School Survey, and refine the curriculum based on the findings. Alongside this, pupils are also regularly asked for their input into the curriculum.
- The school continues to keep up to date with local topical issues. It provides a PSHE curriculum that is flexible to social changes and is adapted where required. SRE and Drugs, Alcohol and Tobacco Education are covered within the taught curriculum alongside topics such as terrorism, bereavement and economic wellbeing. All staff are engaged and feel confident and competent to deliver the subject, including these sensitive themes/issues, as training has been offered to them on teaching and learning in PSHE, SRE and FGM.
- PSHE delivery is regularly monitored and evaluated for relevance by the coordinator and pupil progress monitored through work scrutiny, termly teacher feedback, focused learning walks, reviewing resources used and through pupil interviews.
- Pupils assess their progress in PSHE through regular pre- and post-assessments, using pupil assessment and reflection booklets, which encourage pupils to look at what they have learnt, what they have enjoyed and what their next steps are. Peer assessments also take place and pupils are formally assessed at the end of each topic by teacher assessments.
- Pupils clearly enjoy, appreciate and recognise the importance of this subject and could describe in detail what they have learnt at school, especially in regard to drug education, employment and loan sharks. They know how they are applying it to their daily lives and where they can get support.
- Both parents and governors reported that they are fully engaged and consulted when the need arises in PSHE, such as with the SRE delivery. Pupil progress is reported to parents in the end of year report and through regular feedback from the teachers. Alongside this, parents also receive regular updates on topics being delivered through the school newsletters and the annual health week.

Healthy Eating:

- The school is committed to improving healthy eating across the whole day, not only at break times but before school, after school and throughout the curriculum, and is fully supported by the head teacher and governors. Healthy eating is managed well between the Healthy Schools Coordinator and the Business Manager.
- School meals are becoming a success with Free School Meal (FSM) uptake very good. This reflects the investment, hard work and commitment the school has put into improving the quality of the food served and the dining experience over the last twelve months, something parents appreciate.
- The quality of the school meals is good and the canteen manager continues to audit the menus to ensure they fully meet the National Food Standards. Meals are hot, flavoursome, look appetising and are enjoyed by pupils. There is a variety of healthy daily menu options available, including options for vegetarians.
- The school has a good working relationship with the catering staff, ensuring that they feel part of the school community and the whole school approach to healthy eating. The catering staff are friendly, interact well with the pupils and are committed to making lunchtimes a positive experience and regularly respond to pupil feedback and requests.
- The school has a good-sized and clean dining area which contains a separate salad bar. It is well-managed, especially as there are several sittings, and has a very calm atmosphere. The food is well presented at the service counter and promotes and encourages the uptake of healthy options. Queues are short and children can sit with their friends and take time to eat their meal, which impacts on the general social ethos of the dining area and on individual pupils' social skills.
- Water is well promoted throughout the day with only water being permitted in lessons. Students were clear on the importance of keeping hydrated and many students were seen with water bottles.

- The school works hard to ensure that students learn how to make informed healthy choices, with a clear understanding of the importance of a balanced and healthy diet. The Healthy Schools Coordinator is committed and passionate about developing a healthy eating curriculum that meets the needs of this community and is provided to all pupils. She has a clear vision and plan about further developing the health eating curriculum to ensure it is spiral and progressive as pupils move through school. Once the new food provider is in place, this will have an increased focus and be linked in with the schools meals and be more skills-based.
- The school also has a very active School Food Ambassadors team who are keen to improve the school menu, environment and ensure it is clean throughout the lunch time. They have surveyed the pupils, been fully involved with writing the policies and have met with the canteen manager to adapt the menu options available. They also run the highly effective Toast on Tuesday! They are very proud to take on this role and enjoy their responsibilities. There is a designated noticeboard, with targets, and they give out reward stickers to pupils throughout the lunch time period.
- All pupils spoken to could clearly explain what the school allows with regard to break time snacks and packed lunches, alongside why certain foods are no longer allowed to be brought into school. This is supported by a very clear and concise Whole School Food Policy and Packed Lunch Guidance. All stakeholders were involved in developing these.
- Parents welcome and acknowledge the work the school has undertaken to improve and promote healthy eating with pupils, as well as the improvements to the school meals. The school has consulted and worked extensively with the parents to improve packed lunches in terms of content and policy development and there is evidence that improvements have taken place. Parents have also been provided with workshops on cooking and on healthy packed lunches.

