

Fowey Primary School- Healthy School Plus Case Study

About Fowey Primary School:

Fowey Primary School currently has 163 children on roll between 4 and 11 years. It is situated on the hill above Fowey town centre, opposite to its partners, Fowey Pre-school and the Community College.

The school holds the Healthy Schools Award and looks to develop children's emotional literacy through a curriculum that teaches the children about relationships, bullying, emotions, self-esteem and behaviour.

SEAL (Social, Emotional Aspects of Learning), which is taught throughout the school, helps to ensure the children are emotionally equipped for school and ready to learn.

Already in place at the school:

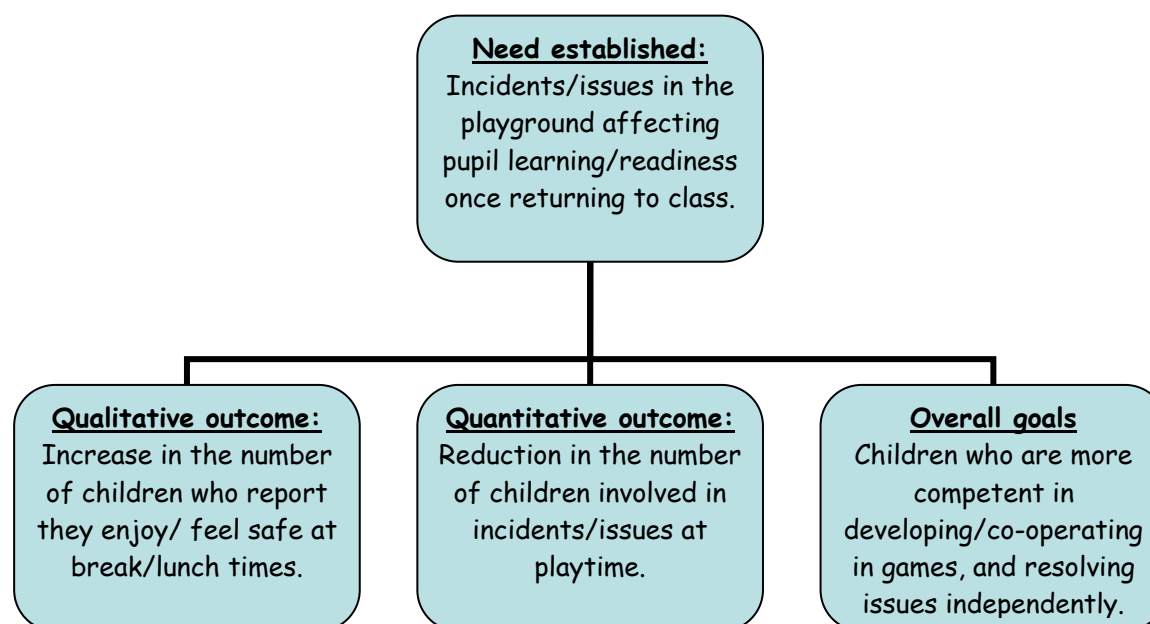
- SEAL curriculum with links to Science, Citizenship and SRE
- Walking Bus/ Walk to school week/ School cycle shelter
 - Wake and shake each morning
- EYFS and KS1 'Leap into Life' PE session
- Huff and Puff Playground equipment
- Golden Treasure playtime rewards
- Breakfast and After School Clubs
 - Themed 'Grab a Grown up' days
- Fruit breaks/ Water points & bottles
- Healthy School menus with grown school garden veg.
- Year 6 Buddies support system/ Peer mediators

Our Healthy Schools Plus work: Needs/Priority area(s)

For our Healthy Schools Plus focus work, Fowey Primary School decided to focus on encouraging positive play during playtimes and lunchtimes, combining the areas 'physical activity' with 'emotional health and well being'.

This was established after consultation with teaching staff (staff meetings), teaching assistants (TA morning meetings) and pupils (questionnaires).

A need to reduce the number of incidents/issues at playtimes was highlighted and addressed with a number of new approaches.



Who and why?

Although we were especially concerned with pockets of our Year 2 and 3 cohorts, we decided that the whole school would benefit from the changes described below to ensure consistency across the school.

