

# Healthy Schools



<b>SECTION 1 Leadership , Management and managing change</b>	<b>Inadequate</b>	<b>Satisfactory</b>	<b>Good</b>	<b>Outstanding</b>
<p>1a) Whole-School Ethos and Values</p> <p>(This section relates closely to questions 1.1, 1.2 and 4.1 in the Whole-School Review)</p>	<p>No named member of the SLT is identified as the strategic lead for healthy schools or the promotion of health and wellbeing.</p> <p>The school has a healthy schools coordinator but does not have a Health and Wellbeing Development Group (HWBG) or equivalent.</p> <p>No named member of the governing body is identified as the strategic lead for healthy schools or the promotion of health and wellbeing.</p> <p>There is little understanding of how development as a healthy school or the promotion of health and well-being contributes to school aims and the raising of achievement.</p>	<p>A named member of the SLT and governing body has a clear remit for the oversight of healthy schools or the promotion of health and wellbeing</p> <p>The roles of staff (healthy schools co-ordinators, PSHE education lead, etc.) responsible for coordinating health and wellbeing developments are clearly defined in school structures.</p> <p>The school has an active HWBG or equivalent, supported by SLT and involving pupils, parents/carers, staff (SLT) and governors.</p> <p>The Health and Wellbeing Development Group regularly feeds into governor meetings and SLT meetings to inform the school improvement plan.</p>	<p>The school has clear systems that ensure the ongoing involvement of all stakeholders in the promotion of health and wellbeing.</p> <p>All staff members recognise their role and responsibility in their school’s improvement and development as a healthy school.</p> <p>The work of the school’s HWBG is recognised by SLT and governors as essential for promoting the health and wellbeing of the school community, meeting school aims and raising pupil achievement.</p> <p>Development as a healthy school is subject to monitoring and evaluation by the Health and Wellbeing Development Group and SLT.</p>	<p>The school actively demonstrates how development as a healthy school is used to underpin its ethos &amp; promote both health and school improvement.</p> <p>The school fully engages with pupils, staff, parents and the wider community as part of its school review cycle in the promotion of positive behaviour and health and wellbeing.</p> <p>Recommendations from the Health and Wellbeing Development Group clearly inform school improvement planning and self evaluation.</p>
<p>1b) Documentation and Communication</p>	<p>Although supportive documents exist there is no clear commitment to development as a healthy school in the school improvement plan, prospectus, mission statement etc.</p> <p>Information may be provided about development as a healthy school or the promotion of health and wellbeing but it tends to be ad hoc.</p> <p>Pupils, parents and other stakeholders have little awareness of the school’s development as a healthy school.</p>	<p>The promotion of health and well-being and development as a healthy school is identified in key documents including the school improvement plan and prospectus.</p> <p>Pupils, parents and other stakeholders are kept informed about developments as a healthy school using a variety of means.</p> <p>The majority of pupils, parents and other stakeholders are aware of the school’s development as a healthy school and recognise its importance.</p> <p>Some pupils, parents and other stakeholders are actively involved in development as a healthy school.</p>	<p>The importance of health and well-being and development as a healthy school is clearly identified in key documents.</p> <p>SLT regularly updates all stakeholders of the priorities for the school that year and is involved in actions the school takes to meet those priorities.</p> <p>The school uses a range of strategies to engage hard to reach groups.</p> <p>Pupils and parents and other stakeholders are actively engaged in healthy school development and feel confident and comfortable raising issues with the SLT.</p>	<p>Documentation comprehensively reflects an understanding that health and wellbeing and development as a healthy school underpins school attendance and attainment.</p> <p>SLT consults with all stakeholders regarding the priorities for the school that year and is involved in actions the school takes to meet those priorities.</p> <p>The school works very effectively with hard to reach groups.</p> <p>Parents involved in the HWBG, PTA and governing body, work towards the health priorities in their school and the wider community.</p>

1c) Use of Data	Little or no use made of school or locality data to inform activities that promote health and wellbeing.	<p>The school uses school and locality data to inform and plan school priorities.</p> <p>The school uses data to evaluate school health and wellbeing developments.</p>	<p>The school uses school and locality data effectively to plan health and wellbeing activities in partnership with health improvement services.</p> <p>The school can evidence how this work can impact on local priorities.</p>	SLT's use of data is integral to planning health improvement activities. The outcomes of these activities can be shown to directly impact on school and local priorities.
1d) Behaviour	<p>The school has a behaviour system which is used inconsistently.</p> <p>The behaviour system is not understood and implemented by the whole-school community.</p> <p>An anti-bullying policy is in place but not all stakeholders are sure how it works.</p>	<p>The school has a positive behaviour system which is used consistently across the school.</p> <p>An anti-bullying policy informed by current local and national guidance is developed in consultation with pupils, governors and parents/carers. All stakeholders understand the anti-bullying policy which is monitored by SLT to ensure its effectiveness as part of whole school approach to EHWB.</p> <p>Strategies for preventing and tackling bullying form part of the PSHE education curriculum.</p> <p>The school is generally judged by pupils and parents to deal with incidents promptly and effectively</p>	<p>The positive behaviour system is regularly monitored and feedback from staff and pupils is used to ensure good practice is maintained.</p> <p>An anti-bullying policy is regularly reviewed (e.g. annually) by pupils, governors and parents/carers and other stake-holders as part of whole school approach to EHWB.</p> <p>Strategies for preventing and tackling bullying are a key part of PSHE education and embedded across the curriculum.</p> <p>Instances of bullying are rare. The school swiftly and successfully, addresses any incidents of bullying that do occur gaining the full confidence of pupils, parents and carers</p>	<p>Data generated through the positive behaviour system and anti-bullying logs directly informs a dynamic approach to behaviour management.</p> <p>The anti-bullying policy is known, understood and systematically reviewed by all stakeholders and form an integral part of a whole school approach to EHWB of pupils.</p> <p>There is clear evidence of the impact of PSHE education on preventing and tackling bullying as a part of a whole school approach.</p> <p>Instances of bullying are extremely rare. Pupils are acutely aware of different forms of bullying that may occur and actively try to prevent it from occurring. The school has an active and highly effective approach to identifying and tackling bullying</p>

