



**Enhanced
Healthy Schools**
Hounslow

Hounslow enhanced healthy schools toolkit

Hounslow success stories

December 2014



**London Borough
of Hounslow**

Foreword

Welcome to the Enhanced Healthy Schools toolkit

This toolkit will support you in achieving Hounslow's Enhanced Healthy Schools award. Once accredited, your school will also automatically achieve the Healthy Schools London award.

The toolkit comprises:

- Hounslow schools' Success Stories providing examples of excellent practice and provision
- "Review, plan, deliver and review approach" with examples, advice and guidance
- Knowledge and reading library document that introduces health and wellbeing behaviour change as well as the principles and examples of evidence-informed practice

Why schools?

Schools play an important role in supporting the health and wellbeing of children and young people. As educational professionals, you are able to provide and deliver excellent learning opportunities to all children and young people encompassing all healthy schools strands.

Educational professionals are best placed to identify needs, determine health and wellbeing priorities and planned outcomes, plan and implement effective interventions as well as evaluate and measure impact as an integral part of school development practice.



Accreditation categories: **review** - sustaining award, **plan** - enhancing award, **deliver** - enhanced award

Enhanced Healthy Schools continues to offer a practical, 'review-plan-deliver-review' approach to improving health and wellbeing in children and young people.

Wider benefits

The successful Healthy Schools programme in Hounslow is fully aligned to the health and wellbeing agenda for all children and young people. The programme fully supports schools in focusing on closing the gap of the most vulnerable, in order to raise their educational achievement and attainment.

Participating in the Healthy Schools approach also contributes to meeting key strategic targets as set out in Hounslow's Children and Young People's Plan (C&YPP):

- Priority 3: Developing the social and emotional capabilities of children
- Priority 12: Maximising the educational achievement of all children and young people and reducing inequality
- Priority 13: Improving school standards

The Knowledge Hub on

www.hounslowservicesforschools.co.uk/knowledge-hub

You can access all support documentation - including evidence and research - on the dedicated section and pages - Healthy Schools, Living, Learning and Wellbeing. Make sure you register first on the homepage, then simply click: www.hounslowservicesforschools.co.uk/knowledge-hub/content/healthy-schools-wellbeing



Foreword



Lindon Bennett



Cranford Primary



Grove Park Primary



St Lawrence
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Isleworth Town



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Success story - Lindon Bennett sustaining award

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“The Healthy Schools initiative has both inspired and enabled us to examine the social and learning context of eating, and living healthily, for children with severe and complex learning difficulties.”

Steve Line, Headteacher, Lindon Bennett School

Contextual

Lindon Bennett is the Hounslow primary phase (5-11yrs) special school provision for pupils statemented with Severe Learning Difficulties (SLD), Profound and Multiple Learning Difficulties (PMLD) and Autistic Spectrum Disorder (ASD). Currently there are 103 pupils on role, 25 SLD pupils, 14 SLD/PD pupils, 28 PMLD pupils, and 36 ASD pupils.

Lindon Bennett also manages an Early Years Foundation Centre and Specialist Nursery; there are 34 pupils in this facility.

What needs did we identify?

- A proportion of ASD pupils had very restricted self-imposed diets
- PMLD pupils who required liquidised food were not offered separate ingredient tastes
- Eating of vegetables and fruit by all pupils was limited
- Because of their learning difficulties, pupils' knowledge of healthy eating habits could be limited
- Because of their learning difficulties pupils do not necessarily understand the importance of physical exercise to promote a healthy lifestyle
- Because of their learning difficulties, some pupils did not understand the importance of dental hygiene and found it difficult to participate in cleaning their teeth
- There is a small group of hard to reach parents who we need to engage with

How did we plan to address these needs?

We planned to:

- encourage pupils to have a wide and balanced diet
- give pupils the opportunities to exercise personal choice
- create opportunities for pupils to see the importance of eating fruit/vegetables
- promote enjoyment of physical activity through offering more opportunities for different forms of exercise during the school day

- encourage pupils to see the importance of oral/dental hygiene
- extend the brief of our Parent Liaison Partner (PLP) ensuring signposting to parents/carers

Outcomes

Overall baseline

- Identification of the number of ASD pupils who have restricted diets
- Survey of pupils' knowledge of fruits and vegetables
- Observations of current pupil engagement and interaction during PE lessons
- Identification of pupils who find it personally difficult to clean their teeth
- Observations of pupil behaviour during lunch
- Identification (through staff survey) of hard to reach parents

Targeted quantitative outcome

- Decrease the number of ASD pupils who have self-imposed restrictive diets
- Increase the number of ASD pupils who eat a balanced meal
- Increase the number of pupils making positive choices about healthy diets
- Increase the number of pupils taking spontaneous physical exercise
- Increase the number of pupils who can independently clean their teeth
- Increase engagement with the school of hard to reach parents

5 per cent increase per annum in ASD pupils eating full school meal for two years

10 per cent increase per annum in pupils carrying out dental routine independently for 2 years

15 per cent increase per annum in pupils choosing to eat fruit and vegetables for 2 years

10 per cent increase in pupils participating in physical activity clubs for two years

5 per cent increase in parental attendance at training/coffee mornings and annual reviews for 2 years



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Qualitative outcome

- Promote the understanding of what a healthy diet is amongst pupils
- Promote the concept of positive choice amongst pupils
- Promote the concept of physical exercise as part of a healthy lifestyle
- Encourage pupils to act positively upon their environment
- Encourage parents to engage more with the school and have greater understanding of their children's needs

What activities/interventions did we develop to meet these needs?

