

# Bramham Primary School

**Assessment date:** Tuesday 5<sup>th</sup> February 2019

**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 Ofsted style grade descriptors.
- The assessor interviewed groups of pupils, parents, staff, parent governors and the head teacher.
- A tour of the school was conducted by 3 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's family ethos, caring nature and warmth are felt the moment you enter and resonate in all that can be observed and experienced.
- It is evident that the school invests heavily in health and wellbeing and that the Healthy Schools Programme has a high profile. The continued development of PSHE and SEMH form part of the School Development Plan.
- The Healthy Schools lead is very committed and passionate and constantly striving to make progress.
- The Senior Leadership Team work hard to ensure that both schools in the federation work as one unit and this is done very effectively.
- There is a strong sense of team work and shared responsibility. Staff and governors are committed and motivated to raise aspirations and improve the health and wellbeing of all pupils.
- The behaviour of the pupils is exemplary. They are articulate, polite, and friendly and show genuine care and respect for their peers and members of staff.
- There are many opportunities for pupil responsibility and these roles clearly have a positive impact on the day to day running of the school. Responsibilities include School Council, Sports Leaders, School Food Ambassadors, to name a few.
- There is a strong sense of community and good relationships are built between pupils and staff.
- Communication is very strong within the school, with parents and the community.
- Pupils are very clear on safeguarding procedures and have a good understanding of how staff keep them safe.

### PSHE:

- PSHE is very well led and managed and has a high profile.

- The school uses the You, Me and PSHE scheme of work, which is adapted to respond to pupils' needs. The launch and exit days each half term provide a good opportunity for work to be adapted.
- PSHE is linked to the whole school curriculum and the general ethos of the school. Additional resources such as Alright Charlie are used to address sensitive issues.
- PSHE provision is well established and is embedded in the curriculum. Lessons are taught by class teachers through timetabled weekly sessions and assessments are carried out in line with other subjects.
- Staff are confident to teach and lead discussions on a range of sensitive issues. They know that, where they may lack confidence, the PSHE lead will support their teaching and delivery.
- PSHE is well monitored and evaluated through book scrutiny and learning walks.
- Pupils show enthusiasm for this subject and can describe what they have learnt at school with regard to various PSHE topics, such as internet safety, legal and illegal drugs, stereotypes and mental health.
- The school uses external providers effectively to enhance the PSHE curriculum such as NSPCC, Road Safety, Fire Service and the school nurse.
- Parents report that they know what is being taught in PSHE and pupil progress is reported in the end of year reports and shared during regular progress cafes.

## **Healthy Eating:**

- The school has a well-balanced approach to healthy eating which is clearly understood by staff, pupils and parents. The pupils learn how to make informed healthy choices, with a clear understanding of the importance of a balanced and healthy diet.
- The quality of the school meals is excellent and meals are cooked to a very high standard, providing hot, flavoursome food which is very much enjoyed by pupils and staff. The presentation of food is very good and the cook and catering staff are friendly and engage well with pupils.
- A family service is run very effectively at lunchtime which enables pupils to develop a sense of responsibility and helps to improve social skills. This service is well managed and has a calm atmosphere.
- Cooking in the curriculum is well embedded. Pupils learn about hygiene, safety and where food comes from before using a range of skills and techniques to cook a variety of dishes.
- Assessments are carried out during each session and feedback is given to the pupils and class teachers.
- The school has raised beds in the fantastic new outdoor learning area. Competitions are planned to further increase the growing opportunities for pupils.
- The School Food Ambassadors (SFA) are very effective. They have worked hard to make changes to the menu through consulting with pupils and sampling suggested food options.
- A new child-friendly packed lunch policy has been written and introduced by the SFAs. Only a small number of pupils have a packed lunch and those seen on the day were very healthy.
- A targeted Breakfast Club runs very effectively.

## **Physical Activity:**

- The talented and inspirational coordinator shows passion and commitment and has made a significant impact since his position changed to a specialist PE lead.
- His determination to develop well-rounded pupils who show a good attitude and a willingness to be the best they can is very apparent.
- He is an excellent role model for the pupils and continues to build on the high profile the subject has in the school by working with all staff members.
- Every child is provided with two hours of timetabled Physical Education (PE) which is further enriched by the school's wide range of extra-curricular physical activities such as football, tag rugby, netball, athletics and cross country.
- Many PE lessons are taught by the specialist PE lead. CPD opportunities are given to those teachers delivering lessons themselves who are less confident through modelling, teach teaching and planning sessions.
- School sport is an integral part of life at Bramham Primary. This is evident through the large number of fixtures and competitions taking place.

