

TELL THE STORY OF YOUR HS PLUS WORK

- **Background** to your school and circumstances

Gwinear Community Primary School is an Ofsted Outstanding School. We have a mixed intake of pupils, and our numbers on role are growing with our good local reputation. Our children with SEN are around 15% and our statemented children are about half of that percentage. This is above average.

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

We chose two areas:

SRE for pupils and parents and we undertook a Speakeasy course for interested parents

Healthy Eating – we linked this to lunchboxes, a Business Enterprise topic and Citizenship.

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

We found from our SHEU survey that some of the pupils were involved in risk taking (smoking – 2 pupils) and some predicted they would try risk taking when they are older. The staff felt the SRE curriculum needed refreshing and guidelines were needed on delivery and content. The parents were also targeted as a source of information about sex education and we wanted to offer guidance in this area.

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

We ran a Speakeasy course for interested parents.

We made a healthy school lunch recipe book and sold it, using recipes from pupils and the community.

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

We allowed anyone who wanted to come along to attend the Speakeasy group. A few parents came for odd sessions, but two completed the folder of activities, one awarded level two and one level one. The course leader has been accredited with the facilitator's qualification. The feedback from the course has been good and we hope to run it biannually.

Our CICC's have now received quality and appropriate SRE in all age groups, and we have received very good feedback about the programme. Advice was sought via D Hampshire and training attended by the coordinator and this formed out policy and practice. Parents are more informed about what we teach and no one has been withdrawn from the lessons.

The recipe book attracted a lot of attention and made a profit of almost £90 in a fortnight. Many recipes were also given by local restaurants and one by Jeremy Strong. The project finalised the Business Enterprise project, involve the community and was backed up by an on line modelling game running a sports shop supported by Cornish Pirates and funded by a grant.

The cookbook will be updated this year and will form the inspiration for healthy and interesting packed lunches.

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

SHEU data and analysis

SEAL questionnaires

School data (RAISE online)

Bullying logs

Lunch box informal information

Informal gathering of eating habits at residential trips

Speakeasy baseline questionnaires

- **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.

Getting a group for speakeasy attending regularly and opening up about their beliefs

Parents having a go at the accreditation

Facilitator disciplining herself to also do the folder of work (!)

Receiving a grant for an on line business game supported by Cornish Pirates

Getting a response that was enough to make the cookery book

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

The children are now receiving a better SRE curriculum, and staff are clearer about outcomes and content of what happens in each year group
The children understand more about risk taking behaviour and this has been highlighted in other curriculum areas i.e. on line safety
Two parents and a teacher have received Speakeasy accreditation
A healthy lunch cookbook has made a profit for the school, has highlighted the focus on healthy packed lunches and given us something to update and test out this year.

- 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)

The Speakeasy group went really well, and for a small school was well attended. The challenge was to find a time when we could all meet. This was relieved a bit by the facilitator doing a couple of nights a week sometimes to keep everyone up with the programme! The cookbook was a challenge in that not enough curriculum time could be given to making it because it was started in a hectic summer term. However, this means we can revisit it and revamp it this academic year.

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

Speakeasy;

"I feel well informed and ready to answer any questions my child may give me, no matter how silly or embarrassing" (parent)

"I wish my parents had known this" (parent)

"[I learned] how and when recommended topics are delivered to develop knowledge, understanding, values, attitudes and personal skills" (parent)

Cookbook

"Wow – Jeremy Strong replied!" (pupil)

"Five a day is healthy" (pupil)

More reviews are available in their business enterprise folder work, but they all enjoyed tasting the recipes too.

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

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