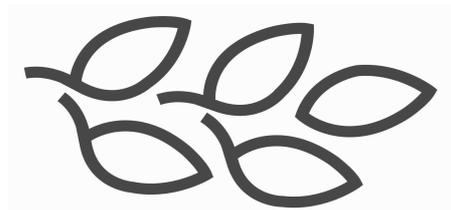


Welsh Network of Healthy School Schemes



Cynlluniau Ysgolion Iach – Rhwydwaith Cymru

National Quality Award Report
of the visit to Bedwas Junior School

30 April 2015 and 1 May 2015

Section I

Leadership

The school has strong and effective leadership with clear aims and objectives. The Headteacher, who is also the in-school healthy schools co-ordinator, is a great motivator. It is apparent that the staff enjoys and responds well to his enthusiastic and caring leadership style. Health and wellbeing is a key feature of the School Development Plan (SDP) with an emphasis on pupil participation and inclusion.

The school has all the relevant policies in place for health and wellbeing, based on local and national guidance. All policies are reviewed every two years, or as and when required.

The school council takes an active part in policy development and implementation, for example the school council contributed to the Food and Fitness Policy. Whole school assemblies on bullying enabled pupils to feed their views into the development and implementation of the anti-bullying policy.

The school council is also actively involved in staff appointments by devising questions which are used during interviews.

The school is a centre of excellence for inclusion and has achieved the Inclusion Mark, which is about equal opportunities for all pupils.

Staff have a range of training opportunities, including Team Teach training (positive handling strategies) for the whole staff and targeted training for the whole school for children with specific needs such as training from Adoption UK, and The Down's Syndrome Association. Designated members of staff, including the caretaker, are trained in the management of diabetes in school.

The Chair of Governors praised the leadership of the school and said that governors are well informed and act as critical friends of the school. As well as an annual day in which governors visit the school, they have regular walkabouts, facilitated by the school caretaker, and are able to visit the school at any time. The Governing Body is currently considering applying for the Governors' Mark.

Communication

The friendly and open ethos of the school lends itself to very good communication between pupils, staff and parents.

Staff meet every morning to discuss any concerns and inclusion meetings are held every two weeks between the Headteacher and wellbeing support staff.

The school works with a range of partners as part of the Team Around the Family; the wide range of partners and outside visitors we spoke to were very supportive of the school, commenting on the enthusiasm of the Headteacher and his willingness to seek outside help and participate in community events, as well as the fact that health and wellbeing is embedded in the school.

Parents are kept well informed through the excellent school brochure, weekly newsletters and the school blog. Policies are accessible on the very informative school website and in the reception area of the school; they are impressive in that they are clearly written to reflect the situation found in school, not a generalised set of statements.

Parents are welcome into the school and there are regular meetings with parents who need to discuss particular needs.

The school is very willing to share good practice and this is demonstrated by the Headteacher acting as Headteacher for another local Primary School as well as Bedwas Junior School; and by the school's participation in a professional learning community (PLC) which is developing positive behaviour strategies to prevent the need for exclusion.

Curriculum

The school delivers a broad, balanced curriculum which reflects policy. Schemes of work address health and wellbeing across the subject areas, as well as in PSE.

I.T. is very forward looking and is taught in a safe and thoughtful way that engages with pupils, including a challenging "coding club".

Some topics such as sex and relationships education (SRE) e-safety, substance use and misuse and economic wellbeing are delivered across the whole school during themed weeks. Resources are age appropriate and have been recommended by visiting health professionals and education specialists.

Social and Emotional Aspects of Learning (SEAL) is used throughout the school, enhanced by the use of Jenny Mosely resources.

Pupils are actively involved in their own learning. The school believes that learners should be involved in all decision making processes that affect them. For example pupils planned a World War 2 topic around a theme of their choice.

Pupils also have the opportunity to evaluate their lessons, both through discussion and completion of questionnaires.

The PSE co-ordinator works alongside the PSE co-ordinator in the Infant school to ensure continuity and a smooth transition.

Ethos and Environment

Ethos

The school's key strengths are their overarching approach to wellbeing, pupil participation and engagement with parents.

Everyone commented on the warm welcome we received and the friendly and helpful attitudes of staff and pupils throughout the two days of our visit. It was clear from the start that healthy schools is firmly embedded in the school.

