Enhanced Healthy School Stories 2013-2014
Introduction

Welcome to the first edition of the Essex Enhanced Healthy School Stories.

The Essex Healthy Schools Programme continues to thrive with strong commitment from over 500 schools. The award ceremony will celebrate 8 newly accredited schools, 206 who are revalidating at foundation stage and 18 who have achieved Enhanced Status.

The Enhanced Healthy Schools Award is achieved by schools who have completed a significant amount of needs-led, outcome focussed work which builds on that achieved at Foundation Stage.

Their journeys are captured in the form of a school story and the brochure reflects a snapshot of the hard work and impressive outcomes that these schools have achieved to improve the health and wellbeing of their students through a whole-school approach.

Carol Partington
Commissioning Support Manager
Essex County Council
Schools stories

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What outcomes did we focus on?

- Decrease the number of children and young people who are involved in behavioural incidents
- Increase the number of children who report they feel safe at school
- Give children of hard-to-reach families confidence in the school
- Increase number of parents who feel confident any concerns regarding their children are addressed.

What activities/interventions did we put in place?

- New behaviour management strategy launched, whole school community were informed
- Lunchtime club introduced for pupils who were having difficulties in the playground
- Pastoral Support Co-ordinator to work with children finding lunchtimes difficult
- Launched the school’s Crystal Cup to be awarded to pupils who show the school’s core Christian values
- Hard-to-reach families register was attempting to make more contact with the families
- Chatterbox system introduced
- Headteacher and Pastoral Support Co-ordinator available to speak to parents in the mornings
- Pastoral Support Co-ordinator to work with pupils and parents as soon as a problem arises
- Parental surveys were completed in 2012 and 2013 relating to the focus of healthy schools
- We completed the School Health Education Unit (SHEU) survey again to establish pupil’s perceptions
- Head boy and girl roles were introduced as well as house captains
- School teams introduced with merit points system. Awards are given out in end of week assemblies to team with the most points.

What did we achieve, and how did we know?

We managed to reduce the number of incidents from 106, in the period March-July 2011, to 57 for the academic year 2012-2013. This was slightly higher than we were hoping for but still shows a reduction by 49. There were only five pupils who received over three detentions over a term which resulted in a phone call home or meeting with parents. Sheets were completed at every detention asking what happened, the reason why and what they should have done. This helps them to understand how they can improve their behaviour.
SHEU survey results show there is an increase in the number of children who report they feel safe in school from 79% to 86% in 2013 survey; exceeding our target by 2%.

There is a reduction in the amount of support groups set up from 17 in academic year 2010-2011 to just four in each of the last two academic years. This shows pupils feel happier in the way incidents are dealt with.

What will we do next?

- Continue to maintain a hard-to-reach families register and work closely with these parents
- We will continue to speak with school council as some pupils feel that football causes a lot of conflict
- New report system to be introduced to monitor pupils’ behaviour closely
- Focus on a selected number of children whose attendance was below 90% for the previous year and work with them to improve attendance
- Identify any parents that do not attend parent’s evenings and work with them to establish if there is a barrier to them attending we can help with.

“Lunchtime group is great, we do fun things and it stops me getting in trouble.”

“I love the cooking activities we do at lunchtime; I don’t like sharing them when I take them home though.”

“Our child is happy at school and we hope it remains that way.”

“I know I can speak to a member of staff if my child is unhappy.”

“My boy has had lots of extra help which I am grateful for.”

“The Pastoral Support Coordinator is approachable, proactive and makes a difference to behaviour in the school.”
What outcomes were achieved?

- Repeat survey showing significant improvements across all areas
- In 2012 64% of pupils did not feel that their views were listened to
- In 2013 after strategies were put in place, working on the student voice/school council this reduced to 36%
- In 2012 the number of children who felt safe at school and feel they are treated with respect was 39%
- In 2013 after interventions this increased to 60%
- Our overall focus was emotional health & wellbeing; our target group were girls in Key Stage 3 & 4. The outcome was to increase the amount of girls who said that they felt good about themselves
- In 2012, 71% of this target group said they did not feel good about themselves
- Our focus on self-esteem and self-confidence, including intervention Go-Girls and providing access to a counsellor who they are able to meet with on a regular basis
- In 2013 the amount of Key stage 3 & 4 girls that reported they did not feel good about themselves reduced to 29%.

What difference has it made to the children and to the school?

- The children feel they have a voice within the school that is both listened to and valued
- The children feel happier and safer on the playground
- KS3 and KS4 girls have much improved confidence and self-esteem.

Have you had any additional outcomes?

Improvements in behaviour and wellbeing across the school.

What will we do next?

Develop Youth Health Champions role within the school.

“I love all the new play equipment and I feel safe on the playground.”

“My child loves going to school at Castledon.”

Photograph right: School Council members with Cllr Kay Twitchen OBE at Democracy Day.
Senior leader quote:
“Healthy Schools ties in with ethos of 'Learn to Live'. We recognise the importance of the emotional health and wellbeing of the students at Castledon School”
What outcomes did we focus on?

- Percentage of Year 11 smoking regularly was 13%. Social smoking was higher at 28%. Drinking occasionally was about 10% of students and this was mainly at parties.

- Very little difference in smoking behaviour by gender BUT a significant difference in smoking behaviours by age.

- 95% of Year 7 have never smoked, 52% have never smoked by Year 11 and 50% by Year 12. (SHEU 2012)

- Up to 15% of 14-15 year olds report taking cannabis and, as they get older, fewer pupils think that cannabis is ‘always unsafe’ (SHEU 2012)

What needs did we identify?

