

School News



As you will be aware we had a re-assessment inspection of our Healthy Schools status on Tuesday 26th March. The inspection was led by Mrs G. Mullens, an experienced school advisor from Leeds City Council. During her visit she interviewed school governors, school leadership, staff, parents, catering staff and a wide range of pupils from all year groups. She observed lessons, scrutinised planning, policies, curriculum and school development plans, met with all members of the school council, observed break times including lunch time. I am pleased to say we regained our Healthy Schools Status for another three years. Below are some quotes from the report but if you wish to read the full report, I have included it at the end of this newsletter, it has also been uploaded to our school website under the tab *Healthy Schools*. I would like to thank the pupils, parents, staff and governors who made time to be interviewed during the inspection. The areas of development highlighted in the report have already been included in our school development plan and will be immediately acted upon by the school governors and staff.

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'There is a strong sense of family and Christian values here, which support the work around SEMH. Parents appreciate how the school staff work hard to support their children's social and emotional health and wellbeing.'

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150 Year Anniversary 1874 – 2024

As part of the planned school events to celebrate Hawsworth CE Primary's anniversary a Cherry Blossom tree has been planted in front of our reflective area. We hope it will grow as strong and resilient as our ex-pupils and present pupils of Hawsworth. Hopefully, in the years to come when our pupils sit below it for shade or shelter, they will take the opportunity to remember those pupils and all those associated with Hawsworth who have gone before.

A huge thank you to Swincar Nurseries who kindly donated the tree for free. The owner of Swincar is an ex Chair of Governors and all of his children attended the school. Thank you to Mr Wood (ex-parent) and Spencer (ex-pupil) for helping to plant the tree.

An engraved plaque has been ordered and will soon be placed in front of the tree.

Pictured are the members of our school council, Mrs Oliver and myself.

Building and grounds update

During the Easter holidays we had a number of workmen on site upgrading the school building and interior. One area of improvement was updating interior and exterior lights to LEDs to save on electricity bills, improve efficiency and also to improve the health and safety and security of the school site.

We are also installing hinged metal walkways beside the nursery building to hide the septic tank and make the area safer. The wooden railings and steps to The Bumby are also being replaced and upgraded to improve safety for the children, especially during wet weather when the present steps can be very slippery.

We are presently receiving quotes for window vinyl designs which will enhance the windows at the front of the school and also celebrate the school's 150-year anniversary and heritage.



2024 Parent Questionnaire

As a governing body we have always strived to maintain a strong school/parent partnership. We try to achieve this by having our governors attend key school events, including all parents' evenings. This has enabled the governor profile to be a visible one and provide opportunities for parents to approach Governors with any concerns or share positives about the school. Our recent Governor Survey for Parents is also an additional tool that we use for receiving feedback on our school and your responses will guide our next phase of school development. This year we had a good number of responses to the survey and the results have been collated and a paper copy was sent out to all families. Thank you to all who took time to complete our Governor Survey for Parents 2024.

Sport and after school clubs

As a school we are always striving to improve our in school and after school sporting provision. We presently have active, successful football teams and a range of after school sports clubs. We are also a member of the *Leeds Well School Partnership* which enables pupils to be involved in competitive sport during the year e.g., football, cross-country, dodgeball, cricket etc. This summer term our Y3/4 children will also be taking part in orienteering events competing against other schools. Northern Arts will return to lead dance and drama sessions and Didi-rugby will also return. Mrs Oliver will be starting an after-school netball club this term for the children (information will be sent out soon) and I will lead a cricket club alongside Mr Hall during the last half term.

Looking to the future we will be introducing a girl's football team next year led by Miss Hewitt who is presently enrolled on the FA Schools football coaching course which is being funded by the school.

The Governors and I appreciate the staff who give up their free time to attend or lead these sporting clubs, events and initiatives. I know when I was a class teacher leading after school football/cricket teams, transporting children to matches across the city was demanding whilst trying to balance it with the need for lesson plans, marking books and meetings.

As a school we are also negotiating with a number of outside providers to look into providing more varied after school clubs but hopefully at reasonable prices. In the past we had a very popular Lego club led by Inspirational Tree and are looking at other non-sporting clubs to suit all our pupil's interests. As always, it will be dependent on pupil uptake and interest.

