

Congratulations
to
Emersons Green Primary School
for achieving
National Healthy School Status

Thank you very much for the recent moderation visit. The combined efforts of the whole school community made me feel very welcome. I would like to express my thanks to the Healthy School working party and in particular to Alex Betteridge-Evans for her coordination in leading the school through the self-validation process and to the staff and School Council who supported the process.

Your final audit and the moderation visit have confirmed your judgement in regarding yourself as a Healthy School.

It was clear from the evidence that you presented that you meet requirements in each of the four key themes as well as demonstrating a whole school approach throughout the process.

Whole School Approach

The whole school approach contributes to developing, maintaining and embedding Healthy Schools practice. At Emerson's Green Primary School, Healthy Schools' activities are identified in the School Improvement Plan. Currently they have been included within the strategy to develop PSHE but also run through the other themes. As the school has a significant number of children with special educational needs and a resource base, a whole school approach is implicit within its inclusive philosophy in all aspects of school life.

The working party that leads the Healthy Schools work has two groups. A leadership team of teachers and teaching assistants work on PSHE and PE, and another group including the school cook and parents focuses on food issues. Emotional Health and Well Being is part of LBS and Staff meetings. The Head Teacher is actively involved with the Healthy Schools Programme through membership of the South Gloucestershire Healthy Schools Steering Group.

The wider school community is informed of activities through regular newsletters and notice boards. They are invited to take part in the development of the PSHE curriculum through parents' evenings on Drugs Education and Sex and Relationships Education and have also received a booklet on bullying. Canvassing opinion on new

developments is also part of the school's practise such as in the recent case of changes to the provision of fruit at Key Stage 2. The School has an active PTFA who work hard to support the school particularly in raising funds for various health related projects such as a new 'trim trail'. Links with the community are also made where visitors such as the school nurse and the community Police help to deliver and reinforce the PSHE curriculum.

Children's views are an important element in developing school activities and there is an active school council. Pupils were able to explain how it operated and how their ideas were acted upon. All children had input into developing the playground area too. The Head teacher also has Pupil Voice meetings where issues can be monitored and evaluated.

Lunch Break Supervisors (LBS) are valued as they manage the quality of lunchtime play. Any relevant issues which arise during lunchtimes are aired at meetings with the deputy head. They receive feedback and training; the meetings form an important link in communication at the school. The status of the LBS's has been raised, and they now reward children at lunchtime for positive behaviour which is reinforced by teaching staff, as well as organise new activities such as the 'creative box' to encourage children to dress up and explore creative play.

Attention has been paid to creating and maintaining a welcoming and secure environment. The building is light and airy with communal areas and useful spaces. Many of the displays around the school show aspects of Healthy Eating, Emotional Health and Well-being and Physical Activity. Outside, the extensive school grounds are well maintained. The children are proud of their playground, they were eager to show the different spaces available to them and how they are used. The gazebos, play equipment, quiet area and shade have all enriched the outside area and increased opportunities for learning.

Overall the impact of the Healthy Schools programme has been tangible. It was felt by those interviewed on the moderation visit that the awareness of the whole school community has been heightened. Health has become part of their thinking and conversation. Staff take care to explain to pupils the reasons why healthy choices are made for example drinking water or participating in brain gym, and the programme has helped draw together many strands giving them status and importance under one umbrella. Pupils could describe many ways in which their school helps them to be healthy and safe.

Listed below are the key strengths observed in each theme.

- **PSHE**

The PSHE coordinator has recently attained her PSHE certification which involved school based work to improve the provision and delivery of the subject.

The first week of every year is spent with emphasis on PSHE as teachers get to know their class and rules are established. It is then taught for 1 hour per week and children are well aware of the subject. The scheme of work is taught within a structure which is well resourced. For example, ASH, FRANK and the Resource

Centre at Southmead are used to assist Drugs Education and the 'Telling tales' scheme links work with literacy.

Teaching staff have been willing to take on new initiatives such as Social and Emotional Aspects of Learning (SEAL). Learning Support Assistants are also involved in promoting the values and giving rewards as part of this programme.

The PSHE coordinator has received training and is confident in her delivery of Drugs Education and Sex and Relationships Education whilst other professionals are used to help teach some aspects of the subject area. Drugs and SRE have been evaluated and staff are in the process of developing a way of assessing PSHE using the QCA statements and SEAL skills.