Evidence from SHEU and from in house surveys suggested that there was some room for improvement regarding the numbers from Year 9 onwards who admitted to smoking cigarettes and drinking alcohol on a regular basis. Substance misuse especially in Year 11 appeared to be an issue which needed to be addressed back in 2011.

What activities/ interventions did we put in place?

- Delivered workshops on the reduction of substance misuse to year 11
- The Youth Health Champions led several workshops on substance misuse
- They had also led whole-schools campaigns on substance misuse
- Second cohort were selected and trained and all 20 passed
- Led three assemblies to whole school and also went into Year 7 & 8 tutor groups
- Champions were invited into Personal, Social and Health Education (PSHE) lessons at KS3 where they delivered sessions to Year 7 and 8 students.

How we have measured impact

Survey at end of summer term 2013 found that 86% of students in Year 9 reported they have learned much more about the dangers of smoking and drinking and would be less likely to take up smoking or drinking as a result.

The number of regular smokers at Davenant has reduced from 18% (Sept 2012) to 15% (May 2013) in Year 11.

What did we achieve and how did we know?

- Conducted questionnaires with Year 9 to measure work of YHC. 45% said they would not start smoking or binge drinking as a result of campaigns
- 86% of students reported they had learnt much
more as a result of the YHC’s work.

- Focus group research with Years 7 to 10, reported the YHC were doing a good job.
- Other key issues raised were peer pressure and raising self-esteem.
- Some of these are now being delivered by tutors in the Tutor programmes in Form time at Key Stage 4.

**What will we do next?**

This year there has been an increase in the number of ‘social smokers’. This suggests that there are other issues to be tackled such as poor self-esteem, coping with exam pressure and stress as well as peer group pressure.

We plan to provide knowledge and information as well as encouraging students to ask questions.

In PSHE lessons there will be more input from YHC and we will tackle the issue of peer pressure through more extended role-play.

Our latest project is to go into local Primary Schools to support their drive to deliver health messages. All the YHC are excited and look forward to extending their audience to Year 5 pupils.

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“She wants to take this further and work for the NHS.”

“I am not scared to talk about the dangers of smoking to other students although it is still a bit scary at the start.”

“I’ve learnt a lot of important information from the training.”

“My son has become much more confident and I am proud of what he is doing.”

Enhanced Healthy School Stories 2013-2014
What needs did we identify and from what sources?

- We originally identified the following three areas through the school development plan as areas to be improved:
  - Policy availability on the school website
  - Development and progression of PSHE
  - Reporting to parents on PSHE

What activities/ interventions did we put in place?

- The Senior Leadership Team (SLT) reviewed and developed all school policies with reference to Essex Healthy Schools
- We then liaised with the network managers of the school to allow the policies to be uploaded on to the school website
- Prior to being uploaded the policies were reviewed by staff, pupils and parents from Great Baddow High School
- Pre May 2011 PSHE was only 'satisfactory'
- Drop-down days were renamed Personal Development Days
- Pupils in Year 7 undertook a project called ‘Be the best you can be’ concentrating on PSHE topics using the Olympics as a trigger
- Created a healthy schools area of the website to feedback information to both pupils and parents on healthy eating, school dinners, healthy eating points scoring system and also other health matters, e.g. anti-bullying
- The percentage of pupils eating school dinners at Great Baddow has increased from Sep 2011 (69%) to May 2013 (74%).

Healthy Eating Corner

- The corner gave information on nutritional information as well as information on other healthy schools topics
- Started a ‘Change for Life’ healthy eating club, for selected pupils every half-term; aimed at giving the pupils an insight into the catering industry
Sports Readers Breakfast Club

- Focus of the club was on lower-achieving Key Stage 3 pupils in literacy
- Pupils work alongside older pupils on reading and comprehension tasks
- Essex Healthy Schools funding used to subsidise breakfast for pupils
- Sports Readers take part in training to develop their understanding of the pupil they are working with (dyslexia work shop).

What outcomes were achieved (universal and targeted)?

- Development of PSHE has shown that pupils are now inspired by the subject area and present work to be displayed regularly
- 100% of pupils in Years 7 & 8 have taken part in the ‘Be the best you can be’ program
- In Years 7 & 8 PSHE is now reported back as a separate entity and PSHE attainment is reported at parents evenings
- The Sports Readers project has shown significant improvement in the following areas: The reading age of Sports Readers attendees improved by an average of four months
  RA plus 4
  SA plus 9
  CA plus 10

Behaviour impact

- 100% (8) of pupils are now off report due to ‘significant improvement in behaviour’.

Healthy breakfast impact

The feedback from a staff questionnaire showed an improvement (93% positive) in concentration and alertness from pupils. This may be due to the healthy breakfast, earlier rising or the energising effect of an enjoyable activity.

Social inclusion impact

100% of feedback from pupils taking part in the project showed positive social relationships being created.

What will we do next?

- Continue the ‘best you can be’ programme
- ‘Change for Life’ group to continue with six new pupils introduced every half-term
- Sports Readers project has impacted on 34 of the 43 pupils targeted this year
- This initiative will continue potentially taking the project into local feeder primary schools.

Below are some comments made by our Sports Readers:

“...I am so glad I am involved with the sports readers’ scheme, I find the experience so rewarding and love to see the improvements the children are making.” Tara Francis

“So far Tomasz and I feel a real sense of achievement in the advances we have made.” Iona Chard

“It makes me feel good to see an improvement in my partner and to know that he is enjoying reading.” Rebecca Cooper

Enhanced Healthy School Stories 2013-2014
What outcomes did we focus on?

- To increase whole-school attendance from 92.2% in 2011 to 94.4% by May 2013
- To increase the number of students who agree or agree strongly that they are listened to in school from 34% in 2011 to 50% by Feb 2013
- The targeted outcomes were to improve attainment and social interaction of an identified group of Year 7 boys.