<b>SECTION 2 Policy development</b>	<b>Inadequate</b>	<b>Satisfactory</b>	<b>Good</b>	<b>Outstanding</b>
<p>2a) Policies</p> <p>(This section relates closely to questions 2.1 and 2.2 in the Whole-School Review)</p>	<p>Relevant policies, consistent with the school's overall aims and objectives may be in place, but there is no clear commitment to health and wellbeing and little or no reference to the healthy school.</p> <p>There is little awareness among pupils or staff of the content of policies and they have little impact on curriculum planning or protocols for managing incidents.</p>	<p>A clear commitment to promoting the physical and emotional health and wellbeing of all pupils is reflected in relevant policies, such as those for behaviour/anti-bullying, PSHE education/SRE/Drugs, food in school and physical activity.</p> <p>EHWB of pupils is seen as important in underpinning other policies such as behaviour, attendance, anti-bullying strategy and teaching and learning.</p> <p>All these policies are reviewed systematically and reflect current guidance.</p> <p>There is a commitment to consulting with pupils and parents/carers that is clearly reflected in most policies but not yet all policies. There are examples of how the school has actively engaged with all pupils and parents/carers.</p> <p>.</p> <p>All relevant members of the school community have easy access to these policies.</p>	<p>There is strong and consistent emphasis on promoting the health and wellbeing of pupils in relevant policies, such as those for behaviour/anti-bullying, PSHE education/SRE/Drugs, food in school and physical activity.</p> <p>EHWB of pupils is seen as central in underpinning other policies such as behaviour, attendance, anti-bullying strategy and teaching and learning.</p> <p>All these policies are reviewed systematically and reflect current guidance.</p> <p>There is clear involvement of the pupils, parents/carers, governors and other stakeholders in formulating all relevant policies.</p> <p>The impact of policies is monitored to inform future review and current practice.</p> <p>All policies are easily available to the school community and public e.g. on the school website.</p>	<p>There is not only strong and consistent emphasis on promoting the health and wellbeing of pupils in all policies, but a clear recognition that it is central to the aims of the school and reflected in a healthy school ethos</p> <p>The EHWB of pupils in particular is seen as central to underpinning other policies such as behaviour, attendance, anti-bullying strategy and teaching and learning.</p> <p>All these policies are reviewed systematically and reflect current guidance.</p> <p>There is clear involvement of the pupils, parents/carers, staff and the governing body in formulating all school policies.</p> <p>Policies are monitored and updated by the relevant staff to ensure best practice fits with the latest local and national guidance.</p> <p>All policies are easily available to the school community and public e.g. on the school website.</p>

<b>SECTION 3 Learning and Teaching, curriculum planning and resourcing</b>	<b>Inadequate</b>	<b>Satisfactory</b>	<b>Good</b>	<b>Outstanding</b>
<p>3a) Whole-school approach to teaching and curriculum provision</p>	<p>The curriculum fails to meet the needs of pupils or particular groups of pupils, who therefore make inadequate progress.</p> <p>Teachers do not have sufficiently high expectations and over time teaching fails to excite, enthuse, engage or motivate particular groups of pupils, including those with special educational needs and/or disabilities.</p> <p>There is little or no planned provision for PSHE education. It makes a limited contribution to the spiritual, moral, social and cultural (SMSC) development of pupils.</p> <p>The information, advice and guidance (IAG) provided does not meet the needs of all pupils.</p> <p>The school has a limited range of enrichment activities but these may not be available to all pupils.</p>	<p>The curriculum is generally matched to pupils' needs, interests and aspirations, promotes positive behaviour and safety and provides adequate preparation for the next stage of their lives, whatever their starting points.</p> <p>Teachers' expectations enable most pupils to work hard and make satisfactory progress.</p> <p>A planned PSHE education programme provides a broad range of learning experiences that contribute to the spiritual, moral, social and cultural (SMSC) development of pupils.</p> <p>All pupils have access to information, advice and guidance to meet current and future challenges in their education, personal and working life.</p> <p>All pupils have opportunities to take part in enrichment activities including extra-curricular activities, visits and the involvement of outside agencies.</p>	<p>The curriculum provides well organised, imaginative and effective opportunities for learning for all groups of pupils, promotes positive behaviour and safety and provides a broad range of experiences that contribute well to the pupils' achievement and to their SMSC development.</p> <p>Teachers have high expectations for all pupils. Teaching generally promotes pupils' resilience, confidence and independence when tackling challenging activities.</p> <p>The PSHE education programme is a planned part of a whole school approach to the SMSC development of pupils.</p> <p>The school actively addresses the needs of all pupils through well targeted provision of IAG to meet current and future challenges in their education, personal and working life.</p> <p>The opportunities for enrichment are varied, have a good take up and are enjoyed by most pupils.</p>	<p>The curriculum provides highly positive, memorable experiences and rich opportunities for high quality learning, has a very positive impact on all pupils' behaviour and safety and contributes very well to pupils' achievement and to their SMSC development.</p> <p>Teachers have consistently high expectations for all pupils. Teaching promotes pupils' high level of resilience, confidence and independence when tackling challenging activities.</p> <p>The PSHE education programme is an integral part of a whole school approach to the SMSC development.</p> <p>The school actively addresses the needs of all pupils through well targeted provision of IAG and equips them to independently access appropriate IAG.</p> <p>There is a rich and varied enrichment programme, which has very good take up and is enjoyed by most pupils.</p>
<p>3b) Personal, Social, Health and Economic Education</p> <p>(This section relates closely to questions 3.1 and 3.2 in the Whole-School Review)</p>	<p>In one or more respects, PSHE education does not meet statutory requirements e.g. there is inadequate provision for sex and relationships education and drugs education and careers education and guidance.</p> <p>There is a planned programme of PSHE education, but with gaps in key themes and little evidence of continuity or progression.</p>	<p>The curriculum meets pupils' broad and balanced entitlement in PSHE education, including both personal and economic wellbeing, and any statutory requirements which apply.</p> <p>A planned developmental programme of PSHE education with evidence of continuity and progression through all key themes including SRE.</p>	<p>The curriculum is broad, balanced and well informed by current initiatives in PSHE education. It clearly promotes both personal and economic wellbeing.</p> <p>The school has a well developed spiral programme of PSHE education developed through a continuous process of review and improvement involving staff and pupils.</p>	<p>The imaginative and stimulating PSHE education provides a strong platform for pupils current and future personal and economic well-being</p> <p>The PSHE education curriculum is skilfully devised through a continuous process of review and improvement involving all stakeholders to meet the range of pupils' needs and ensure</p>

