

Healthy Schools whole school review

This template encourages you to think through and record your school's provision for children and young people's health and wellbeing. The review is organised under nine headings:

1. Leadership, management and managing change
2. Policy development
3. Learning and teaching, curriculum planning and resourcing
4. School culture and environment
5. Giving children and young people a voice
6. Provision of support services for children and young people
7. Staff continuing professional development (CPD) needs, health and wellbeing
8. Partnerships with parents/carers and local communities
9. Assessing, recording and reporting the achievement of children and young people.

This template suggests a series of questions for self-review, all of which can be edited to suit your own school context. You may wish to use the template to record your school's provision.

1. Leadership, management and managing change

1.1 - How does your school provide the leadership to create a positive environment that promotes health and wellbeing?

MISSION STATEMENT

At St Margaret's School, we recognise the importance of aiding our pupils on their spiritual journey, and aim to provide a firm grounding in Christian faith and values, worship and prayer. In recognition of the multi-faith society in which all children are growing up, we aim to offer children the opportunity to develop an understanding of, and respect for, other world faiths and cultures.

We aim to promote excellence in all areas of school life, enabling pupils to reach their full potential, physically, spiritually, academically and socially in a caring Christian environment, with an emphasis on mutual tolerance and respect.

We aim to organise the management of the school and its finances so that the resource provision is used to its maximum, ensuring the whole curriculum is delivered effectively, enabling each pupil and member of staff to reach their full potential, and to realise their unique value as members of God's family.

St Margaret's values, and aims to strengthen, the relationship between the Church, School and Local Community. We acknowledge the essential partnership between home and school, and aim to provide a welcoming environment for parents, carers and visitors.

Christian values will influence every aspect of the relationships between Governors, staff, pupils, parents and our dealings with the wider community, and the fullest participation of all will be encouraged.

****Mission Statement****

Growing spiritually together everybody matters and anything is possible.

****OUR AIMS****

****Safe and secure place to be**

****Trusting in one another**

**Making a difference every day

**Achieving, enjoying and celebrating together

**Respect and acceptance of others'

**Attitude and behaviour matter

**Responsibility for our actions

**Everybody is valued

**Team work brings...

**Success in our school!

Prospectus

Our prospectus can be viewed on our school website.

Staff and children and young people well-being projects

All children take part in regular PE activities including outdoor games lessons when the weather allows.

Team sports are taught within games lessons, and the school runs competitive teams in football, athletics and rounders as voluntary out of school clubs. Swimming lessons are provided for all children in Year 4.

The school has a Breakfast Club which meets in the school hall each morning between 8.00am and the start of school. Children are welcome to use this facility as required. We serve a variety of breakfast type foods and drinks and there are choices of activities for the children to enjoy before the start of the school day. A small daily charge is made to help with the running costs.

Before and After school clubs are available for different ages of children including film club, art club, 'mathletics' club and dance clubs to name just a few.

After school care is also available, located away from the school, but with a 'walking bus' supervising pupils going to this facility.

We take part in a variety of different sporting activities as a school each year, and children are encouraged to join in as appropriate.

Music tuition takes place in school, and lessons are offered when available for: choir, woodwind and violin.

In addition a variety of other clubs and activities take place at different times of year.

Educational visits are part of school life, and are usually paid for by the voluntary donations of parents, as per the Governors' Charges and Remissions policy document, copies of which are available from the school office. Year 6 pupils are offered the opportunity to take part in a residential visit, linked into their curriculum.

Minutes of governors' meetings

Minutes are taken at each Governors meeting by Rochdale Authority and sent to us through internal post.

Governors meetings are held every term.

Resource and curriculum sub committee meetings are held in between each Governors meeting.

Minutes from each meeting are held in the Head Teachers room.

1.2 - Who are the lead members of staff responsible for aspects of health and wellbeing at school? (for example PSHE education, healthy eating, physical activity)

PSHE education

Karen Murray Co-Ordinator for PSHE and Healthy Schools.

Each class teacher is responsible for delivering the PSHE curriculum in school.

Physical activity

Claire Burrill PE Co-Ordinator

Lee Naylor Play and Sports Organiser

Each Class Teacher shares the responsibility for the planning and delivery of physical education in school.