What activities/ interventions did we put in place?

**Whole-school: Attendance**

- Whole school target and year group targets set
- Regular analysis of attendance data to ensure targeted resources
- Tutor time attention to individuals reviewing their own attendance figures and link to achievement
- Daily “have you seen these students?” list circulated prior to phone calls home
- Anti- bullying ambassadors trained
- Learning Mentors interventions with low attendees and parents
- Targeted work with students creeping towards the persistent absentee figure or already there!
- Yr. 11 School Prom linked to Year 11 attendance
- Mentoring by form tutors in assembly time to work with students at risk
- Attendance recognised in achievement assemblies
- A trip to the Electric Palace to see a film for all students achieving 100% attendance and punctuality (or significantly improved)
- School employs their own Education Welfare Officer (EWO).

**Student Voice:**

- Opportunities for students to feedback about their learning
- Trialled Student Leaders attending staff subject meetings
- Head Students attend Governors meetings
- Opportunities for all students to have mentoring sessions
- More opportunities for students to hold posts of responsibility
- Annual school perception survey

What needs did we identify?

The SHEU survey showed that 34% of students felt listened to within the school. We decided to focus on increasing student motivation and engagement with learning and the school community through a specific whole-school approach to attendance.
• Students involved in prospective staff interviews
• Head students run application and interview process for younger student leaders
• Targeted group: 7Up
• Identified based on pupil premium and vulnerability of disaffection
• Initial conference setting an aspirational atmosphere and a group identity
• A comprehensive record of achievement points, behaviour points, reading progress, attendance and extra-curricular attendance collated over the year
• Breakfast club
• Sports club primarily targeted at the group
• Visit from an Olympic medallist.

What did we achieve and how did we know?

• Improve attainment and social interaction at school
• There was an 82% uptake in the lunchtime sports clubs, with regular attendance
• Reading ages have improved at a greater rate than the rest of the cohort
• Attendance: 75% of the group have attendance of over 90%, 41% have reached or are above the school target of 94%. Overall attendance for the group last year was 92.1%
• Behavioural data shows clear decline in negative incidents
• The school took part in the same surveys in 2013 so data from 2012 and 2013 could be compared
• Increased number of student voice activities and opportunities to take more responsibilities within school
• In year 10 Head Student applications increased from nine to 18
• Sixth formers and Head Students act as role models for the “7 Up” and “8 Up” groups
• More assemblies are being led by students
• Improved literacy within the targeted group
• More students are taking part in a much wider range of activities both inside and outside school, Student leaders have promoted themselves and what they can do for the wider student body in assemblies
• Trained Anti-bullying Ambassadors have risen from 10 to 30 covering all year groups
• Numbers of applications for Head Students and Student Leaders have increased
• There is a team of Library monitors
• Lower school students lead on induction days for YR. 6 in the summer term.

What will we do next?

We will continue to develop opportunities to engage different groups. We are looking at tackling ‘risky behaviour’ in young people. Data will inform decisions and we seek suggestions from parents via our Facebook page. Current considerations include tackling obesity, cyber-bullying and e-safety as a whole school outcome.
What needs did we identify?

Targeted group Y2/3/4 – improving the social and emotional wellbeing especially the behaviour of boys so that the number of conflicts between the boys reduces from an average week of 20 to five reported incidents in the playground.

What outcomes did we focus on?

- EHWB - For the children to identify understand and describe their emotions in order for them to feel safe and improve their learning
- Universal enjoyment (whole school); that children feel safer in school: To increase the number of children who feel safe within the school from 96% to 100%
- Through resolving their own conflicts we hope that this will have direct impact on the learning within the classroom especially boys’ writing
- Raise the perception of emotional health and wellbeing of pupils in Holy Family from 88% to 100% e.g. with behaviour and self-esteem. (Happy Survey)
- We focused on improving the social and emotional wellbeing of the boys during playtimes.

What activities/ interventions did we put in place?

- The Catholic Children’s Society to attend school to take children out in small groups to discuss social skills, sharing and emotional wellbeing.

Years 2-4

- Class council meetings and school council meetings to discuss equipment required for playtimes to improve behaviour
- Equipment for playtimes - taken out during lunchtimes for the children to play with
- PSHE lessons on feelings and behaviour
- Change4life program to be implemented during lunchtime for some of the children to take part in so there are less conflicts on the field and playground
- Rules to be put in place for football to try to resolve the conflicts during lunchtimes with the boys
- Chess club at lunchtime for the children to take part in so there are less conflicts on the field and playground
- Top trumps club at lunchtime reason as above
- Rota for big adventure and basketball KS2.
What did we achieve, and how did we know?

- The intervention of the children’s Catholic Children’s Society has improved the children’s behaviour in the playground because they are able to discuss their feelings and emotions. We know this because there have been less incidents reported in the playground. However, since the children have been on the field there are always issues over football scores and who can play.

- The new equipment for playtimes helped while the children were on the playground, however, the majority of the boys prefer to play football when the field is in use.

- A lunchtime change4life club was implement one day a week and this improved the conflicts with the boys on the playground and field.

On completing surveys in March 2013 –

- 98% KS1 98% KS2 children feel safe at school this is an increase of 2%

- 97% KS1 95% KS2 are happy in school - Whole School - 96% this is an increase of 8% of children

- Majority of the boys writing did improve and every boy made a third or two-thirds of a level progress in these year groups according to target tracker.
What outcomes did we focus on?

