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Crawshaw Healthy Schools Visit MindMate Friendly Assessment Visit

Dear Ms Wearing and Mr Daly,

Thank you for inviting me to externally validate for Healthy Schools at your school on July 4th 2023. I had a valuable day in school talking to parents & governors, students and staff and was made to feel very welcome. Please convey my thanks to everyone who made the visit enjoyable

I can confirm that the visit was successful and am therefore pleased to inform you that Crawshaw Academy has gained Healthy Schools Status. This is valid for three years from your self-validation date. The Crawshaw Academy is also a MindMate, PSHE and Active Schools Friendly setting.

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, parent survey, a tour of the school, secondary sources and a timetable of interviews. Interviews took place with a range of stakeholders including the Healthy Schools lead, the Headteacher, Senior Leadership Team (SLT), parents & governors, teachers, non-teaching staff and a range of students.

Strengths

General:

- Healthy Schools is extremely well led and managed by Jane Wearing, who has a real passion for, and commitment to, developing a whole sense of good health in all areas of school life.
- The school has a holistic approach and vision for investing in the whole child and the health and wellbeing agenda. This is evidenced through the desire to promote good student wellbeing, which is thoroughly supported by all of the leaders across the school.
- The school's strong pastoral care, community ethos and caring nature are felt the moment you enter. There is a warm, welcoming and nurturing ethos which is student-focused, and all of the staff made me feel very welcome.
- All stakeholders interviewed commented that the overriding strength of the school is that it is very inclusive and extremely supportive to all. Staff work hard to provide all students with a positive and fully inclusive learning experience.

- Members of the student leadership council, who showed us around their school, reported how proud and privileged 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, polite and friendly and demonstrated that health messages are understood and that this is impacting on their lives. All students we observed were behaving well and the atmosphere in school was calm and purposeful.
- Student voice and engagement with students across the school is strength. The School Leadership are important stakeholders but students are provided with numerous opportunities to express their views on how to improve things at this school. Extensive work carried out in the toilet areas and successful changes to lunchtime are a direct result of student voice.
- Staff dedication and contribution to school life at Crawshaw Academy are real strengths and they do go the extra mile to improve students' lives and to make sure they are well supported. There is a good team ethos amongst the staff; they are very friendly and supportive of each other, happy and very approachable. Staff work hard to provide all students with a positive and fully inclusive learning experience. They are highly motivated to raise aspirations and believe in the benefits of improving the health and wellbeing of all students to improve academic achievement. Staff know their students and families well and do what is right for them and their community, which ensures everyone feels safe and valued.
- The school's learning environment is very calm, clean and promotes positive health and wellbeing messages. This is evident through the varied, engaging and aspirational wellbeing messages and displays throughout the school.

PSHE:

- The profile of PSHE has risen in recent months with its overarching aim to provide students with the skills for the future. The Curriculum for Life (CFL), the school's term for PSHE, is a well-delivered curriculum which is valued and supported by the headteacher, a specified PSHE governor and all members of the school community. Students feel the CFL is both well planned and taught well across school.
- PSHE provision is now embedded in the curriculum, with teachers delivering PSHE through a fortnightly timetabled form lesson for all students, with extra lessons in identified year groups, with linked assemblies and visitors.
- This provision is supported by the CFL Ambassadors, a student-initiated role. These ambassadors for PSHE support the CFL and the PSHE lead through signposting, assemblies and student voice and support.
- Work in CFL is celebrated, alongside other subjects, through the usual school rewards routes and the end of year prizes at Speech Day.
- Long-term subject planning and year group journeys, lesson planning and resources are effectively organised and planned by the PSHE lead and are freely available for staff to access prior to delivery. The spiral curriculum offered is very much student focused and offers real life skills, often linked to safeguarding and risk taking and decision making. The curriculum is fluid for new and current issues to be tackled as they happen. The school is keenly aware of local and national issues which may need addressing such as gangs and knife crime. The school uses local police and safeguarding data to support teaching in PSHE.
- The school also uses the My Health, My School survey to collect pupil perception data and identify subjects which need more focus.
- Staff are engaged and feel confident and competent to deliver the subject and lead discussions on a range of sensitive issues. The PSHE lead will ensure staff are confident in delivering more sensitive subjects at staff briefing.

