



Solihull Healthy Schools Programme School Story

Date: March, 2019

School name: Widney Junior School

Location: Solihull
Number of pupils: 255

Widney Junior School is a small two-form junior school in the South of Solihull, currently with 255 pupils on role. It is a happy, thriving and very welcoming school, with a positive, inclusive and aspirational culture. The school is set in attractive grounds, with the children having access to a forest area, gardening area, an outdoor classroom, outdoor play equipment and a large field for outdoor learning.

Our vision statement is 'Inspiring a Community' and we pride ourselves on the strong links that we have with our parents and community.

Pupils who attend our school come from a wide range of social and cultural backgrounds; 61.4% of our pupils are White British heritage - 38.6% of pupils are BME and 14.4% of our pupils are Indian (our largest minority ethnic group). We also have pupils from Pakistani, Chinese, Black Caribbean ethnic groups, as well as other origins. 11.3% of our pupils have FSM.

We have a very high number of children with SEND, a high proportion of whom are diagnosed A.S.D. We have 25% SEND children overall (including our ARC) (compared with the National average of 14.6%).

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

We have a strong belief in doing everything possible for our children to succeed, grow in confidence and enjoy their time at school. We were keen to continue all the very valuable work we worked on in order to achieve our 'Healthy Schools' status.

As a result of the 2015 HRBQ survey, several key issues were identified as areas for us to focus on; in particular, positive body image, communication about sex and relationships and the children's worries and concerns. There was a big difference in the feedback between the data of our Y6 boys and girls.

- Girls were worried about the way they look, friendships & school tests. They **would** share their health worries with parents.
- Boys did not really feel they knew about changes in their bodies/feelings as they grow up.
- School tests, relationships with friends, body changes as we grow up were some of the main concerns for pupils (also 'the way you look', 'keeping healthy').
- A high number of pupils keep bullying and concerns to themselves.

How did these needs relate to the wider health data in our wider community?

As we analysed our HRBQ data, we acknowledged the need to open communication links between the school, our pupils and their parents, particularly about the key area of sex and relationships. We wanted to encourage pupils to talk more openly with the parents and carers. The Spring Fever scheme of work seemed to support our way forward.

What outcomes did we focus on and why?

When looking at our Year 4 data, we noted issues about negative body image, lack of confidence and about pupils keeping worries to themselves. There were concerns in both year groups that children were using internet unsupervised when parents/carers were not in the room.

We are aware that good emotional health and confidence is essential in order for children to be thrive and to reach their full potential. We knew that we needed to focus on Well Being and Healthy lifestyles, helping our children to



have an improved self-esteem and confidence. We wanted all staff to have confidence in their teaching of PSHE and for us all to have a consistent positive approach going forward. We decided that a major priority was the need to develop and improve our Sex and Relationships curriculum, in order to equip our pupils with good knowledge and awareness as they grow up.

We decided to:

- Re-visit our whole PSHE curriculum and resources to make sure that it was working well for our pupils (Quality First Teaching). We would look at how are Jigsaw scheme fitted in with other areas, such as planning for CSE (Child Sexual Exploitation) - Year 4 (Happy and Safe Relationships), Year 6 (Real Love Rocks). To map learning on Curriculum grids (in year groups and as a whole staff). How does it relate to Jigsaw? Look at PSHE objectives.
- Invest in a new Sex and Relationships scheme which promotes positive body image and attitudes (Spring Fever). We were keen that all staff had training and that this we involved our school governors and parents in this process. We knew how valuable it would be to allow staff plenty of time to discuss the new scheme, to look in detail at how it could be adapted to fit in with our school and pupils, and to develop our own teaching materials.
- Continue to invest in Loudmouth drama sessions for our Year 6 pupils ('My Mate Fancies You' - sex and relationships) and Year 4 ('Bully 4U' - Anti-bullying) to enhance learning.
- Ensure that Circle Time was regularly timetabled to allow pupils to be listened to and to listen to others in a safe, supported environment. We planned for staff training and advice from the authority (Natasha Chamberlain).
- Improve staff knowledge and confidence in delivering PSHE lessons (through staff training and whole team discussions).
- To become involved with the pilot scheme 'Jigsaw Families' to support parents in their relationships with their children.
- Provide key members of staff (including key TAs) with Mental Health First Aid. To look at way vulnerable members of our school can be supported.
- To provide staff with Stonewall training and to purchase new resources and to plan for lessons within our curriculum. We wanted to develop a consistent vocabulary when talking to children and to check that there was no 'normality' in vocabulary or assumptions made as staff.
- Raise the profile of British Values in Widney, looking at how they are incorporated into the whole curriculum and into all areas of school life.
- Introduce Growth Mindset to promote self-regulation, celebrate progress more than achievement and to use feedback to move learning forward. This was to be part of all our learning at Widney.
- Consider ways that PE can be developed and look for further physical activity opportunities to promote a Healthy Lifestyle during our school day (including 'brain breaks', 'daily mile', etc.)
- Re-write our whole PSHE policy to create a 'POLICY FOR POSITIVE MENTAL HEALTH & WELLBEING (Including PSHE/ RSE).

