

### The Success Story

Trewirgie Infants' School is located five minutes walk away from Redruth town centre. Redruth is mainly an industrial area due to the fact that it used to be a town booming from the mining industry. The current Redruth is quite a poor area in Cornwall and coming third in the lower quartile of poverty in England. The school was built in the nineteen sixties and became a PFI School which benefited from a new build in 2003 which now provides a new hall, library, two new classrooms and an under cover walk way leading from the main building to the reception building. Currently on role there are three hundred and twelve pupils ranging from three to seven years of age. The school is a three form entry admitting ninety children per year group and up to sixty in the Nursery. An award winning breakfast club which is open from 8:00am has been running for six years now is consistently proving very successful and catering for children whose parents cannot make the normal school opening time. Wake up and shake up an exercise brain gym class is also used to stagger entry times running before school opens from 8:30 to 8:55.

The school have a travel plan which addresses children arriving to school on time. One of the reasons the travel plan was set up was to help decrease the number of cars trying to park outside the school gates, over neighbours drives and general road rage. Parents were arriving late to school with their children and saying they could not park. This reason for lateness is no longer used as park and ride schemes have been put in place.

Neil Goddard, a county advisor for PSHE visited our school and noted when undertaking interviews with our pupils that the majority of them when asked the question. 'If you got in an argument with a friend, how would you sort it out?' replied 'I would tell the teacher'. It became apparent that the school needed to empower pupils to resolve conflict and become more independent. From statistics, we knew that children who achieve highly in PSHE achieve highly across the curriculum. For this reason the Healthy Schools co-ordinator chose EHWB as an area of priority and focus. Our second priority was to tackle obesity within our school, which is also a national priority. Obesity was a school priority area due to noting more and more pupils coming through overweight and unfit for their age. A Staff and Governors 'Healthy Schools' working party was set up to meet and discuss priorities and actions.

Once the priority areas had been determined the PSHE co-ordinator undertook training for the UNICEF 'Rights-Respecting School Award' (RRSA). The PSHE co-ordinator then began to implement the RRSA initiative within our school in September 2009. Staff received training on INSET and during staff meetings. The school is following a 2 year Rolling Programme using the 'First Steps to Rights' materials. One of the first tasks for teachers and pupils was to develop their Class Charter and display. This has replaced 'rules' and 'promises' in the classroom and there is now a common language-set used relating to 'Rights' and 'Responsibilities'. These are re-visited in class at the beginning of each school year.



An example of a Class Charter – Children have drawn up charters for their classes based on the UNCRC. They respect the charter because they have a sense of ownership

Teachers noted an immediate impact; pupils beginning to use powerful vocabulary to resolve issues in the classroom: “It is my right to play with the toys, but it is my responsibility to share and look after them”.

Teaching staff then incorporated RRSA activities within their planning. Pupils became more and more familiar with the vocabulary and ideas and began to use the strategies.



‘Peaceful Problem Solving’ was later introduced into the classrooms. This is an area where pupils who have found themselves in a conflicting argument can go to resolve the issue. Children get two sets of footprints and physically place them on the floor enabling them to stand in each other’s footprints and see the problem from the other person’s point of view. Teachers noted how powerful this strategy was in empowering children and giving them their own voice to resolve issues rather than relying on the teacher to resolve the issue for them.

Once the RRSA was up and running well within our school the next step was to include the parents and get them involved. The PSHE co-ordinator organised a ‘Rights Respecting’ information session for all parents and governors within our school. Parent feedback was very positive and parents even commented that they were using the strategies with their child at home.

RTime was also introduced, with all staff receiving training from the RTime team. Activities have been implemented within classrooms to encourage children to build successful relationships with one another. This has been particularly successful within our Foundation Stage classrooms.

Challenges we encountered were that we wanted to use the SHEU questionnaire system but unfortunately after many emails it became apparent that it was not possible for our young children and so we based our baseline scores on teacher observations and assessments and IPARS.

PSHE co-ordinator has now achieved Accreditation under the National PSHE CPD programme.

Our second area of priority was to tackle obesity within our school. It was noted by teachers that they were concerned with the size and lack of activity of a few pupils.

The P.E co-ordinator identified these pupils and ensured that they received two hours of activity per week and also carried out a physical fitness tests and monitored their progress over the year. The targeted pupils were encouraged to participate in extra curricular physical activities such as ball skills, Fun Run, cycle wise etc. Playground equipment was purchased to encourage even more physical activity. Class teachers address healthy eating through the delivery of the curriculum. During the Spring term it was noted that some of the targeted children had even joined out of school clubs e.g Karate Club. Teachers began to see improvements in their general appearance and well being. When the P.E co-ordinator carried out the same physical fitness tests in the summer term it was evident that the targeted group had made significant progress within their fitness levels.

We are currently in the process of setting up a playground loan system for equipment. 'Diddy Leader's have been nominated by each key stage one class. The 'Diddy Leaders have been given a special cap and will have the responsibility to look after the physical activity equipment that is stored in the children's shed. Children will hand in a band for a piece of equipment and when the equipment is returned they can have the band back. The school felt that a system had to be put in place as in previous years children have lost or not looked after the equipment as well as they could have. Our collection of Tesco vouchers has allowed us to purchase all the equipment and a shed has been purchased with the healthy school plus money, without this crucial funding this would not have been possible as we would have had no where to store the equipment. This system will give children ownership of the equipment and encourage them to become more independent, active and responsible.

The foundation stage had also purchased eight new bikes to encourage more physical activity with the Healthy Schools plus money. Once this system is set up it will be sustained well into the future.



Out of the 12 twelve targeted children

11 children on Bronze level achieved Silver in 2010 testing.

1 Child remained on the bronze level, this was due to physical / Coordination difficulties

- New testing levels introduced for Fun fit to monitor the improved coordination levels.
- Adopted change 4 Life promotions.
- Increased range of clubs/ participation for 2010

New: Gardening Club  
Cycling club

Multi Skills uptake increased from 20 to 35  
Tag Rugby uptake increased from 12 to 20

The Future is looking promising with a new outdoor learning area being built in the foundation Stage that will see a new undercover canopy, a water way canal, a large sand pit, large wooden planters for children to grow fruit and vegetables. This is currently being built.

We look forward to maintaining and providing the best that we can offer to our pupils now and in the future with the help and guidance from the Healthy Schools initiative.