

Tregadillett CP School - Case Study

Tregadillett is a small village school in the rural outskirts of Launceston. We have about 90 children on role who include local farmers and children from Launceston town. It is ranked as being within the most deprived 30-40% areas in Cornwall.

We gained Healthy School Status in 2007. We have a large outdoor growing area and a cookery room dedicated to using any produce we grow. We keep chickens and we are a Forest School. Many schools visit us to see this practice. OFSTED rated our PHSCE as good and the healthy eating aspect as outstanding in 2010.

We felt it only right to continue with our success and take part in Healthy Schools Plus. But where to start?

We identified 3 needs by pupils taking the SHEU survey and then analysing the results.

A clear community outcome linking to reducing teenage pregnancy was that older children requested that the sex and relationships learning that they received should come from their parents as well as teachers. They felt more confident in talking about their body changes with parents.

This seemed perfect to be addressed by the Speakeasy scheme. We had a Speakeasy trained instructor deliver the course. About 10 parents with children from all ages across the school came along. Each week the parents came along, showing enthusiasm for the training. They appeared happy and relaxed and I think they were judging by the laughter often heard from the training room!

Comments I received back were:

- Excellent, we need to continue with the programme
- Very informative and useful, I was unclear about STDI's before
- Useful for the future when my young children are ready
- I feel much more confident about talking with my child and answering their questions.

Now we are following up to provide training for the parents who wish to carry on the good work and help other parents and ultimately their children. Overall this has been a very successful project that will hopefully have a further positive impact in the future years.

An interesting extension to this class was that the parents were able to review our new SRE materials Living and Growing and feed back with confidence. This was alongside other meeting for parents to help the school put in place an SRE programme. The contributions from this training class helped to shape our SRE programme. As a teacher of Y1/2 children I used these materials and found that the children could discuss quite sensitive aspects of SRE including preventing pregnancy, how breast milk is made (their own questions raised after seeing the DVD) in such a mature and comfortable way. Two of these children had parents that attended Speakeasy and it was very clear that these children had indeed had comfortable but informative talks with their parents. The Y5/6 teacher also reported very positive outcomes from the SRE programme.

A second outcome identified was that general self esteem and confidence felt by children **across** the school was less than we thought it would be- 30% of children in all expressed some level of low self esteem as identified in the composite questions.

We decided to incorporate some extra PHSCE activities

- More circle time
- Discussions when issues were raised by the children
- Raising awareness in general about how the media portray perfect images that are not actually realistic!
- More reading material about emotional issues and self esteem.
- Playtime buddies
- One strategy introduced across the school generally was R time. **We had some training by an R time advisor and purchased the materials.**

R time activities were carried out alongside the PHSCE activities (see above) and as Healthy Schools Plus Leader. I introduced R time in my class on a regular basis as the main pilot. All classes discussed the R time rules and some of these were used in general class rules. I had a small group of Y2 children who perhaps were not best at forming good relationships who needed to gel with new incoming Y1 children.(16) In this Y1 group one child had difficulties socially and many others were quite argumentative and fussy with each other. This had a negative effect on how they were feeling.

I began R time with a simple questionnaire- how children felt about relationships between children in class, how they viewed themselves and their ability to make and keep friends.

I used R time activities to mix up the children who would not normally work together and it was successful. The activities clearly encourage more social interaction from eye contact to body contact as well as talking together. It helped the class to bond together more effectively.

I used these materials this year to help with transition of year groups into my mixed age classes and intend to do so in the future.

(I needed to make a presentation at another school on emotional literacy- I used an R time activity there to break the ice between staff, with much success. Staff next day came up and said how fantastic my presentation was- and fun!)

After 3 terms I repeated the survey. I also asked the children if they liked R time- most said yes and others added that they loved it and wanted to do more.

The survey showed that half the children in the class felt that relationships between children in the class had improved **much**. They felt that children liked working with each other.

About 40% more of the children felt that they now have friends and make friends more easily.

Interestingly with this age group, no matter how negative they were about relationships they all felt that they liked themselves and this has not changed. However I see that when relationships in

class are positive the children seem happier in their general demeanour and I do not hear "I am sad because does not like me" or "no-one wants me in their group".

I feel that the children do have improved relationships with each other and children therefore seem happier in class. Body issues and image have not yet impacted on this age group either, as it does for the older children.

The survey materials were useful when one child was often saying he was unhappy at school but could not really give a reason why. I found using the survey questions clearly highlighted that he felt he did not get on with some boys in the class and he was able to talk about it all comfortably in the context of this survey.



This is a pair who would not even speak to each other or sit close to other before R time! Their radiant smiles after were a pleasure to see!



Getting to know each other and be comfortable.

With the older children the R time survey for the now Y5 children showed improvements in their feelings about how they got on with each other and confidence in working in groups with a range of children.

The third aspect that we addressed was raising self esteem in a cohort of children (now Y6) who had particular low esteem- as picked up by the survey but also from knowing these children well and their circumstances outside of school. There were general body image issues or feelings of not being liked, feeling lonely at school (many of the boys experienced this feeling), falling out with friends, teasing.

These children were monitored carefully, and it was these children that often raised the need for discussions to help them to feel better about themselves.

These children repeated the initial **SHEU** survey – just the social/emotional questions- after 3 terms so that any improvements in specific areas could be seen.

1 in 3 of the children still said they wanted to change a lot about themselves so were not happy with...

None of the children said they felt lonely at school and this has definitely improved much upon the first results.

Over 80% of the children were positive about friendships and relationships with peers in school and this again is an improvement.

Also there was a particular individual in the group who had body issues but was confident to tell me about unkind comments made and to deal with the situation - she knew that such comments were inappropriate and should not be said. She showed a lot more confidence about herself.

Therefore I feel that self esteem within these areas has improved simply by the school being more aware and developing further and extending the PHSCE practice.

Next Steps

Continue with Speakeasy Programme to support parents and children.

From the above work that highlighted our SRE programme - embed SRE programme into the curriculum

Continue with R time especially within KS1 and generally as part of PHSCE across the school

Continue and extend playtime buddies.

Continue with strategies used across school to raise self esteem and social and emotional well being and look out for other good practice initiatives. As PHSCE and Healthy Schools leader I will continue to monitor this for our school.

To develop Healthy Schools further we are about to affiliate as a Heartstart School and train children of all ages.

Lows-The SHEU surveys at KS2 were quite long and time consuming and staff found them quite tedious, and some questions were not clear. This was reported to the SHEU team. However, it was worth it to be able to identify our areas for development.

Persuading others that Healthy Schools Plus will be worthwhile.

Highs- the successes listed above that are our next steps, especially the enthusiasm by all for the new Healthy Schools project.

Putting to good use the funding received from Healthy Schools plus. It will be used to develop our very active cooking room where much of our own produce is cooked.

