



Guernsey Healthy Schools Programme Validation Report

School Name:	Forest Primary School
Headteacher:	Mrs Paula Sullivan
PSHE Co-ordinator:	Miss Katrena Mercer
Date of visit:	12 th February 2018
Validators:	Alun Williams (Lifelong Learning Manager, Education Services) Yvonne Le Page (Public Health Business Manager Health, Public Health Services) Amanda Evans (PSHCE Adviser, Education Services)

This report should be read in conjunction with the school's completed Healthy Schools Benchmarking document.

Forest Primary is a child-centred, energetic and innovative school where the staff, pupils, and the wider community, have embraced the promotion and development of health and wellbeing for all.

Section 1 – Leadership, Management & Managing Change – Good

The senior leadership team has fully supported the Healthy Schools programme and this has ensured a whole-school approach which has been very effective. This is reflected in the improvement plans and policies of the school but, more importantly, the ethos is applied in every aspect of the school. The PSHCE coordinator is an excellent role model in health, wellbeing and activity and has worked tirelessly to engage with pupils, parents and colleagues. Since the mission week in 2014, on healthy body and healthy mind, health and wellbeing has been on the school's agenda. With the introduction of the new big curriculum, PSHE and mental health and wellbeing has become even more of a focus area.

Section 2 – Policy Development – Good

Promoting the health and wellbeing of pupils is a prevalent and significant theme in relevant policies, such as; PSHE, SRE, Drugs, food in school and physical activity.

It was evident that the documents were 'live' and frequently updated. A particular strength was the engagement of all sectors of the school community in shaping and influencing

school policies. A good example was the engagement with parents in the food and nutrition policy.

Section 3 – Learning and Teaching, Curriculum Planning and Resourcing

PSHE- Satisfactory

Pupils have weekly PSHE lessons in Key Stage 1 and 2 and in reception, personal, social and emotional development forms the basis of the early year's curriculum. The school has adopted the scheme of work from the PSHE Association, with KS1 & 2 following the same long term plan, the core theme for this term has been health & wellbeing. Example lesson plans demonstrated clear learning intentions and outcomes, opportunities for assessment and how the PSHE is often taught in a cross-curricular way, through health related topics. Examples of assessment included draw and write, self-reflection and various reviews of learning. The Dojo, Seesaw and house points systems, clearly supports the PSHE programme and enables pupils to reflect on and celebrate their learning. The learning powers also help to develop pupils' skills in terms of resilience, independence and confidence – all essential skills which integrate character education within the PSHE curriculum and across all other subject areas.

Teachers make good use of up to date PSHE resources, including the Premier League Primary Stars materials and healthy eating resources from the Health Promotion Unit.

Currently, PSHE is reported to parents in their child's annual report in terms of areas covered and a grade for effort.

Emotional Health and Wellbeing – Good

Emotional health and wellbeing is obviously a very important part of the school's ethos and the taught curriculum. The use of the puppets to work on topics such as 'resilience', along with work with the school council was impressive and the inclusion of stories such as 'Traction Man' as a whole school topic, showed how the promotion of positive emotional health is valued. Assemblies on a variety of topics add to the programme and the practice of DEAR time – 'drop everything and relax' to enable the children to refocus were also notable. The Seesaw app is used to great effect to enable children to show those at home their work and to enhance their self-esteem. It was heartening to hear about the efforts being made to promote the staff's mental health and wellbeing including a range of out of school events organised and encouragement to leave school before 6pm.

Physical Activity – Good

Pupils at Forest are encouraged to undertake a wide range of sports and activities. This is embedded from their introduction to the school with a commitment to enable them to learn and play outdoors as much as possible. Forest has excellent relationships with support agencies and, in particular, sports clubs and organisations. The school maximises

opportunities for youngsters to compete in sports and competitions across the island. Their approach to activity is inclusive, non-threatening and allows pupils to fulfil their potential.

The school's adoption of The Daily Mile exemplifies the themes encouraged by the Mile; fun, fitness and friends. It provides an opportunity for pupils to exercise and to better prepare themselves for learning.

The opportunities for physical activity are plentiful (including through lunchtime and after school activities) and this complements the two hours + of curriculum time. The school makes full use of its swimming pool.

Food and Nutrition – Good (upgraded from satisfactory)

The Food policy is shared online with all staff and the Eatwell Guide is used throughout the school. Food and nutrition are included appropriately in other topics such as looking after the brain, and there have been whole school themes on healthy eating. Healthy recipes are included in the cooking club and with the nurture groups and class councils have been involved in discussions on healthy eating. The pupils have a good understanding of healthy eating and what that means to them in terms of a balanced diet and portion control.

