

**Gwobr Ansawdd Genedlaethol
Rhwydwaith Cynlluniau Ysgolion Iach Cymru**



**Welsh Network of Healthy School Schemes
National Quality Award**

**National Quality Award Report
of the visit to
Welshpool Church in Wales Primary School**

24th and 25th October 2018

Introduction

Congratulations on achieving the Welsh Network of Healthy School Schemes National Quality Award. We are pleased to confirm that Welshpool Church in Wales Primary School has demonstrated meeting all the criteria of the National Quality Award. These criteria are set out against 7 health topics which are shown below.

Schools that achieve the NQA are implementing wellbeing initiatives at the very highest level. In this report we highlight the particular strengths of your school's approach to promoting the wellbeing of everyone connected with the school. This report also identifies areas for continued development and consideration. We hope that the report is both an encouragement and a useful guide as pupils and staff at Welshpool Church in Wales Primary School seek to maintain and extend the excellent approach and embedding it even further in to school life.

NQA Criteria

1. Food and fitness (nutrition and physical activity)
2. Mental and emotional health and wellbeing, including staff wellbeing
3. Personal development and relationships, including sex and relationships education
4. Substance use and misuse, including alcohol, smoking, and drugs (legal, illegal, and prescription).
5. Environment, including eco-initiatives and improving the school and wider environment
6. Safety, including a variety of topics such as child protection, sun safety, internet safety, and first aid
7. Hygiene including across school and non-school settings

The criteria are supported by a number of underlying principles, namely:

- The importance of pupil participation in core areas of school life which directly affect the health and wellbeing of children and young people e.g. teaching and learning, environment, pastoral care
- The importance of the understanding and commitment to action of the whole school community
- The existence of a positive approach to health
- Equality
- Links to other relevant national and local programme and policies.

(For further information on the NQA criteria please visit <http://gov.wales/topics/health/improvement/schools/?lang=en>).

Carol Maher and Dylan Roberts

Summary

The school is currently based over three sites whilst the new school building, which will accommodate the staff and pupils from all three sites, is under development. The visit had obviously been very well planned to allow us to look at the excellent provision across Foundation Phase, Key Stage 2 and the specialist centres for children with autism.

Mrs Baldwin, the Headteacher, Mrs Mills, the in school co-ordinator and all pupils and staff from the three sites met at St Mary's Church, to welcome us and give us a wonderful presentation on their healthy schools journey.

Pupils from the numerous pupil voice groups told us about the many and varied ways in which they are encouraged and supported to benefit from being part of a healthy school.

The school is a strong part of the local Church in Wales community and Reverend Steve Wilson is a school governor and integral to the life of the school.

It was clear that there is a consistent whole school approach to health and wellbeing, which is firmly embedded into the ethos of the school and is not seen as an add on. The whole environment on all three sites is bright and welcoming, both indoors and out, with colourful wall displays, information boards and displays of pupils' work. Very good use is made of the outdoor area. The Forest Schools area, with its adjoining designated classroom, is an outstanding feature.

All relevant policies are in place to support health and wellbeing and are regularly reviewed.

The inspiring and motivational Headteacher provides very strong and effective leadership, with the support of a Health and Wellbeing Distributed Leadership team (DLT) which includes pupils, staff, governors and members of the Church in Wales community.

There is strong evidence of listening to learners, with all pupils having the opportunity to contribute to the many pupil voice groups. Pupils contribute to the development of relevant policies for health and wellbeing, participate in staff appointments, and are proactive in directing their learning through the use of Assessment for Learning strategies. Pupils are aware of their rights, and UNCRC's (United Nations Convention on the Rights of the Child) articles are prominently displayed throughout the school.

The broad and balanced curriculum shows consistency of planning across the seven healthy school topic areas, ensuring that health and wellbeing is delivered throughout the curriculum.

The curriculum is adapted, where necessary, to meet the needs of the school's diverse population, which includes pupils from the traveller community, Bulgaria and Poland. Excellent, age appropriate resources, which support the delivery of all aspects of healthy schools, are easily accessible for all staff across the three sites.

A notable strength is the use of lesson evaluation forms analysing which aspects went well and identifying possible improvements to the provision. Evaluation is consistent across all topics and is undertaken by agencies and organisations visiting the school, as well as school staff.