Emotional health and well-being (EHWB)

Karen Murray Healthy schools Co-ordinator

Michael Roberts Learning Mentor

Maxine Beresford Head Teacher

Healthy eating including all current food standards

Karen Murray

Maxine Beresford Healthy eating including all current food standards

Irene Harrison School Cook

2. Policy development

2.1 - What are the key health and wellbeing policies at your school? (for example sex and relationship education policy, anti-bullying policy, drugs policy, healthy eating)

You may wish to list these and keep a note of the date each policy is next due for review.

Safeguarding

Sept 2013- version 3 –LA: Sept 2015

Physical activity

Mar 5 2010 : May 4 2012

Behaviour and rewards

Sep 30 2011 : Sep 30 2013

Visitors

Nov 2012:Nov 2013

SEN, Disability and Inclusion
May 10 2012 : May 10 2014

Confidentiality
Sep 30 2011 : Sep 30 2013

Sex and relationship education (SRE)
Jul 1 2011 : Jul 1 2013

Anti-bullying
Sep 18 2011 : Sep 16 2013
Drugs
Sep 28 2011 : Sep 28 2013

No smoking policy
May 3 2010 : May 3 2012

Food policy
Nov 2012:Nov 2013

PSHE education
Sep 7 2011 : Sep 7 2013

Monitors menus and food choices

Teachers communicate closely with kitchen staff about what food choices there are for children especially those with allergies etc.

Our school cook and kitchen staff monitor what the children are eating on a daily basis and if there is an issue this is reported back to the class teacher who in turn speaks promptly to parents.

We have regular class/school surveys about school menus and what healthy food the children would like to eat. This is also done through school council meetings in school.

New intake parents are invited to taste school meals.

Leaflets and information has also been sent home to parents about healthy packed lunches and this is also monitored

and addressed if needed.

After the survey has been completed this is then used to inform the kitchen cook on children's healthy menu choices. The children are then also offered theme days to help them to experience a range of different healthy tastes and options. This we hope will encourage children to take the option of a healthy school dinner instead of a packed lunch. Our food policy is in line with the current School Food Trust guidelines. We have a 3 week menu which all parents receive, this sets out what the different choices are each day. Our school cook ensures that only 2 fried or prefried products are on the menu each week and that there is plenty of home made products on the menu.

Our cook has a handbook specifying what quantities of for example cheese must go into each portion and this is followed very carefully.

A salad bar is available every day to encourage children to eat their 5 a day.

2.2 - How does your school consult people when reviewing any of these policies?

Work/lesson/assessment scrutiny takes place by subject leaders this results in any necessary changes being made to our school policies.

Consultation with the Head/Deputy and Governors regarding any changes to policies that have been made.

Each policy is given a review date but policies are changed and reviewed if necessary before this date.

3. Learning and teaching, curriculum planning and resourcing

3.1 - How does your school monitor and evaluate PSHE education provision to ensure the quality of learning and teaching?

Lesson observations the results of which are fed back to staff, SLT and Governing Body.

The observation information is then fed into the new subject action plan.

Work/planning scrutiny takes place monitoring the progress the children make and also that all areas of PSHE are being taught.

3.2 - How do subjects of relevance to health and wellbeing meet the learning needs of children and young people in your school in line with current best practice?

Physical health and well-being

This is the curriculum we deliver. Alongside this we have many sporting after school clubs and Reception have access to continuous provision for physical development.

Personal hygiene

Reception -Topic on ourselves – washing hands after toilet use

Year 1- To begin to make healthy choices e.g. washing hands

Year 2- Need to keep clean

Year 3- Respecting your own body

Year 4- More responsibility for personal hygiene – preventing spread of bacteria and viruses

Year 5- Developing responsibility for personal hygiene

Year 6- Continuing responsibility for personal hygiene

Healthy lifestyles

Reception/ year 1- Understand why our heart beats faster when exercising

Year 2- What happens to our bodies during physical activity

Year 3- Benefits of physical activity

Year 4- Benefits of healthy lifestyle

Year 5- Develop positive attitude about caring for health and well-being

Year 6- Make positive contribution to healthy lifestyle by increasing physical activity

Healthy Eating

Healthy Eating What should we eat to keep healthy? Taught in Reception

To begin to make healthy choices e.g. eating healthy food. Taught in Year 1 and reinforced throughout Year 2 and KS2.
What will happen if we do not eat healthy food. Taught in Year 2 and Reinforced through KS2
Benefits of healthy eating, making own choices about healthy food. Taught in Year 3 and reinforced in KS2
Use of appropriate procedures to prevent spread of bacteria and viruses taught in Year 4 and reinforced in upper KS2
Informed choices about healthy eating taught in Year 5
Informed choices related to food taught in Year 6.