Star Pupils

Class 1

This week, Class 1 became adventurers! They had lots of fun exploring the natural environment and using their senses to discover what they could hear, smell, see and touch. They loved running through the swishy grass, finding mini beasts, creating dens and using their incredible imaginations! We are so proud of how well they all worked as a team. Well done Class 1.

Class 2

Class 3

TTRS - Archie S

Century - Holly

Star pupil - Hannah for excellent contributions to all class discussions.

Class 4

Star Pupil - Maryam for always working hard and being a supportive member of the class.

TTRS - Noah I

Century – Amelia

House Points

House	Points
Eagles	147
Falcons	135
Vultures	178
Condors	165

Attendance (Leeds Target 97%)

Class	%
Class 1	95.56%
Class 2	99.21%
Class 3	92.00%
Class 4	92.81%



Kestrels Before and After School Club

We hope you have had a wonderful Easter break and that you managed to get some well needed sunshine. We have had such a mixed bag of weather this week which leads me nicely onto this week's theme of April Showers. The children have had fun designing their own wellies using lots of different materials and we used card and cotton wool to make rain clouds. They made some amazing and colourful umbrellas and rainbows using tissue paper too! Colouring in, wordsearches and puzzles remain as popular as ever and the ever-present Lego competitions continue. Mrs Tempest

KS2 Football League dates

Date/time: Tuesday 23rd April
Venue: Yeadon Westfield Junior
Kick-off: 3.00
Team
1. Kingsley
2. Benjamin
3. Jasper (GK)
4. Zachary
5. Jonah
6. Alfie
7. Logan
8. Noah J
9. George
10. Maxton(sub)
11. Jude (sub)

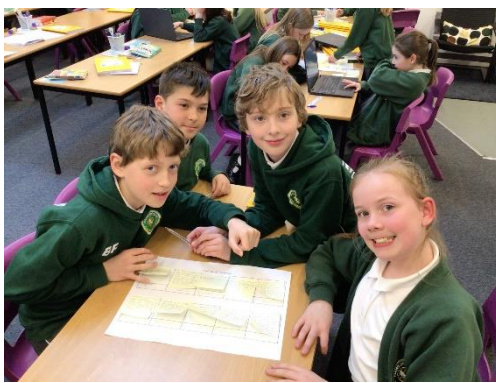
Date/time: Thursday 25th April
Venue: Queensway Primary School
Kick-off: 3.30
Team
1. Logan (GK)
2. Henry C
3. George
4. Jonah
5. Benjamin
6. Alfie
7. Kingsley
8. Zachary
9. Kellan
10. Maxton (sub)
11. Jasper (sub)

Date/time: Monday 29th April
Venue: St Oswald's Primary School
Kick-off: 3.30
Team
1. Jasper (GK)
2. Kellan
3. Jonah
4. Maxton
5. Alfie
6. Kingsley
7. Zachary
8. Noah J
9. Benjamin
10. George(sub)
11. Jude (sub)

Date/time: TBC
Venue: Queensway Primary School
Kick-off: TBC
Team
1. Kellan B
2. Logan H
3. Noah J
4. Zachary L
5. Kingsley M
6. Alfie M
7. Jasper S (GK)
8. Jonah
9. Benjamin
10. Maxton (sub)
11. Henry C (sub)

Photo Gallery

Class 4's first history lesson of our new topic - researching the history of Yorkshire and placing key historical events on a timeline.



Class 1 out and about!



Safeguarding

At Hawksworth CE Primary School, the welfare of our children is of paramount importance to all members of our community, and safeguarding is a key responsibility for everyone.