Pupils have said they feel safe and secure in school and good security systems are in place. The general ethos is that of a warm and caring school, with the wellbeing of the pupils at the heart of everything they do.

Environment

The school has recently been awarded its first Eco-Schools green flag and this is reflected in the general environment of the school.

The indoor environment has been extensively refurbished and redecorated over the past three years, including the staff room, reception area, classrooms and toilets. The classrooms and corridors show displays of pupils' work, as well as posters and information for parents and visitors relating to health, such as reminders about hand washing, turning off lights and eating healthily.

The school opens on to a main street, and with no green space the school is working hard to optimise the use of the outdoor area, with a shaded area, areas for games, a timber trail and small garden area, which is currently tended by more vulnerable pupils. A colourful mosaic designed by pupils, together with a mosaic artist, brightens up the front of the school.

Family and Community Involvement

Engagement with parents is extremely good and the school has a number of strategies in place for working with families of vulnerable children, including a family intervention group and Team around the Family support.

Parents are kept well informed through weekly newsletters, the excellent school prospectus, and the school blog, which has links to other websites on matters relating to health. The Headteacher and class teachers are easily accessible and parents are encouraged to take part in workshops and information sharing sessions on areas of the curriculum, for instance parents attended workshops on the introduction of the new SRE scheme of work (SOW), and "taste buddy" workshops were held to engage parents in promoting healthy eating.

Out of school hours learning is arranged to be easily accessible to all pupils and the school meets the cost for pupils who might not otherwise be able to attend. The school has the support of an active Parent Teachers Association (PTA) who have helped raise funds for the school as well as a number of charities including Children in Need, Water Aid and Bags2School.

An informative discussion, with a range of partners, emphasised that the school has excellent links with outside agencies, who are supportive and very positive about the school's commitment to health and wellbeing and the amount of participation in national and local initiatives.

The school has connections with Caerphilly Miners' Institute, which frequently hosts events for local schools and pupils regularly undertake litter picks in the local community.

During our visit we had the opportunity to watch an animation featuring the life of Tommy Cooper, the comedian, who was born in Caerphilly. The children worked with a locally based animation artist and were awarded The Schools' Welsh Heritage Award and a Media4Schools Award for their efforts.

The school's commitment to working with the whole school community is reflected in their achievement of the Inclusion Mark.

General comments

It was a real pleasure to visit Bedwas Junior School and to meet with pupils and staff, who obviously enjoy their time in school and take an active part in looking after their health and wellbeing.

The pupils are a credit to the school. Their confidence and enthusiasm, when showing us around the school and giving their presentation, demonstrates the support and encouragement they receive from the dedicated staff, in particular their very caring and committed Headteacher.

Everyone we spoke to was happy to share information and help with the smooth running of the two days.

I would like to say a particular thank you to Katie for all her hard work in putting the evidence together. It was extremely well presented and made it easy to see clearly the amount of work being carried out. I would also like to say a huge thank you to everyone involved in providing the pupils of Bedwas Junior school with such a safe, caring and nurturing environment, and for making it a healthy school

Section 2

Food and Fitness

The school has a very comprehensive food and fitness policy that states that the school is committed to encouraging pupils to lead healthy active lifestyles and emphasises the need for partnership between home and school.

Pupils are actively involved in the development, implementation and evaluation of the policy, through meetings with the school council, whole school assemblies and pupil questionnaires.

The formal and informal curriculum accurately reflect the aims and objectives of the policy and it is clear that food and fitness has a high priority throughout the school.

Pupils are able to discuss and experience healthy eating and physical activity across the Curriculum.

There is a broad timetable of after-school clubs staffed by school staff and outside agencies, which adhere to the school's food and fitness policy.

Pupils are actively encouraged to use the playground equipment and are shown how to use some of the items during assemblies, which has resulted in fewer playground accidents and better use of the equipment, leading to an increase in physical activity.

The school has recently introduced a multi-skills approach to PE and games, with the aim of improving pupils' overall fitness and skills.

The dining room experience is pleasant and well organised, with posters promoting healthy eating on the walls and circular tables to promote social engagement. Several enthusiastic pupils, acting as dining room monitors, were keen to assist us and clean our tables when we had the opportunity to enjoy a school lunch with the pupils.