- Students clearly enjoy, appreciate and recognise the importance of this subject. They could describe in detail, what they have learnt, citing many examples of lessons which either piqued their interests or would be useful for their future. They are very clear that PSHE is useful and helps inform the choices that they make and they know where they can get relevant support.

Social, Emotional and Mental Health (SEMH):

- SEMH is high on this school's agenda and is thoroughly supported by the Senior Leadership Team. There is a whole school approach and staff are fully committed to ensuring the very best pastoral support is available, through a range of provision.
- There is in-house pastoral care provision to develop and promote emotional wellbeing through the Thrive team, who are all very approachable, passionate, valued members of the school and who oversee both targeted and individual support for students, which they do very well. Their approach is flexible, according to need and the parents I spoke to were appreciative of the supportive their children, and themselves, had received.
- There are clear and effective pathways and referral systems in place to identify, report, track and support students in relation to supporting their SEMH in school. Staff all use CPOMS and the Pastoral team meets regularly to identify and discuss emerging student needs and this ensures good communication throughout the school about who requires additional support with structured interventions matched to their individual needs. For example, pupils who may find it difficult to access a full day in school may attend sessions in the Bungalow to stay in touch and to support continued learning. There is a fully funded breakfast session for targeted pupils to access to ensure they are ready for school.
- The school also benefits from support from the Pudsey cluster and MindMate. This has included sessions to support parents around teenage mental health and group support for pupils experiencing emotionally based school avoidance.
- The school invests a lot of time and effort in planning a well thought out transition plan for all new students to the school and offers extra transition visits to identified pupils through 1-2-3 days. Staff visit feeder primary schools and there are supporting videos available on the school website. School decisions, such as planning lunchtime and breaks take into account the younger pupils and how best to support them.
- SEMH is continually being developed and the PSHE coordinator ensures that there are many opportunities through the universal offer. In September the curriculum is focused on emotional literacy and students are supported throughout the year to identify and discuss feelings and emotions. The students we met were well behaved, and showed respect and empathy for others and were very friendly.
- All staff spoken to reported that the school is supportive of their wellbeing. The new HR lead has put together a Wellbeing Committee, there is an annual survey to collect staff voice about wellbeing and Mental Health first Aiders to support and signpost. Staff voice has recently led to a refurbished and reorganised staff room which staff are clearly pleased with. There is a strong team culture and ethos and staff spoke of the support they received from each other.

- **Physical Activity:**

- Physical Activity is well led and managed and supported by staff who are invested in embedding a positive physical health message for life. The lead is proactive and has a good vision and action plan for the future. He is fully supported by the head teacher and SLT and has created a good ethos for sport and play within the school.
- This ethos is also fully supported by a highly dedicated and aspirational team that act as key role models for students. This means that the profile of the subject is high and inspires confidence in students to perform. The students spoken to commented on how much they enjoy PE and the variety of sports and activities on offer.

- The curriculum is well planned, and a range of sports is offered to respond to the needs of all students. Key Stage 3 students are provided with 2 hours of timetabled Physical Education (PE). Key Stage 4 students have core PE with the option to also complete GCSE PE.
- Piloting the miMove app over COVID was a successful way to engage students in physical activity out of school and to collect data around students' feelings about fitness and wellbeing. Since Covid the app has been instrumental in encouraging and tracking physical activity in and out of school and supporting a redesign of the PE curriculum.
- The school enriches the curriculum by offering students an extensive range of high quality extra-curricular physical activity opportunities, such as dance, netball, and football and rugby for both genders and uptake is good. The new Astro turf means these skills can also be practised at break and lunchtimes on a rota system.
- The curriculum team has developed several strong partnerships with numerous clubs and external agencies to enhance PE and Physical Activity for all pupils. The school is supported by Leeds Rhinos and the Well School Partnership, the John Charles Centre for Sport supports activities for SEND pupils.
- There is a strong school culture of engaging in sport and therefore the participation level is high, with the focus being on enjoyment and participation, rather than elitism. The school competes in a wide range of competitions, which are offered to both girls and boys.

