

## PLUS PATHFINDER CASE STUDIES – SUGGESTIONS FOR HEADINGS

### TELL THE STORY OF YOUR HS PLUS WORK

- **Background** to your school and circumstances

Mawgan-in-Pydar County Primary School is situated in the centre of the village of St. Mawgan in beautiful North Cornwall. The oldest part of the school is a listed building and dates from the 19th century; since then it has been extended and additional classrooms have been added.

The school has its own playgrounds and is situated opposite the village field which is accessible via a footbridge over the River Menalhyl.

Mawgan-in-Pydar County Primary School currently has 106 pupils aged from 4 to 11 years. Of these children approximately 14% have SEN and three have statements. These pupils reside in the surrounding area, which is rural in character, the village of St. Columb and Newquay. In January 2009 only 18 pupils live within one mile of the school.

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

Education on drugs and alcohol was chosen in response to their availability in the local area.

We sought to increase the number of children reporting having a better understanding of issues surrounding use of alcohol and drugs, as well as increasing the number of children who report that they have the skills to resist peer pressure.

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

The SHEU survey found that some of the pupils were involved in risk taking:

- 9 pupils were at risk of smoking when they were older
- 5 pupils reported having had alcohol in the last 7 days
- 26 pupils also reported that they did not have the skills to resist peer pressure.

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

Staff knowledge and confidence increased, as staff have completed both David Hampshire's 'Drugs and alcohol Training' and 'R' Time training.

Parents were offered 'Speakeasy' workshops during school time.

New BBC resources purchased to aid the delivery of 'Drugs Education' to KS2 pupils.

Christopher Winter Project (CWP) in both Key Stages ‘Teaching Drugs and Alcohol Education with Confidence’ pilot.

Successful Healthy Schools Week during Autumn Term – linked to personal safety and emotional wellbeing and well as Drugs and Alcohol Education.

School visit by the House of Fun Theatre Group – Performed the play ‘Lonely Lionel’ which dealt issues concerning emotional health and wellbeing.

Whole-school problem solving and team work themed days.

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

The whole school

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

Staff and Governors to fully review the PSHE Policy and curriculum

To further develop and maintain links with local secondary schools and to continue to share good practice and expertise, especially linked to areas around alcohol and substance misuse.

SHEU data and analysis

Questionnaires

School data (RAISE online)

Bullying log

Local Drugs and Alcohol Action team Findings/Local Police data/SW Public Health Obs. /NHS A&E data for under 18’s

- **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.

Staff knowledge and confidence increased, as a result of the David Hampshire's 'Drugs and alcohol Training' and 'R' Time training. This, in addition to the availability of the excellent BBC resources for 'Drugs Education' to KS2 pupils and the Christopher Winter Pilot (CWP) in both Key Stages 'Teaching Drugs and Alcohol Education with Confidence' Pilot, enabled the teaching staff to deliver effective and relevant lessons to all the pupils.

Parents were offered 'Speakeasy' Workshops during school time, and this was supported by a small group of parents for a few sessions.

Successful Healthy Schools Week during Autumn Term – linked to personal safety and emotional wellbeing and well as Drugs and Alcohol Education.

School visit by the House of Fun Theatre Group – Performed the play 'Lonely Lionel' which dealt issues concerning emotional health and wellbeing.

A successful 'Communication Day' was held in the Spring Term: children, working in mixed-age teams were set problem-solving challenges. These included challenges such as shelter building, designing and making rafts and a treasure hunt, with the teams competing against each other.

- 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 better Drugs and alcohol and Emotional health education, where the staff are clear about outcomes and content for each Key Stage.

The relevant policies have been reviewed by the Governors

A recent survey based on the SHEU questions showed that there had been a fall in the number of pupils who were now involved in risk taking:

- No pupils reported being at risk of smoking when older
  - 1 pupil reported having had alcohol in the last 7 days
  - No pupils reported lacking the skills to resist peer pressure.
- 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 children working collaboratively in mixed-age teams.

New resources to deliver PSHE.

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

Themed learning day:

“Why can’t every day be like today!” (pupil)

“We see a different side to the children” (staff)

“It’s so good to see the children working together” (staff)

PSHE resources;

“The resources have really helped me to deliver the lessons” (staff)

“The DVDs really made the lesson interesting” (pupil)

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



Pupils problem solving and working together

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

To continue to work on raising the self-esteem and wellbeing of all our pupils.