We focussed upon a targeted outcome within the focus group of children of gaining 0% persistent low attendance. This didn't mean them never being absent from school, but ensuring that non attendance did not become consistent. We believed that with the right intervention, no persistent low attendees was an achievable outcome.

What activities/interventions did we put in place?

The first step was to ensure this focus was adopted through a whole-school approach, therefore ensuring every child felt involved and celebrated for their attendance records. To do this, we implemented weekly class attendance competitions with each key stage having 'bronze', 'silver' and 'gold' categories with a certificate to display proudly within their classroom. For each child we also provided them with a ‘100% attendance’ award at the end of each term which is a laminated certificate to keep and take home, children and parents alike really enjoy receiving these. Finally, as a long term incentive for continual attendance, the school provides children that have had 100% attendance all year with a free trip to the local PartyMan World play centre for an afternoon or morning. This is what the children have been striving towards.

What did we achieve, and how did we know?

We have reached our target as we have consistently achieved 0% levels of persistent low attendance. This has been achieved within the targeted group of vulnerable or looked-after children, as well as across the whole school. We know we have achieved our aims as frequent assessment of attendance data recorded within the school office is undertaken. Any low attendance is recognised and letters are sent to find reasons for unauthorised or prolonged periods of absence.

What will we do next?

We will continue to emphasise the importance of attendance regarding academic attainment and the development of social skills. It will also continue to be a whole-school approach as the head teacher and senior leadership team are always aware of the importance of good attendance and strive for success for every child along with every member of staff.
Senior leader quote:

“Our robust and rigorous whole-school approach has enabled us to achieve the goals we set to improve the attendance of all groups of children within our school community. The school’s attention to detail and relentless focus on the individual child and the use of praise and reward has ensured that the attendance and performance of all groups of learners has exceeded expectations. The engagement and enthusiasm of all groups of learners is evident both in lesson observations and in attendance and performance data.”
What outcomes did we focus on?

- To try to increase the numbers of pupils paying for school dinners by 10%
- To increase the numbers of pupils who say they enjoy eating in the main dining hall from 52% to 62%
- To increase the uptake of grab a bag option from 47% to 57%.

What activities/ interventions did we put in place?

- To increase the uptake of dinners we involved the whole school using the schools council in a food survey to establish views regarding the menu
- The cook attended some council meetings to listen to the pupils’ opinions and suggestions for improvements. The cook checked whether these met the standards, looked at other school menus and then produced an exciting new menu that rotates on a three weekly cycle
- Tasters for proposed new seasonal meals were made available for pupils and at Open Evenings for parents to try
- The kitchen was fully refurbished over the summer
- Training for the cooks was arranged in order to maximise the potential of the high-tech equipment
- Adults working in the dining hall were given training on how they could improve the ‘eating experience’ and after consultation, a checklist of the expectations of behaviour were drawn up and distributed
- Adults in the dining hall have access to new resources to ensure that the environment is kept clean to the highest possible standard throughout the extended lunch hour
- Calming music of different genres is played daily
- Certificates for good manners and behaviour are awarded in assemblies
- Top Table is the reward each Friday for the most polite and well-mannered pupils in each year group. They have lunch at a ‘posh’ table with a range of adults and can have a variety of treats
- Cooking sessions for younger pupils to influence their eating habits and hopefully have an impact at home were planned.

What needs did we identify?

Our priority at the outset was to improve the eating habits of children and to encourage healthy options because a number of our pupils were overweight. The uptake of (Free School Meals) FSM is high and we know they are eating a healthy diet in school so we decided to target those who would pay for school dinner but opted for packed lunch.
What did we achieve, and how did we know?

The number of pupils paying for school dinners has increased by an average of 6%. School councillors carried out a survey just recently that showed 75% of pupils enjoyed the experience. There is a waiting list of polite pupils to go on the top table.

The uptake of grab a bag did not increase. Because so many of our pupils rely on school to provide their main food throughout the week as they attend Breakfast Club and our after school Busy Bears Club often until 6pm, the decision was made to remove Grab-a-Bag over the winter so that only hot meals were served throughout the day.

What will we do next?

We aim to promote physical activities as a means to good health by encouraging any pupils who do not attend any clubs or sports to participate in organised and supervised activities at break times.

“I used to only have dinners once a week but now I have them nearly every day.” Y6 (girl)

“Top table is great” Y3 (boy)

“After seeing the quality of the food at the Open Evening display and sampling some of the food, I have encouraged my boys to eat their dinner at school. Now I can just give them a light meal at night when I get in from work because I know they’ve eaten properly at school.”
Parsons Heath C of E Primary School

What needs did we identify?

Concern about the behaviour of some children throughout the school and recognition that more needed to be done to promote and reward good behaviour

Year 3 boys were targeted as needing to improve their standard of behaviour

Data from Autumn 2011, indicated that only 41% of pupils enjoyed playtimes and felt happy, whilst 22% only felt happy sometimes or never!

Over half (52%) considered themselves to be a good friend, whereas 13% of the school considered themselves sometimes or never being a good friend

Over one fifth of children, (23%), thought that playtimes were sometimes, or never safe.

What outcomes did we focus on?

Universal

- Increase the number of children whose positive behaviour is rewarded and celebrated (during Golden Assembly) from 74% to 90% by Sept 2013

- Increase the number of children who always enjoy and feel safe at playtimes from 41% in 2011 to 85% out of 156 by September 2013

Targeted

- Decrease the percentage of behavioural incidents in the school from the 2008 cohort, down from 50% to 12.5% by September 2013.

What activities/interventions did we put in place?