Also at lunchtime children are given a choice of healthy food the menus are discussed with school council and this is fed back to each year group.

Emotional health and well-being including anti-bullying and social and emotional aspects of learning (SEAL)

At St.Margarets we deliver the SEALs curriculum in Key Stage 2 introducing the theme for the half term in assemblies. This is then delivered throughout circle time and PSHE sessions in KS2. Other PSHE resources are used to support lessons when needed.

In the Foundation Stage and KS1 the children participate in Webster Stratton Dinosaur school. We address issues as they arrive in each year group.

We participate in Anti Bullying week undertaking a range of anti-bullying activities during the week.

In Reception the children have a special friend each from our Year 6 class. The children in Year 6 help the children to have a smooth transition from nursery in September.

Year 5 children are also given training to be buddies in the infants at playtime and dinnertime. They are given training on how to deal with bullying and incidents when children are without a friend at playtime. This is a yearly programme.

PSHE education including sex and relationship education (SRE) and drug education

This is the scheme of work we have for the school. I have also put it in supporting files.

RECEPTION YEAR 1 YEAR 2 YEAR 3 YEAR 4 YEAR 5 YEAR 6

Emotions To learn some of the different emotions which people can demonstrate

Dealing with conflict To begin to cope with changes in their lives. To learn how their behaviour can affect others.

Friends Looking at my friend – how they different from me?

Media and retail

Behaviour

Personal hygiene:

Topic on ourselves – washing hands after toilet use.

To begin to make healthy choices e.g. washing hands.

Need to keep clean.

Respecting your own body More responsibility for personal hygiene – preventing spread of bacteria and viruses

Developing responsibility for personal hygiene.

Continuing responsibility for personal hygiene

Healthy Eating

What should we eat to keep healthy?

To begin to make healthy choices e.g. eating healthy food

What will happen if we do not eat healthy food?

Benefits of healthy eating, making own choices about healthy food.

Use of appropriate procedures to prevent spread of bacteria and viruses Informed choices about healthy eating

Informed choices related to food

Medicines

Talk about what we should not put in our mouth.

To begin to understand the role medicines play in illness and being well.

Linked with science – medicines being put out of sight, dangers of taking the wrong medicines.

Simple rules about medicines, how they can be helpful and harmful, safe storage and handling of medicines.

Follow simple instructions on how to take medicines.

Appropriate measure to safeguard against potential risks of new technology

Safe places

Road safety input.

What happens in dangerous situations?..

Safe places to play – ways of resisting unwanted physical contact.

To make informed choices related to safety,.

Keeping safe in risky situations

Parts of the body

To begin to name some of the main parts of the body.

To understand how humans grow and change.

Look at diversity of humans.

Discuss what helps disabled people to manage.

External parts of the body named.

Some secrets and touches are inappropriate.

Physical and emotional changes which occur.

First Aid procedures

Look at risks to one's health – ways to avoid them.

To take responsibility for themselves and others.

Ability to follow basic first aid procedures, including recovery position

Emergency services

To learn their name and address in case of emergencies.

What are the emergency services?

What do they do?

Procedures in the event of an emergency.

How to use them appropriately.

Respond appropriately to emergency situations.

Respond appropriately to emergency situations.

Work of Crucial Crew.

Physical activity

Understand why our heart beats faster when exercising.

What happens to our bodies during physical activity?

Benefits of physical activity.

Benefits of healthy lifestyle.

Develop positive attitude about caring for health and well-being.

Make positive contribution to healthy lifestyle by increasing physical activity.

Drugs

Look at 'hazards in the home' i.e. cleaning fluids, tablets, medicines and bleach, etc if used incorrectly.

What to do if syringes or needles are found.

Ways in which drugs can alter life, medicines/prescription drugs from doctor.

Which common substances are drugs?

Effects of common substances on the body.