The school engages extremely well with parents, benefiting from a dedicated Family Support Officer. The school prospectus is very informative, setting out the school's monthly 'Values' in

addition to a wealth of information relating to wellbeing. Parents are kept up to date about school events and provided with key safety messages through the school's extremely informative website, regular tri-lingual newsletters in Polish, Welsh and English and twitter. The school has an open door policy making it easy for parents to approach the Headteacher and members of staff if they need to. Three members of staff speak Polish and are funded to support pupils and their families with English as an additional language.

The school is a valued part of the local community and is the first school in Welshpool to be part of a scheme to make Welshpool a dementia friendly town.

One of the many highlights of the visit was meeting with parents, governors and members of the community who support the school. At least fourteen people joined us and were keen to tell us about their involvement. Their comments, such as the ones below, demonstrate their high regard for the school, and reflect the ethos of a healthy school.

“Excellent leadership”, “Joined up Thinking” “The go to school for taking on new projects” “Always feel welcome” “ My children are very happy here”.

Highlights of the visit

There were so many highlights during the visit that it would be impossible to name them all; we have picked out those from the seven healthy schools strands that stood out for us the most.

Food and Fitness

- All aspects of food and fitness are very well covered within the school's curriculum with whole school planning clearly in evidence.
- Playground activities are conducive to keeping fit. Useful 'zones' have been identified around the school by pupils which help to share out open spaces for ball games, a creative zone, a hoop zone and games zone. 'Zone Leaders' among the pupils keep an eye on the activities taking place and have responsibility for their use. A very nice variation on this theme is the Cwtch where pupils are able to use a well-designed 'quiet' room to undertake activities such as creative play and board games during breaktime.
- In an attempt to promote healthier lunchboxes the school is proactive in preparing a very helpful pamphlet for parents sharing useful information on a balanced packed lunch.
- Foundation Phase pupils have bikes and other large wheeled toys to promote fitness and exercise and PE sessions are well timetabled throughout the school.
- A wide range of PE equipment available. In addition, all pupils take part in the daily mile. All pupils walk to the local leisure centre for swimming sessions on a rota basis throughout the school year.
- A broad range of after-school clubs such as tag rugby, netball, football and hockey promote fitness well. A cooking club for Foundation Phase pupils promotes healthy eating. The gardening club also promotes the use of good home grown produce in cooking by making use of the garden within the Forest School area. A "Food and Fun" School Holiday Enrichment Programme (SHEP) also ran very successfully recently. This provided healthy meals, food and nutrition education, physical activity and enrichment sessions for pupils

with very positive evaluations. Pupils were very enthused about the arrangement and would attend again if repeated.

- A Celebration Table award is given each week as a reward for healthy eating or good behaviour. A member of staff joins the pupils at the Celebration Table.
- Breakfast club activities are very well structured following a flexible timetable of activities, which include many health-related activities – including a short pupil led Yoga session in KS2 and outside activities with an emphasis placed on activities to keep pupils fit.
- Very useful cross curricular links abound, for example numeracy work on healthy lunchboxes in the Foundation Phase, where pupils learnt about healthy and unhealthy foods and calculated their cost and measured their weight.
- Each class provides fruit for the pupils during break time and KS2 have a tuck shop where fruit is available to buy which is very popular. Where possible the fruit on offer is Fairtrade.

Mental and Emotional Health and Wellbeing

- Self-evaluation of mental and emotional health and wellbeing issues across the curriculum is carried out by the Health and Wellbeing DLT, demonstrating the school's commitment to health and wellbeing
- The school uses a range of behaviour management strategies and has invested in programmes that include THRIVE, KIVA, Peaceful Schools, Incredible Years, DINA and Philosophy for Children, which have been proven to benefit and support children's health and wellbeing.
- Nurture and quiet spaces are available throughout the school for any pupils who wish to use them, as well as targeted interventions for pupils identified through the use of PASS (Pupil Attitudes to Self and School).
- Staff are well trained and adept in the management of sometimes challenging behaviour, which may require 1:1 intervention as well as group work. Three particularly interesting innovations are the use of "Volcano in my tummy" a "stomping pad" and a "comfort cushion" to help pupils manage their emotions.
- Pupils have the opportunity to participate in a large number of pupil voice groups. The school council regularly lead assemblies that are very interactive and delivered at the appropriate level for the age groups. During the visit we had the opportunity to be part of a Foundation Phase assembly that included a visual and listening reading book, question and answer, plus a fun activity for all pupils to take part in. It was clear that the pupils had a good understanding of the messages being delivered.
- Super Ambassadors lead assemblies on the Rights of the Child, Worship Leaders contribute to, and evaluate, Collective Worship and trained Peer Mediators are a reassuring presence for pupils who may need support with playground games and conflict resolution.
- Pupils are encouraged to have a sense of ownership over their new school. The school council recently visited the site for the new school building along with governors and members of the local council. Following their visit they reported back at a governors' meeting and discussed their impression of the new site.

