



## Solihull Healthy Schools Programme School Story

Date: December 2013

School name: Castle Bromwich Junior School

### Our School

Castle Bromwich Junior School is a large junior school in the North of Solihull, currently with 473 pupils on role. Pupils who attend our school come from a wide range of social backgrounds; however, 84% of our pupils are White British heritage. With 16% of our pupils representing a minority ethnic group, this is lower than the national average for schools of 28%. White black Caribbean heritage is our largest minority ethnic group with Black Caribbean, Asian, Indian, Pakistani and Chinese heritages also represented. We have 27% of pupils eligible for free school meals which is slightly higher than average. The number of our pupils identified as having SEN is broadly average for the school action category, however slightly higher than average for school action plus and statemented pupils.

### What needs did we identify and how did we identify these?

After achieving and maintaining our 'Healthy School' status, we were keen to continue the valuable work that we had been working on. We felt it was important to work in collaboration with our feeder infant school (Castle Bromwich Infant School) to identify any possible common needs and areas that needed developing. We met as a 'working group' several times to discuss data. The group consisted of PSD leaders and a member of the senior leadership team from both schools and two advisors from the local authority. We began by looking at National data and then at data for Solihull, including the ward profiles for the area of our school.

From the local data for Solihull we were starting to highlight issues that could potentially be focused areas of development in our schools. We then went on to look at our individual school data, mainly using the results of the HRBQ which had been completed by years 4 and 6. The Year 2's at the infants had also completed the survey so it was interesting to compare the data and see how it varied for the different ages of children in our local community.

It became clear that one of the main needs in the local area and particularly in our school was **Emotional Health and Wellbeing (EHWB)** so this was to become one of our priorities. The HRBQ data for both the infant school and our school showed that children were reporting to have lower self-esteem than in other schools nationally. When we looked at the data even closer, it became apparent that although both schools would prioritise EHWB, we would derive different outcomes as data was highlighting different areas of concern for Year 2 as it was for Years 4 and 6. Our second area that was identified was **Healthy lifestyles**. Again, this was an area in need of prioritising for both schools but under the umbrella of healthy lifestyles, both schools had different key areas that needed addressing. For CBJS, it was clear that there was work to be done on both the food side and the exercise part of living a healthier lifestyle.



## What outcomes did we focus on and why?

Emotional Health and Well Being and Healthy lifestyles had now been identified as our two priority areas. We looked more closely at the HRBQ data for both Year 4 and Year 6, selecting specific data that showed issues for our school.

### **Emotional Health and Well Being**

When looking at the data for EHWB, it was apparent that low self-esteem and confidence was an issue across both year groups that had been surveyed. Scores were showing that we had a higher percentage of children with low self-esteem than other schools in Solihull. Data showed issues with both boys and girls; however certain data stood out in particular areas. The data showed that **19% of Year 4 boys kept worries about school problems to themselves**.

Although this is not a massive percentage, we were concerned that there were so many boys keeping worries to themselves as we want all children to be able to discuss worries that they have and know that there are a range of trusted adults in school that they can talk to.

Another piece of data that highlighted an area of concern was for year 6 girls. The data read that **35% of Year 6 girls reported being picked on or bullied for the way they look**. When looking at the data for the Year 4 girls, there were several question results that indicated a concern with self-esteem. We wanted to follow this up further so when this cohort of children had just started in Year 5 and we asked the pupils to complete a further survey. This survey confirmed our thoughts around low self-esteem and showed that only **31% of Year 5 girls reported feeling good about themselves**.

### **Based on this data we decided on the following outcomes**

- Decrease the percentage of year 4 boys who report that they keep worries about school problems to themselves, from 19% to 12%
- Decrease the percentage of year 6 girls, from 35% to 20%, who report being picked on or bullied for the way they look
- Increase the percentage of year 5 girls, from 31% to 50%, who report feeling good about themselves

### **Healthy Lifestyles**

As we looked in detail at our school data around the area of leading a healthy lifestyle, we realised that there were issues to be addressed both under the heading of physical activity and healthy eating. Firstly with the physical activity aspect, we noticed that there was data showing low percentages of children who were physically active for more than two hours a week. This implying that many children were only active during their PE lessons, but not at any other opportunities during the school day. This surprised us as we run many lunch times and after school sports clubs. The data that was particularly low was only **15% of year 4 girls were involved in physical activity for more than 2 hours per week during school time**. Under the umbrella of healthy eating there were various concerns, with data showing generally that high percentages of children were not eating healthily. Some of this information was shared with the school council and they contributed to discussions about what we could measure in terms of healthy eating. They came up with a simple survey which required children to draw and write what they had eaten for lunch that day. The school council then sorted through the whole school responses and identified that only **36% of pupils had eaten at least one portion of fruit or**



**vegetables with their lunch at school.** Through discussion with teachers and the lunchtime supervisors it became apparent that not all pupils who are entitled to free school meals were using their entitlement and we felt that this was another area that we could address. School data showed that **84% of pupils took up their entitlement for FSM.** (It was later found that this data was incorrect, this issue will be discussed later in the school story).