All staff involved in food handling have been trained to a minimum of level 2 in food hygiene.

Food and Drink Provision – Minimum standards

All minimum standards are adhered to within the school.

Food provision is in line with Healthy Eating in Schools Regulations 2013.

Food

Particular strengths:

- Pupil Voice: Pupils are actively involved in policy development and a range of actions to ensure implementation of the policy, including discussions with Caerphilly Catering Service and feedback on food provision, and review of the multi-skills approach to PE and games by the school council.
- Pupil participation: Year 6 pupils run the fruit tuck shop on "Fruity Friday", which is in addition to fruit and vegetable snacks brought in from home during the rest of the week. Volunteers prepare a range of 'exotic' fruits for the pupils to try and extend their eating experience.
Year 6 pupils act as playground buddies, befriending the younger pupils and teaching them playground games

- **Parental involvement:** Members of the PTA, including one grandparent, chop and prepare fruit and assist with the fruit tuck shop when required. All parents were given the opportunity to take part in a "Taste Buddies" workshop to promote healthy food and develop their cooking skills.

The areas for development:

You may wish to consider:

- *The introduction of a special or golden table once a week at lunchtimes to reward particularly good behaviour*
- *Using Fairtrade products where feasible, for the fruit tuck shop.*

Fitness**Particular strengths:**

- **Whole school approach to PE and games:** The school uses a multi-skills programme which focuses on developing pupils overall fitness levels and skills. Class teachers observed a secondary school teacher delivering the programme to pupils in Years 5 and 6, after which the PE Co-ordinator and staff created units of work to continue to deliver the programme.
- **Broad timetable of after-school clubs:** There is a wide variety of after-school clubs, and good use is made of outside agencies, for instance a specialist teacher covers PPA time, teaching athletics and dance on a weekly basis. The school also has input from Cardiff City football Club and Creazone gymnastics.

The areas for development:

- Maintain and develop current practice

Mental and Emotional Health and Well-being

Mental and emotional health and wellbeing is an outstanding feature and is integral to everything that happens in the school. This is reflected in the school being highlighted as a centre of excellence for inclusion.

Clear and comprehensive policies are in place to support wellbeing including effective, well considered policies for inclusion and behaviour management, with a range of strategies in place for positive behaviour management.

The Social and Emotional Aspects of Learning (SEAL) SOW is the main vehicle used to support the wellbeing agenda and all staff have attended training alongside their colleagues in Bedwas Infant school.

One of the objectives of the School Development Plan has been to increase pupils' ownership of their own learning and citizenship across the school. There is clear evidence of this happening with the pupils providing feedback on the SDP and the curriculum through

questions and answers, assemblies, the school council and the eco-committee.

The school has a full transition programme involving the Headteacher, Deputy Headteacher, parents, pupils, and governors, with an enhanced programme for more vulnerable pupils. Clear and caring leadership has helped to ensure a healthy work life balance and a happy staff. This is borne out by high staff attendance (99.4% in 2013-14) and the staff's response to wellbeing questionnaires, which shows that wellbeing among staff is very good.

Particular strengths:

These are just some of the many strengths that the school has in this particular area:

- **Inclusion:** Staff are able to identify vulnerable pupils using in-school provision maps. This includes a category for children of families under stress. Children and families can subsequently be followed up and discussed during fortnightly inclusion meetings between the Headteacher, Deputy Headteacher, school administration and wellbeing staff, who have responsibility for safeguarding, health and safety, attendance and the wellbeing of vulnerable pupils.
- **Nurture:** The school has a nurture room which can be used by any pupils at lunchtime who want some quiet time and more specifically by the nurture group indoor games club, for pupils who need extra help from wellbeing support staff to improve their social skills.
- **Listening to learners:** Pupils are very much involved in their own learning from having input into the SDP, preparing questions which are used during staff appointments, and making informed choices about curriculum resources such as planning a world war 2 project around a theme of their choice and a "Take one picture" literacy through art unit.
- **Staff training:** As well as statutory training, staff undertake a wealth of training to fit the needs of the pupils in their care. Some examples include training from Adoption UK, The Down's Syndrome Association, Diabetes UK, and the Student Assistant Programme (SAP) training.
- **Sharing good practice:** The school has shared their positive behaviour strategies with other schools as part of the cluster schools professional learning community (PLC) for reducing exclusions, for example lesson observations focusing on pupil engagement in lessons and sorry letters to pupils to use with other pupils, if the need arises.
- **Behaviour strategies:** The school uses a golden minutes system to promote good behaviour, as well as a traffic lights system and feelings trees to gauge how pupils are feeling throughout the school day.

