



## Solihull Healthy Schools Programme School Story template

**Date:** July 2013

**School name:** Dorridge Nursery and Infant School

**Location:** Dorridge, Solihull

**Number of pupils:** 345

### Our School

Dorridge Nursery and Infant School is a large school catering for children from 3-7 years of age. The pupils who attend the school come from a wide range of social backgrounds. The majority are from White United Kingdom backgrounds. Other White backgrounds, Black Caribbean and Asian, Indian, Pakistani and Chinese heritages are also represented.

The school has worked extremely hard to gain and maintain our 'Healthy School' status and we have been working on the 'Enhancement Model' since September 2010. The Health and Well Being of our school community has remained a high priority and this can be seen through its continued presence in our School Improvement Plan. The school has worked as a whole to promote Emotional Health and Well-Being and Food, involving children, parents, teachers and the senior leadership team.

### 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 the programme had focussed on. We had seen real benefits to the pupils and staff at school but knew that there were still lots of things we could do to keep improving.

We began by meeting as a cluster group. We were very keen for the work that we did to come from a real need, not only within our own school, but also as a whole community. Head Teachers and Healthy School Lead Teachers from our school, Dorridge Junior School, Bentley Heath and St George and St Teresa's met, along with our school nurse and two advisors from the Local Authority. We began by looking through a wide variety of data.

As a cluster, we looked at data for Solihull as a whole including the ward profiles for the area.

We then looked at individual school data, mainly using the results of the Health Related Behaviour Questionnaire (HRBQ) that children complete in Year 2. It was clear from all data that **Emotional Health and Well-Being (EHWB)** was an issue for all schools and something that we all wanted to focus on. Through the HRBQ results, it was revealed that a higher % of children at our school were reporting lower self-esteem scores when compared with other schools in our area. As Federated Schools with many of the same families attending both schools, Dorridge Infant and Dorridge Junior School decided to work in close partnership on the project to ensure maximum impact on the children and the local community as a whole. Through HRBQ data plus the opinions of staff and parents, we decided to make **Food** our second joint priority.



## What outcomes did we focus on and why?

After identifying Emotional Health and Well Being and Food as our two priorities, we looked more closely at the data to pick out what the specific issues were for our school.

### Emotional Health and Well Being

The overall % of children with **high self-esteem** scores in our school was **lower** than average when compared with other schools in Solihull. The % of children with **low self-esteem** scores was **higher** than average when compared with other schools in Solihull. After looking at the data more closely, it appeared that it was boys in particular who were struggling with their confidence and self-esteem. Only **56% of boys in Year 2** reported that they felt happy '**most of the time**'. This concerned us particularly due to the young age of the children, and we felt that it was vital we tackle this to try and both increase the % who felt happy and also look into some of the reasons they felt like this. **27% of boys in Year 2** reported that they **worried 'A LOT'** about the way they look which was higher than average when compared to other Year 2 boys in Solihull. As teaching staff, we were particularly concerned by the fact that both boys and girls reported that if they were worried, only **13%** would tell a teacher. This seemed extremely low and we wanted to ensure we addressed this issue. All staff care a great deal about the children in their care, however, due to busy timetables, curriculum constraints and heavy workloads, we all felt it was important to actively ensure that children knew they could come to us and that we would ensure we made time for them.

### Based on this data we decided upon the following outcomes:

1. Increase the % of Year Two boys who report that they 'mostly feel happy' from 56% to 65% by 1<sup>st</sup> July 2013.
2. Increase the % of children who report that they would tell a teacher if they were worried or upset about friendships from 13% to 25% by 1<sup>st</sup> July 2013.
3. Decrease the % of Year Two boys who report that they worry 'A LOT' about the way they look from 27% to 20% by 1<sup>st</sup> July 2013.

