



Newcastle Healthy School Status

Good Practice Moderation Visit Report

School:	Wingrove Primary School
Head:	Jane Mullarkey
Healthy School/PSHE Coordinator:	Beth Reynolds
Date of Visit:	13 February 2020
Moderators:	Judith MacMorran, Advanced Health Improvement Practitioner, Public Health, Newcastle City Council
Others Interviewed:	John Rutter – PE Coordinator The school council Pupil advocates

Healthy School Good Practice Visit Overall Feedback

This report could help to contribute to evidence towards the Ofsted judgement for ‘personal development’ and ‘behaviour and attitudes’.

Overall Comments

Wingrove Primary School has demonstrated through a wide range of evidence and a comprehensive review, that it is a vibrant health promoting school which displays some exemplar practice. A strong, nurturing and inclusive ethos is in place, which is the foundation upon which teaching, and learning is based, supporting children to thrive. The school has high expectations of pupils and supports a growth mindset approach through enquiry-based learning, supporting pupils to ask questions and make choices. Wingrove Primary school recognises that improving health and wellbeing is core to helping pupils and staff reach their full potential and invests in a systematic whole school approach to addressing this.

The school works hard to understand and respond to the diverse needs of the pupils and the local community. It uses a responsive and targeted approach to identify and support vulnerable pupils and their families, building close relationships with parents, carers and the local faith communities. It provides a wide range of opportunities for pupils to have new experience which they may not gain at home.

Wingrove Primary School has an embedded whole school approach to supporting pupil health and wellbeing and is committed to continuous improvement. It is a very welcoming and friendly school where everybody feels valued. Pupils are engaged and listened to and those that I met on the visit were impeccably well behaved, thoughtful and a credit to the school. They described the school as a happy one where they feel safe.

The school clearly meets, and in many areas, exceeds the minimum standards required to gain Newcastle Healthy School Status.

Key to Report Headings

Thriving	Excellent successful and flourishing practice is clearly embedded with evidence of continuous improvement.
Maturing	Excellent and growing good practice is established and progressing further.
Developing	Evolving and emerging good practice is in place, with plans evident of how this will be improved further
For Development	Opportunities are evident of how current practice could be developed further to benefit pupil wellbeing

Culture

Key Issue	Thriving	Maturing	Developing	For Development	<p><u>Key Strengths</u></p> <ul style="list-style-type: none"> Vibrant, inclusive and embedded health promoting whole school ethos Comprehensive, progressive and exemplar approach to supporting pupil emotional health and wellbeing which includes mindfulness, counselling, the 'school dogs', worry and feelings boxes. Integrated support for pupils, including the most vulnerable. Strong and varied opportunities for pupils to broaden their life experiences and meet new challenges, including the continuously developing forest school and outdoor learning programme. Clear multi-strand approach to address behaviour incidents including bullying, of which pupils were fully aware. Developed and embedded child friendly anti bullying policy with visual reminders of this throughout the school. Good range of methods used to address digital safety, including the use of a theatre in education group. <p><u>Areas for Development</u></p> <ul style="list-style-type: none"> Opportunity to enhance the digital safety programme further by sharing with parents and carers the school's results related to digital safety from the pupil Health-Related Behaviour Survey, to enable them to better support their children's safe use of it.
Health Promoting Ethos	X				
Whole school approach to HWB	X				
Approaches to and support for emotional health and wellbeing	X				
Practice related to bullying	X				
Digital safety		X			

Environment

Key Issue	Thriving	Maturing	Developing	For Development	<p><u>Key Strengths</u></p> <ul style="list-style-type: none"> Clean and well-maintained school providing a stimulating health promoting learning environment, including an extensive range

Health promoting environment including displays and overall cleanliness	X				<p>of high-quality displays which support, reinforce and celebrate learning.</p> <ul style="list-style-type: none"> Well-planned outdoor area providing extensive opportunities for outdoor learning including forest school and physical activity. Commendable provision of cycles for pupils to use in school 'bikeability' training and during cycle trips, with the opportunity to extend their use further in the developing active school travel programme. Comprehensive physical activity programme, with clear evidence of regular pupil consultation and feedback which is acted upon to meet the identified needs of pupils. Well developed targeted interventions for the most inactive pupils. <p><u>Areas for Development</u></p> <ul style="list-style-type: none"> Whilst some excellent practice in terms of food in school is evident such as; senior leadership liaison with the school meal provider Chartwells, not permitting packed lunches in KS1, the provision of taster pots of new foods on the menus and monitoring of packed lunches by senior teachers, there is the opportunity to further develop and improve this. For example; review the use of high sugar cereals in the breakfast club; introduce a regular fruit shop initiative for KS2 pupils to encourage greater consumption of fruit and vegetables (Fruity Friday, Eat the Colours of the Rainbow challenges); continue to work with Chartwells to reduce the sugar content of the school meal offered for example, through one or two 'fruit and low sugar yogurt only' dessert days, provision of a savoury starter only on occasion in place of dessert; and displaying pictures of healthy foods around the serving hatch to help reinforce curriculum learning. Further clarify the packed lunch policy with pupils and parents in relation to what defines a chocolate biscuit, as pupils were unclear about this. In time, aim to move to a position where these are permitted only once a week and eventually not at all.
Food in school practice, including packed lunches			X		
Provision of physical activity opportunities (not PE)		X			
Supporting inactive pupils	X				
Active school travel, including link to improving air quality				X	