The areas for development:

- Maintain current practice

Personal Development and Relationships

The school has comprehensive and informative policies for PSE and SRE which provide contextual information and link to policies for inclusion, behaviour, ESDGC (Education for Sustainable Development and Global Citizenship), Religious Education and science.

There is an emphasis on active learning, with SEAL used as the main vehicle to deliver the PSE curriculum. In addition, a residential for pupils in Year 6, focuses on developing the pupil's self-esteem, leadership and their ability to co-operate with others.

Sex and relationships education (SRE) is an integrated part of the PSE curriculum, with a designated SRE co-ordinator.

The school uses a range of up to date resources including SENSE (Making Sense of Growing Up and Keeping Safe) and the Gwynedd Growing Up resource, and all staff involved in the delivery of the programme have received extensive training.

Parents are well informed. Parents of pupils in Years 5 and 6 have had the opportunity to attend curriculum meetings and workshops on the new SOW for SRE and information is included in the school brochure and on the school website.

The school nurse visits the school regularly and is on hand to provide advice and support when required.

Particular strengths:

- The introduction of the revised SRE programme forms part of the SDP.
- The SRE co-ordinator attended SENSE/Growing up training delivered by members of Caerphilly Healthy Schools team, which was followed up with a school based inset, focusing on teaching strategies and lesson planning.
- SOW have been developed to incorporate the SENSE and Growing up resources in consultation with pupils, staff, parents and governors and built into weekly planning.
- The school is very willing to share good practice and their SOW has been shared with cluster schools in the borough.
- The programme is regularly reviewed by staff during morning meetings and by the school council.

The areas for development:

You may wish to consider

- *Liaising with the Caerphilly healthy schools team to source information leaflets on changes during puberty, for parents to read at home with their children.*

Substance use and misuse:

The school has an excellent policy in place for substance use and misuse which follows national and local guidance. The policy is shared with after-school clubs and is easily accessible on the school website.

There is clear referral guidance and the Headteacher is the first point of contact for advice, support and dealing with any drug related incidences in school. Staff have attended a range of training, including training on the Christopher Winter Project (CWP) for teaching drug and alcohol with confidence in primary schools. There is a rolling programme of first aid training and support staff have received specific training on the administration of medicines for example for children with diabetes.

Planning sessions led by the PSE co-ordinator provided guidance on the implementation of drug education and one staff member attended CWP training, which was then disseminated to the whole staff.

There is an excellent SOW in place which incorporates materials from the CWP, the All Wales Police Liaison Core Programme (AWPLCP) and visits from outside speakers, including a visit from a table tennis professional who talked about the consequences of drug use.

The school takes part in a number of local and national initiatives including Crucial Crew and Wings to Fly.

Parents are kept well informed through curriculum mapping that is sent home on a termly basis, and the school liaises with external partners, for example Drug Aid, to support families who may be experiencing problems.

Particular strengths:

- There is a strong policy, with clearly defined lesson planning and SOW.
- Pupils have the opportunity to discuss the policy and regularly evaluate their lessons.
- Pupils are given strategies to deal with peer pressure, during lessons and assemblies.
- The school uses a good range of up to date resources.

Areas for development:

Maintain current practice

Environment

The school has achieved its first Eco-Schools green flag and has a series of actions in place for improving the school and its wider environment. The general ambience of the school is

warm and welcoming, with no evidence of litter around the school, thanks to members of the eco-committee who act as litter pickers in the area around the school.

There is no green space, however the colourful mosaic, created by pupils and a local mosaic artist, brightens up the wall adjacent to the school entrance.

Extensive refurbishment and redecoration has taken place throughout many indoor areas of the school and examples of pupil's work, as well as information for staff and visitors, add to the bright and cheerful atmosphere.

The school council and eco-committee took pleasure in showing us around the school and telling us about the measures they have in place to improve the school environment, which include recycling and energy conservation, with reminders to turn off lights and computers.

