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## **Westgate Primary Healthy Schools Status Reassessment Visit**

Dear Ms Carpenter

Thank you for inviting me to reassess Healthy Schools Status at your school on 17 October 2017. I had a valuable morning in school talking to parents, governors, pupils and staff and was thoroughly impressed with all that I saw and heard. Please convey my thanks to everyone who made the visit so enjoyable.

I can confirm that the reassessment was successful and am therefore pleased to inform you that Westgate Primary School continues to maintain Healthy Schools Status. This is valid for three years from your self-validation date, 10 February 2017.

The outcome was based on information and evidence from a variety of sources, including the school's self-validation using the School Health Check, pre-assessment paperwork, a tour of the school, secondary sources and a timetable of interviews for the two selected health themes: PSHE and Physical Activity. Interviews took place with a range of stakeholders including senior leadership team, governors, parents, teachers, non-teaching staff and a wide range of pupils.

## **Strengths**

### **General:**

- The school's caring and nurturing ethos and warmth are felt the moment you enter and permeate throughout the life of the school. It is very pupil-focused and inclusive and everyone is supportive, ensuring that every child is valued and their needs are met.
- This school has a holistic approach and vision for investing in the whole child and the health and wellbeing agenda. Wellbeing messages are embedded in school life and supported by the involvement and engagement of governors. This is evidenced through the committed and consistent approach the school has taken on improving healthy eating both in terms of the school meals and food other than school meals. This is evidenced by 96% of parents reporting that the school encourages pupils to eat and drink healthily.
- The Healthy Schools Programme is led and managed very effectively, both strategically and operationally, and it has a very high profile in the school. The headteacher has a strong and committed belief in the health and wellbeing of the school community and her passion and enthusiasm have inspired excellent work amongst the staff. The coordinator is very committed, 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.
- Staff dedication and contribution to school life at Westgate Primary School are real

strengths. There is a fantastic team ethos amongst the staff, they are very friendly and supportive of each other, happy and very approachable. They are highly motivated and believe in the benefits of improving the health and wellbeing of all pupils to improve academic achievements. They know their pupils and families very well and make sure both are well supported.

- Relationships, communication and access to support work well between stakeholders in the school and with parents. Parents clearly trust this school, evidenced by almost all of them reporting that their pupils are happy and feel safe at school (96%), their child is supported if they have a problem (82%), their opinions are listened to (79%) and they believe this is a Healthy School (93%).
- 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, clearly valuing the effect of the input they have received. They were very happy, confident, polite, and friendly and demonstrate that health messages are understood and are impacting on their lives.
- Pupil voice and engagement with pupils across the school are a real strength. Pupils are provided with numerous purposeful opportunities to play a key role across the school and express their views on how to improve things. These include an effective School Council, alongside many other pupil-led programmes and projects such as Buddies, School Food Ambassadors, Fit Bods, Mediators and Sports Leaders.

#### **PSHE:**

- PSHE has a high profile in the school and is supported by all members of the school community. The PSHE Coordinator provides very strong, focused and clear leadership of the subject supported by well-written policies. She is passionate about the subject and has 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 readily available to support and inspire staff.
- PSHE provision is well established and embedded in the curriculum with lessons being delivered by teachers. The school trialled last year and are now implementing the new Leeds PSHE Scheme of Work – You, Me, PSHE. All staff are engaged and have had training on the new scheme and are becoming more confident to deliver the new topics. PSHE is delivered to all pupils through weekly sessions of 45 minutes with additional cross-curricular topic-based activities, assemblies and a health week.
- Staff understand pupils' needs and adapt the PSHE programme to enable them to respond to pupils' needs, identified by staff and the pupils themselves. The PSHE lead annually analyses the My Health My School survey data to refine the curriculum and highlight areas for development and intervention.
- Pupils clearly enjoy, appreciate and recognise the importance of this subject. Pupils have an excellent awareness of their PSHE learning and were able to tell me, very enthusiastically, about their PSHE lessons and learning, citing many examples of lessons they had particularly enjoyed. Teaching is varied, interactive and continues to keep up to date with local topical issues.
- PSHE delivery is monitored and evaluated for relevance by the Teacher Resource Group.
- Pupils assess their progress in PSHE through pre- and post-assessments using a variety of formal and informal teacher and pupil methods.

#### **Physical Activity:**

- Physical Activity is led well by an enthusiastic and hardworking curriculum leader. She actively inspires confidence in staff and has a good vision for the future. She is fully supported by the headteacher in creating a good ethos for sport and play and receives relevant leadership time to implement things. The profile of the subject is high, entitlement and enjoyment of all aspects of physical activity is well embedded in school life and it inspires confidence in pupils to perform. It is supported by well-written policies.