	<p>Delivery of PSHE education relies on drop down days.</p> <p>Lesson plans have unclear learning objectives and teachers do not have sufficiently high expectations of the range and depth of work expected. Pedagogy is limited, for example with an emphasis on worksheets and narrow range of teaching styles</p> <p>There is an emphasis on knowledge and little opportunity to understand and explore feelings and develop skills.</p> <p>Pupils or specific groups do not feel safe at school. Many have a limited understanding and ability to respond to risk.</p>	<p>Includes a variety of approaches to teaching which reflect a range of learning styles. Lessons are well planned with clear objectives and learning outcomes and use appropriate and up-to-date resources</p> <p>Teaching takes account of where pupils are and includes opportunities for them to understand and explore feelings and develop skills.</p> <p>Work on developing emotional competence and critical thinking is identified as part of PSHE</p> <p>Pupils feel safe at school. Most understand and are able to respond to risk e.g. risks associated with extremism, new technology, substance misuse and relationships. They are aware of different forms of bullying and how to prevent them.</p>	<p>Teaching and learning approaches are appropriate to the aims of the lesson, reflecting preferred learning styles and encouraging participation by all pupils. Lessons are well planned and use appropriate and up-to-date resources.</p> <p>Most teaching starts from where pupils are; identified through a process of enquiry. It challenges the most able and supports those with special needs.</p> <p>There is an emphasis on developing emotional competence and critical thinking as part of PSHE</p> <p>Pupils feel safe at school. They clearly understand what constitutes unsafe situations and how to keep themselves safe.</p>	<p>continuity and progression in their learning.</p> <p>Teaching and learning approaches are appropriate to the aims of the lesson, reflecting preferred learning styles and ensuring active participation by all pupils. Lessons are well planned and use appropriate and up-to-date resources.</p> <p>All teaching starts from where pupils are; identified through a process of enquiry. It clearly challenges the most able and supports those with special needs.</p> <p>There is an emphasis on developing emotional competence and critical thinking as a central element of PSHE</p> <p>All groups of pupils feel safe at school at all times. They understand very clearly what constitutes unsafe situations and are highly aware of how to keep themselves and others safe.</p>
<p>3c) Assessment and evaluation in PSHE education</p> <p>(This section relates closely to question 3.1 in the Whole-School Review)</p>	<p>PSHE education is not assessed in accordance with the school's assessment policy.</p> <p>Assessment opportunities are ad hoc and often confused with evaluations.</p> <p>Assessment does not measure progress against the end of Key Stage statements or any other framework.</p> <p>PSHE education is not included in reports to parents.</p> <p>Pupil and/or teacher evaluation do not inform improvement planning in PSHE education.</p>	<p>There is a whole-school approach to assessment and recording which is adopted in PSHE education.</p> <p>The PSHE education programme has planned opportunities for assessment, both for and of learning.</p> <p>Teachers report progress against the end of Key Stage statements or an alternative framework.</p> <p>Pupil and teacher evaluations are used to inform a process of improving PSHE education.</p>	<p>Assessment for and of learning is well established in PSHE education in line with the whole school policy.</p> <p>Planned opportunities for assessment ensure high levels of continuity and progression. Pupils are clear about their progress and understand the next steps in their learning.</p> <p>Good reporting arrangements ensure parents/carers are fully informed of pupils' progress and attainment in PSHE education.</p> <p>Regular pupil and teacher evaluations are consistently used to inform a process of improving and developing PSHE education.</p>	<p>Assessment for and of learning is embedded in PSHE education in line with the whole school policy.</p> <p>Planned assessment opportunities are used very effectively to ensure continuity and that pupils make very good progress in PSHE education.</p> <p>Through the reporting cycle pupils, staff and parents/carers work together to review progress and identify priorities for future learning and teaching.</p> <p>Pupils and teachers are actively involved in an ongoing process of evaluation, improvement and development of PSHE education.</p>