There are curriculum links and good coverage of environmental issues across the year groups.

The school is working hard to develop the outdoor space, with new planters for flowers and shrubs, designated areas for football and games and a timber trail, which is enjoyed by all.

There is a small gardening club for vulnerable pupils, which is run by the very enthusiastic caretaker.

Particular strengths:

- The creation of the outdoor mosaic developed pupil's research skills, as it was based on the pupil's research into endangered species in the local environment.
- Analysis of data has shown that there has been a reduction in carbon emissions, due to strategic decisions to cut energy usage.
- There are curriculum links and good coverage across the year groups, including a "Paper bag Prince" literary project and a text tease database linked to recycling.

- **The areas for development**

You may wish to consider:

- *Using re-usable bowls for fruit sold in the fruit tuck shop, rather than plastic cups.*
- *Composting food waste from the fruit tuck shop.*
- *Extending the garden club to include members of the eco-committee.*
- *Raised beds for fruit and vegetables, which could be used by the school cook.*
- *A climbing wall in the playground.*

Safety

The school has a wide range of policies in place including e-safety, sun safety and a comprehensive school travel plan.

Clear roles and responsibilities are identified. The school caretaker is very involved in the life of the school and is responsible for general maintenance and buildings checks.

The health and safety and wellbeing committee of the governing body has responsibility for all safety issues and carry out regular health and safety walks around the premises.

There are first aid boxes in each classroom and lunchtime supervisors have access to first aid resources.

Pupils' medical health care plans, which are drawn up between the school nurse and the wellbeing assistant, are displayed in each classroom and staff are trained in the use of epi-pens by the school nurse. In addition all staff attend a comprehensive programme of safety training and safeguarding and have attended EVOLVE risk assessment training for educational visits.

Pupils receive cycling proficiency training and the number of bikes and scooters in the school's bike racks show that a large number of pupils cycle or scoot to school.

Safety education is reinforced throughout the curriculum and in an assembly programme that includes Stranger Danger, the Firework code and e-safety.

Particular strengths:

- Listening to learners is again very strong with pupil participation evident in the development and implementation of the school travel plan.
New cycle racks are in place and being used, a green cone system is in place at the rear of the school, a road safety awareness day has been held and letters have been sent by pupils to the local council requesting a 20mph zone in the busy road at the front of the school.
- There is good parental engagement. Parents are encouraged to use the school blog, which has links to a number of safety websites including CBBC Stay Safe (advice and tips for staying safe on-line), Safe Surfing and Think you Know. Parents have also had the opportunity to attend talks on internet safety from the school's police liaison officer. There is also an e-safety guide on the school website.

The areas for development

- Maintain current practice

Hygiene

Policies and procedures are in place in line with Teach germs a lesson! which provides the foundation for the hygiene curriculum in PSE.

All staff involved in food handling are trained to a minimum of level 2 Food Hygiene.

SOW identifies hygiene issues across the curriculum and a range of resources are used, including SENSE and Growing up.

Lessons are supported by the school nurse who delivers sessions on personal hygiene and hand washing. Pupils have produced posters and are given information to take home to parents.

Hygiene - Minimum Standard

All minimum standards are adhered to.

The school has been assessed for the Food Standards Agency's Food Hygiene Rating and awarded a 5 for the school kitchen.

Particular strengths:

- The kitchen has received a gold award for exceptional performance in cleanliness.
- School council and eco-committee involvement in reviewing the toilet facilities.
- Year 3 involvement in the Designed to Smile programme.

The areas for development:

- Maintain current practice

Feedback to pupils

Dear Pupils,

First of all a big thank you to everyone for making us feel so welcome when we visited your school, it was a real pleasure to meet and talk to you all.

I'd like to say a special thank you to the school council and the eco-committee for showing us around the school and giving us such an excellent presentation on all the brilliant things you are doing to make your school a very healthy school.

Some of the things that you are doing that we particularly liked were Fruity Friday, Year 6 pupils acting as playground buddies, the beautiful mosaic at the front of the school and your school travel plan. We were also very impressed with all the bikes and scooters in your cycle racks!

Thank you too, for letting us join in your assembly and well done to those of you who were brave enough to stand up and speak in front of everyone.

You are a credit to your school and I'm sure your teachers must be very proud of you,

Well done everyone

Carol