Child questionnaires (Baselines)

Children were surveyed across the whole school during the autumn term with questions which included their enjoyment, activity and how safe they feel during their playtimes. This was then repeated at the end of the year to analyse and check for progress.

Autumn:

From the initial questionnaire, it was important to note that some clarification was required with the children with regards to the 'Do you feel safe during playtimes?' Main concerns were based on 'limited space' and 'being hit by the football'.

Autumn term results	Safety		Enjoyment	
	Percentage of children reporting they feel safe during playtimes 'always' or 'more often' (%)	Percentage of children reporting they feel safe only 'sometimes' during playtime. (%)	Percentage of children reporting they enjoy playtimes 'always' or 'more often'. (%)	Percentage of children reporting they enjoy playtimes only 'sometimes'. (%)
EYFS	84	16	89	11
YEAR 1	84	16	94	6
YEAR 2	74	26	69	31
YEAR 3/4	79	21	75	25
YEAR 4/5	91	9	85	15
YEAR 5/6	97	3	94	6

Implementing Change:

Grounds

Previously juniors and infants had been separated at playtimes, but coinciding with changes to the grounds, and the introduction of a new play area, the juniors now mix with infants during their breaks.

Play zones

Teaching assistants on duty have been allocated 'play zones' whereby more structured play activities are encouraged/supported.

One TA was assigned the role of organising play activities for infants and juniors over lunch break.

Money has been used to purchase new equipment including large game activities i.e. skittles, parachute and activity boards for wooden benches etc.

Peer mediators

Older juniors in the school provided further support following Peer Mediator training delivered by the TA Co-ordinator, and help to encourage children to solve any issues in a calm and sensible manner.

Chat Box

A 'Chat Box' is now found in each class to encourage children to write a comment (if they wish) about playtimes- this could be something positive or something which went wrong during that session.

Teachers review comments on a weekly basis (or more frequent, depending on the nature of the problem) and feedback as a class to work through next steps. Children are encouraged to come up with their own suggestions for how an issue can be resolved.



Children are also encouraged to reward positive play by giving stickers to other children (from their class or another) if they have helped/supported each other through their playtime.



Children using Traverse wall with TA supervision/encouragement.



TA's actively encouraging positive physical activity in their zones.



Children using new 'Activity Boards' with TA support.



Infants and juniors sharing use of new play area.

Question comparison table based on 'Do you enjoy playtimes?' between Autumn and Summer

Autumn: Enjoyment		Summer: Enjoyment	
Percentage of children reporting they enjoy playtimes 'always' or 'often'.	Percentage of children reporting they enjoy playtimes only 'sometimes'.	Percentage of children reporting they enjoy playtimes 'always' or 'often'.	Percentage of children reporting they enjoy playtimes only 'sometimes'.
89	11	95	5
94	6	97	3
69	31	84	16
75	25	86	14
85	15	97	3
94	6	97	3

Question comparison table based on 'Do you feel safe during playtimes?' between Autumn and Summer

Autumn: Safe		Summer: Safe	
Percentage of children reporting they feel safe during playtimes 'always' or 'often'.	Percentage of children reporting they feel safe only 'sometimes' during playtime.	Percentage of children reporting they feel safe during playtimes 'always' or 'often'.	Percentage of children reporting they feel safe only 'sometimes' during playtime.
84	16	95	5
84	16	94	6
74	26	79	21
79	21	89	11
91	9	94	6
97	3	100	0

Celebrating success

Over the course of the summer, there was a reduction in the number of recorded incidents (whole school reduction by 36%) and even more pleasing an increase of 45% of reported 'positive play' whereby children shared their positive playtime experiences in class over the week.

In addition each year group recorded a higher percentage of children who enjoyed safer and happier playtimes (see comparison table).

Next steps

Based on the successes so far, the use of chat boxes in each classroom and TA monitored play zones will continue and develop. From the analysis of the summer term questionnaires, many pupils suggested that they would like to see some structured competitive games during their playtimes. We will look to encourage this through some competitive 'house' based physical activities/events over the course of the year.