In her advisory role the coordinator has supported the Year 6 teacher in teaching sessions on Drugs and SRE, and demonstrated lessons on Hygiene and Medicines to the reception teacher. She has carried out observations and feels that all staff are aware of inclusion. During the moderation visit she was praised by other staff for her proactive approach and regularly bids for staff meeting time on PSHE.

- **Healthy Eating**

The school has been very keen to promote healthy eating. Due to many dietary considerations the school cook works closely with the specific needs, likes and dislikes of the children. She also takes on board the ideas represented at the School Council. Members of the council described how lunches had improved due to the cook's hard work.

There is a wide choice of food at lunchtime. On the day of the visit for example, there was a variety of vegetables, a vegetarian option, as well as two main courses and a salad bar. The second course included several choices including fruit. The atmosphere in the dining room was clean, light and spacious with colourful attractive displays (harvest vegetables, the menu and about bullying). The children lined up in an orderly way for their lunch; they were chatty and happy. They could take their time over eating and were not rushed. Water was available on each table and the children were able to ask for more if required.

The cook is proud of the fact that she can remember what each child has eaten, encourages them to try new foods and has an 'open-door' policy for parents to drop in. She tries to find ways to improve the service she and her colleagues provide and recently visited Connaught School to share practise. Reception parents are invited to eat a school dinner with their children and feedback is welcomed. She believes in encouraging through negotiation, humour and a relaxed atmosphere realising that it can be a long process to change particular habits. A recent success was the Year 6s increased uptake of pork curry.

Other services provided are refreshments at Thursday coffee mornings for parents and toddlers, a tuck shop at break time and staff have fruit platters at break and lunchtimes. Pupils have water bottles and have access to the water fountains, staff have a water cooler in their staff room.

As the school is increasing its supply of 'wrap-around care' the cook would like to broaden the opportunities to provide healthy options at breakfast time and at after school clubs. It is also felt that tuck can be developed further to include more healthy choices. The PSHE coordinator is also keen to develop a scheme of work of age appropriate basic cooking skills, and for pupils to write guidance for parents and carers on healthy packed lunches.

A Food Policy has recently been written incorporating the good practise which is already going on in the school. The working party has included a parent and advice has been sought from the cook on specific areas. Parents have also been consulted regarding Key Stage 2 fruit snacks and informed of changes in practise such as discouraging sweets being brought in to share after pupil holidays or birthdays. During the moderation visit a parent was keen to say how eating habits were changing at home too reflecting the messages given to the children at school.

The Year 5 pupils have been involved with the Active for Life programme which promotes healthy eating and physical activity and it is hoped that this will continue again this year.

- **Physical Activity**

Because the PE coordinator was not available on the day of the moderation visit, it was much appreciated that Claire Owen stood in and was able to describe the delivery of Physical Activity at Emersons Green Primary.

The school timetables regular weekly P.E. taught from a scheme of work and assessed on the QCA objectives. This is supplemented with 15 minutes of brain gym per day and a variety of planned extra curricular activities which take place in the school both during and after school hours. The children were keen to say what went on and it was evident that all ages received a range of activities such as football, tennis, dance and athletics. The school is part of the Mangotsfield Cluster which was felt to be very supportive running festivals to teach and promote different skills such as tag rugby, football for years 3 and 4, bocce and curling. Coaches have also led lessons within school on football, hockey, rugby and cricket. School clubs and opportunities to do activities in the local area are promoted on notice boards. Posters around the school also encourage physical activity.

Every year the school takes part in fundraising which has an active theme (Skipathon '05, Multisports '06, Sport Relief) and Sports Day is organised as a round robin of activities to ensure an inclusive approach. As mentioned before Year 5 children took part in the 'Active for Life' programme last year to promote pupil responsibility for increasing their own levels of physical activity.

Staff are involved in promoting Physical Activity by running clubs, changing into suitable clothes for PE, demonstrating activities and many walk to school. They also participate in 'Wake and Shake', Multisports and many walked a mile for Sport Relief. A member of staff ran in the recent Bristol Marathon which was celebrated at school. The staff are keen to act as positive role models for the children it seems.

