

HS PLUS PATHFINDER CASE STUDIES – SUGGESTIONS FOR HEADINGS

TELL THE STORY OF YOUR HS PLUS WORK

- **Background** to your school and circumstances

socio-economic area
Poor quality diet/lunches
Poor quality knowledge about a healthy diet.
Very little activity in school playground & play opportunities
Many pupils not having opportunities to play outside of the school environment.

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

School lunches & education about healthy lifestyles.
Increased physical activity throughout the school.

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

Pupil's poor diet: High Fat: High Sugar; lack of freshly prepared food, fruit and vegetables in diet.
Pupil's poor fitness in comparison to peers. Identified in PE lessons in Juniors, sports clubs and interschool competitions.

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

Healthy Lunch policy: no sweets or fizzy drinks in the school.
Parent and pupil education days:
Big Breakfast,
Infants eating fruit every day.
Lunch box day.
Better communication to parent re: expectations of a healthy lunch box & varied Diet.
Family cook days.
Link to Seeds, Soup & Sarnies/ Community Allotment Project.
No sweets/biscuits in school. No fizzy drinks.
Water bottles on tables every day (not squash).
Change to the school dinner menu, bigger uptake on school dinners.
British Heart foundation 'skipping visit on an annual basis.
Increased budget for play resources & activities.

Increased organisation for play opportunities for active sport during break times.
 Increased uptake in afterschool clubs: gym, cricket, football. Netball, dance.
 School football club for year 3 – 6.
 Wake & Shake every morning.
 R Time
 PHSE
 PACT
 Christopher Winter Project.

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

Whole School: It was a whole staff & governors decision.
We had a high percentage of pupils on IEP's with behavioural issues , impacting on pupil's social development and access to the curriculum. The school wanted to tackle this in a holistic manner due to the complexity of the problems. These difficulties not being easily identifiable as emerging from a specific incident or circumstance in many of the children' s lives, but from a complexity of areas that needed to be tackled. A healthy lifestyle and a chance to express oneself through an energetic, play activity is seen as vital to a child's development.
 We took advice on behaviour issues and raising standards.

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

We decided that we should start with banning sweets, high sugar snacks and fizzy drinks.
 We then introduced healthy lunches and lunchbox content.
 Introduced a selection of play opportunities to the extended school day.
 Timetabled: Wake & Shake, 'R' Time & PHSE into the curriculum as non-negotiable.

- **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.

The identification of the problem & the healthy schools initiative driving and promoting the project.
 The whole school, staff & governors endorsing and supporting the project.
 Professional development & training from Healthy Schools team.

New parents coming on board with the project & being proactive in helping the school.

Mrs Allen the school cook re-writing the menu

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

Staff, pupils and parents are better informed and can discuss a healthy agenda. Schools lunches have improved and a varied healthy diet is universal in school and has become the norm.

School dinners uptake has increased and the meals comply to the healthy schools recommendations.

Increased active play opportunities available at all break times.

Greater opportunities to be involved in clubs from infants up through juniors.

After school cooking club is up and running.

Each class is growing and caring for its own vegetables in a raised bed project.

Pupils are noticeably fitter. Stamina has improved in games, P.E. lessons, after school clubs and inter-school competitions.

The school is winning games and getting placed in competitions.

Most parents are 'on board' with the project and has become the norm.

- 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)

It has been a long difficult process to promote school dinners.

Problems have been with some parents not wanting parental responsibility being taken away with respect to the content of their child's lunch.

Many parents resented the 'interference' of the PACT Project.

There is some resistance to the SRE. Related to the naming of the reproductive organs.

Increased fitness.

Competition results have improved due to fitness and playground play opportunities have increased reflexes and hand to eye co-ordination.

Raised bed gardening project each class having raised beds to grow and monitor produce for consumption.

British Heart Foundation skipping days.

School Council driving more active breaks

PTA funding better games and equipment.

Visits to St Austell College: Visualising a better future, leading to an awareness of economic well being.

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

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- 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?
 - School council using funds to buy new play equipment to sustain capacity for active play opportunity: e.g. Crazy Catch.
 - Competitive games encouraged at break times.
 - Seeds, Soup & Sarnies - parent/child cooking own produce day. Linked to the Penwithick Allotment Project.
 - 'R' Time built into the school timetable.
 - Increased areas available for each class to grow it own vegetables.