

# **Coads Green Primary School**

## **Healthy Schools Plus case study**

### **Background**

Coads Green Primary School is a small rural school with 63 pupils (2009/10).

### **Priority areas**

The chance to work on emotional health and wellbeing (EHWB) as a priority area for Healthy Schools Plus was welcome because the school was interested in exploring the links between EHWB and attainment.

### **The work**

To address this, the school used RTime and peer massage with KS 1 and has begun implementation of a ten-week after-school club, working with a trained teacher from the Relax Kids programme. To support the identified group of pupils, the school employed a dedicated TA and undertook further work with RTime and peer massage. The school also set up additional English support to overcome barriers in writing in Years 3 and 4 and participated in the DAZL programme for eight weeks for outdoor learning for six year 5 and 6 pupils (including summer-borns). The school worked on transition to ensure that children, particularly those with SEN (the children in challenging circumstances group), were emotionally equipped to cope with the changes they faced. The school is also exploring and developing the use of drama to support pupils' EHWB. In doing this they are assisted by Sharon James, Senior Lecturer at the College of St. Mark and St. John.

### **What difference has the work made?**

The children are demonstrating raised esteem and are approaching tasks and activities with confidence. Their readiness to engage in new tasks is apparent. They are clearly expressing interest and emotions (awe and wonder). Early indications are that the work is having a positive impact on attainment.

### **The words of those who took part**

"We have always been aware of positive reinforcement, but we until this training with John and Trina, we have never had the full 'tool-kit' to allow us to confidently implement this approach into our practice. Now we have the full package of approach, language and support strategies thanks to the RTime programme."

"Fantastic training! A very simple, but effective resource. I have already seen results in my classroom in the first week! The children have taken the three rules on board and are already quoting them back to me!"

"This was a refresher course for me; I found the RTime team, John and Trina, as inspiring as the last time. Simple strategies to follow, and which work well with the children, as well as the adults!!! Thank you for simplifying our school rules!!!"

**Where next?**

All staff have received RTime training and staff will also have continued professional development and support from Sharon James so that the school can engage further in the "Storytelling into writing" project. The school will develop a provision map for drama as part of the curriculum. The staff will continue to implement and develop "Storytelling into writing" across the school. The links between emotional health and wellbeing and academic attainment are to be explored further.