- The pupils clearly have a love for PE and School Sport which is inspired by the coordinator. They are thankful for the many opportunities they have and are proud to be able to represent their school.
- The coordinator works hard to ensure opportunities are inclusive and many events and competitions are attended by whole classes.
- A wide range of equipment is available during break and lunchtime and staff and Sports Leaders have been trained to facilitate play.
- The outdoor learning area provides a fantastic opportunity for pupils to be active during lessons outside of PE.
- Pupils feel valued and know that their responses to pupil surveys are listened to and acted upon where possible.

## **Social Emotional & Mental Health:**

- SEMH is high on the school's agenda and is very well led and managed.
- The caring ethos of respect and the strong sense of family values are very evident.
- Weekly ethos statements, which were written by the pupils, are shared in assembly and linked to celebrations and class activities, as are Life for Learning skills. These are well embedded and greatly enhance the PSHE and SEMH curriculum.
- There are targeted small group and individual interventions for pupils when the need arises. Vulnerable pupils are supported through nurture or Time to Talk sessions and support from outside agencies for sessions such as Lego therapy are sought when necessary.
- Vulnerable pupils are assessed formally through the use of emotional literacy assessments and informally through emotions registers and worry boxes. These pupils are discussed during briefing sessions and accountability meetings to monitor progress and evaluate provision.
- Timetables and routines are carefully adapted to meet the needs of individual pupils.
- The behaviour of the pupils was excellent throughout the assessment visit, with pupils wanting to behave well and do the right thing - a real credit to the school.
- The Year 6 Buddies enjoy looking after their Reception buddies and parents appreciate this system.
- The School Council is run very effectively and has a positive impact on the running of the school. There is a robust system for election and members are proud of their position.
- Pupils are clear on the work that the School Council does and told me about the plans for the adventure playground as well as the election of the SFAs and Eco Monitors.
- Pupils report feeling safe and confident to speak to any member of staff if they need support or advice. All pupils spoken to were clear that if they required help or support it would be given quickly and appropriately. Pupils were able to articulate well their emotions and feelings and showed respect for others.
- Although bullying is rare in this school, the pupils had a good understanding of the different types of bullying and were particularly knowledgeable about internet safety and cyber-bullying.
- A consistent and positive behaviour system is in place across school.
- Staff wellbeing is high on the head teacher's agenda and SLT support staff wellbeing in maintaining a good work/life balance. All staff spoken to report that they feel valued and listened to and that the head teacher and SLT are approachable and supportive, something they value highly.

## **Areas for development**

### **General:**

- To consider having a Health and Wellbeing section on the school website so that all information is in one place

### **PSHE:**

- To review the vocabulary that is used in each year group for SRE, including LGBT language, and make this clear on the policy
- To amend the PSHE overview to reflect the SRE provision for years 4 and 5

## Healthy Eating:

- To add small details to the food policy as outlined by the food advisor
- To make cooking in the curriculum clear on planning overview and curriculum newsletters

## Physical Activity:

- To update the PE policy so that it is personal to the school
- To add information about Active Travel to the PA policy.

## Social Emotional & Mental Health:

- No areas were identified on the day

## Quotes from the assessment visit

### Pupils:

- “Everyone works as a team and no one is left out.”
- “School feels like one big family.”
- “Teachers make our lessons really fun and interesting.”
- “The teachers are really supportive.”
- “There are loads of sports clubs here.”
- “The teachers are really kind.”
- “PE is amazing and we have loads of equipment.”
- “We do loads of sports to keep us healthy.”
- “The teachers always listen to us.”
- “There is always someone that you can talk to if you need to.”

### Staff:

- “We are a team and work really well together.”
- “We know the children really well and do everything we can for them.”
- “We put so much into helping the children to behave well and have pride in themselves.”
- “The children make the job worthwhile.”
- “We all support each other and school feels like a family.”
- “There are really good links with parents and the community.”
- “FOBS do a great job and make a real difference in school.”

### Parents/Governors:

- “The children are always happy to come to school.”
- “The children learn so much.”
- “Mr Brotherton has made a huge differences to the school.”
- “When children go onto high school they want to get involved in the sports teams and that’s because of the encouragement they have had here.”
- “The food is great.”
- “There is a strong link between parents, the community and the school.”
- “The school has come a long way in recent years.”
- “The children are safe and happy and the teachers go the extra mile.”
- “You can speak to any member of staff and know that you will be listened to.”

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  
Sheryll Carter

Healthy Schools & PSHE Consultant