Based on this data we decided on the following outcomes

- Increase the percentage of Year 4 girls, from 15% to 25%, who are involved in physical activity for more than 2 hours per week during school time
- Increase the percentage of children who report eating at least one portion of fruit or vegetables with their lunch at school from 36% to 55%.<sup>1</sup>
- Increase percentages of FSM children who take up their entitlement to a school lunch every day, from 84% to 96%.

**What activities/ interventions did we put in place in order to achieve our outcomes?**

### **Emotional Health and Well Being**

Various systems have been put into place to ensure that pupils have trusted adults to talk to in school. As a school we felt that a whole school system was needed to ensure that all children had ways of accessing trusted adults to talk to. Bubble time was introduced to staff at a staff meeting and staff all gave their ideas of how the system could work in our school and their classrooms. We came up with a system, which has now been in place for two years and is used by both boys and girls as a listening system between the children and a teacher or other member of staff. Each child has a bubble card that they keep in their desk with their name on. If they want to access bubble time, they can discreetly place their bubble in a box on their teachers desk. If they want bubble time with another member of staff, they write this name on the back of their bubble and the class teacher passes this on to the other staff member. After the first term of bubble time being embedded in school, a survey was completed to identify if the system was being used and if children knew that it was available. The survey showed pleasing results and showed that boys were using the system as well as girls. A comment from a Year 4 boy was ' I have liked using bubble time as I have told my worry to my teacher and she helped me sort it out.' At the start of each academic year, class teachers now introduce bubble time in a circle time session so that the children understand how they can use it. The confidentiality policy is also shared with children at the start of each term in a child friendly way in a circle time session. The confidentiality policy has been updated and shared with staff. This is shared with any new staff that joins CBJS.

We now have a learning mentor in school as well as our Child and Family support worker. Both of these roles are being accessed by an increasing number of pupils. The roles have been promoted with children and families through leaflets and newsletters. Also, the roles have been discussed with children in circle time so that children know how they can access support from these people. Within the PSHE curriculum, there are planned opportunities in all year groups for pupils to discuss and learn about where they can go and access support. Our children are now



much more confident in knowing where they can access support and who they could choose to talk to in different situations.

Our learning mentor and a teaching assistant both run termly silver set SEAL groups and have targeted Year 4 boys. Within these groups there has been a focus on relationships and as a part of this 'worries at school' and how to overcome these. Children who are showing low self-esteem are referred to these groups by class teachers or other adults that work with them in school.

We have also introduced various different activities to extend our reward systems in school and to show that we recognise our children's achievements both in and out of school. Our weekly celebration assembly contributes to pupils feeling 'good about themselves' when they are given certificates for their efforts and achievements in class. An increasing number of children are also contributing to the assembly by sharing with the school what they have achieved in a hobby or a club outside of school. Rewards were discussed with school council and councillors contributed to shaping a revised system of house points, ensuring it was used consistently across all classes in school. School council also raised the issue about children who always 'behave well and do the right thing'. They felt that these children should be recognised more through rewards, as well as children who are rewarded because they reach goals on a behaviour plan etc. We responded to this by introducing 'good notes home' –each teacher writes two a day, positive phone calls home and we also select children each class to go to a weekly reward time session with the learning mentor for a half termly block. Children have responded well to this and have reported that receiving some of these extra rewards make them 'feel good'.

Various activities have taken place around the issue of anti bullying. The anti bullying policy was discussed with our parent consultation group and activities carried out so that parents could give their views about the policy and could contribute to the revised policy. The policy was then looked at with school council and shared by them with class councils. The policy was then updated and shared with all staff and governors. Through a staff meeting, all staff now had a better understanding of our anti bullying policy, what is classed as bullying and how we respond to any incidents that arise. As a result, staff are more confident in completing the 'anti bullying' log and know how to follow up any incidents. Anti-bullying week has been used as a hook to explore different types of bullying with all year groups. We have had an anti-bullying road show from the Solihull housing team which children responded well to but more importantly, all children have had opportunities in their class to learn about bullying, what is classed as bullying and the negative impact it can have on people. Year 6 have had a particular drive on 'name calling'. They have made links to this in SEAL units of work and have had a series of circle time sessions, using puppets to de-personalise situations, to address this important issue. As a result, there has been a noticeable decrease in incidents reported on the bullying log and in the lunchtime communication book.