Laws related to drugs including alcohol, tobacco and cannabis, in school and society.

Why people use solvents and the effects of these substances.

Effects and consequences of alcohol, tobacco and cannabis use.

School rules relating to legal and illegal drugs.

Range of illegal substances and the risks relating to these.

Smoking, alcohol and substance misuse.

Strategies for coping with media pressures and peer influence to experiment with substances

Why people use alcohol, smoke, or other substances and the effects of these.

Sex Education

Parts of the body- to begin to name some of the main parts of the body.

To understand how humans grow and change.

Look at diversity of humans.

Discuss what helps disabled people to manage.

External parts of the body named.
Some secrets and touches are inappropriate.
Physical and emotional changes which occur.
How a foetus develops and grows in the womb and how babies are born.
Changes that occur at puberty and why they occur.
Understanding of human reproduction.
Awareness of being a parent.
Know about conception, pregnancy and birth and ways of choosing not to have a baby.
Where to get appropriate help and advice.

Global issues

To begin to learn something about their immediate area.
How to care for the local environment.
To develop awareness of being part of the wider community.
To become involved with community and voluntary groups.
Choices made to conserve energy and to protect the environment Active role in conserving the environment.
Improve quality of environment,
Laws and society
Rules and how we make them.
Understand democratic processes.
Diversity and differences in community.
That conflicts increase as you get older.
Who maintains the law and why people break it and the consequences.
How democracy has developed in this country.
Role of voluntary and community pressure groups.
Parliament and MPs.
Know about democracy and how it operates at local level – local council.
Understand role of MPs and structure of Parliament, Appreciate how its decisions affect individuals and communities.

Charities and organisations

Learn about work of Christian Aid Develop understanding of range of aid organisations Appreciate and empathise with work of aid organisations and charities – understand the need and role Appreciate and empathise with work of aid organisations.

3.3 - How does your school ensure structured physical activity is available for all of your children and young people?

Every child gets the weekly allowance for PE.
We closely follow the national curriculum ensuring breadth of study.
Reception/Year 1/Year 2 all have access to our outside provision.
We have additional activities within the school day.
Alongside this we also take part in lots of sporting tournaments and festivals.
Swimming for Year 4 pupils on a weekly basis.

4. School culture and environment

4.1 - How does your school culture and environment enable engagement of the whole school community? (especially children and young people in challenging circumstances and those with access issues)

We have a commitment to providing our children with a range of quality experiences (Specialist artists working with children in school, special curriculum weeks, visits to Arts provision, visiting theatre companies)
ICT provision is now networked with full access to the Internet. Interactive whiteboards are provided in every classroom.
We have three trolleys with laptops that give easy access to ICT in the classroom.

The Learning Mentor role within the school enables children who would otherwise be at risk of exclusion to be supported, and provides for a link person with the many outside agencies with whom the school works.

There is a consistent approach towards rewarding good behaviour in school and challenging and helping those whose behaviour is poor. An emphasis is placed on recognising and rewarding the vast majority of pupils who behave well and making sure that their demeanour is a positive role-model for others to emulate. As a Christian school we also model, whenever possible, 'forgiveness', in that every day is a fresh start for each child even when things have gone wrong previously. (Rewards and behaviour policy; Classroom behaviour ladders and Clouds/Sunshine for KS1)

Role of Learning Mentor developed and improved, working in class supporting children as opposed to dealing with

children taken out of class.

Effective use of Mentor in engaging 'hard to reach' children in the classroom.

CAMHS involvement with identified children.

CAF completion.

UNICEF rights and responsibilities involvement.

4.2 - How does your school environment promote health and wellbeing? (for example through access to clean and palatable drinking water and access to healthy food and drink in line with best practice)

Physical

Further provision at lunchtime, allows for an improved staffing ratio to lead varied activities and games to ensure higher standards of behaviour and involvement in worthwhile purposeful activity.

We have an adventure playground in KS1 and KS2 play ground to encourage positive play.

We have a wide variety of after school clubs which children can attend including dance, film club, football, games club, etc.

Every class room has clean drinking water available through a tap.

Every child has a drinking bottle. The bottles are cleaned at home and the children are encouraged to change the water daily, to make sure each child has access to clean drinking water.