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

Curriculum

Sex and Relationships Education

As sex and relationships education was a key area we needed to develop, we took the opportunity to become involved in the Solihull pilot scheme to use Spring Fever. We purchased the scheme with our main feeder school, Cranmore; this is a hugely positive step as both schools now have a shared approach and teaching. We received training from Jonny Hunt (Spring Fever consultant) as a staff. Following this, we spent several staff meetings and INSET adapting the scheme to make it fit our own pupil needs, and to develop our own useful resources. One of the big changes we made, was to bring the topic of Puberty forward from Year 5 to Year 4, as we felt strongly that it was essential for pupils to have clear information early enough (we had several pupils lower down in the school who were going through puberty early). We made the decision to extend this learning to Year 6, so that all pupils revisit this essential work. Parents were offered an information session, run by the consultant, where they had access to the scheme's resources, learning intentions and the opportunity of further discussion and answers to any queries. Pupil diaries were sent home during the delivery of Spring Fever, so that we could share the concepts and



lesson objectives with parents and to help open a line of conversation between parents and their children about sex and relationships.

The drama company 'Loudmouth' visited Year 6 pupils and their performance and activities very much complimented the Spring Fever scheme, helping to enthuse the pupils and encouraging excellent, useful discussions. (Loudmouth's visit to Year 5 pupils during Anti-bullying Week was also a very positive and valuable experience, with key messages communicated in a fun and engaging way.)

Policy:

We decided that we wanted our PSHE policy to have a positive mental health and well-being focus. We re-wrote our PSHE policy, incorporating all areas of our PSHE work, including Jigsaw and Jigsaw Families, Spring Fever (RSE), Stonewall, British Values, Growth Mindset and Mental Health/Emotional Well-Being. Our school values: respect, kindness, determination, collaboration, responsibility and honesty are at the heart of our work. As a result of staff meetings and discussion, all the elements of the Widney PSHE curriculum were mapped out. A list of useful resources and places of advice support are provided in our policy.

The Policy Aims to:

- Promote positive mental health in all staff and students.
- Increase understanding and awareness of common mental health issues.
- Alert staff to early warning signs of mental ill health.
- Provide support to staff working with young people with mental health issues.
- Provide support to students suffering mental ill health and their peers and parents/carers.
- Demonstrate how Widney teaches and supports positive relationship development- embracing the diversity of relationships in modern Britain.

Physical Activity:

We are aware of the importance of physical activity as a vital part of Well Being. Our PE co-ordinator has worked to find ways to increase pupils' involvement in physical activities both during and as extra-curricular choices. Premier Active have provided CPD for all year groups. Lunchtime activities are offered regularly by members of staff and school play-leaders, with an emphasis on personal best challenges (as well as other organised games). There is now a whole school focus on the Daily Mile scheme. The Change 4 Life programme is continuing at Widney.

What did we achieve, and how did we know?