Universal

- School behaviour policy reviewed and renewed to increase more praise and rewards through a whole-school approach

- Consultations with children about the rewards system. Eg regular, weekly Golden Time etc

- More opportunities to develop and work with children to clarify expectations and promote positive behaviour

- Worked with parents/carers to clarify school expectations and promote positive behaviour

- Teachers promoted positive relationships with parents to form good working partnerships
• Involved parents in managing their child’s behaviour - parents involved in deciding sanctions/records of their comments kept/ now much more supportive

• Staff focused on positive behaviour strategies

• Engaged school community in process, e.g. reported to staff, governors, parents, HS steering committee etc, to ensure a whole-school approach

• Furthered promotion by Midday Assistants (MDAs) on positive behaviour, by providing structured games during lunch time play

• Promoted maximum use of a range of playground equipment to keep children actively involved through playtime and lunchtime periods

• Discussions with children what they enjoy/ don’t enjoy about playtime through class and school council

• Used pupil voice to identify why some may not enjoy/feel safe.

For The Targeted Group (as above plus)

• The 2011 Year 3 staff focused on using positive behaviour strategies

• MDAs encouraged positive behaviour, by providing structured games for these children

• Ensured these children were given the support to manage their own feelings/ improve personal and social skills.

What did we achieve, and how did we know?

• Survey repeated 18 months later

• There was a 3% decrease in those who never enjoyed playtimes, a 4% increase in those who believed they were usually a good friend. There was a 3% rise in the number of children who always thought playtimes were safe

• The ‘universal target’ was achieved

• Behavioural incidents from the targeted group were reduced from 50% to 13%.

Main Findings

The introduction of more varied things to do in the playground has had a positive effect at playtimes. The greater focus of our school values like friendship, compassion etc, during PSHE and RE are beginning to have an impact on friendships and how they should care and respect each other.

This was mentioned in our recent SIAMS inspection as we are a Church Of England School. We received an ‘Outstanding’ grade. The inspector noted that the school had the values embedded within the school and that these were very apparent with all the children within our school community.

What will we do next?

Continue to promote good behaviour within school

Further promote the use of playground games and organised activities at play and lunch times.

Review the behaviour policy in a year to see how we can improve on what we have already achieved.

Continue to monitor and improve the targeted group’s results
What needs did we identify?

We identified that we wanted to improve the range of sporting activities available to the children. We also felt that the quality of children’s packed lunches could be improved. We had slightly raised the number of children having a school meal but we wanted to improve this further.

What outcomes did we focus on?

Exercise

We surveyed the pupils about their enjoyment of school sporting activities, asking pupils to suggest clubs they would like to participate in.

School Meals

Our school menus are revised frequently and the School Council has met with the catering company to discuss the menu and portion sizes. We are still working on having fish on the menu every week and to make our desserts more fruit based at least twice a week.

What activities/ interventions did we put in place?

Exercise

Having taken the pupils interests and comments into consideration we started a fencing club.

We are taking part in the Change4Life project to encourage reluctant Year 3 and Year 4 pupils into sport. A local secondary school is helping us with this.

We held a Healthy Schools Day in which all the pupils took part in a street dance taster lesson. The children enjoyed this activity very much, although there were a few self-conscious Year 6 boys but they did join in!

All the clubs offered by our school have regular attendance. Certificates and recognition of their performance are celebrated regularly in whole-school assemblies.

We have invested in more sports equipment to be used a break times and the midday assistants have had training on teaching pupils to play new games. This is an aspect we are continuing to improve.

School Meals

We surveyed the pupils having school dinners, the pupils were all positive about them. Most pupils found the portion size to be correct for them, although a few Year 6 pupils thought the size of the grab bags (a school packed lunch option) and the amount of roast meat they got was too small. This was subsequently monitored and has improved.

The Early Years pupils and the gardening club grow vegetables which are harvested by the pupils and used by the catering staff for school dinners.

We surveyed the pupils on their favourite school dinners and made a ‘Robert Drake Top Ten Dinners’. The children enjoyed this activity and the results are displayed by the kitchen.

On their first full day at school pupils are given a free school dinner. Parents are reminded about claiming FSM when the new menus are released.

Packed Lunches

We held a Healthy Schools Day. During this day all
the pupils were taught about the ‘food pyramid’.

At certain times during the year some of the governors lunch with the pupils and discuss with them what is in their lunch box.

The PSHE scheme of work has a common theme of Healthy Living which starts in Early Years and builds on their knowledge each year to Year 6. The pupils from an early age show an awareness of what makes a healthy lunch and we are building on this.

What did we achieve, and how did we know?

**Priority: Obesity - Exercise**

- To increase the number of pupils who enjoy physical activity from 32% to 42%
  - Amount now 43%

- To increase the number of pupils who have school dinners from 38% to 43% a day
  - Amount now 43%

- To increase the number of pupils that have a healthy lunch box from 17% to 28% (17% of pupils in a lunch box survey had 100% healthy lunch box)
  - Amount now 33% of pupils had 100% healthy lunch box.

What will we do next?

We are working on reintroducing parents having lunch with their children, the possibility of have sample taster meals during parents evening and for the pupils and the possibility of working with a local secondary school to develop school dinners further.
What needs did we identify?

The SHUE survey 2012 showed some areas of concern

Weight and self-perception with Year 5/6 boys and girls

Pupils feeling unsafe in the playground.

What activities/ interventions did we put in place?

**Universal Group**

- Feeling Safe in school - As a school we approached this as a ‘Friendship’ topic

- ‘Fantastic Mr Fox – Fantastic You’. A whole-school project throughout ‘anti-bullying’ week

- Children In Need - fund raising and awareness of others

- Comic relief Ronika and Robert – helping others

- Barnardos - sharing and caring. Awareness assembly and fundraising

- PSHE curriculum

- Assemblies.