In Year 5 and 6, we have planned units of work based around 'body image' to contribute to girls in particular feeling better about themselves. In year 5, the unit of work is linked to the topic of Tudors. It is linked to looking at how Tudor Queen and Kings were portrayed in photographs



and why and then it moves towards looking at modern day images. In year 6, planning around body image is linked to the 'good to be me' unit. The resources used interested the children greatly and were very though provoking for the children.

## Healthy Lifestyles

Physical activity continues to be an area that brings lots of celebrations to CBJS, with many sports teams consistently doing well and winning competitions in the local area. This is a good hook for us to encourage and target specific groups of children in taking part in more physical activities in school. Sport and activity clubs have been promoted regularly in assemblies by both teachers and pupils. Over the last two years we have had year 6 pupils take on the role of house captains and 'Olympic ambassadors'. Both of these roles were to champion benefits of physical activity and encourage, enthuse and support younger pupils in physical activity. They have done this in various ways. They have shared power point presentations and physical activity demonstrations in assembly. They have also facilitated physical activity opportunity for peers. One example of this was a dance club that two year 6 girls led with our Year 4 girls (our targeted group). This was led weekly during a lunch time and was so popular that they had to split the group and deliver the sessions twice a week to accommodate all of the girls that wanted to take part.

Our PE leader initiated pupil voice activities to find out what sporting activities our year 4 girls wanted to be involved in. This was also done across the school but with a particular focus on year 4. The results of surveys and discussions were analysed and subsequently linked into a programme for both fitness week and a 'girl's games club'. Favourite activities such as zumba, tennis, karate were planned for and timetabled so that girls were experiencing their chosen activities. This greatly increased the percentage of girls that were taking part in physical activities. Year 4 girls could put themselves forward for these clubs but also class teachers could suggest girls who lacked confidence and motivation in PE and games lessons. Pupils are also having an extra opportunity to be physically active during 'golden time' reward time. This is class reward time for 30 minutes at the end of the week. The time is spent with the teacher and the class doing something enjoyable as a class. In staff meetings, teachers have shared ideas about how these could be used to encourage children to be more active, for example playing a team sport that they haven't yet done in games lessons or letting the children vote on their favourite sport to play. It is also an opportunity to introduce new sporting activities to the children.

In regards to PE lessons, high quality CPD has been accessed during the last two years. Staff meetings have been led by the PE leader in a range of different games, including tennis, netball and hockey. Staff now feel a greater confidence in delivering games lessons where active engagement is maximised for all pupils. We have also put systems in place to ensure that children are not 'opting out' of PE. Phone calls home are made if children do not have PE kit in school and children can only opt out based on a medical problem if a signed note is given. Planning for games lessons has been revised to ensure all lessons are fully active, working on new skills, building up to a game. Children are responding well to this and pupils are giving positive feedback about their games lessons.



When discussing 'healthy eating' with staff at a staff meeting, we decided that for children to increase the fruit and vegetables that they choose to eat, they need to be better educated about what makes a healthy diet. Although this has been taught in school for a long time, we felt that it needed revising and improving. In year 3, the unit of work around healthy eating was updated and planned and it included more recent, interactive resources for the children. All year 3 children enjoy the unit and produce some creative outcomes from it. They can talk confidently about what they have learnt about 'healthy eating' and enjoy having their work displayed. The science leader also worked with all teachers to plan some exciting work around 'healthy eating' in all year groups. This is now completed annually during 'health and fitness week' as a mini project. Healthy eating links are also made across the curriculum in topic work. For example, year 6 children have the opportunity to try new fruits linked to work on Africa.

Parents have been given various support about healthy eating and what makes a healthy lunch box. Information has been displayed on our life channel where parents can watch in our entrance hall. Also, leaflets have been given out to parents at parents evening about healthy choices for children. Our parent consultation group has also carried out activities around 'healthier lunch boxes'.

Our healthy school dinners are promoted regularly. Our school cook and members of the catering team have been to parents evening with re dinner, samples of food, promoting different lunch choices. We have also had an increasing number of 'special meal' days such as bonfire dinner, where parents/carers can come along and eat with their child. These have been very popular and parent surveys always show positive feedback about the meal. Teachers have ensured that they particularly promote these special meals with children that have a FSM entitlement. Also, the general weekly menu is displayed in all classrooms and on the school website. Teachers discuss healthy options with their children and again encourage FSM children to try something new on the menu.

The School council have recently planned a 'fruit and veg' week and have been promoting and rewarding children who eat fruit and veg with their lunch. They had a specific week where they delivered an assembly to the school at the start of the week about healthy choices and the importance of eating healthily, including fruit and vegetables. They made it fun and interactive for the children to engage with. They then displayed persuasive posters around school and have been in the lunch hall rewarding children with stickers if they have had fruit or vegetables with their lunch.