Physical Activity:

- Physical Activity is led well by an enthusiastic and hardworking curriculum leader. He brings a lot to the subject and has a good vision for the future. He is fully supported by the head teacher in creating a good ethos for sport and play within the school. The profile of the subject is high and inspires confidence in pupils to perform.
- The curriculum is well planned and a range of sports is offered to respond to the needs of all students. All pupils are provided with two hours of timetabled Physical Education (PE), which includes a term of swimming sessions for Year 4. Staff report feeling well-supported in the delivery of PE through a well thought out and needs-led CPD programme. Staff have received training on gymnastics and dance and are integrating what they have learnt into their lesson plans.
- The school enriches the curriculum time by offering all pupils a wide variety of high quality extra-curricular physical activity opportunities, such as yoga, dance, football and tag-rugby and uptake is good. The coordinator regularly consults with pupils about the offer of physical activity clubs and as a result Wheels Club has been introduced.
- The school has developed strong partnerships with numerous clubs and external agencies to enhance PE and Physical Activity. This enables them to regularly offer a greater variety of opportunities for their pupils by signposting them to local clubs and bringing in professionals from specific sports such as football, rugby and dance.
- The school continues to promote and develop safe and sustainable transport to school and provides adequate storage for bikes and scooters. Basic cycle training is provided annually to Year 5 and 6 pupils. The school also engages with the annual walk2school and scoot2school week initiatives.
- The school utilises the PE and Sport Premium funding well, some of which is used to purchase experienced coaches to support with CPD and the delivery of specific sports which staff requested to enable them to increase their skills and confidence when delivering PE lessons.
- The school continues to encourage structured physical activity at break times, with pupils having access to play equipment, a Ball Court, Trim Trail, a large playground and field.

These are utilised, enjoyed and appreciated by pupils in class, at break times and after school.

- There is a strong school culture of engaging in sport, which is supported by well written policies. The school competes in a wide range of competitions and fixtures, offered equally to girls and boys. Pupils report that they enjoy all their PE lessons and are very proud to represent their school at inter-school events and enjoy the competitive element.
- Parents feel included in whole school sports activities, are kept informed of new developments and spoke at length about how their children enjoy the annual sports day. They were also very vocal about getting involved in the 'running a mile every day' at the Healthy Schools Week and the 'Parents vs Pupils' events.

Emotional Wellbeing & Mental Health:

- Emotional Wellbeing and Mental Health (EWMH) is high on this school's agenda and thoroughly supported by the SLT. It is a real strength, enabling pupils to reach their true potential. There is a whole school approach and staff are fully committed to ensuring the very best pastoral support is available to pupils. It is led by a very proactive pastoral team who meet weekly and decide on which member of staff is best suited to remove the barriers to ensure learning takes place.
- There is excellent in-house pastoral care provision to develop and promote emotional wellbeing through the support and nurture that is provided to all stakeholders and the strong and supportive links with the cluster. The team are all very passionate, valued members of the school and oversee targeted and individual support for pupils.
- There are clear and effective protocols and referral systems of support (CPOMS) in place to identify, report, track and support pupils, which all stakeholders are aware of, and it is something they value and appreciate. The staff Cause for Concern form for identifying, monitoring and signposting pupils is effectively used. This ensures good communication throughout the school about who requires additional support through structured interventions matched to their individual needs.
- EWMH is continually being developed and promoted not only through the universal curriculum but also across the curriculum. The PSHE Coordinator ensures that there are many opportunities through the EWMH curriculum for pupils to learn about topics like how to explore feelings and how to manage them, bereavement and domestic violence support, depression, friendship skills and developing relationships. This learning is reinforced throughout the day through the relationships staff have with the pupils. The school utilises the new PSHE scheme of work well alongside several modules the staff have created themselves through the use of storytelling in Foundation Stage, and circle time sessions and Yoga. The school has also invested a lot of time in supporting students on how to cope with stress and anxiety around exam time. Students spoke about their worry on this issue and how the school supports them with this.
- The school also supports specific groups and individual pupils through various other new initiatives like Mindfulness and Growth Mindset, all of which pupils reported are helpful to them. Both have been supported by CPD for staff, alongside Attachment Theory.
- The school has two intervention rooms which are utilised well to offer pupils a variety of targeted small group and individual interventions and restorative practice support. The Learning Mentor is also available throughout the day offering a variety of timetabled targeted small group and individual interventions for more vulnerable students. This includes nurture groups in Key Stage 1 to support with feelings and friendships alongside more targeted group work on areas such developing stronger relationships with pupils in Year 2. Other pupils are also supported for additional EWMH support through a councillor where required.
- Emotional wellbeing is at the heart of how the school approaches behaviour management and pupils spoken to could explain clearly the school's rewards and sanction systems. The school's new whole school approach to positive behaviour, 5 Steps System, works well. It follows a restorative approach, is easy to follow and was developed after consultation with

pupils. This new policy, alongside the various other annual rewards and certificates, is very effective and valued by the pupils and is clearly having an impact on pupils and the school.