**Targeted group**

**Year 5/6. Weight and Self-perception**

To reduce the number of pupils who felt unhappy with their weight. We agreed to focus on increasing the children’s self-esteem and promoting healthy eating.

We addressed these issues separately to avoid a negative impact and association between weight and self-perception.

**Emotional Health and Wellbeing**

We reviewed our PSHE curriculum for Upper Key Stage 2 and focused on positive self-perception and celebration of differences. A Body Image scheme of work was developed and a staff CPD session on Body Image was delivered by Child Health Improvement team.

**Healthy Eating Interventions**

- Introduced a workshop/healthy eating course for Foundation parents

- Supported Year 5/6 teachers to incorporate healthy eating within PSHE, ICT, science, literacy and D/T

- Supported Year 5/6 class teachers with a series of lesson plans based on the negative effects of food advertising

- The children produced a booklet about healthy eating and a selection of recipes for the Foundation Booklet (available on the school web-site)

- Health Improvement specialist delivered sessions to children on reading food labels. The children then created their own packaging for a healthy product they made.

“Balance the food you eat each day.” Year 6 child

“It doesn’t matter how you look, it does matter how kind you are.” Year 6 child.

“Tell people how you feel.” Year 5 child
Chef School

The Year 5/6 children visited the Toby Carvery Chef School. The children identified fruit and vegetables, explored the kitchens, wore the chef’s outfit, made ice-cream, checked the meat store, identified sugary drinks and looked at coding for chopping boards.

What outcomes were achieved?

Emotional Health Data:

- How do you feel about the way you look? - increased from 72% to 91%
- The number of children who report feeling happy for all/most of the time has risen from 67% to 83%
- Do you think it’s good to look/be different from you classmates? - increased by 6% from 91% to 97%.

Healthy Lifestyles Data

- Do you know what is meant by a balanced diet? 40.6% to 76.9%
- Do you think the food that you choose to eat is healthy? 3.1% - 18.4%
- Have your school supported you in making healthy food meals? 34.3% - 84.6%.

What difference has it made to the children and to the school?

Playground behaviour book

Autumn 2012 – 59.2%
Spring 2013 – 20.7%
Summer 2013 – 4.4%

Pupil Perception data

The playground data and pupil perceptions show that Key Stage 2 has become a safe environment for the children. The Healthy Schools ‘Friendship’ initiative has helped to promote a positive behaviour ethos. Key Stage 1 data shows an improvement in behaviour since the Spring term by 5.3%. The selection of children that were interviewed said they were happy in the playground and did not report any ‘bullying’ behaviour.

What will we do next?

- Year 5 Play Leader training to help promote positive behaviour in KS1 and KS2
- Continue Termly Friendship Days, supporting charities and following PSHE schemes of work
- KS1 to consider assembly themes and class circle time to promote friendships and feelings
- Body Image and Healthy Eating programmes to be included in Year 5/6 two year rolling programme.

“Everybody is different – that’s good.”
Year 6 child

“You communicate and then are not alone.”
Year 6 child
What outcomes did we focus on?

Quantitative Outcome –
To decrease the number of bullying incidents reported at school from four per month to less than two per month.

Qualitative Outcome -
To increase the percentage of children from 90% to 95% who report that they think the school deals well with bullying.

What activities/interventions did we put in place?

Two training days organised for pupils, one taking place locally in Benfleet and another for Anti-Bullying ambassadors that took place as part of Anti-bullying week in London (Canary Wharf) – 19th November 2013. The pupils attending the London event were inspired by celebrities who also contributed to the day to encourage the young people with positive messages in relation to Anti-bullying.

Positive outcomes following the training events:-

- Pupils felt confident that they could deal with various situations on the playground
- The children take it in turns to wear a coloured bib on the playground so that they are recognisable as Peer Mentors
- All children feel safe at school
- The staffs were asked about their role in managing bullying
- Staff reported that they were familiar with the Anti-Bullying policy and that they were confident that they knew what to do when faced with any incidents.

What did we achieve?

There are now far fewer bullying incidents reported. In the summer term of 2013 there were five cases of bullying reported out of 265 children = 2%. This term (Autumn 2013) there have been three cases reported out of 265 children resulting in 1%.

We issued all 265 pupils with a questionnaire and the response showed that 99% of pupils thought that the school dealt well with bullying. The School Council were very effective in raising awareness of the Anti-Bullying message.

In the Spring Term (2013) the School Council arranged a Friendship Week, offering a variety of activities, from making and selling friendship bracelets and playing different sports and games at break and lunchtime. There was such a good ‘feel good’ factor about this week that we extended it to two weeks having a Friendship
Fortnight! Money raised from the friendship bracelets went to our adopted charity “Just Different” for which we also held a cake sale. The children practised many skills in organising the games, the cake sale, making the bracelets and advertising the event.

“St Ann Line School is promoting an awareness of children’s rights. The displays around the school reflect the importance they are attaching to this very important issue. There is a caring ethos within the school and this is reflected in the behaviour of the pupils.”

Senior Leader
“The school is strongly committed to developing citizens for the future that can make measured choices about the physical, mental and leisure aspects of their lives.”

“This school is a very good school because there are no bullies, the teachers are very kind and there are many opportunities for us to do exciting things outside the classroom. I belong to lots of clubs, including; choir, knit and natter and cooking club. I also have singing lessons and I belong to the School Council.”
What outcomes did we focus on?

- To increase the number of pupils who know how well they are doing in PSHE from 37% in 2011 to 95% by May 2013
- To increase the percentage of pupils who feel the school promotes healthy lifestyles from 59% in 2011 to 95% in 2013
- To increase the proportion of parents that feel the school deals effectively with unacceptable behavior and helps their child to have a healthy lifestyle from: Strongly agree - 24% in 2011 to 80% by October 2012.