<p>3d) EHWB in the curriculum</p> <p>(This section relates closely to question 3.2 in the Whole-School Review)</p>	<p>There are limited identified opportunities within the curriculum to talk about and explore feelings and develop emotional competence.</p> <p>Circle time, if used, is irregular and unstructured.</p>	<p>The curriculum clearly identifies opportunities for pupils to understand and explore feelings, build self esteem and resilience and develop emotional competence e.g. through circle time and PSHE education.</p> <p>A range of appropriate strategies and resources e.g. Health for Life, SEBS or SEAL, pupils' literature etc are used to promote the EHWB of pupils.</p>	<p>There are well developed curriculum opportunities for pupils to understand and explore feelings, build self esteem and resilience and develop emotional competence in PSHE education and across the curriculum.</p> <p>Strategies such as circle time, class councils, peer support, are used effectively to promote the EHWB of all pupils and meet specific needs.</p>	<p>Emotional literacy and competence is a central feature of the curriculum, through PSHE education and across the curriculum</p> <p>Strategies are used very effectively to work with pupils, staff, parents/carers and other members of the school community to promote the EHWB of all pupils and to meet specific needs.</p>
<p>3e) Physical Activity in the curriculum</p> <p>(This section relates closely to question 3.3 in the Whole-School Review)</p>	<p>The PE curriculum does not ensure pupils' entitlement to the subject and does not secure continuity in their learning.</p> <p>The majority of pupils do not have access to two hours high quality PE, including swimming.</p> <p>There is little by way of enrichment activity in the subject.</p> <p>Teachers and/or external sports coaches have limited subject expertise. They do not have the resources or teaching strategies to engage pupils in learning.</p>	<p>The curriculum meets pupils' broad and balanced entitlement in PE and any statutory requirements that apply. It provides for a range of pupils' needs and ensures satisfactory progress.</p> <p>All pupils have access to, and most pupils participate in, at least two hours high quality PE within or beyond the curriculum each week.</p> <p>Many pupils access an additional hour or more of school sport each week.</p> <p>Teachers and/or external sports coaches have a sound level of subject expertise which they use effectively in their planning and teaching to engage pupils in learning.</p>	<p>The curriculum is broad, balanced and well informed by current initiatives in PE. It is designed to match a range of pupils' needs and ensure effective continuity and progression.</p> <p>Almost all pupils participate in at least two hours of high quality PE in the curriculum each week, including swimming in primary schools.</p> <p>A majority of pupils take up the opportunity of at least one additional hour of school sport each week.</p> <p>Teachers and external sports coaches have a confident level of specialist expertise which enthuses and challenges most pupils and is used well in planning and teaching.</p>	<p>An imaginative and stimulating PE curriculum skilfully designed to match the full range of pupils' needs and to ensure highly effective continuity and progression in their learning.</p> <p>All pupils participate in at least two hours high quality PE in the curriculum each week, including swimming in primary schools.</p> <p>The vast majority of pupils take up the opportunity of at least one additional hour of school sport each week.</p> <p>Teachers and external sports coaches have a high level of confidence and expertise in their specialist knowledge of a range of activities and their understanding of effective learning.</p>
<p>3f) Physical activities through extra curricular opportunities</p> <p>(This section relates closely to questions 3.3 in the Whole-School Review)</p>	<p>There is limited awareness of pupils and staff about extra-curricular opportunities to promote physical activity, e.g. walking or cycling to school, lunchtime games, clubs, etc.</p> <p>The School travel Plan is very outdated if it exists at all.</p> <p>Insufficient inclusive extra-curricular activities are provided to meet the needs of pupils. Most clubs have a cost attached.</p>	<p>Pupils and staff are aware of, and encouraged to participate in, extra-curricular physical activity e.g. walking or cycling to school, lunchtime games, clubs, etc.</p> <p>The School has a travel plan and reviews it at regular intervals</p> <p>The school clearly promotes a range of inclusive activities to meet the varied needs of pupils, e.g. individual and team games, school clubs and local partnerships.</p>	<p>A clear whole school strategy to promote physical activity. The school provides a broad range of inclusive extra-curricular activities that are well attended by pupils.</p> <p>The School has a travel plan and reviews it at regular intervals</p> <p>Provision is informed through shared expertise with neighbouring schools and existing partnerships.</p>	<p>Comprehensive whole school strategy to promote physical activity. The school provides a very broad range of inclusive extra-curricular activities that are very well attended by pupils.</p> <p>The School has a travel plan and reviews it at regular intervals</p> <p>The school shares its expertise with neighbouring schools and through existing partnerships.</p>

			Links with local clubs are actively promoted. Procedures are in place for monitoring and celebrating pupil participation.	Links with local clubs are actively promoted. Procedures are in place for monitoring and celebrating pupil participation.
<p>3g) Monitoring and evaluating access to Physical Activity</p> <p>(This section relates closely to questions 3.2 and 3.3 in the Whole-School Review)</p>	<p>There is little or no consultation on provision for physical activity at the school.</p> <p>There is little or no monitoring of participation levels.</p>	<p>Pupils say they are consulted about what types of physical activities they would like to be offered.</p> <p>The school can specify activities that have been introduced, influenced and adapted as a result of consultation.</p> <p>Barriers to participation are monitored and strategies to overcome them are in place for targeted groups, e.g. disaffected pupils.</p>	<p>A whole-school approach to physical activity includes regular reviews to ensure pupil needs are met.</p> <p>Systems are in place for pupils to monitor their own progress and identify barriers to participation. The data is used to inform practice.</p> <p>Success in overcoming barriers ensures that almost all pupils enjoy more than 2 hours of high quality physical activity each week.</p>	<p>A whole-school approach which monitors and reviews all physical activity provided or sign-posted.</p> <p>Pupils are actively involved in monitoring and reviewing their own progress. Data is used to ensure best practice is in place.</p> <p>Success in overcoming barriers ensures that all pupils enjoy more than 2 hours of high quality physical activity each week.</p>
<p>3h) Learning about Healthy Eating</p> <p>(This section relates closely to question 3.3 in the Whole-School Review)</p>	<p>Food and healthy eating form part of the curriculum, but there are significant gaps, e.g. opportunities to learn practical food skills, the social and emotional aspects of food, etc</p> <p>Pupils have a limited understanding of healthy eating and a balanced diet.</p>	<p>Age appropriate opportunities to learn about food, balanced diet and practical skills are clearly identified in policy and plans e.g. food in school policy, food technology, PSHEE, cooking and growing clubs etc.</p> <p>The curriculum takes account of the social and emotional factors that effect healthy eating, e.g. food and body image, role of the media, etc.</p> <p>Pupils have a sound understanding of healthy eating which seems to be reflected in the food choices they make.</p>	<p>The whole school approach provides a broad range of opportunities within and outside the curriculum to learn about food and healthy eating (including the social and emotional aspects such as food and body image and, role of the media), develop practical skills and make healthy choices, e.g. cooking clubs, links with school meals, growing clubs, family events, etc. (Possible link with Food for Life Partnership).</p> <p>Pupils have a good understanding of healthy eating and the choices they make.</p> <p>Strategies to assess understanding and monitor choices indicate a link between the work on food and healthy eating and the food choices pupils make.</p>	<p>The whole school approach provides a broad range of opportunities within and outside the curriculum to learn about all food and healthy eating (including the social and emotional aspects such as food and body image and, role of the media), develop practical skills and make healthy choices. It includes a strong focus on families e.g. parent/carer/child cooking classes etc. (Link with Food for Life Partnership).</p> <p>Pupils have a very good understanding of healthy eating and the choices they make.</p> <p>Robust assessment and evaluation indicates a direct connection between the work on food and healthy eating and the food choices pupils make throughout the day.</p>