Emotional

There is a consistent approach towards rewarding good behaviour in school and challenging and helping those whose behaviour is poor. An emphasis is placed on recognising and rewarding the vast majority of pupils who behave well and making sure that their demeanour is a positive role-model for others to emulate. As a Christian school we also model, whenever possible, 'forgiveness', in that every day is a fresh start for each child even when things have gone wrong

previously. (Rewards and behaviour policy; Classroom behaviour ladders and Clouds/Sunshine for KS1)

We also have a school based counsellor who is available on a weekly basis for staff to refer pupils with emotional issues, with parental consent.

The Christian focus of the school allows the school community to come together with parents, carers, governors and members of the church congregation to worship regularly and also to celebrate the major religious festivals of the church year.

Playground Buddies are trained within school and support KS1 children at lunchtime to have a quality experience.

We have a strong behaviour policy which is followed by every member of staff to encourage good behaviour.

Our Learning Mentor takes small groups of children who display challenging behaviour out of class to teach social skills and give emotional support.

Each classroom has a sanction display to remind children how to behave.

School Council and School Prefects have a display dedicated to promoting good behaviour and to give emotional support to children.

We have a weekly achievement assembly celebrating the many achievements taking place in our school. We have a weekly A Team awards party for our Star of The Week Students. We have many rewards for individual and class attendance.

5. Giving children and young people a voice

5.1 - What systems and processes are in place to ensure the views of all children and young people are reflected across all areas of school life? (for example curriculum and policy development, environment and behaviour)

Learning and teaching

We have a dedicated School Council who we consult about any changes around school regarding the teaching and learning that takes place and school improvement.

We have a School Council suggestion box that children put in issues that some children may not be happy discussing face to face.

The Head Teacher and Learning Mentor hold regular meetings to discuss any issues that children may have about their learning and the teaching that takes place.

Subject leaders regularly hold pupil consultations to discuss successes and anything that children think needs addressing within the curriculum.

All teachers ensure that pupils are involved in making appropriate decisions about curriculum, teaching and learning through our AfL approach.

Pupils are given responsibility for their own learning and they are fully involved in assessment and target setting. This involvement makes a very good contribution to our ethos and to the quality of our provision.

Greater input to the curriculum

We have a dedicated School Council who we consult about any changes around school regarding our school curriculum.

The Head Teacher and Learning Mentor hold regular meetings to discuss issues around our curriculum.

Subject leaders regularly hold pupil consultations to discuss successes and anything that children think needs addressing within the curriculum.

In our Foundation Stage and Key stage 1 classrooms teaching is very much child led and if a child expresses an interest in one area of the curriculum the teacher responds to this.

Personal development and well-being

The School Council, Young People's Forum, assembly and circle time provide all pupils with an excellent opportunity to take responsibility and participate in decision making. The outcomes contribute to the quality of teaching, learning and curriculum. This process is a valuable part of our ethos.

Visitors to school help to deliver a positive ethos e.g. police, fire service etc...

The school is a harmonious, Christian community where usually people get on well together, care for one and other and learn well to respect differences.

Through the curriculum, teaching, learning and life of the school we ensure that pupils have a good understanding of their rights and responsibilities.

5.2 - How does your school respond to the needs of all children and young people, including those who are less vocal and visible?

Good opportunities are provided for pupils of all ages to take on positions of responsibility and leadership in the school and in a wide range of activities. This makes a valuable contribution to our ethos and quality of provision.

The School Council, assembly and circle time provide all pupils with an excellent opportunity to take responsibility and participate in decision making. The outcomes contribute to the quality of teaching, learning and curriculum. This process is a valuable part of our ethos.

Pupils are given positions of responsibility – Head Boy, Head Girl, Prefects, Monitors, School Council Reps, Buddies, and Special Friends.

Year 6 pupils act as a Special Friend to care for a new Reception Year pupil on his or her first arrival at the school.

Playground buddies support enjoyable active lunch breaks.

Play worker in place supporting games and activities at lunchtime and in PE/Games lessons.

5.3 - What opportunities are there for children and young people to develop responsibility, build confidence and self-esteem?

The children are involved in their own fund raising initiatives (chocolate tombola, cake stall , Easter egg raffle)

Pupils are encouraged to have aspirations and they are taught to make the link between hard work, perseverance and success.

Social skills are developed well so that learners can work collaboratively and become useful members of a group.