Our safeguarding team is currently:

Mr D Norris (Headteacher and Designated Safeguarding Lead)

Mrs S Oliver (Assistant Headteacher and Deputy Designated Safeguarding Lead)

Mrs F Chalmers-Brown (School Business Manager, Senior Mental Lead and Deputy Designated Safeguarding Lead)

Mrs J Archdale (Safeguarding Governor)

Dates for the Diary

Spring 2		
Tuesday 19 th March 2024	All Day	Northern Arts Factory
Wednesday 20 th March 2024	3.30-7pm	Parents' Evening
Thursday 21 st March 2024	3.30-5pm	Parents' Evening
Summer 1		
Monday 6 th May 2024	All Day	May Bank Holiday
Wednesday 8 th May 2024	2.30-3pm	Reading Workshop Class 1
Monday 13 th May – Thursday 16 th May 2024		Year 6 SATS
Tuesday 21 st May 2024	All Day	Northern Arts Factory
Summer 2		
Thursday 6 th and Friday 7 th June 2024	All Day	Bikeability Year 6 Only
Monday 10 th June 2024		Phonics Test
Wednesday 19 th June 2024	1.15-3pm	Sports Day
Wednesday 26 th June 2024	1.15-3pm	Sports Day Reserve
Wednesday 10 th July 2024	2.30-3pm	Curriculum Show Case
Friday 28 th June 2024	2.30-3pm	Stay and Play Class 1
Wednesday 17 th July 2024		Leavers' Awards
Thursday 18 th July 2024		Leavers' Performance

Kind regards

D. Norris

Headteacher



Hawksworth C of E Primary School Healthy Schools Status re-assessment visit

Dear Mr Norris,

Thank you for inviting me to re-assess Healthy Schools Status at your school on 26th March 2024. I had a valuable morning in school talking to parents, governors, pupils and staff and was thoroughly impressed with all that I saw and heard. Please convey my thanks to everyone who made the visit so enjoyable.

I can confirm that the re-assessment was successful and am therefore pleased to inform you that Hawksworth C of E Primary School continues to maintain Healthy Schools Status. This is valid for 3 years from your self-validation date, November 2023.

I am also pleased to confirm that your school's investment in Social, Emotional and Mental Health (SEMH) means that you have also achieved MindMate Friendly Status.

The outcome was based on information and evidence from a variety of sources, including the school's self-validation using the School Health Check, pre-assessment paperwork, a tour of the school, secondary sources and meeting, and a timetable of interviews for the 2 health themes: PSHE and SEMH. Interviews took place with a range of stakeholders including senior leadership team, governors/parents, teachers, non-teaching staff and pupils.

Strengths

General:

- The school's caring ethos and warmth are apparent every time I visit this school. The school is very much about everyone and there are strong relationships across school. The headteacher has a strong and committed belief in the health and wellbeing of the school community.
- The school environment is well kept and attractive. The learning environment promotes healthy living and wellbeing, evident through the varied wellbeing, physical and emotional health messages and displays that are visible throughout the school.
- The outdoor area is extensive, with various activities and areas available to pupils. The climbing frame is popular. There is a designated space for football, a quiet area and both a playground and large field. There is play equipment available for pupils.
- Everyone feels safe, cares for each other and are very friendly. Staff have fostered a super team ethos, are very supportive of each other, friendly, happy, approachable and know their pupils and families very well, which ensures everyone feels valued. Parents clearly trust in the school and feel it is a "warm, welcoming, safe place".
- The dining hall is a bright, sociable, inclusive environment and pupils are overwhelmingly positive about school meals. The cook, who has been at the school for over 10 years, knows the pupils very well. She bakes fresh bread for the pupils every day and the daily fruit tray is fun and attractively designed, which pupils love. Main dishes are freshly prepared and cooked to a high standard.
- Pupils are very enthusiastic about physical activity opportunities. They report that they enjoy all their PE lessons. They are very proud to represent their school at inter-school events and enjoy the competitive element. Entitlement and enjoyment of all aspects of physical activity is well embedded in school life.

PSHE:

- The PSHE leads provide focused and clear leadership of the subject, which all staff appreciate. The school uses the You, Me, PSHE scheme as the basis for the PSHE curriculum but this has been updated, with lessons and visitors added so the curriculum is bespoke for their school.
- The profile of PSHE has risen since the last external validation. It is timetabled every week and is linked to assemblies, the whole school curriculum and the Christian ethos of the school. The 2 year rolling curriculum starts with a PSHE themed topic, My Wonderful World. The school also invites visitors, such as the NSPCC and Leeds Utd Foundation, into school to support PSHE.