Key Findings (Years 4 and 6) from the HRBQ Survey		2016		2018	
		Widney	Solihull	Widney	Solihull
*significant differences between 2018 and 2016 data					
Leisure Time	%pupils responded that they 'often' feel happy during school playtimes.	59%	60%	76%	69%
	% pupils responded that they 'never/hardly ever' feel happy during school playtimes.	8%	9%	2%	5%
Physical Activity	% pupils enjoy PE 'quite a lot'/'a lot'.	76%	77%	81%	80%
Internet Safety	% pupils responded that they have been told how to stay safe while chatting online.	81%	81%	88%	83%
Emotional Health and Well-being	% pupils had med-low self-esteem score (9 or less).	29%	-	17%	23%
	% pupils had a high self-esteem score (15 or more)..	29%	-	39%	39%
	% pupils responded that they feel happy talking to other children at school.	89%	-	91%	89%
Growing Up	% pupils responded that their parents have talked to them about how their body changes as they grow up.	74%	73%	83%	76%
	% pupils said their teachers have talked to them about how their body changes as they grow up in school lessons.	60%	58%	87%	64%
	% pupils responded that either their teachers, the school nurse or visitors in school lesson have talked with them about how their body changes as they grow up.	64%	73%	91%	49%
	% pupils responded that their teachers have talked with them at school lessons about how their feelings/emotions change as they grow up.	42%	40%	71%	53%
	% pupils responded that they feel they know enough about how their body changes as they get older.	57%	56%	73%	62%



During PSHE monitoring following the delivery of Spring Fever, all staff said that they felt confident and happy teaching RSE work; they felt that the children had enjoyed the activities, that good discussions and learning took place, with the pupils responding confidently and well. Pupil feedback from a questionnaire and discussion was positive; children enjoyed Spring Fever. Feedback via a parent questionnaire following the delivery of the scheme was extremely positive, with all parents happy about Spring Fever and feeling that it supported their pupils.

We conducted a 'survey monkey' for parents following the Jigsaw Families course. There was a very positive feedback about the skills and activities shared. All parents and pupils enjoyed/mostly enjoyed the course: 85.7% of parents said that they had enjoyed the course, 14.3% said mostly and 0% responded with 'no'; 83.3% of pupils enjoyed the course, 16.7% mostly and 0% did not enjoy it. When asked 'what the most use/had the most positive impact on life?', parents responded with answers such as their child 'had a very understanding attitude recently and considered other people's feelings more...massive difference to his confidence', 'thinking about always being positive even when difficulties arise', 'It helped me become a best parent' and 'Mindful thinking and making a point of talking time with the child for their own self-worth'. 'Calm/relaxation time' and 'Spending time with your family pair' were viewed as something learned in the sessions that the participants will try in the future. All parents felt that Jigsaw Families helped their relationship with their child or other family members as a result of the course either 'very much' or 'a little'.

HRBQ data 2018

Leisure Time

In the latest HRBQ data, we had many pleasing messages about our pupils. Pupils are feeling happy and safe during break times:

- Widney compared well to Solihull comparison, with a greater number of pupils feeling happy and safe at break times.

Physical Activity

Fitness

- There are encouraging messages about physical activities at Widney. Widney pupils have positive attitudes towards PE. Only 3% of pupils don't enjoy Physical Activities at all (compared to Solihull). 78% Widney pupils enjoy physical activities 'quite a lot'/'a lot'.

Our pupils are now much more active and involved in physical activity:

- 95% (compared to 90%) pupils responded that they play running/skipping games/tag at least 'sometimes' during school playtimes; 60% (compared to 61%) said they play ball games like football or netball (Leisure Time).
- More pupils are involved in physical activities for shorter times than is the Solihull norm. More of our pupils are active at least 1 to 2 days a week than the Solihull norm, but significantly less are boys. Being active during school for 1 hour to 1 & half hours for Widney boys and girls compares very well with the Solihull norm – less well for being active more than 2 hours and more. Girls are a lot more active, generally than our boys, with a much greater number of girls active 3 to 4 days a week.
- However, we have a lower % of girls feeling 'very fit' than boys. Widney have a higher number of pupils who are 'not sure about fitness' than the Solihull comparison. Generally, our boys feel they are fitter than the Solihull norm (However, the number of Widney pupils who report to be 'very fit' is well below the norm. The pattern is very similar in girls.). Are our pupils clear about what we mean by 'being fit'? Do we need to clarify what 'fitness' means? This is a 'Next Step' in our development.
- Focus areas: to continue to involve children in successful PE activities during the school day - including outdoor learning, mini 'brain' breaks, quick activities, etc.