Personal Development and Relationships (PDR)

- The school has a comprehensive Sex and Relationships Education (SRE) Policy which follows national and local guidelines.
- To ensure a good understanding of the content of the policy the resources for SRE have

been shown to the governing body and discussed at Health and Wellbeing DLT meetings.

- PDR and SRE are delivered throughout the school, including Foundation Phase, using a range of appropriate resources, which include the Growing up Resource, SEAL, and the NSPCC PANTS resource.
- Governors are trained in e-safety and a designated governor for e-safety sits within the Health and Wellbeing DLT. The school values system allows the school to respond to any specific issues, with drop in sessions provided for parents by the Family Support Officer and the School Nurse. The Reverend Steve Wilson and the Community Police provide additional support.
- Each of the school values is linked to annual events, for example the school holds a Kindness Week each year.

Environment

- The use the school makes of its extensive and varied environment is an excellent feature and contributes significantly to pupils' health and wellbeing. A notable example is the way the school plans educational activities taking full advantage of this valuable resource.
- The work of eco-committee, along with the Fairtrade committee, is exceptional. As members are across the age groups, these groups meet at St Mary's Church which is centrally located between the three sites.
- A bespoke eco-code has been drawn up by pupils using an acrostic poem outlining the importance of the need to care for the world, with everyone having a part to play within the local community.
- There are very strong links to Fairtrade and the school was the first in Wales to adopt a Fairtrade uniform. The school arranges many activities and events to promote Fairtrade, such as Fairtrade Fortnight. Aspects of the eco-committee and work on Fairtrade are shared regularly with parents through the very informative newsletters.
- The school accomplished the Fair Achiever award 2018 which is final step in the Fairtrade Schools Award.
- Recycling in school is a strength, with very useful links to aspects of the curriculum such as the numeracy work in the Foundation Phase with pupils undertaking a litter pick and then analysing the results by means of a tally chart and forming a bar chart using their ICT skills.
- The same applies to the Forest School areas and the passionate use made of the school grounds to improve pupil outcomes is exceptional. For example, pupils develop their entrepreneurial skills by using produce grown in the school garden to prepare chutney to sell. They also use their creative skills by building a shelter and scientific knowledge by undertaking pond dipping activities. Such is their desire to continue with this initiative at the new school site, a deputation of pupils met up with the Governing Body to outline their work in respect of the Forest School. This emphasised the importance to them of this provision and as a direct consequence of their action a copse of trees has now been protected at the site of the new school in order to continue this outstanding work.
- Pupils actively take part in improving their environment. At one site pupils helped to make a cross using tiles in the form of a mosaic for the reflection area, which helps to underline the school's Christian ethos.

Substance Use and Misuse (SUM)

- The SUM policy follows local and national guidelines, clearly stating that smoking and the

use of e-cigarettes are banned on the school site. Pupils have created posters reinforcing this message, which are displayed across the three sites.

- Schemes of Work (SOW) and evidence of pupils' work show that SUM is taught across the school, with each year group progressing from the previous year. Alcohol, smoking, legal and illegal substances and peer pressure are all taught by the end of Year 6.
- The All Wales Police Liaison Core Programme (AWPLCP) and the use of School Beat support the delivery of the curriculum, reinforced with resources such as Keys to Smoking, Talk Health, Drugs and the Primary School and Twinkle.