### Food

Whilst the quality of food that children in our school were eating was not a particular concern, we did feel that there was not much being taught about food in school. The HRBQ showed some misunderstanding amongst pupils (for example, **25% of children said that they never eat meat**, when we know that the number of vegetarians in the year was only **3%**). Surveys were carried out with children from Reception to Year Two. When asked what a '**balanced diet**' is, none of the children could explain. They were then asked to draw a picture of a 'Healthy Meal' and the results were very interesting. Reception children tended to draw any foods that they liked and in Year One and Two, they drew mainly fruit. Only one child recognised the Eatwell Plate. A different sample of children from across the school was then asked to explain anything that they had learnt about food in school. Most children were happy to talk about food and things that they knew about food, but none of the children could think of examples when they had been taught about food during lessons. A few children mentioned 'Healthy Eating Week' and it was felt that this was when we learn about food. This data threw up a few issues and we felt keen as a staff to address the explicit teaching of food in school and ensure any misconceptions about Healthy Eating and a balanced diet were addressed. Through a working party, **parents were also consulted** and they felt that they would like more information and help with nutrition and ideas for healthy packed lunchboxes and dinners.



**Based on this data we decided upon the following outcomes:**

1. Increase the % of children who can explain three things they have learnt about food at school from 0% to 20% by 1<sup>st</sup> July 2013.
2. Increase the % of children who can explain what a balanced diet is from 7% to 25% by 1<sup>st</sup> July 2013.

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

After deciding upon the outcomes for our school the Lead Teacher for Healthy Schools held a number of staff meetings. The purpose of these meetings were to inform all staff of the data and decisions that had been made so far, ask them what they would like to change, and then to ask for their help and ideas for practical ways in which we could start to work towards achieving our outcomes. The main areas that came out of these meetings are outlined below:

**EHWB**

- Staff training
- Resources
- Practical ideas

**Food**

- Staff Training
- Curriculum Review
- Special Events
- The Dining Experience
- Development of the allotment
- Partnership with Parents

From this we put together an action plan with activities and interventions for each of our key priorities. Over the last two year, we have been working on these actions. The changes that have been made are outlined below:

**EHWB**

- **Staff Training:** The PSHE Subject Leader delivered a number of staff training sessions through staff meeting time looking at the SEAL resources and circle time ideas.
- **Staff Training:** Lead Teacher went on a 'Body Image within the Primary School' course and fed back to other staff.
- **Staff Training:** A 'Body Image' staff training session was held by one of the Local Authority Advisors.
- **Resources:** Puppets were bought for each class and quality picture books were bought that over a wide range of issues relating to self-esteem.
- **Observations:** Observations of PSHE lessons were carried out throughout school and constructive feedback was given.
- **Planning:** Planning was looked at throughout school to ensure coverage and quality of teaching and learning.
- **Circle Time Rules:** Every class ensured that their 'Circle Time Rules' included a confidentiality clause that was explained in child-friendly language.
- **Our Bag of Worries:** System put in place in each classroom to ensure children are given specific time to talk to their teacher about any worries they might be having.



## Food

- **Cookery Club** was set up in Year One to give children more practical experiences with food. Every three weeks children get to make a different item (examples include cheese scones, healthy wraps, vegetable samosas and chocolate muffins). During this lesson children are also taught about basic food hygiene, healthy eating, a balanced diet and look at the eatwell Plate.
- **Resources:** Using the supermarket voucher schemes, many resources were purchased to improve the quality of our Food curriculum and to help with cookery club.
- **The Curriculum:** The curriculum was looked at from Nursery to Year Two to ensure that there was the correct coverage of explicit teaching about food throughout school.
- **The Allotment:** Our allotment was developed even further and a 'Head Gardener' was employed to oversee it. He has also started a gardening club and the food grown in the allotment is now used by the kitchen staff in our school dinners. Produce has also been specifically grown to sell at our annual summer fair and the stall has proved very successful.
- **Parents:** A joint food workshop was held for all parents at both the infant and junior school. Advisors from the Local Authority, along with Lead Teachers gave information and ideas for use in both packed lunches and dinners at home that encouraged children to be able to make positive choices about their health. The evening explained the context for our work around food and our involvement in the Healthy Schools Programme as well as our approach to teaching food in school and the role of a balanced diet.
- **The 'Dining Experience':** We wanted to improve the 'dining experience' for all children and staff and made a number of changes. We introduced proper bowls and plates in Key Stage One and removed the current 'flight trays'. Dining Room Duck was re-instated to promote good manners whilst eating. We reorganised the layout of the tables to promote a sociable eating experience and changed the timings of lunch to two separate sittings to increase the time children have to eat (in order to prevent that 'rushed in and out' feeling). We spent money on updating and improving some of the dining room furniture and changed some of the systems currently in place.
- **Expo Chef:** We have had 'The Food Education Company' in to school during Healthy Eating Week for the past two years. This has involved experienced chefs coming into school to work with children and teach them about food, food preparation, a balanced diet and food hygiene.