<b>SECTION 4 School Culture and environment</b>	<b>Inadequate</b>	<b>Satisfactory</b>	<b>Good</b>	<b>Outstanding</b>
<p>4a) Whole-School engagement</p> <p>(This section overlaps with section 1 in this tool. It also relates closely to question 4.1 and 5.1 in the Whole-School Review)</p> <p>See also Whole-School Ethos and Values in Section 1a) of this benchmarking tool</p>	<p>There is little understanding of how development as a healthy school or the promotion of health and well-being is underpinned by an ethos which values and actively engages all members of the school community.</p> <p>There are few if any mechanisms for involving stakeholders in school development, e.g. no Health and Wellbeing Development Group (HWBG) or equivalent.</p>	<p>There is a clear understanding and commitment to creating a whole school ethos which values and actively engages all members of the school community as a basis for development as a healthy school.</p> <p>Systems are in place for engaging stakeholders, e.g. active HWBG or equivalent, supported by SLT and involving of pupils, parents/carers, staff (SLT) and governors.</p>	<p>A commitment to creating a whole-school ethos which values and actively engages all members of the school community is seen as a basis for promoting the health and wellbeing, meeting school aims and raising pupil achievement.</p> <p>Systems are in place to ensure the ongoing involvement of stakeholders, e.g. a HWBG recognised by SLT as essential for promoting health and wellbeing and meeting school aims.</p>	<p>The school actively demonstrates how a whole-school ethos which values and actively engages all members of the school community is central to promoting both health and school improvement.</p> <p>Systems are in place to ensure all stakeholders have the opportunity to initiate, deliver and respond to any developments in health and school improvement through a variety of forums.</p>
<p>4b) Food provided in School</p> <p>(This section relates closely to question 4.2 in the Whole-School Review)</p>	<p>Food in school may meet statutory requirements, but provision is determined arbitrarily. There is little or no commitment to a whole school approach to promoting healthy eating</p> <p>Pupils and staff say they do not have easy access to free, clean and palatable drinking water.</p>	<p>The school has a food policy that includes food brought in e.g. snacks and packed lunches.</p> <p>All food in school meets statutory requirements and is in line with school food policy. Food is provided in social settings that promote healthy eating in the widest sense e.g. sharing fruit at Key Stage 1</p> <p>Pupils and staff say they have easy access to free, clean and palatable drinking water.</p> <p>The school has a system in place for monitoring menus and food and drink choices. It works with parents/carers to promote healthy choices.</p> <p>Data from consultation with pupils and parents has been used to influence menus and food choices and promote the uptake of school meals including FSM and healthy choices.</p>	<p>The school has a food policy agreed by stakeholders that includes food brought in e.g. snacks and packed lunches.</p> <p>Food in school meets or exceeds statutory requirements and is provided in a variety of social settings that promote healthy eating including links with parents/carers.</p> <p>Pupils and staff say they have easy access to free, clean and palatable drinking water throughout the day.</p> <p>Food provision is monitored and evaluated through a proactive review cycle, involving all stakeholders.</p> <p>Pupils, staff, parents and governors are involved in food policy development and pupils are able to discuss food provision on a regular basis. This is reflected in the uptake of school meals and healthy choices.</p>	<p>The school food policy is supported by all stakeholders. This includes food brought in e.g. snacks and packed lunches.</p> <p>Food in school meets or exceeds statutory requirements and is provided in a variety of social settings that promote healthy eating and include the whole school community.</p> <p>Pupils and staff say they have easy access to free, clean and palatable drinking water throughout the day.</p> <p>Robust monitoring of food provision clearly indicates that many groups, including those most at risk, are very keen to take action to improve their health and enthusiastically choose healthier food in order to do so.</p> <p>Pupils see themselves as ambassadors for healthy food when speaking to others.</p>

<p>4c) Eating Environment</p> <p>(This section relates closely to question 4.2 in the Whole-School Review)</p>	<p>There is little or no emphasis on creating a physical and social environment that promotes healthy eating or the uptake of school meals.</p> <p>The school has an unwelcoming eating environment. Most pupils choose to bring in packed lunch or leave the premises to eat.</p>	<p>A commitment to ensuring the physical and social environment promotes healthy eating is reflected in policy and plans.</p> <p>The school has worked with pupils to develop a healthy and welcoming approach to dining, e.g. displays, social dining, labelling, water, cleanliness, dining code etc.</p> <p>Pupils enjoy eating in the dining room. Staff members feel it makes a positive contribution to the dining experience and has helped to maintain or increase the uptake of school meals.</p>	<p>The creation of a positive physical and social eating environment is very clearly part of a whole approach to promoting healthy eating.</p> <p>Pupils and staff (including MDAs) are involved in creating a positive dining experience, e.g. china plates, staff and pupils eating together, etc.</p> <p>There is active involvement of MDAs in promoting positive behaviour which has contributed significantly to the dining experience and the uptake of school meals.</p>	<p>Well developed whole school systems ensure the physical and social environment offers a positive eating experience and reinforces healthy lifestyles.</p> <p>All stakeholders are actively involved in monitoring, evaluating and further developing the school dining experience.</p> <p>There is clear evidence that the commitment of all stakeholders including parents and carers, to creating a positive dining experience has helped to increase the uptake of school meals.</p>
<p>4d) School Culture and Environment and EHWB</p> <p>(This section relates closely to questions 1.1 and 4.2 in the Whole-School Review)</p> <p>See also EHWB in the curriculum in Section 3d) of this benchmarking tool</p>	<p>The school recognises that the school culture and physical environment can contribute to promoting healthy lifestyles and the EHWB of pupils and staff. This is not, however, identified in any action planning and is not seen as a whole-school issue.</p>	<p>The school has taken steps in their planning to ensure the school culture and physical environment supports the EHWB of pupils and staff and provides an appropriate emotional climate for learning e.g. surveys of pupil and staff perceptions</p> <p>Strategies intended to promote EHWB (e.g. circle time, SEAL or SEBS, etc..) are used by the school to support pupils as an integral part of part of a whole school approach to EHWB</p>	<p>SLT and governors regularly review the school culture and physical environment to ensure it promotes the EHWB of pupils and staff and provides an appropriate emotional climate for learning.</p> <p>Strategies intended to promote EHWB (e.g. circle time, SEAL or SEBS, etc..) are implemented consistently as an integral part of a whole school approach to EHWB</p>	<p>The school actively monitors and reviews the school culture and physical environment to ensure it reflects the values and ethos agreed by all stakeholders and provides an appropriate emotional climate for learning.</p> <p>Strategies intended to promote EHWB are implemented consistently and used as school improvement tools to address issues identified in the school's self evaluation.</p>