What needs did we identify?

A questionnaire showed that pupils were not aware of how they were progressing in PSHE. Responses also indicated they did not feel the school promoted healthy lifestyles and were unclear on our approach to anti-bullying.

We also targeted a group of boys in Year 3 who were underachieving in both literacy and mathematics and it was felt that lack of self-esteem was a barrier to their progress.

What activities / interventions did we put in place?

- The Essex PSHE planning tool and supporting resources were used to implement a two year rolling programme
- To teach discreet PSHE lessons, begin each PSHE unit by conducting base line assessments and to adjust planning and teaching sequences to reflect pupils’ prior knowledge
- PSHE files for each pupil to record their work in as they travel through the school
- Pupil surveys were carried out to establish their perception of bullying and action plan was drawn up
- Linked PSHE unit ‘Say no to bullying’ to National Anti-bullying Week. Children shared their work during an assembly and it was also displayed on school website
- The School Council sought the views of all pupils on new school rules which were then published and displayed around school
- Held Health Week as part of PSHE unit
- Year 6 pupils now run a healthy tuck shop and order new stock from the supplier
- Drawing and Talking Therapy sessions have been introduced to support pupils’ emotional wellbeing
- A wellbeing coach works with targeted group to develop self-awareness and increase self-esteem.

What did we achieve, and how did we know?

As a result of more focused PSHE teaching, pupils are receiving a more balanced PSHE curriculum. Prior knowledge is assessed at the beginning of each unit and planning is adapted to address any gaps in understanding.
Healthy Lifestyles: Healthy eating is regularly promoted through school assemblies, the school council and newsletters. Parents and pupils were questioned regarding the school’s effectiveness in teaching healthy eating. 90% of parents feel the school helps their child have a healthy lifestyle.

92% of pupils felt they knew how to eat healthily.

Anti-bullying and Behaviour: 96% of parents feel that the school deals effectively with unacceptable behavior. 86% of pupils feel that poor behavior is dealt with fairly and 84% of pupils feel safe at school. 96% of parents feel that the school deals effectively with unacceptable behavior (47% Strongly agree).

PSHE teaching and learning

PSHE lessons are taught effectively and the majority of pupils are demonstrating age-appropriate attainment. Pupils are more engaged in self and peer assessment and are directed towards their baseline assessment in order to judge their own progress.

54% of pupils know how well they are doing in PSHE. This result is lower than the target outcome but shows an improvement on the baseline data set at the beginning of this process.

What will we do next?

Continue to focus on healthy eating, including packed lunches.

Continue to focus of Afl strategies and effective feedback.

Use pupil premium funding to enable more vulnerable learners to have access to the Colchester Children’s University activities and extracurricular activities.

Establish a drop-in centre to support pupils’ emotional wellbeing.

Access training for one more member of staff to become qualified to run Drawing and Talking Therapy sessions.
What needs did we identify?

As a whole school we identified that pupils across the year groups were not as engaged or motivated as we would like and were therefore not producing an appropriate amount of work in lesson times. As a result the progress made by a many children was insufficient. This was particularly noticeable in Year 4.

What outcomes did we focus on?

- Pupils will be eager to learn and know what helps/hinders learning
- The quality of their work will improve and progress will be shown as evidence of this
- They will understand behaviours that promote learning. These will be understood by all
- Pupils’ awareness will be raised of the conduct that is conducive to all pupils learning.

Activities/interventions put in place

- Launched the ‘Get Set Go’ programme, based on the Teaching Happiness Programme by Ruth MacConville
- An emotional health and wellbeing specialist came in to deliver training to two members of staff, two HLTAs and two year 4 classes
- Objective was to understand what helps children learn and promote a positive learning environment
- Her aim was to help children recognise their own learning skills to in order to develop a mind-set and classroom environment that enabled all children in the class to be positive, motivated and more engaged in their learning activities to make progress and be successful
- Questionnaires were analysed and feedback was given to the class teachers about the pupils’ responses
- Children were selected for the groups based on who would benefit from the programme
- The children’s perception of what they considered to be their own behaviours was very different from the teacher’s perceptions (those identified by the teacher as being liabilities saw themselves very much as assets to the learning environment!)
- The Head Teacher spoke to all of the children about their attitudes towards learning
- A “learning agreement” was drawn up whereby all pupils aspired to being “a red Ferrari” and not an "old banger" in terms of being learners.

What did we achieve and how did we know?

Pupils became more motivated and engaged. We know this because pupils who reported that they enjoyed their learning went from 25% in June 2011 to 75% in June 2012.

2012. (Target Group - Year 4)

The pupils across the cohort have increased their rates of progress year-on-year since the project.
took place, particularly in writing and maths, as shown below:

**Points progress (2 point scale) Year 5 All pupils 2013**

<table>
<thead>
<tr>
<th></th>
<th>Yr. 3</th>
<th>Yr. 4</th>
<th>Yr. 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing</td>
<td>2.7</td>
<td>3.2</td>
<td>3.6</td>
</tr>
<tr>
<td>Maths</td>
<td>1.6</td>
<td>2.6</td>
<td>3.8</td>
</tr>
<tr>
<td>Reading</td>
<td>2.3</td>
<td>3.3</td>
<td>3.1</td>
</tr>
</tbody>
</table>

Given that the project took place while the pupils were in Year 4, there is a marked increase in rates of progress while they were in Year 4, and this continues into Year 5, suggesting that positive attitudes to learning have been sustained in the longer term.