- Pupils have an excellent awareness of their learning in this area and were able to talk, very enthusiastically, about their PSHE lessons and learning, telling me about how to keep safe online, how drugs, alcohol and tobacco can affect health, body and the importance of road and water safety.
- The pupils showed a good knowledge of British Values and what they meant in their school and setting. They could talk about equality, fairness and inclusion, in school and the wider world. The RE curriculum also makes links to diversity and inclusion, as do chosen literacy texts.
- The pupils enjoy wider opportunities, such as the Enterprise task which was taking place in the week I visited. The pupils could talk about their aspirations for the future and careers they may be interested in.
- There is a monitoring and evaluating process, including pupil voice interviews and the monitoring of big books and pupils' individual work.

Social, Emotional & Mental Health (SEMH)

- There is a strong sense of family and Christian values here, which support the work around SEMH. Parents appreciate how the school staff work hard to support their children's social and emotional health and wellbeing.
- Positive relationships among all staff have a positive effect on the pupils and staff are excellent role models. The head teacher has an open door policy and the staff feel valued and well supported.
- The PSHE curriculum incorporates lessons on mental health and wellbeing and pupils spoke confidently about feelings and emotions and the effects of their actions on others.
- The relatively newly established SEMH team (Lead for mental health and wellbeing, the learning mentor and the SENDco) work hard to ensure all stakeholders are supported in school. They have accessed training and use the cluster offer for further support. SEMH needs in school are assessed informally by noticing and knowing pupils and the learning mentor is proactive and visible across school.
- Pupils spoke positively about the pastoral support available to them and agreed they could talk to any member of staff if they were worried. They are grateful for the Worry Box and the Worry Wednesday Workout held by the learning mentor every week. They understand that pupils have differing needs and showed empathy and kindness about pupils who need more support.
- The behaviour of the pupils was exemplary during the visit. Pupils were respectful, well-mannered and articulate, happy to tell me all about their school. Pupils wholeheartedly agreed that they and their friends all try to do the right thing at school.
- The school's house point reward system and Class Dojo are effective and work well as there is a shared understanding about why it is important to behave well and work well together.
- Classrooms all have reflection areas and the new nurture room is another calm, quiet space for pupils to use. There is a quiet space outside in the playground.
- The lead for Mental Health and Wellbeing supports good staff wellbeing and works hard to ensure there is practical, as well as emotional, support available. A Monday morning briefing has been established to cut down on staff meeting time, teachers have extra planning time if needed, PPA time is taken at home if teachers wish to do so and staff meetings only take place if needed. On a more informal level staff support each other well on a day to day basis.

Quotes from the visit

Pupils:

- "I like the PE and its good outside, there is lots to do and we have lots of fun. It's good in the spring and summer when we can go on the field."
- "We have to work hard but teachers try and make the learning fun for us. We are building a drawbridge today!"
- "If you are worried about something you can use the Worry Box or go to Wednesday Worry Workout, but someone will always talk to you and help you."
- "Everyone is nice here, you can play with anyone."
- "Lunch is really nice, its good in the hall, sitting with your friends."
- "I like PSHE lessons. We have learnt a lot about drugs and alcohol and how they affect your body. I like the enterprise work. We have just done a project. The classes all do PSHE but learn what's right for them."

Staff:

- “Everyone here is really supportive of each other. It’s a great team, like a family.”
- “It’s important to look for the positives, we all do that.”
- “There has been a lot of growth and change in the curriculum over the past 2 years.”
- “I think we are good at noticing things. We know the families and the pupils so well we know straightaway if something is wrong.”
- “The head teacher is great at supporting family commitments, we can ask for time away. We benefit from extra planning time if needed and subject leader time.”

Parents/Governors:

- “This is a nurturing school, we are lucky that it’s a small school and everyone knows each other. It is like a big family.”
- Staff are skilled at finding out things if they notice something is wrong, they seem to be able to ask without asking.”
- “The children are taught about how their words or actions might make another person feel.”

Areas for Development

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

General

- Pupils identified that they would appreciate more extra-curricular clubs, during lunchtime or after school, reflecting their talents and interests.

SEMH

- To further develop pupil roles across school, such as School Food or MindMate Ambassadors.

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

Yours sincerely,

Gill Mullens

Healthy Schools Advisor