<b>SECTION 5</b> <b>Giving children and young people a voice</b>	<b>Inadequate</b>	<b>Satisfactory</b>	<b>Good</b>	<b>Outstanding</b>
<p>5a) Pupil Voice</p> <p>(This section relates closely to question 5.1 in the Whole-School Review)</p>	<p>Pupils have little encouragement to share their views on areas of school life. Opportunities tend to be arbitrary and/or tokenistic.</p> <p>There are few opportunities for pupils to participate in decision making at any level, either in Citizenship/PSHEE lessons or in the broader life of the school.</p> <p>The school council is poorly developed, unrepresentative and generates limited genuine pupil voice.</p> <p>There is no systems to ensure that pupil voice contributes to the decision making process in school</p>	<p>A range of strategies are used to ensure the views of all pupils are reflected across all areas of school life, e.g. questionnaires, class and school council, working groups</p> <p>Opportunities are provided for pupils to contribute, take on responsibility and participate in decision making. both in PSHEE/Citizenship and the broader life of the school</p> <p>The school council is representative of the pupil body and offers real opportunities to take on responsibility and participate in decision making.</p> <p>Systems are in place to ensure pupil voice contributes to the decision making process, e.g. through the HWBG, by reporting to the governing body, etc.</p>	<p>There is a very clear emphasis on the value of pupil voice, not only seeking their views, but encouraging them to consider how they can effectively take action on their concerns.</p> <p>There is a well coordinated policy enabling pupils to contribute, take on responsibility and participate in decision making across and beyond the school.</p> <p>In addition to effective school/class councils, pupils use the skills they've developed to lead activities for their peers, e.g. clubs, play leaders, etc.</p> <p>Systems are in place to ensure pupil voice contributes to decision making. There are good examples of the part that pupils play in planning activities that promote health and wellbeing.</p>	<p>Pupil participation is seen as central to school improvement. Staff members are comfortable with pupils evaluating lessons and schemes of work.</p> <p>Pupils and teachers work together with other adults. The school aspires to be a democratic school. Pupils take responsibility for activities in the school and community.</p> <p>School/class councils and other elected pupil groups play a key role across the school, e.g. input into policy development, appointments, etc.</p> <p>Pupils often help lead workshops for staff and peers on specific aspects e.g. healthy eating, and sit as associate governors on the school governing body.</p>
<p>5b) Pupil Voice and the Community</p> <p>(This section relates closely to question 4.1 in the Whole-School Review)</p>	<p>There are few formal links between the school council and its local community. Any such links are unplanned.</p>	<p>The school council has positive links with its local community. Decisions the school council take extend beyond the school.</p> <p>Community members participate in classroom activities which are evaluated by pupils.</p>	<p>The school council works effectively with a range of community partners</p> <p>Pupils have regular opportunities to work with partner groups to improve health and wellbeing outcomes.</p>	<p>The school sees itself as integral to the local community. It uses its highly effective pupil voice to develop its role in the community.</p> <p>Links with schools and communities from across the globe are established and impact on many aspects of school life. Pupils are directly involved, and often lead in planning, devising and executing partnership work.</p>