- The behaviour of the pupils was exemplary throughout the assessment visit, with pupils wanting to behave well and do the right thing - a real credit to the school. The school celebrates success well and the school's new Fieldhead Factor points reward system, Stars on the Stage, Classopoly and Gold books, alongside the other individual and weekly awards, are effective and valued by the pupils.
- All pupils reported feeling safe and confident about speaking to any member of staff, including the pastoral team, if they need support and advice at any time. Pupils and staff also know that if they are worried, anxious or need additional support they can always go to the green sanctuary room and meet with the pastoral lead for support. Pupils were able to articulate well their emotions and feelings and showed respect and empathy for others.
- All children and parents spoken to were aware of what constitutes bullying and what to do if they were being bullied or saw someone else being bullied. They all reported that bullying in school is very rare and that it would be resolved quickly and effectively if it were to occur.
- Staff wellbeing is high on the Senior Leadership Team's (SLT) agenda. There is a real understanding of how to support staff to maintain a good work/life balance. The SLT has an open door policy for staff and is very supportive of them, especially at times of greater need such as in bereavement.
- The caring ethos and strong sense of team work between staff across the school is good. All staff spoken to report that they feel valued, are part of a harmonious team, are highly supported, have a voice and are able to approach the SLT for additional support, training, time or resources when needed, something they value highly.

Areas for development

General:

- To ensure that all relevant health and wellbeing policies, curriculum and information are published on the school website for stakeholders to access easily, in line with DfE requirements, involving students where possible.
- To continue to increase the school public and community profile. Outsiders may remain unaware of the many strengths and achievements of the school and its success in improving health and wellbeing outcomes for students.
- To ensure that all staff are regularly updated on available continuing professional development (CPD) opportunities from the Health and Wellbeing Service.
- To review all four health and wellbeing themes using the new online School Health Check.
- To ensure that the provision continues to be needs-led by completing and analysing the My Health My School Survey 2017 data.
- To ensure that all toilets are clean, pleasant and smell nice.

PSHE:

- To continue to review all PSHE-related policies within the policy review cycle or earlier where there has been a change in national or local guidance, ensuring they are easily accessible to all stakeholders.
- To investigate increasing the weekly PSHE delivery to one hour for all pupils.
- To further enhance and enrich the PSHE spiral curriculum with more economic wellbeing activities and resources, in accordance with pupils' needs.

Healthy Eating:

- To ensure, with the introduction of new food providers, that the school continues to fully meet the national School Food Standards.
- To further enhance and personalise the appearance and ambience of the eating environment through the use of students' art work.

- To further develop Cooking and Growing in the curriculum, ensuring that a cross-curriculum map is developed with topic areas being fully integrated with the school meals provision.
- To further develop the roles and responsibilities of the School Food Ambassadors to improve how the daily menus are displayed in the dining hall.
- To further develop the whole school food policy and school website so that Free School Meals are clearly promoted to parents to ensure continued uptake.

Physical Activity:

- To consider introducing more structured play opportunities at break times by utilising the variety of quality physical activity resources available, ensuring that these are available to all genders wherever possible.
- To ensure all teachers are confident in delivering two hours of high quality PE in the curriculum each week by auditing and offering additional CPD opportunities, where required.
- To engage and work towards achieving the Modeshift STARS accreditation.
- To further enhance how the school demonstrates the impact of the PE and Sport Premium funding on participation and attainment.

Emotional Wellbeing & Mental Health:

- To engage and become a MindMate-friendly School.
- To consider planning and delivering a SEMH themed week.
- To consider providing the School Council with a budget and further developing their board to share their agenda, minutes and what they have achieved over the academic year.

Quotes from the assessment visit

Pupils :

"I love coming to school."

"Teachers are very friendly and talk to us."

"All of the lessons are fun and interesting."

"The lunchtimes are great."

"We all support each other and I feel very safe at school."

"She's awesome, I love my teacher."

"PSHE is really useful."

"I enjoy every day here, I learn so much"

Staff:

"We've achieved small steps in improving the packed lunches but these changes are huge!"

"To have a real impact we are modelling what we want the children to do."

"The new PSHE scheme of work is fresh, lifelike and more realistic and valued by all staff."

"The staff are so passionate and enthusiastic, we are one big family."

"The staff care about every child and love working here, we always strive to do the right thing for our children."

"There are always other staff about to listen and support you with anything."

"There is a very supportive ethos here and everyone is so kind."

"The Pastoral Team are very supportive of parents, pupils and staff."

Parents/Governors:

"My child has such a positive attitude to learning and loves to learn new things."

"The staff are very proactive and have great relationships with the pupils."

"This school is very open and approachable and everyone is treated fairly."

"This is a very happy, friendly, welcoming and safe place for my child to be."
"I'm always well informed of what is happening with my child at school."
"There is a lovely community feel, and they always try and involve parents."
"My child loves coming to school here."
"The displays are all child centred as they value every child and what they achieve."

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

Kind regards

Steven Body
Healthy Schools/PSHE Consultant
Health and Wellbeing Service