

HS PLUS PATHFINDER CASE STUDIES – SUGGESTIONS FOR HEADINGS

TELL THE STORY OF YOUR HS PLUS WORK

- **Background** to your school and circumstances

In spring 2010 St Francis Cof E School in Falmouth asked parents, through a questionnaire, about what fruit and vegetables children ate, their understanding of a healthy diet and the stages food goes through e.g. planting, growth, harvesting, processing and cooking. The results of the questionnaire showed that many children did not understand the stages that food goes through and did not necessarily eat much fruit and vegetables.



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

Although this questionnaire was for the whole school, we felt that the project we had chosen would particularly benefit those children with low self-esteem.

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

The need was to give all children a greater understanding of having a healthy, balanced diet and to show them where food comes from.

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

We decided to plant an allotment on a spare piece of land at school. We formed a committee who meet regularly to discuss plans and put a teacher in charge of working with children on the allotment. Parents volunteered to dig over the land and we took advice from various gardeners. We purchased a shed and some tools. We found that not only was it beneficial for the children to grow their own food, but also they were working outdoors, which was good for their health.

Adults working with the children were able to have some lovely conversations with them and therefore to get to know them better. In addition, rather unexpectedly, the children became much more aware of wildlife, such as birds, insects and the worms!



As the children worked in small groups, they enjoyed more individual attention from an adult. There was also a good community spirit as children and adults worked together.

This work also led to the children's making a willow structure for the adventure playground and Christmas garlands from natural materials. This showed them that they do not have to spend loads of money in shops.

The questionnaire was re-administered in Spring 2011 and showed that the project has been a success (results attached). The children have improved their knowledge of food production.



We learned that it was not a good idea to use old seeds and encountered a dry season when some plants did not grow too well.

To make the most of our success with healthy eating, we have also invited Margaret Stockton from the Change 4 Life team to encourage good eating habits among parents. She is going to lead ten sessions at school.

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



We worked with small groups from all year groups and particularly chose children with low self-esteem and those with challenging behaviour. However there was one looked-after child too.

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

We started from the results of our 2010 questionnaire, which showed that not many children liked fruit and vegetables and did not understand the process that food goes through before it is eaten.

- **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.

Once the allotment was ready, the children planted seeds to grow vegetables. They were very proud when their vegetables had grown.

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

The children enjoyed being in the fresh air and chatting to each other and the adults that were helping. They loved growing the vegetables and, as a result, were more willing to try different kinds of vegetables.

- 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)

Sometimes the weather made it difficult to grow the plants and it was disappointing for the children. However they tried to get outside in all weathers and their hard work paid off when the vegetables grew.

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

Mrs Osborne, teacher in charge of the allotment, said "it was a valuable experience for all the children and lovely to get them out in the fresh air."

Lewis and Stephen (Y6) said that they enjoyed having special time with the adults, away from the other children.

- 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?