<p>5c) Meeting the needs of all young people including those who are less vocal and visible</p> <p>(This section relates closely to question 5.2 in the Whole-School Review)</p>	<p>There is little or no attempt to involve those pupils who are less vocal and visible.</p>	<p>A variety of strategies are used for consulting with and engaging pupils who are less vocal and visible</p>	<p>Strategies for consulting and engaging all pupils, including those who are less vocal and visible, are well developed</p>	<p>All pupils identified are well supported</p>
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SECTION 6 Provision of support services for children and young people	Inadequate	Satisfactory	Good	Outstanding
<p>6a) Partnerships with External Agencies</p> <p>(This section relates closely to questions 6.2 in the Whole-School Review)</p>	<p>The school engages with some support agencies but in an ad hoc fashion.</p> <p>The school does not actively engage with specialist services unless for reasons of safeguarding.</p>	<p>The school works with a variety of local agencies to support pupils and families with specific health needs as well as promoting healthy lifestyles.</p> <p>The school has a clear referral system for all stakeholders to enable access to specialist services as required.</p>	<p>The school works with a wide variety of appropriate professional support agencies to deliver universal and targeted support for pupils and families.</p> <p>Access for all stakeholders to specialist services is through a well defined referral system.</p>	<p>Work with families, pupils and a wide range of professional agencies to sustain the development and wellbeing of all pupils , including those in challenging circumstances is deeply embedded at all levels.</p> <p>Access for all stakeholders to specialist services is through an established and robustly monitored referral system.</p>
<p>6b) Targeted Support</p> <p>(This section relates closely to questions 6.1 and 6.2 as well as 5.1 and 8.4 in the Whole-School Review)</p>	<p>The school does not have relevant insight into the performance and participation of different groups of pupils and there is little evidence of improvement in the outcomes or experience of different groups. The school is inactive in tackling material differences between groups.</p> <p>The school has no planned approach in identifying pupils at risk of experiencing challenging circumstances.</p>	<p>The school uses pertinent information about the groups of pupils it serves to identify and evaluate participation in school life, emotional and social development and progress across the curriculum. There is evidence of improvement in areas where the school has targeted its actions.</p> <p>There is a named person responsible for coordinating support for vulnerable pupils. Vulnerable pupils have individual support plans.</p> <p>There are examples of planned group interventions for pupils with additional needs e.g. Bubble Time, Circle of Friends, Dinosaur project or anger management such as volcano in my tummy</p> <p>The school can demonstrate how it is working with other agencies to meet the needs of pupils and families</p> <p>Families of identified pupils say they feel supported.</p>	<p>The school uses pertinent information about the groups of pupils it serves to pursue ambitious strategies for its targeted groups resulting in sustained and significant improvement in the performance and participation of these groups.</p> <p>Effective communication strategies result in good liaison and support for families.</p> <p>There is a good range of planned group interventions for pupils with additional needs</p> <p>Partnerships with, and signposting to, external agencies are well developed and very effective in meeting the needs of pupils and families.</p> <p>Drop in services are available for pupils and families.</p>	<p>Strategies for targeting vulnerable pupils are at the heart of the school's equalities work and its aspirations are understood and acted on consistently at all levels. The outcomes for pupils and their experience are positive and any unevenness between different groups is minimal or reducing rapidly.</p> <p>Group conferencing (e.g. teacher, parent, pupil, agencies) is used for agreeing and reviewing support plans.</p> <p>Planned group interventions are well established and comprehensive.</p> <p>The school actively supports families e.g. family liaison officer works closely with a range of agencies to provide information and support, including some provision on site. The school is highly effective in meeting the needs of pupils and families</p> <p>Counselling is provided for individual pupils and families.</p>

<p>6c) Confidentiality</p> <p>(This section relates closely to question 6.3 in the Whole-School Review)</p>	<p>n/a</p>	<p>The school policy on confidentiality is known and adhered to by all stakeholders including external visitors.</p> <p>The confidentiality policy ensures the school meets its statutory responsibilities.</p>	<p>n/a</p>	<p>n/a</p>
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<b>SECTION 7</b> <b>Staff continuing professional development (CPD) needs, health and wellbeing</b>	<b>Inadequate</b>	<b>Satisfactory</b>	<b>Good</b>	<b>Outstanding</b>
<p>7a) Staff Training for Healthy Schools</p> <p>(This section relates closely to question 7.2 in the Whole-School Review)</p>	<p>Staff members have a limited understanding of the healthy schools process and its intended outcomes.</p>	<p>All members of staff understand the healthy schools process and its intended outcomes. They are consulted and updated by the active Health and Well-being Group or equivalent</p>	<p>The school has an active Health and Wellbeing Development Group that, with the support of SLT, has the capacity to work regularly with all members of staff.</p>	<p>Health and wellbeing is an agenda item in all staff meetings. Health and wellbeing issues are incorporated in the school's PMR process.</p>
<p>7b) Staff Wellbeing</p> <p>(This section relates closely to question 7.3 in the Whole-School Review)</p>	<p>Work to promote staff wellbeing is limited.</p>	<p>The school consults with staff to identify wellbeing issues and has some strategies in place to address those issues.</p> <p>The school provides opportunities for staff to engage in activities that promote a healthy lifestyle and be a positive role model.</p>	<p>There is a planned programme, based on the needs of staff, to support wellbeing.</p> <p>All members of staff have access to a range of activities that promote wellbeing.</p>	<p>All members of staff confirm that the school recognises the importance of staff wellbeing and provides universal and targeted support to ensure staff wellbeing is maintained.</p>
<p>7c) Continuing Professional Development (CPD)</p> <p>(This section relates closely to question 7.1 in the Whole-School Review)</p>	<p>The school has some understanding of the CPD requirements to enable staff to promote health and wellbeing in the classroom.</p>	<p>The school recognises the CPD requirements in relation to health and wellbeing and allocates some resource to address these requirements.</p>	<p>The school's CPD programme reflects the needs of staff to promote health and wellbeing in the classroom.</p>	<p>The school's CPD programme proactively addresses existing and emerging staff training needs in order to effectively promote health and wellbeing in the classroom.</p>