It is hoped that Physical Activity will be developed further in the future by:

- liaising with The Special Needs Coordinator to provide more opportunities for children with disabilities
- by ensuring that the provision of brain gym is more consistent
- by making 'Wake and Shake' occur more frequently
- encouraging children to self-assess their PE work.
- by monitoring specific children's participation in the 'Huff and Puff' initiative to increase their levels of self confidence, self discipline, social skills, participation and fitness. 5 children per year group will be monitored for its effectiveness and it is hoped that they will learn new games to play at playtime.

It will be very exciting to see these plans unfold.

- **Emotional Health and well-being**

The school's draft Teaching and Learning Policy indicates how staff wish to develop children who are confident, enthusiastic and effective learners, engaged by learning which develops and stimulates them. They aim to understand what children can achieve and teach in a way that meets their individual needs as learners. Supporting their emotional well-being is fundamental to the effectiveness of the teaching and learning taking place.

As mentioned before, the school has an inclusive philosophy as an element in its ethos; 'Learning Together, Achieving Together'. SEAL has given the school a structure to work on social and emotional learning which is in the process of being evaluated. The EH&WB of the school community is also acknowledged by giving out leaflets on bullying, supporting Anti-bullying Week, having presentations such as 'Myrtle on the main line' and tackling such issues through literacy. Staff share any child's concerns at staff meetings so that situations can be monitored by all and reported if appropriate. Vulnerable children are supported using; a 'circle of friends' to improve behaviour, using The Behaviour Support Unit, involving parents if necessary, the Pyramid Trust, MARS and CAMHS and through links with inclusion support.

The start of school is a sociable time for staff to welcome pupils into their classes, for everyone to organise themselves and settle in over a 10 minute graduated period. It has been felt that this is an appropriate way to discuss issues, share news and build on relationships before beginning learning. Members of the school council reflected this when they described all of the staff as approachable and that they could trust them if they had to share a problem.

The school has an effective approach to behaviour. Pupils and a parent were able to describe the green, yellow and red card system clearly. Celebration assemblies occur regularly to present awards such as 'Citizen of the Week' as well as achievements within and outside school. LBSs give awards and stickers and there are other incentives within classes such as collecting raffle tickets for rewarding positive behaviour.

Peer mentoring has now been established. Members of the school council talked about how it had given the mentors skills to solve problems by allowing everyone to have their say and not laying blame, as well as to help others. Staff felt the regular meetings and structured activities were helping the mentors to take responsibility. Friendship stops are also visible in the playground to support children who may be feeling lonely.

Staff well-being was also mentioned in terms of meeting regularly outside school socially and encouraging an earlier leaving time on a Friday. They have also teamed up with their nearest school at Mangotsfield to support each other through coaching which some have found particularly constructive.

It has been noted that the draft whole school food and confidentiality policies, which are a minimum requirement have not been fully met at this stage and you have indicated that this will be in place October 2006.

Having National Healthy School Status will provide you with excellent evidence for your School Self Evaluation form as well as clearly demonstrating how you meet the outcomes of Every Child Matters, particularly 'Being Healthy' and 'Staying Safe'.

You will shortly receive the National Healthy School logo and instructions for its use. In addition to attending the Celebration Event at BAWA on November 30th you may like to consider:

- Holding a whole school celebration event to mark your achievement.
- Contacting the local media to publicise your achievement.
- Informing the school community of your success via a newsletter.
- Meeting with your Healthy School Task group to plan future work.

South Gloucestershire Healthy School Programme wishes you well in your continued quest for health improvement. It is obvious that Emersons Green Primary School is committed to enhancing the health and well-being of all.

We are sure that the school will continue to strive to develop its Healthy Schools work. You may want to consider work in line with National (and local) targets in such areas as :

- Safety
- Citizenship
- Local priorities
- School priorities

We attach an Audit Tool/Action Plan for the above themes. It is not a requirement to do these to achieve National Healthy School Status. They are National Healthy School themes that can enhance the work that you are already doing and lead to even greater school improvement. I have emailed copies of the Action Plan and this report to your school for future reference.

Finally, we would like to remind you that you have been entered onto the National Healthy Schools database and will maintain your Status for three years until October 2009.

South Gloucestershire Primary Care Trust and South Gloucestershire Council wish you well in your continued quest for health improvement and would like to take this opportunity to remind you that we will continue to offer our support.

Once again congratulations on achieving National Healthy School Status.

Maggie Sims – Healthy Schools Programme Manager
Alison Tanner - Healthy Schools Support Staff

22nd October 2006