

HS PLUS PATHFINDER CASE STUDIES – SUGGESTIONS FOR HEADINGS

TELL THE STORY OF YOUR HS PLUS WORK

- **Background** to your school and circumstances

Biscovey Nursery and Infant School is a community school situated in Par. The school has 230 children; seven classes and a nursery. It also has a Hearing Support department.

- **Priority Areas** (What priority area(s) did you choose?)

We aim to increase children's awareness of healthy eating and healthy lifestyles and in so doing, have an impact on emotional health and wellbeing and developing relationships.

- What was the **need**? Why did you do what you did?

We needed to encourage children to leave the car at home. To educate children to be healthy adults. Seagulls were attacking children for their tuck. Sweets and crisps were the usual choice. Litter also became a problem. Children were involved in boisterous play.

- What did you **do**? Describe the activity.

We introduced Leap into Life, Wake Up Shake Up and Fun Fit. Our biggest initiative was to grow our own food. Links with parents were developed to help with gardening. We had our own produce to use in the Teaching Kitchen. Playgrounds were bare to begin with – we added planters, a potting shed and an orchard.

- **Who did you work with** and why did you choose them? (Classes? Year groups? Whole school? Who were your Children in Challenging Circumstances (CICCs)?)

Year 2 designed a healthy lunchbox, Year 1 a healthy pizza, reception healthy snacks. All children planted, harvested and cooked. Vegetable boxes made up by Year 1 children were sold to parents.

- Where did you start from? (about your **baselines**)

Previous to the planters and the Teaching Kitchen many children were unaware of the names of fruit and vegetables. Now they are adventurous to try healthy foods. Boisterous behaviour and lack of concentration led to lower than expected results.

- **Describe the steps along the way** that helped achieve the outcomes (about the **ESIs**). Were they useful milestones along the way to achieving your outcomes.

Leap into Life – this PE scheme made PE sessions more active and skills-based. The Teaching Kitchen became incorporated into weekly sessions – added to planning.
Letters sent home to promote healthy lunchboxes.

- Where did you get to? (**achieving your outcomes**) What difference did it make to the children? (**impact**) The **So What?** question

Children bringing in more healthy lunchboxes. Enthusiastic to try new foods in the Teaching Kitchen. Improved behaviour noted by both Ofsted and Cornwall Council. S.I.P. children more enthusiastic to participate in PE.

- What went well? **What were the highs and lows?** What could have been different / better? What were the problems and challenges? Were there any unexpected outcomes? (Good or otherwise)

Low: the fruit and veg are often ready for harvesting during the summer holidays.

High: the school grounds became interesting and exciting.

- Capture the work in **the words of those that took part** – children, parents, teachers, school staff.

I am sending you our healthy scrapbook of evidence which gives a wealth of comments provided by the children.

Teaching staff: "We teach our pupils the importance of physical activity and healthy eating because we feel that this is something they can take forward into their adult lives."

- Can you **add photos and artefacts** to enhance the story?

I am sending you our Orchard scrapbook which contains pictures of the children at work with spades, compost etc

- **Where are you going next** with this work or other priority areas? How will you sustain the work and maintain capacity for the future?

We plan to add more fruit trees to the orchard and more raised beds for vegetables including salad.

We plan to use more of our own produce in our school kitchen, both for hot lunches and cold packed lunches.

We plan to develop the grounds and gardens to give the boisterous children somewhere to reflect as well as a place to keep busy.

April 2011