Internet Safety



- Messages about internet safety appear to be communicated well to our pupils:
- A lower proportion of Widney pupils are using the internet unsupervised (53% at Widney, compared to 66% in Solihull), with 86% following rules set by parents/carers (77% in the Solihull comparison).
- 88% report they they've been told how to stay safe online (compared to 83% in Solihull comparison).
- The number of Widney pupils who are using the internet for games compares fairly equally with the Solihull comparison (75% at Widney, compared to 74% in Solihull), however, the number of Widney pupils who are choosing to use the internet for playing games rather than for homework/schoolwork is much greater (42% for homework/schoolwork in Widney, compared to 63%). This is an area we could promote at Widney (i.e. How to use the internet in a beneficial way).

Emotional Health and Wellbeing

Self esteem

- Self-esteem in Widney pupils is high - 93% feel happy talking to other children at school (88% comparison). 34% report that they have high self-esteem (33% comparison). Only 19% of Widney pupils report that they have mid/low self-esteem (compared to 27% in the Solihull comparison). Our skilled Learning Mentors and support staff work regularly with children who have been identified as having low-self-esteem through various initiatives, courses and using a range of strategies.
- Widney – self-esteem of pupils, on average, is higher than the Solihull norm. The self-esteem of Widney girls and boys compares very well with that of Solihull girls in general.
- Girls - A higher proportion of pupils feel uncomfortable saying things in front of teachers.
- Boys - Much better than Solihull norm (Our boys are exceptionally confident).
- Girls at Widney fall out with others more often than the Solihull norm. Boys fall out less often. There is a big difference between girls and boys. In this particular year group, there are some very confident boys.
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There are some very mixed messages about bullying at Widney:

- While Widney compared well to Solihull comparison, with a greater number of pupils feeling happy and safe at break times;
- A higher number of girls feel bullied than the Solihull norm. Boys - slightly less than the Solihull norm. More than half of our girls feel bullied at some time (53% girls 'sometimes feel afraid of going to school because of bullying' - 46% in the Solihull comparison). There are some mixed messages though, as a lower percentage of Widney pupils feel they are bullied 'very often' than the Solihull norm (22% compared to 29%). At Widney, there are a lower number of pupils who have been called nasty names/pushed/hit than the comparison.

Some of our girls have had issues with social media outside school. We followed up these issues with the following actions:

- Our Deputy Head Teacher has spent time mentoring the girls involved and has discussed issues, such as using managing the internet/social media, use of particular applications, how to stay safe, age limit/legality (link to Rule of Law - British Values).
- We emailed all parents and also gave hard copies, passing on advice about managing social media and digital devices.

We feel that we need to make sure that definitions about 'bullying' are made very clear to children and that we continue to work on developing all pupils' self-esteem and self-image (with a close eye on our girls' confidence and self-esteem). Recent programmes, such as 'Be Positive' have been a good step forward in this.



Worrying

- A higher % of pupils generally worry about issues than the norm. One of the main worries of pupils at Widney is about crime. Pupils now worry much less about issues such as family relationships and appearance (as was a big concern in the 2016 HRBQ results).
- Worries about school tests compares with the norm (with our girls worrying more than boys).
- Main worries of girls: crime, school tests, relationships with friends, the environment. Girls don't worry about their appearance.
- Main worries of boys: crime, the environment. Boys are not worried about relationships with friends or their appearance.
- Actions - Continue having discussions with our pupils about our community, the wider world and their concerns. Continue watching cbbc Newsround and discuss issues raised.

Growing Up

We can see the huge positive impact and success of Spring Fever in our HRBQ data:

- *Widney is vastly better than the Solihull norm about talking to our pupils about Growing Up (85% compared to 42%). Also, a greater number of our pupils are talking to their parents about Growing Up than the Solihull norm. This reflects a hugely successful introduction of a new RSE scheme/policy/Pupil Diaries (communication with parents).
- 90% pupils reported that teachers talked to them about how their body changes as they grow up (comparing with only 49% as the Solihull comparison).
- We will continue to build on this hugely positive result for our children.