A whole school project was carried out on packed lunches including consultation with parents and pupils and suggestions made as to the content of packed lunches. Despite some early resistance, it was very pleasing to hear that the pre and post surveys had shown there had been a great improvement in the food brought into school.

Lunches were eaten in each classroom with some older pupils helping to supervise younger ones and positive behaviour was rewarded. The school has worked hard to make the children's lunchtime experience very positive.

Section 4 - Giving Children and Young People a Voice – Good

Pupils overriding comment about the strengths of the school was the sense of community that has been created. One of the main factors in creating this positive environment has been that pupils have the opportunity to have their voice heard through structures such as the school council as well as a less structured belief that young people should have a say in how their school operates.

The pupil inspection team were especially effective and their comments were clearly considered as key in the validation process.

Section 5 - Partnerships and Support Services – Good

The school works hard to engage with all parents, volunteers, visitors and Support Agencies. The use of the Seesaw app ensures that families have the opportunity to be fully engaged with their children's learning. It has also enabled the children to take responsibility for their own learning and celebrate their achievements.

The school has implemented its own volunteer card which ensures regular visitors to the school are DBS checked and have ID cards.

Feedback from Support Agencies has been positive and included the following comments;

- We find that all the staff at Forest work well with us to promote the health and wellbeing of all pupils and are very quick to raise any concerns they have regarding health with us. We have witnessed the pupils and staff doing the daily mile at the beginning of school on several occasions and feel that it is a great initiative and seems to have a positive effect on all.
- The secretary and teachers are very helpful and reliable when it comes to booking the sessions. They were keen to help pilot our new Year 5 lesson and it was well received. The class is always ready and waiting for our sessions and the teachers are supportive and welcoming. I always look forward to going into Forest Primary school and have lessons booked in for next term.

The school offers various workshops to parents including; online safety, maths passports, reading, numicon and athletics. A working party of parents was also set up to help implement the school's food and nutrition policy.

Parent Interviews

A group of 4 parents were interviewed during the validation visit. They all spoke very highly of the school and of all the things the teachers and staff do to keep them informed. They particularly liked the Seesaw app because it gave them daily updates on their children's learning and enabled them to engage, more easily, with their children about their activities at school.

The group commented on the useful guidance and advice given to them by the PSHE co-ordinator on healthy packed lunches and they appreciated all the hard work the school has done relating to food and nutrition.

They commented favourably on the number, and variety, of extra-curricular activities offered by the school and were aware and supportive of the new 'Daily Mile' initiative.

They also felt, due to the size of the school, teachers always had time to speak with them and resolve any issues they had.

When asked specifically if they knew how their child was doing in PSHE, they were unsure but one did say they had seen examples of PSHE learning during an open afternoon for parents and carers.

Pupil Interviews

A group of pupils from Years 1 to 6 were interviewed during the visit and all spoke eloquently and warmly about their school. They were keen to talk about all the ways in which they keep themselves healthy which included lots of examples of healthy eating and physical activity. The children were knowledgeable about what constitutes a healthy snack and packed lunch and were able to explain the concept of 'portion size'.

They said they knew what to do if they, or someone they knew, was being bullied and they were very confident that their teachers would deal with any incidents effectively.

The pupils recognised the importance of School Council and they talked about some of the things they had been involved in recently; puppets for the learning powers, go noodle brain breaks and new toys for the playground.

When asked what the best thing about Forest school was, most of them commented on how friendly the school is and the fact that they all know each other well. One child said "It's like a family" and another that "If someone falls over they won't just go past"

Concluding remarks

The validators would like to thank all the staff and pupils for making them feel so welcome during their visit and for taking time to show them around the school. They would particularly like to thank Katrena Mercer, Lily, Harry and those pupils who were interviewed and who spoke so enthusiastically and proudly about their school.

The validators were extremely impressed by all they saw and heard and so following the visit, are delighted to confirm that Forest Primary School has achieved Guernsey's Healthy Schools status.

Next steps and recommendations for future development

- Continue to develop and embed the PSHE curriculum to plan challenging and engaging PSHE lessons throughout the school
- Explore the use of different methods to teach PSHE
- Highlight learning in PSHE during open afternoon events
- Include the use of the www.foodafactoflife.org.uk website in food and nutrition lessons and for recipes
- Continue to progress the involvement of parents in school policy development
- Share good practice on health and wellbeing with staff and pupils at Le Rondin
- Investigate further opportunities for active travel