- The curriculum is well planned and a range of sports are offered to respond to the needs of pupils. All pupils receive two hours of timetabled Physical Education (PE), which includes 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 also utilises an in-house specialist PE teacher to deliver one PE lesson a week for each class.
- Pupils report that they enjoy their PE lessons and are very proud to represent their school at inter-school competitions and tournaments.
- There is a strong school culture of engaging in sport, with excellent links and partnership with local schools, clubs and external agencies to enhance PE. This enables them to regularly offer a greater variety of opportunities for their pupils by signposting them to local clubs and bringing in professionals to support the curriculum.
- 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. The school also engages with the annual walk2school and scoot2school week initiatives.
- The school utilises the PE and Sport Premium funding well, purchasing the services of an experienced PE teacher from a local secondary school for one day a week. This teacher is used to team teach and support school staff to deliver specific sports, enabling them to increase their skills and confidence to deliver high quality PE lessons.
- The school enriches the PE curriculum by offering pupils a wide variety of extra-curricular physical activity opportunities, such as tennis, football, gymnastics and fencing. Uptake is good. The school also encourages structured physical activity at lunchtimes, with pupils having access to a large amount of play equipment which is enjoyed and appreciated by the pupils.

### **Quotes from the visit**

#### **Pupils:**

- "I like to help out in school and be a monitor."
- "PE is fun and exciting and we are always active and go to an after school club."
- "Teachers are lovely, supportive and friendly and really make the lessons fun."
- "Everything is great, it's fun, lots to do at lunchtime and they encourage me to do things."
- "We learn how to take care of ourselves and keep healthy."

#### **Staff:**

- "Healthy Schools is embedded in everything we do, we are about the whole child."
- "Our children are happy and confident."
- "Staff are very supportive of each other, work as a team and everyone is seen as equal."
- "The staff care and know the pupils well."
- "We like to look at every child as an individual and give them a voice."

#### **Parents/Governors:**

- "The overall ethos of the school is about being healthy, I love it!"
- "The school has an open door policy and we can come in to talk to staff."
- "The staff are great role models to the children; if my child needs help she gets help."
- "The school has a holistic approach to wellbeing and practises what it preaches."
- "My child loves PSHE."

## Areas for Development

In order to further embed and improve your Healthy Schools work, the following recommendations, as discussed in the verbal feedback, are made and should form part of your Healthy Schools action plan:

### General

- To ensure that the school environment actively promotes, reinforces and encourages healthy behaviours using a range of strategies such as personalised pupil displays and up-to-date posters to enhance the appearance and ambience of the school.
- To ensure that pupils are fully involved in their own learning through a wide range of mechanisms and feedback systems to allow pupils to have a stronger voice and influence in changes and decisions. These should be reflected in curriculum planning, teaching and learning and the whole school environment within PSHE and Physical Activity.
- To ensure that there is access to sanitary products and sanitary disposal units are provided in toilets used by girls aged 8 and above.

### PSHE

- To ensure that all stakeholders are engaged in a planned and systematic approach to monitoring and evaluating the PSHE provision, in line with all other curriculum subjects.
- To ensure that the school uses an effective method for recording pupils' progress and achievements in PSHE which informs future practice and is in line with the school's assessment policy.
- To ensure parents are regularly provided with clear and timely information on their child's learning in PSHE and to provide guidance on how to support them at home with signposting to relevant websites.
- To ensure that there is a planned, spiral and integrated curriculum for drug education in line with national guidance and that it meets the needs of all pupils.

### Healthy Eating

- To ensure that there is a planned spiral curriculum for healthy eating, cooking and nutrition in all year groups, which is delivered at least half termly or in blocks.

### Physical Activity

- To work in partnership with key stakeholders to achieve Modeshift STARS accreditation.
- To ensure that the school website includes a report on how the PE and Sport Premium funding has made an impact on participation and attainment.
- To ensure that there is a coordinated and planned approach to providing all non-teaching staff delivering or supporting physical activity with relevant CPD opportunities.
- To introduce more structured play opportunities at break times by utilising the physical activity resources available, ensuring that these are available to all pupils.
- To ensure that all pupils are actively engaged in decision-making about the types and variety of quality extra-curriculum physical activity clubs available to them.

Thank you once again to all concerned who took part in the reassessment process and for making me feel so welcome on the day. I wish you every future success and look forward to supporting you as you continue to embed whole school health processes and move onto the Health Champion Model.

Yours sincerely,

Steven Body  
PSHE and Healthy Schools Consultant