Healthy Eating

- The quality of the school meals here are excellent. Meals are hot, flavoursome, look attractive and appetising and are enjoyed by all members of the school community. There is a variety of healthy daily menu options available, including options for vegetarians.
- The chef, who has a wealth of knowledge and skills, has really been influential in the success of the meals. He has raised the profile of healthy school meals through various events and continues to engage and consult with students and staff about how to improve the menu.
- The school has an appealing dining area. It is light, airy and clean and contains three serving outlets for flexible eating such as jacket potato and sandwich bars as well as the main serving area. The students can also 'Grab and Go', supporting pupils wishing to engage in lunchtime activities. The food is very well presented at each service counter, which is well-managed allowing students to get food quickly without excessive queuing time. Pupils can also pre-order food to collect at lunchtime.
- There is a very calm atmosphere at break and lunch times 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 students' social skills. Menus are always promoted via the TV displays around the school which are easy to read, contain real images of the food on offer and promote healthy eating.
- School meals are becoming a real success at this school with Free School Meal (FSM) uptake numbers increasing. This reflects the financial investment, hard work and commitment the school food team has put into improving the quality of the food served and the dining experience over the last twelve months, something students and staff really appreciate.
- The school has a food Instagram page which allows the chef and team to share the lovely food on offer and also events and activities linked to healthy eating.
- The school offers a cashless system to purchase items to ensure there is no stigma attached to FSM students, who are monitored daily to ensure uptake continues to rise.
- The Healthy Eating lead 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. All students receive a healthy eating curriculum in Key Stage 3,

followed by the option of continuing with it as a GCSE option. This curriculum is outstanding, it is extremely well planned and broad, covering such topics as sustainability and body image as well as cooking and nutrition.

- All work on food and healthy choices is supported by a clear, concise and well written Whole School Food Policy.

Quotes from the visit

Students:

“The staff try hard to make things fun and interesting.”

“The food is much better now.”

“There are loads of sporting opportunities. The new astro turf is good.”

“There are a good variety of activities on offer which can inspire you to join a club outside of school.”

“I really like being able to choose what I do for PE; we have loads of options.”

“I love going into the library at lunchtime, we are creating our own version of the Leeds Book Awards.”

“I found the CFL lessons on how to write a CV and how to manage money really helpful.”

“We are given lots of information about where to go to get help.”

“It’s great to have the trips back after Covid. We have some really good ones.”

“I love the productions that we do. Anyone that wants to be involved can; it’s really inclusive.”

“There has been a push on girls sports such as football and cricket.”

“I think the CFL Ambassadors are a really good idea. I shared my views of what I thought was important to cover and I was really happy that I was listened to.”

“There is always someone that you can go to.”

“We have really good assemblies that link in with CFL. The staff always make sure that they finish on a positive note.”

Staff:

“Hollie has made a huge difference. She is really aware of staff wellbeing.”

“The catering staff have made a massive difference at lunchtimes. They have made such a difference.”

“We are working hard to pull together the wellbeing support areas. We want everyone to know the students, especially those who need extra support.”

“The reason this framework (Healthy Schools) works here is because of Jane (Wearing). She is responsive to need and very good at recognising what the issue is.”

“We are all thinking more broadly about what ‘healthy’ is.”

“I love the staff I work with here. It’s a warm, supporting and encouraging team. There is always someone there.”

“The staff here genuinely care about the pupils and their colleagues.”

Parents and Governors:

“The staff’s willingness and dedication to the wellbeing of the students is one of the best things about this school.”

“The school is responsive to issues and problems in the local area.”

“The care and support my child has had is outstanding, I can’t fault it. He knows who to speak to, the staff are all approachable, he will say if he needs help.”

“The Breakfast Club and the support from the Learning Support Centre is great. It really helped my son and made him feel safe.”

“The transition between primary school to year 7 is really good. It worked well for my child. The summer sessions and after school meetings helped.”
“Mrs Bentley and her team have been really good with my son.”

Areas for Development

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

SEMH

- To review and update the school behaviour system. This has been identified by all stake holders as a priority from September.

Healthy Eating

- To continue to work with Siobhan, the Health and Wellbeing lead for School Food, to increase student voice in relation to school food and to ensure school food standards are adhered to at all times of the day.

Thank you once again to all concerned who took part in the reassessment process and for making me feel so welcome on the day.

Yours sincerely,

Gill Mullens
Healthy Schools Advisor