Hygiene

- Aspects of hygiene are very well covered within the school's curriculum. For example, significant emphasis is placed on hand hygiene throughout the school. All age groups take part in National Handwashing day during the autumn term, which stresses the importance of hand hygiene, especially when cooking and after sneezing. These aspects are strengthened further during Hygiene day as part of the termly 'Healthy Schools Week' later on in the school year. Very useful lesson evaluation forms are filled in by staff with the sections on possible improvements to the provision identified very well.
- Pupils help keep standards high by creating hand washing posters, which are displayed in the toilets and around the school.
- Both the Gungrog Road site (pre-school and Foundation Phase) and Oldford Close site (Foundation Phase) have reached the gold level of the Designed to Smile award and they take part fully in all parts of the programme offered to the relevant age groups. This has a positive effect on their health and wellbeing.
- Activities such as these contribute very well the pupils' oracy and thinking skills.
- A popular school Breakfast Club is offered on each site and all settings have been awarded the Food Standards Agency Rating 5.
- The school council and eco-committee are very proactive in ensuring the toilets meet up with requirements. A rota of pupils completes a monitoring sheet to assess standards of hygiene in toilets. These include checking the locks, levels of soap, cleanliness, if there is warm water, enough toilet paper, enough paper towels. As a result, toilet hygiene is very good.
- Appropriate guidelines for returning after an illness are on the website and in the school prospectus.
- The many colourful and attractive displays dotted around the school, some of which refer solely to the Healthy Schools scheme, all identify articles in respect of a Rights Respecting School. For example, Article 24 states that all pupils have the right to good quality health care, to clean water and good food.

Safety

- Risk assessments using EVOLVE are completed for all off site activities.
- Excellent safety procedures are in place for walking pupils across the town when utilising the local church. The school also raises awareness of staying safe whilst walking home from school, particularly during the winter months.
- Seasonal themed lessons are delivered at appropriate times during the school year, such as being safe around Halloween and Bonfire nights, sun safety and river and environmental safety.

- Key services support safety within the curriculum: AWPLCP, School Beat, Fire Service, NSPCC, Spectrum and the Samaritans.
- The school is working to the Digital Competency Framework (DCF), internet safety rules are prominently displayed around the school and the school takes part in Safer Internet Day each year.
- An example of training influencing practice is how training on aspects of e-safety by CEOPs has led to further restrictions on iPads and more careful recording of any e-safety breaches. These are now logged according to school policy and a flowchart for action is in each staffroom to ensure consistent practice.
- Pupils are proactive in raising awareness of safety issues and have produced posters to promote sun safety and road safety, as well as posters raising awareness of dog fouling in the local area.
- Parents are provided with an e-safety booklet for parents, which is displayed in all the school entrances. The booklet highlights the dos and don'ts of social media usage, dangers of the internet and how to protect their child online.

Areas for further consideration

To enhance your existing good practice you may like to:

- Move forward with the work you are already doing to promote Children's Rights, to become a Rights Respecting School.
- Ask the school council to come up with suggestions for possible alternatives to birthday cakes to celebrate birthdays.
- Use the audit in the All Wales Infection Prevention and Control Guidance (Appendix 11) to audit and enhance your good hygiene practices.

Feedback to pupils

Dear Pupils

Thank you sooooooooooooo.... much for welcoming us into your wonderful school. We had a fantastic two days looking at all your beautiful displays and finding out about the things you are doing to make your school such a healthy school. One of the many highlights was the presentation in St Mary's Church with all of you present, which was amazing and helped us to meet you all and to get to know your school and the activities you take part in really well. We particularly liked listening to your very own Fairtrade Hymn 'Twelve Hours of Harvest' by 3 / 4G and we now understand that you all like vegetables, but some of you don't like sprouts!!

A special thank you to Drew, Lena, Gracie, Storm, Lola and Bella for taking us on a tour of the school, which we really enjoyed. Thank you too, to those of you who spoke to us during lunchtimes and at other times during our visit. We liked your displays which show that you are a Rights Respecting School and how much your thoughts and opinions are valued by your teachers. We were very impressed with the number of pupil groups you have in your school, we nearly lost count! But we soon learnt how important these groups are to the life and work of the school and the way your voice is heard by those around you.

We also liked the newsletters your parents receive from school. They inform your parents really well on the activities that take place in school in relation to Healthy Schools. It always helps when your parents know what's happening in school!

You explained to us during our visit to the church that 'We are a happy, healthy school'. Well, following our enjoyable two days with you we certainly agree that Welshpool Church in Wales Primary School is very, very, very much both!!!!

Best wishes for a happy and healthy future and we know that you will settle well in your new school incredibly quickly.

Carol Maher & Dylan Roberts