Across the school, the percentage of pupils who reported that they felt proud that they had got better at something increased from 25% in June 2011 to 75% June 2012.

This training had significant impact on the dynamics of the group and their readiness to engage with the curriculum and indeed with each other.

Positive language was used with all the children and they kept a Happiness Diary noting goals met and how they had achieved them. They were asked to think about their own strengths.

Each session was fed back to the class teachers in order that skills learnt in the sessions would be transferred and consolidated in class.

The positive vocabulary used in the sessions was displayed in the class room for all to use, especially the class teachers, in order to reinforce the work done in the sessions.

**What will we do next?**

Continue to build on this foundation and as a whole school, developing further the emotional health and wellbeing of the pupils and all staff involved.

C. King. June 2013
What needs did we identify?
We identified a trend in the foundation stage data showing children entering the Wentworth Primary School with a lower than national average score for emotional development.

What health and wellbeing priorities did we focus on?
Through identifying the emotional developmental levels of children entering and leaving the foundation stage as an area of focus, we aimed to increase the end of year score from 5.8 to 6.1. To achieve this we set up a small group Dinosaur School and moved on to incorporate this into a whole-school initiative. We also aimed to achieve positive feedback from parents, teachers and pupils involved with dinosaur school.

What activities/ interventions did we put in place?
- To achieve our outcomes we incorporate *The Incredible Years Dinosaur Social Skills and Problem Solving Curriculum* into our school timetable
- Programme was primarily targeted at small groups with specific emotional health and wellbeing needs
  - The programme aims to strengthen children’s emotional regulation and problem solving skills whilst encouraging regular involvement from parents and carers
  - Went on to deliver the Incredible Years Dinosaur School Classroom programme to all foundation stage pupils
  - Through offering the programme to the whole class we hoped that the more prosocial children would demonstrate appropriate behaviour to the less socially competent children.

What outcomes were achieved?
- At the end of the foundation year the final data indicates an increase in emotional developmental scores and behaviours from children. The children also told us they were able to transfer the strategies and skills they had learnt into everyday life. Parents/carers that completed surveys provided us with additional evidence that they and their children had benefited from the interventions put into place
- Strength and Difficulties Questionnaire (SDQ) data gathered from the last two Dinosaur School groups shows that the overall emotional wellbeing score decreased from pre to post intervention for 80% of children involved
- Data from the new Developmental Matters shows that on entry 23 children were working below the national level of expectation. However the children that attended classroom dinosaur school between September 2013 and December 2013 saw an improvement in their emotional development. This resulted in them all (except 1 Special Educational Needs (SEN) child) meeting the national level in
‘managing their feelings and behaviour’ strand of development matters

- 80% of parents/carers with children involved in The Dinosaur School small group programme would recommend it to a friend or relative
- 80% of parents/carers with children involved in The Dinosaur School small group programme felt the intervention was a very positive experience for both themselves and their child.

What difference has it made to the children and to the school?

The children in Foundation have a better understanding of the behavioural expectations in the setting during ‘free flow’. It has been noted that the children are more confident in approaching tasks and can do so at an independent level.

What will we do next?

Spurred on by the success of our interventions we intend to continue our Healthy Schools work. We will review and check the running programmes to ensure the children’s social and emotional development continues to improve. We plan to offer the scheme to children with specific emotional health needs within Key Stage 1.

Our next steps are to set up Incredible Years parenting group in September 2014 to support identified parents across the school.

Our results from the SHEU survey shall also help us obtain areas for development in Upper Key Stage 2.
What needs did we identify?
From the results of parent and children questionnaires, we identified that the school needed to review the emotional wellbeing of the children.

What targets and outcomes did we wish to achieve?
- To improve children’s behaviour at lunchtimes in order to reduce the amount of incidents that have been occurring at lunch times from 4.2 a week to 2.2
- To increase the children’s enjoyment of lunchtimes from 74% to 85% (through evaluation of pupil questionnaires)
- To promote healthy eating and choices through school dinners and snacks
- To ensure that more children felt safe and secure whilst at school.

What activities/ interventions did we put in place?
Throughout the year we have put in place a range of interventions and activities to support our outcomes which include the following:
- Zoning the areas in the playground and assigning Midday Assistants to the different areas that organise activities and games for the children. Play leaders from Years 4 upwards are also able to organise lunchtime games using newly provided equipment
- The Double Trouble Untanglers have been retrained and we have reintroduced the 5 W’s to resolve playground issues allowing pupils to gain confidence and resolve problems without adult interventions
- The ICT suite and library have been opened throughout lunchtimes with a rota of which children can use them on different days
- External sports coaches from the Deanes School are on site at lunchtimes. They organise supervised activities for the children including but not limited to netball, football, rounders, street dancing and dodge ball
- Both chess club and Djembe drumming are available one day a week at lunchtimes. Both are led by qualified teachers
- The newly introduced Harbour club is open at lunchtimes to support emotionally vulnerable children who are able to access board games, Lego therapy, team games, etc.

What did we achieve, and how did we know?
- In November 2013 we conducted a pupil survey the results of which are shown below:
  - The percentage of children who feel happy at lunchtimes and have said that they have friends to play with and enjoy the activities provided has increased from 74% (Feb 2013) to 90%. (281 children from a total of 313 respondents).
  - 94% (330 children) felt that the school helped
them to understand the right food and exercise to keep healthy

- 93% (338 children) felt safe at school and understood stranger danger.

**What will we do next?**

We will carry on with the current systems that we have in place and review how they are working in the summer term to see if any changes need to be made and ask the children how they think we can improve the quality of their lunch times even further. We will continue to receive input from the junior leadership team, the Eco team, the school council and parent council.
This information is issued by
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