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

In July 2012 we did an interim assessment which involved looking through HRBQ data to see what improvements had been made. Results were generally positive and many of our outcomes for Emotional Health and Well Being had already been achieved, however we were disappointed to see that the number of children that would come to a teacher if they were worried had actually gone down. We had not yet put our 'bag of worries' system in place and most of the work during this year had been focussed around the 'Food' priority. This interim review was vital in showing where our gaps still were and focussed us for the remainder of the time. In June 2013, we conducted another round of surveys/questionnaires with children and compared the data.



We were very happy with the results and feel that they demonstrate the outcome of a lot of hard work and dedication to this worthwhile initiative. As staff, we were confident that the activities and interventions we were putting in place were valuable but it was pleasing to have the data back up what we thought.

**Below is a table that outlines specific data:**

<b>Outcome</b>	<b>July 2012</b>	<b>July 2013</b>
Increase the % of Year Two boys who report that they 'mostly feel happy' <b>from 56% to 65%</b> by 1 <sup>st</sup> July 2013.	HRBQ data: <b>66%</b> of boys reported they 'mostly felt happy'.	In school questionnaire: <b>68%</b> of boys reported that they 'mostly felt happy'.
Increase the % of children who report that they would tell a teacher if they were worried or upset about friendships <b>from 13% to 25%</b> by 1 <sup>st</sup> July 2013.	HRBQ data: <b>10%</b> of children reported that they would tell a teacher if they were worried of upset about friendships.	In school questionnaire: <b>35%</b> of children reported that they would tell a teacher if they were worried of upset about friendships.
Decrease the % of Year Two boys who report that they worry 'A LOT' about the way they look <b>from 27% to 20%</b> by 1 <sup>st</sup> July 2013.	HRBQ data: <b>21%</b> of Year Two boys reported that they worry 'A LOT' about the way they look.	In school questionnaire: <b>19%</b> of Year Two boys reported that they worry 'A LOT' about the way they look.
Increase the % of children who can explain three things they have learnt about food at school <b>from 0% to 20%</b> by 1 <sup>st</sup> July 2013.	<b>10%</b> of children asked could explain three things that they had learnt about food in school.	<b>80%</b> of children asked could explain three things that they had learnt about food in school.
Increase the % of children who can explain what a balanced diet is <b>from 7% to 25%</b> by 1 <sup>st</sup> July 2013.	12 out of 30 children asked, were able to explain a balanced diet and the 'Eatwell Plate' ( <b>40%</b> )	15 out of 30 children asked could explain what a balanced diet was ( <b>50%</b> ). All children had an understanding of Healthy Eating and the importance of different kinds of food.

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

In the past three years, we have experienced a lot of staffing changes with new teachers, teaching and learning support assistants and even a new Executive Head Teacher and Deputy Head Teacher. Our main priority therefore, is to ensure that the hard work and positive changes that have been put into place continue in the future. The Lead Teacher for Healthy Schools is still the same person and will ensure that this happens.

Our Sex and Relationships Education Policy is due to be reviewed in the Autumn Term and as most of the children and parents have changed since it was put in place, we will look to involve parents as well as staff in the review of this.



The behaviour in our school is fantastic, however, through recent surveys, we have found out that the children themselves do not perceive this to be the case. We are going to do a lot of work around positive behaviour and reward systems to ensure that children feel positive about the behaviour in school.

We would like to put in a system of peer support during playtimes and lunchtimes and are looking at working with the Junior School to implement strategies that will ensure children always feel that they have a wide variety of people that they can come to with worries or concerns.

**Senior leader quote:**

“Health and Well-Being are key elements in ensuring children develop academically, socially and emotionally. Our involvement with the Healthy Schools Programme has ensured that these key priorities stay high on the agenda in our school. 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 real need both in our school, and in the wider community. The use of data has allowed us to track measurable change and ensure that our efforts have made a real impact.”