ICT skills are taught and enable learners to be confident in developing their knowledge, skills and understanding of technology in a changing world.

The teaching and learning of basic skills is given great importance within the curriculum. Pupils are encouraged to be articulate and self-confident.

Pupils are taught the essential learning and life skills well and the large majority apply them very effectively and appropriately in all aspects of the curriculum and beyond to solve problems and to succeed in what they attempt to achieve.

All teachers ensure that pupils are involved in making appropriate decisions about curriculum, teaching and learning through our AfL approach.

Pupils are given responsibility for their own learning and they are fully involved in assessment and target setting. This involvement makes a very good contribution to our ethos and to the quality of our provision.

6. Provision of support services for children and young people

6.1 - How does your school identify children and young people facing challenging circumstances? What support is provided for these identified groups?

Identified groups and the support provided

Breakfast club provision is in place for children to have something to eat and take part in activity before school.

Children who have suffered bereavement have a 6 week course where they receive individual counselling from a trained bereavement councillor.

Your approach to identifying groups

Through the South Hampton assessment tool identifying children who have needs in school.

Use of attendance records.

Working with Social Service and other 3rd party agencies.

Information sharing.

Child protection officer involvement.

Identified groups and the support provided

6.2 - What arrangements are in place to refer children and young people to specialist services that can give professional advice?

Educational Psychologist: Our Educational Psychologist is available to talk to about children that we have concerns about and gives advice to parents and teachers.

CAMHs : If we have worries about a child at our school we can refer them to CAMHs and they also give support to parents.

Councillor: The Councillor comes to school once a week and sees children independently to give them counselling.

School Nurse: Our school nurse gives advice to teachers and parents about their children. She supports us with children who have special needs and medical issues. She is regularly involved in children's annual reviews.

Speech and Language Therapy: Referred to service through school by SENCo if parents or teachers have any concerns about the child.

6.3 - How does your school respect the confidentiality of children and young people, parents/carers and staff who access advice and support via the school?

Our school Mentor is always available to staff/parents/carers/Pupils to help with problems and give advice. He can also signpost courses and professional agency support for parents. He is trained in undertaking CAFs to support families who need help.

Our Counsellor offers help and support to both children and families.

Every member of staff is trained in dealing with Child Protection/safeguarding and we are fully aware of the route we must take regarding children who we have concerns about.

Head Teacher/Deputy Head Teacher support for members of staff who need extra support.

Teacher peer support.

Buddies and Special Friends are in place for children in Foundation Stage and Key Stage 1.

Our Vicar is always available with emotional and spiritual advice.

SEN Co-Ordinator is available for parents to contact over concerns they have for their child or for advice about which other agencies they need to approach.

Class teachers provide confidential advice and support to parents.

7. Staff continuing professional development (CPD) needs, health and wellbeing

7.1 - What continuing professional development (CPD) opportunities, relevant to health and wellbeing, do your staff have access to this year?

Safeguarding (child protection and anti-bullying)

Head teacher and Deputy head teacher have been on training as they are child protection leaders. Whole staff had training on safeguarding procedures and child protection.

Pastoral care

Class teachers and support staff carry out their pastoral care responsibilities efficiently and effectively and the high level of care provided enhances the quality of learning and progress. All teaching and other staff members are appropriately trained to ensure they offer the highest quality of care, guidance and support for learners. All members of staff provide good role models for learners to follow.

Healthy eating

Coordinator attends training and co-ordinator meetings to keep informed about any relevant developments. Coordinator delivers staff training when needed to keep staff informed.

Emotional health and well-being (EHWB)

Mentor goes on any relevant training.

PSHE education including sex and relationship education (SRE), financial capability and drug education

Coordinator attended training and co-ordinator meetings to keep informed about any relevant developments. Coordinator delivers staff training when needed to keep staff informed. Relevant staff can access training from the local authority on teaching SRE.

Physical activity

Play worker involved in relevant training when needed.
Staffs receive training from authority when needed on different aspects of PE.

7.2 - How does your school identify staff CPD needs of relevance to health and wellbeing?

Through staff audits. Staff request training or through lesson observations. Subject Leader recognises that a member of staff needs support or further training.

7.3 - How does your school encourage staff to develop and maintain a healthy lifestyle to enable them to be positive role models?