## **What did we achieve, and how did we know?**

In July 2012, we did an interim assessment to see what improvements had been made. For some outcomes this was done by looking at the 2012 HRBQ data and for others, the same survey that was used the year before was repeated. We were very pleased with the results and found that we had achieved or nearly achieved our EHWB outcomes. It indicated that we needed to work further on our Healthy lifestyles priority. It also highlighted that there was an issue with one of our outcomes. When collecting data from our school office dinner system for our 3<sup>rd</sup> outcome about free school meals, it became apparent that there had been a mistake



made with original data. The data given at the time was not 84% took up the FSM. It was actually that 84 pupils were entitled to a FSM. Therefore we looked at this data again. In Summer 2012, the correct percentage was 71%.

In July 2013, we repeated the same survey questions with the pupils and compared the results. Overall, we are very happy with the results that we have achieved. For most outcomes, the data continues to improve during the second year of actions (see table below). For outcome 4, our final data had improved but was slightly below the percentage we set as a target. We were still pleased with the increase in year 4 girls that have started participating in lunch time and after school sports clubs during the school day. We also know from collecting data that a high percentage of year 4 girls are now taking part on out of school sports activities and clubs. Outcome 6 is where we have seen the lowest improvement in data with the percentage increasing from 71% in 2012 to 75% in 2013. However, looking at data further, there was a dip in January 2013 to only 65% taking up their FSM entitlement so we worked on this and brought it back up to 75%. This is something we will continue to monitor and work on.

Outcomes	Achievement July 2012	Achievement July 2013
1. Decrease the percentage of year 4 boys who report that they keep worries about school problems to themselves, from <b>19% to 12%</b>	HRBQ data: <b>8%</b> of year 4 boys report that they keep worries about school to themselves.	In school questionnaire: <b>9%</b> of year 4 boys report that they keep worries about school to themselves.
2. Decrease the percentage of year 6 girls, from 35% to 20%, who report being picked on or bullied for the way they look	HRBQ data: <b>20%</b> of year 6 girls report being picked on or bullied for the way they.	In school questionnaire: <b>19%</b> of year 6 girls report being picked on or bullied for the way they.
3. Increase the percentage of year 5 girls, from 31% to 50%, who report feeling good about themselves	In school questionnaire: <b>41%</b> of year 5 girls report feeling good about themselves.	In school questionnaire: <b>53%</b> of year 5 girls report feeling good about themselves.
4. Increase the percentage of Year 4 girls, from 15% to 25%, who are involved in physical activity for more than 2 hours per week during school time	HRBQ data: <b>19%</b> of year 4 girls are involved in physical activity for more than 2 hours per week during school time.	In school questionnaire: <b>23%</b> of year 4 girls are involved in physical activity for more than 2 hours per week during school time.
5. Increase the percentage of children who report eating at least one portion of fruit or	In school questionnaire: <b>41%</b> of children report eating at least one portion of fruit or vegetables with their lunch at school.	In school questionnaire: <b>76%</b> of children report eating at least one portion of fruit or vegetables with



vegetables with their lunch at school from 36% to 55%.		their lunch at school.
6. Increase percentages of FSM children who take up their entitlement to a school lunch every day, from 84% to 96%.	In school data: 71% of FSM children take up their entitlement to a school lunch every day.	In school data: 75% of FSM children take up their entitlement to a school lunch every day.

### **What will we do next?**

The emotional health and well being of all of our pupils will continue to be a priority for us at CBJS. We will continue to update and develop our systems to ensure that all children have trusted adults to talk to and feel that they can share their worries with people in school. In revising our PSHE curriculum, we will ensure that there are well planned opportunities for all children to explore the issue of bullying and the effects that this can have on people. We are also looking to develop units of work around 'body image' lower down the school in year 3 and 4.

We will continue with the good work around healthy eating and physical activity. We have been successful in securing a place on the 'food dudes' scheme so we look forward to starting this later this academic year. The school council are also continuing their project around 'fruit and veg' to looking at healthy options in lunch boxes and this will hopefully be developed to working with parents and sharing ideas for healthy lunch boxes.

In physical activity, we will continue to consult the pupils about extra-curricular sporting activities that they would like to be involved in. This will continue to shape our sporting opportunities.

We will take part in the 2014 HRBQ and will look at data that we have used for the enhancement model to ensure progress is being maintained. This survey will then highlight other areas that will need attention and they will become our areas of development.

### **Senior leader quote:**

Having achieved the Healthy school award to progress to the Enhancement status seemed the progressive step to us. At CBJS we have always placed a high priority of developing our pupil's emotional health and well being. The Enhancement model has allowed us to take this even further and ensure that the actions and interventions we have put in place have come from a clear need both with in our school, and in the wider community. With academic pressures on schools we feel that this aspect is still crucial for our pupils' development of key life skills.