					<ul style="list-style-type: none"> Despite most pupils living very close to the school, a significant number are driven to school. The new air quality monitor is providing an opportunity to further develop work to encourage more active school travel and educate the whole school community about the benefits of this, both health and environmental. The Modeshift Stars programme provides a systematic approach to increasing active school travel. A daily travel tracker and regular walking programmes such as, WOW (Walk on Wednesday) and 'park and stride' could be introduced. The school is also encouraged to take part in national Clean Air Day each June.
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Curriculum

Key Issue	Thriving	Maturing	Developing	For Development	<p><u>Key Strengths</u></p> <ul style="list-style-type: none"> Well embedded, developed and embedded PSHE programme of study clearly mapped across the whole curriculum with clear monitoring and progression. Effectively coordinated by a passionate and progressive leader. Clearly prepared for the new statutory RSHE curriculum (September 2020). Comprehensive inclusive spiral relationships and sex education programme, including liaison with parents and carers. A Stonewall Champion school which encourages children to be allies and supports them for life in an inclusive and diverse society. Strong links with Newcastle PE and School Sport partnership Wide range of data collected regularly from pupils and parents/cares used to identify and meet needs. <p><u>Areas for Development</u></p> <ul style="list-style-type: none"> Opportunity to enhance the use of data collected from the pupil Health-Related Behaviour Survey, by showing parents and
PSHE	X				
Relationships and sex education, including inclusivity	X				
Timetabled physical activity provision for all pupils	X				
Effective use of data to support pupil wellbeing and PSHE		X			

					<p>carers some short films of the city-wide results to support their understanding of pupil wellbeing.</p> <ul style="list-style-type: none"> • Potentially gain recognition for being an inclusive Stonewall school which celebrates diversity by engaging in the Rainbow Flag Award.
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Engagement (Pupils, parents, staff and community)

Key Issue	Thriving	Maturing	Developing	For Development	<p><u>Key Strengths</u></p> <ul style="list-style-type: none"> • Well-developed mechanisms in place to engage and involve pupils, including an active and responsive school council who were able to describe their achievements to date clearly. Additionally, active West End Schools Trust Council with key focus on environmental issues. • Excellent engagement with parents/carers, inclusive of different faiths and nationalities, reflecting the local diverse population and helping to meet their needs. The provision of mums' fitness sessions is encouraging those who may not otherwise take part in activity to do so, helping them to display healthy practice to their children. The Family Support Worker is helping to work with the most vulnerable. • Pro-active engagement with a wide range of external agencies evident which help to enhance teaching and learning e.g. Change4 Life West Newcastle. • Progressive clear Trust wide plans in place to develop the Zone West Childrens Community. <p><u>Areas for Development, including pupil suggestions</u></p> <ul style="list-style-type: none"> • To support the further development of pupil voice, add a simple 'You said, We Did' section to the school council notice board to improve pupil feedback mechanisms. • Explore the school council's suggestions (all unprompted) for making the school healthier, as follows;
Pupil engagement, including; school council, mechanisms for feedback and acting on this	X				
Effective use of external visitors and liaison with supporting agencies	X				
Engagement of parents and carers		X			
Engagement with the wider whole school community	X				
Use of digital media within engagement work		X			

					<ul style="list-style-type: none"> ○ Bring back the travel tracker and do more to increase the number of pupils who walk to school ○ Have a permanent year round external table tennis table. ○ Stop allowing chocolate bars in packed lunches
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Key Contacts to Support Development Identified on Visit

- Air quality resources: <https://www.cleanairday.org.uk>
 - Rainbow Flag Award: <https://www.rainbowflagaward.co.uk/>
 - Modeshift Stars (active school travel programme) <https://www.modeshiftstars.org/> Contact for free support: Cheryl.ford-lyddon@newcastle.gov.uk
 - Link to the Health-Related Behaviour Survey short films: <http://www.servicestoschools.org.uk/Page/7404> **NB: View in Chrome or Microsoft Edge (not Explorer)**
 - Sugar Information
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I thoroughly enjoyed my visit and would like to thank the pupils and staff for making me feel so welcome. Wingrove Primary School is clearly a happy healthy school, which thoroughly deserves Newcastle Healthy School Status. I and my colleagues look forward to continuing to work with the school on Healthy School Plus.

Thank you for all your efforts to improve pupil health and wellbeing.

Judith K MacMorran

Judith MacMorran
Health Improvement Practitioner (Advanced)