SECTION 8 Partnerships with parents/carers and local communities	Inadequate	Satisfactory	Good	Outstanding
<p>8a) Working in Partnership to meet the needs of whole school community</p> <p>(This section relates closely to questions 8.2 and 8.3 in the Whole-School Review)</p>	<p>Limited use is made of external providers.</p> <p>There is no evidence of collaborative planning and evaluation.</p>	<p>Professionals from appropriate external agencies are used as a resource to support health and wellbeing.</p> <p>There is some evidence that teachers and external agencies work together to plan and evaluate.</p>	<p>The involvement of professionals from appropriate external agencies is directed by a thorough needs analysis and used in a universal and targeted approach to support health and wellbeing.</p> <p>Guidance is provided for working in partnership with external agencies. The impact of their work is properly assessed and evaluated.</p>	<p>Work with external agencies is embedded in to school policy and applied consistently.</p> <p>External agencies work in partnership with the school to promote health and wellbeing both universally and to support targeted groups. The outcome of work directly informs next step planning for universal and targeted activities.</p>
<p>8b) Services for Parents</p> <p>(This section relates closely to question 8.3 in the Whole-School Review)</p>	<p>The school has no clear mechanisms for signposting parents/carers to external agencies.</p> <p>The school does not provide a planned service to meet the needs of parents/carers and their families.</p>	<p>The school signposts parents/carers to external agencies when required.</p> <p>There is a planned programme for parents/carers to support the health and wellbeing of all pupils, e.g.</p> <ul style="list-style-type: none"> <li>• SRE meeting/workshops for parents/carers</li> <li>• workshop on packed lunches</li> <li>• invite to school meals</li> <li>• induction programme</li> </ul>	<p>The school has clear mechanisms for signposting parents/carers to both in-school and external support.</p> <p>There is a planned programme of support, based on appropriate consultation, to meet the needs of parents/carers in supporting the health and wellbeing of all pupils.</p>	<p>The school provides detailed and accessible information, advice and guidance to signpost parents/carers to in-school and external support.</p> <p>The school provides a comprehensive programme of support for parents/carers based on a thorough understanding of its local context.</p>
<p>8c) Parent/Carer Voice and Health and Wellbeing</p> <p>(This section relates closely to question 8.3 in the Whole-School Review)</p>	<p>There are limited opportunities to enable parents/carers to give their views on how the school is developing as a healthy school.</p>	<p>There are mechanisms for engaging with parents/carers to inform health and wellbeing and school improvement, e.g. through consultation via parents' forum, parental perception surveys etc.</p> <p>These mechanisms help inform action, planning and evaluation of progress against the priorities the school has identified.</p>	<p>Mechanisms for actively engaging with parents/carers to inform health, wellbeing and school improvement are used consistently to plan and evaluate progress against school and community priorities.</p>	<p>Parent/carers voice related to health and wellbeing is embedded in a culture of school improvement.</p> <p>The school actively seeks ways to engage with hard to reach groups and the outcomes of all consultations directly inform impact analysis and next step planning</p>



<p><b>SECTION 9</b> <b>Assessing, recording and reporting the achievement of pupils and young people.</b></p>	<p><b>Inadequate</b></p>	<p><b>Satisfactory</b></p>	<p><b>Good</b></p>	<p><b>Outstanding</b></p>
<p>9a) Assessing progress and achievement relevant to their health and well-being across the school</p> <p>(This section relates closely to question 9.1 in the Whole-School Review)</p> <p>See also Assessment and evaluation of PSHE in Section 3c of this benchmarking tool</p>	<p>Assessment takes too little account of pupils' prior learning or their understanding of issues related to their health and well-being and is not used effectively to help them improve.</p> <p>Recording of achievement is inconsistent. Reporting achievement is based entirely on teacher observations.</p>	<p>Regular and accurate assessment informs planning related to health and well-being, which generally meets the needs of all pupils. Pupils are informed of their progress and how to improve through marking and dialogue.</p> <p>Teachers monitor pupils' work during lessons, pick up general misconceptions and adjust their plans accordingly to support learning.</p> <p>Recording progress is consistently applied across the school and used to report standards achieved to parents/carers.</p>	<p>As a result of good assessment procedures, teachers and other adults plan well to meet the needs of all pupils. Pupils are provided with detailed feedback, and they know how well they have done and can discuss what they need to do to sustain good process.</p> <p>Teachers listen, observe and question groups of pupils during lessons to reshape tasks and explanations to improve learning.</p> <p>The school's assessing, recording and reporting policy is known, understood and implemented by all. Pupils understand how well they are doing and are able to work collaboratively with teachers to set appropriate targets.</p>	<p>Teachers are acutely aware of their pupils' capabilities, their prior learning and understanding, and plan very effectively to build on these. Marking/dialogue is consistently of a very high quality. Pupils understand in detail how to improve their work and are consistently supported in doing so.</p> <p>Teachers systematically and effectively check pupils' understanding throughout lessons, anticipating where they need to intervene and doing so with striking impact on the quality of learning.</p> <p>Rigorous and extensive recording combined with searching analysis and self-challenge enables teachers and pupils to devise exceptional well-focussed targets and personalised plans. Robust reporting mechanisms ensure all relevant stakeholders are fully engaged in the development of these plans.</p>
<p>9b) Celebrating achievements across all aspects of school life</p> <p>(This section relates closely to question 9.2 in the Whole-School Review)</p>	<p>The school has some mechanisms to celebrate achievement in school.</p>	<p>The school recognises how celebrating success is an integral part of the behaviour system. It promotes a sense of community within the school and actively encourages high achievement.</p> <p>The school has regular celebration opportunities where pupils share their achievements in and beyond school, both academic and non-academic.</p>	<p>Celebrating success is an integral part of the behaviour system. It promotes a sense of community within and beyond the school and actively encourages high achievement. The school communicates these successes, both academic and non-academic., to parents/carers and other stakeholders on a regular basis.</p>	<p>A culture of high attainment is embedded throughout the school and its systems. Pupil achievements, both academic and non academic, within and beyond the school, are recognised and communicated to all stakeholders</p>

**Key:**

EHWB – Emotional Health and Wellbeing

SEAL – Social and Emotional Aspects of Learning

SLT – Senior Leadership Team

SEBS – Secondary Social, Emotional and Behavioural Skills

CPD – Continued Professional Development

Stakeholders – All adults and pupils that have an involvement in the school whether employed, enrolled or through associations

PSHE education – Personal, Social and Health and Economic education

PCT – Primary Care Trust

PTA – Parent and Teacher Association

ICT – Information and Communication Technology

TA – Teaching Assistant

MDA – Midday Assistant

PE – Physical Education

SMSC development – Spiritual, Moral, Social and Cultural Development

**Documents used in production of this tool:**

Annual Review, 2009, DCSF and DH (National Healthy Schools Programme)

Healthy Schools Toolkit, 2011, Department of Education

OFSTED Framework (Draft), 2011, OFSTED

PSHE Primary Review Tool, 2008, DCSF

Citizenship Secondary Review Tool, 2008, DCSF John Lloyd

OFSTED Subject Grade Descriptors (DRAFT 2010) OFSTED

National Healthy Schools Programme Guidance, 2007, DCSF and DH