We encourage a good work life balance.
Healthy lunches are available from our school kitchen at minimal cost.
SLT are available and very supportive ready to help with any issues regarding personal or work related problems.
Discount on local leisure facilities is offered by LINK4LIFE.

8. Partnerships with parents/carers and local communities

8.1 - Who are the external agencies that support your school?

Road safety Unit
Rochdale AFC
School Health Practitioner
LINK4LIFE
GMP
Fire Service
CAMHS
Speech and Language Service
Ed. Psychologists.
EWO
LA Advisors
Crucial crew
Health and safety solutions

8.2 - How does your school signpost children and young people to appropriate services, within and beyond your school?

Strong emphasis on working in partnership with our parents and carers, for whom there is an open-door policy and signposting to other support agencies and partners.

Discussions with parents and carers; role of mentor; parent/carer survey results, links with other agencies

The school has a Learning Mentor, working to lessen levels of disaffection, support good attendance and work with vulnerable pupils and families.

The school has a play worker.

The school has involvement with a large number of outside agencies to support pupils and families. (Mentor discussion and contacts list)

The Learning Mentor role within the school enables children who would otherwise be at risk of exclusion to be supported, and provides for a link person with the many outside agencies with whom the school works.

Mentor involvement - Children discussing issues and strategies

Strong links with and access to outside agencies e.g. EWO officers, school health practitioners, parental support agency, CAMHS

8.3 - How does your school signpost parents/carers to appropriate services?

We have a parents and carers notice board.

Regular news letters about events services and provision.

Our school website which is regularly updated.

Leaflets about extended schools services and events in the community. These also include parent groups.

In our school entrance hall we have an information box with different leaflets of information about different groups and support available.

Verbally we give information to parents who we feel need support and advice.

Our SENCo is available to give advice on different educational services and provision for children with different needs.

8.4 - You may wish to record details of the topic and dates of sessions planned for parents/carers on health and wellbeing awareness during the coming year

Parents and Carers are signposted to relevant agencies as needs arise.

SRE information session for parents – Feb 2012

Nutrition /Cookery Group for parents – June 2012

LINK4LIFE – first aid for parents – to be scheduled

9. Assessing, recording and reporting the achievement of children and young people

9.1 - How does your school assess and report on the progress and achievement of children and young people in subjects relevant to their health and wellbeing?

The school has a policy and strategy for assessing, recording and reporting pupils' progress that meets well the needs of all pupils.

- Teachers use the assessment policy accurately to assess pupils' progress and to inform all pupils' how well they are doing and what they need to do next to improve.
- Teachers mark and comment on pupil's work with the emphasis being put on constructive, encouraging dialogue during lessons.
- Regular feedback is given to all pupils during the teaching and learning process as part of an ongoing, high quality, learning dialogue between the teachers, support staff and pupils.
- Regular and accurate assessment is linked to lesson planning so that it becomes the basis for effective teaching to ensure that prior learning is built on and pupils are challenged by new learning.
- Assessment is used to set targets for improvement and records of pupils' progress and achievement are kept to ensure that learning is efficient and progress and continuity are smooth.
- The assessment strategy is the basis for reporting and keeping parents informed of their children's progress and

achievement.

- Parents and Carers are invited to regular parental consultations and workshop meetings set up for particular classes

9.2 - How does your school celebrate the achievements of children and young people across all areas of school life?

* There is a consistent approach towards rewarding good behaviour in school and challenging and helping those whose behaviour is poor. An emphasis is placed on recognising and rewarding the vast majority of pupils who behave well and making sure that their demeanour is a positive role-model for others to emulate. As a Christian school we also model, whenever possible, 'forgiveness', in that every day is a fresh start for each child even when things have gone wrong previously. (Rewards and behaviour policy; Classroom behaviour ladders and Clouds/Sunshine for KS1)

* We hold an achievement assembly every week where children's behaviour and work is celebrated.

* We have the 'A Team' which allows the 'star of the week' to select an activity of their choice to do in school.

* We have a captain's table once a week where children who show good manners in the dinner hall get to eat their dinner.

* We reward good attendance in our 'Attendance race' one class gets a treat for the best attendance.

* 1 child a year wins a bike for 100% attendance their name is drawn out of a hat in the summer.