We have shared our new policy with other schools in the Solihull collaborative, who have used the template to re-write their own policies.

Our O Track assessment results show that 90.4% of our pupils across the whole school are secure or above in PSHE. Our further aim is to raise this percentage, through our next steps/actions. A recent parent survey conducted (October 2018), with 165 parents surveyed, was extremely positive. 99% of parents feel that their child is happy at Widney: 77% of parents strongly agree that their child is happy at Widney, 22% agree (and only 1% disagree). When asked if their child feels safe at Widney, 99% agree: 78% strongly agree, 22% agree (and only 1% disagree). 99% of parents feel that their child is well looked after at Widney: 74% strongly agree, 25% agree (and only 1% disagree).

What will we do next?

Emotional Health and Well-Being will continue to be a key area for us to move forward and develop at Widney. We wish to continue our work to develop children's self-esteem and confidence, both in small groups and individually, and within our classes (link to 2018 HRBQ). Following the success of Jigsaw Families, we will be continuing to work with some of our parents on this scheme.

The data provided by the recent NHS survey of Year 6 pupils identified pupils who had needs due to low self-esteem and other needs. A number of girls and boys were selected, based on anxiety, low self-esteem and confidence, and other needs. As a result of this, we provided a six-week course named 'Be Confident', run by Solihull Council through Engage. These sessions helped the children with body image, positive self-talk and confidence. All feedback has been positive and encouraging, with pupils finding the sessions helpful and informative. We would be keen to provide this course again for other pupils who have need. 'Five Ways to Well-Being' is a National Mental Health initiative which is going to be run at Widney for parents, both for themselves and so that they can support their children. We had a positive number of parents who turned up for the initial session.

Our community and family mentor and learning mentor will continue to be a valuable listening ear for our pupils and to provide child-based interventions to support positive self-image.



Growth Mindset will continue to be a big part of Widney and it is now embedded into our curriculum. We have begun to deliver lessons and ideas around a new initiative called 'Sumo', which compliments the work we have done on Growth Mindset, and which helps equip pupils with strategies and mindset to help them deal with life's challenges. We will continue to integrate P4C learning into PSHE and other areas of the curriculum to help develop children's thinking and questioning about the world.

In PE, Science and PSHE, we will make sure that we clarify the terminology for 'fitness', so that children can be more clear and confident about this definition and can recognise their own personal increasing fitness. (Are our pupils clear about what we mean by 'being fit'? Do we need to clarify what 'fitness' means?)

We will continue our work on combatting bullying through PSHE sessions, circle time, Anti-Bullying week and through assemblies.

As part of our work in ICT/Maths, we have introduced online educational games as a part of the curriculum and as homework tasks, to help children practise their times tables in Maths. Our pupils have been enjoying the personal challenges that this brings. Using the internet for educational/homework is helping to encourage a more healthy attitude towards ICT and the internet.

We are going to train and update our staff and parents as we will be using the updated 'All About Me' sex and relationships scheme. We will make certain that our staff have time to reflect upon and discuss how this scheme and resources will best be used by us. Widney is providing a base for training staff to use the scheme; we will involve all of our teaching staff in training sessions with Jonny Hunt (consultant) and also key teaching assistants, so that we can continue to build on all the positive work. Parents will be invited to a meeting to find out about 'All About Me' and will have access to key concepts of 'All About Me' and learning resources on the scheme website.

Senior leader quote:

Widney continues to ensure that the emotional health and wellbeing of our pupils remains a priority and have recently introduced 'SUMO' a whole school approach to support the development of skills like dealing with change, building better relationships, developing a resilient attitude to life, maintaining morale and improving motivation.

Physical Education and sport is thriving and the school are proud that more teams than ever before are representing the school in borough competitions. Most notably there has been a significant increase in the amount of girls playing competitive sport and since 2017 the school has entered teams in both the netball and girls' football leagues.