

Manchester Healthy Schools Gold Accreditation Report



School Name	Newall Green Primary School
Date of Visit	Thursday 9 th July 2026

Visit attendees (Names and Roles)

- Ceri Hewitt – Unintentional Injury Prevention Lead
- Kelly O’Brien – SEND Lead

This report confirms that Newall Green Primary School has been re-awarded **Gold** by Manchester Healthy Schools. The visit provided strong evidence of a whole-school commitment to health and wellbeing, with pupil voice, inclusion and thoughtful practice clearly embedded across the school. The feedback below recognises the school’s strengths across each health area and identifies supportive next steps for continued development.

PSHE

It was excellent to see such a broad and engaging PSHE offer across the school. Lessons observed showed high levels of pupil engagement, with children clearly motivated to contribute to discussion and take part in activities. The use of circle-based discussion in Year 6 and Early Years was particularly effective in supporting participation, listening and respect for others.

There was strong evidence of oracy being developed, including the purposeful repetition of key vocabulary. Lessons had a good pace and included a range of activities to support learning. The Year 6 settling activity, where pupils organised themselves by the length of their names in silence, was a creative and effective example of collaboration and communication.

It was also positive to see the Manchester Healthy Schools I Matter curriculum being used in Year 4. The drugs and alcohol lesson provided a strong example of baseline assessment through group work, helping staff to understand pupils' starting points and build learning from there. The enterprise sessions to raise money also provided a valuable and practical example of financial education in action.

Healthy Lifestyles

The school demonstrated a thoughtful and responsive approach to promoting healthy lifestyles. Where concerns are identified in relation to weight or wider health needs, staff work appropriately with the Healthy Weight Team and, where necessary, follow safeguarding processes. The example shared of longer-term work with one family showed a caring, persistent and multi-agency approach which is resulting in an improved situation for the child. The sports leader session was energetic, inclusive and highly engaging. It was particularly positive to hear how pupils are involved in developing these sessions, helping to build ownership, confidence and leadership skills. The school's work to bring in a range of sports people is also widening pupils' aspirations and increasing their knowledge of different sports and possible pathways.

The Tesco fruit and vegetable scheme is helping pupils to access and experience a diverse range of fruit and vegetables. The example of Year 6 pupils requesting dragon fruit for an event was a lovely illustration of pupils' curiosity and openness to trying new foods. In Early Years, the PSHE lesson on growing, including children taking seeds home to grow, provided a practical and memorable way to develop understanding of where food comes from.

It was also positive to see that improvements to the dining room have been shaped by pupil voice. The availability of ear defenders for pupils who find the noise difficult is an inclusive and sensitive response, and the books available in the dining room help to create a calmer and more welcoming environment.

Unintentional Injury Prevention

Unintentional injury prevention is clearly visible and embedded across the school. There were fantastic displays and resources in a range of areas, including information for parents and carers in reception, pupil-created sun safety posters, and water safety messages in the Year 6 classroom. This shows that key safety messages are being reinforced in different ways and for different audiences.

Pupil voice also demonstrated that safety is understood by children. One pupil spoke confidently about how they keep themselves and others safe at break and lunchtime. In the specialist provision, the use of a traffic cone on play equipment was a strong example of how

non-verbal information is used to support pupils' understanding of safety around the school site.

Mental Health and Wellbeing

The school has developed a nurturing and practical approach to mental health and wellbeing. The Wellbeing Warriors initiative is a strong example of pupil voice having a positive impact on day-to-day school life. The classroom postbox and flags idea has developed this further and provides pupils with a clear and accessible way to share how they are feeling and seek support when needed.

It was also encouraging to hear about the Lego and board games club, as well as the library provision at lunchtime. These options provide safe, calm and purposeful spaces for pupils who may want an alternative to the playground, supporting inclusion and emotional wellbeing.

Social and Emotional Health

There was strong evidence of work to support pupils' social and emotional health. The Zones of Regulation display with coloured mirrors in the specialist provision was an excellent example of helping pupils to recognise, name and regulate their emotions. It was positive to see this approach reflected across classrooms, showing consistency in the language and strategies used to support pupils.

The SMART online safety poster in the Year 6 classroom provided a clear reminder of key messages for keeping safe online. Pupils also spoke confidently about what they would do if they experienced or witnessed bullying, including talking to trusted adults and using the buddy system. This indicates that pupils understand the support available to them and know how to seek help.

Relationships and Sex Education

The evidence shared through Padlet showed that the school listens carefully to pupil voice and actively consults and engages parents and carers around Relationships and Sex Education. The annual consultation, alongside regular opportunities for parents and carers to discuss RSE through surveys and coffee mornings, is good practice. This approach helps to build transparency, trust and shared understanding across the school community.

Drugs, Alcohol and Risk-Taking Behaviour

It was positive to see the I Matter curriculum being used to support teaching in this area in Year 4. The lesson provided pupils with opportunities for discussion and group work, helping them to explore ideas in a safe and structured way. Evidence on Padlet also showed a variety of methods for gathering pupil feedback on their learning in this area, which is excellent practice and supports ongoing reflection and improvement.

Overall Comments

Newall Green Primary School continues to demonstrate a strong and sustained commitment to promoting health and wellbeing across the whole school community. The Gold Award is well deserved, with clear evidence that health education, inclusion, pupil voice and wellbeing are not treated as separate areas, but are embedded within the everyday life and culture of the school.

Pupil voice is a particular strength of the school and this was evident throughout the visit. Pupils feel listened to, valued and confident that their suggestions can lead to meaningful change. This strength is rightly reflected in the school's Excellence Award for Pupil Voice. There were lovely examples of pupils taking responsibility and contributing to school life, including roles linked to dining hall clearing, toilet monitoring and school council. One pupil spoke warmly about how being part of School Council had helped him to make friends, which reflects the wider social and emotional value of these opportunities.

The school also provides a wide range of inclusive opportunities for pupils to be active, involved and connected. Hearing music being played in the playground at break and lunchtime was a positive and creative way to encourage alternative forms of physical activity, including dance. It was also excellent to hear pupils describe how they create inclusive games, such as "infinity tag", so that everyone can take part.

The sensory circuits activity in the resourced provision was joyful to observe. Pupils were highly engaged, worked collaboratively and were supported by warm, caring and respectful relationships with staff. Weekly outdoor learning opportunities in the resourced provision, and where possible for mainstream classes, are another valuable addition to the school's health and wellbeing offer.

Overall, the school should be very proud of the breadth and quality of practice seen during the short visit. Newall Green Primary School is continuing to build a culture in which pupils are supported to be healthy, safe, included and heard. Congratulations on achieving the Manchester Healthy Schools Gold Award.