- Teaching Assistant specifically employed three days per week to extend Let's get Cooking Programme across the school and the Early Years Foundation Centre and Specialist Nursery
- Funded building and kitting out of fully functional Let's Get Cooking room
- Let's Get Cooking Week(s) once per term for pupils, staff and parents
- Smoothie Day(s) for pupils and parents
- Working with DS Catering, a food macerator was sourced that liquidises all meal ingredients without compromising taste
- The school acquired a local allotment, built a polytunnel on it and pupils became involved in planting fruit and vegetables
- Reorganised curriculum teams ensuring PE had a higher profile
- Organised alternative physical activity (dance/maypole/bike/circuit clubs)
- Introduced pre-lesson outdoor/indoor exercise circuits for most classes
- Full school daily dental cleaning programme takes place after lunch
- Music is played during the lunch period to encourage a positive atmosphere conducive to eating
- PLP post became teacher held responsibility and was funded at one day per week
- Second PLP post created at Specialist Nursery, at half a day per week
- PLP organised information mornings for all parents including targeting specific parents
- PLP organised training mornings in SCERTS Cued Articulation PECS
- PLP organised Parents Supporting Parents group

What did we achieve and how did we know?

- 5 ASD pupils have extended their food preferences to eat a whole school dinner
- Those PMLD pupils who have liquidised food (four) are able to taste individual meal ingredients and are enabled to indicate like/dislike preferences
- All pupils have experienced the school allotment and planted fruit (strawberries, tomatoes, vegetables, lettuces, courgettes and potatoes) then harvested/eaten/cooked them
- All classes have Let's get Cooking lesson once per fortnight
- Collective pupil/staff/parent cooking demonstrations
- Smoothies on offer to all classes once per week
- 3 SLD classes and one SLD/PD class take part in circuits on a daily basis
- Music and therapy clubs continue during the year
- Pupils have access to the hydro pool during summer holiday through Short Breaks scheme
- All pupils experience/participate in teeth cleaning on a daily basis
- Increased attendance at annual reviews and parents evenings
- Increased parental engagement in understanding health and wellbeing needs (particularly Somalie parents with ASD children)

What difference has this made for the children?

- Because there is a dedicated room/resources/staffing, healthy living has a high profile in the school and is impacting on home lifestyles (eg improved lunchbox choices, expansion of personal tastes)
- All pupils (including PMLD) are able to make a positive impact upon their environment through expressing personal choices
- Pupils are selecting fruit/vegetables at break time and lunchtime
- More pupils are more willing to use their bodies actively and independently without prompting
- More pupils are becoming independent in their teeth cleaning
- More pupils are choosing yoghurts/fruit for pudding
- Pupil behavioural issues at home are being more readily identified by parents and addressed by professionals
- PLP has reported more cultural acceptance within three Somali families



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Next steps are to:

- continue funding the Lets Get Cooking programme staffing and resources
- expand promotion of healthy eating through regular cooking demonstrations for pupils/staff/parents
- extend smoothie availability from weekly to daily
- expand the choice of physical activity clubs
- organise regular sports days
- increase participation in borough and SEN sports events
- encourage parental collaboration with the allotment
- promote the importance of dental hygiene through the School Dental Service
- extend the PLP range of responsibilities into home visits/home mentoring

How does this tie in with the School Development Plan?

- Finance Committee allocates annual funding for Let's Get Cooking programme
- PE planning will include lunchtime and afterschool club planning
- funding is allocated annually for dental cleaning programme
- CPD action plans identify behaviour/dental hygiene/healthy choices training for SMSAs
- Positive Intervention Team oversees individual behaviour plans for all pupils
- Allocated annual funding to increase expansion of allotment opportunities
- Parental support part of Positive Intervention Plans for whole school

Steve Line - Headteacher
Lindon Bennett School



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What needs did we identify?

Understanding that children's health within the school was affected by the quality, quantity and content of foods in school, we wanted to build on previous good practice and pilot a project to offer 100 per cent organic meat, fruit and vegetables to children.

The school (or Senior Leadership Team) felt it was important to continue improving the food offered to pupils in school. However, the quality of organic food varied considerably and the shelf life was poor. The question then was how to sustain our search of high quality without compromising our beliefs.

How do we plan to address these needs?

We identified what the main areas for development were and these included:

- nomination of a food champion
- attendance at the Healthy Schools Conference and presentation delivered
- consultation of parents on the process of choosing an alternative to 100 per cent organic through our monthly Parent Forum
- Consultation of children via School Council leading to a preference for well balanced food and a wider variety
- As a consequence of offering 100 per cent organic meat, fruit and vegetables, Grove Park accepted a reduction in menu choice, resulting in two meal options - 'not meat' or 'meat'. Children also noted this meant no pure vegetarian option as fish was also used. A great debate ensued!

Outcomes

Overall baseline

Pupil and stakeholder surveys/feedback will determine the qualitative perceptions of the impact of interventions.

Quantitative outcome

To increase uptake of school lunches by 10 per cent per annum after the changes were implemented.

Qualitative outcome

to increase the number of pupils reporting that they enjoy the meals by 10 per cent per annum.

Targeted outcome

to increase the number of FSM children choosing a healthier, organic school lunch by 5 per cent per annum.

What activities/interventions did we develop to meet these needs?

- All changes were gradual and pupils were surveyed to identity their likes and dislikes and what works and does not work
- FSM were financially supported by the school
- Our chef attended School Council and Parent Forum meetings and presented how a balanced meal needs to be prepared
- Our caterer researched alternatives and suggested suppliers who could provide chicken sausages from quality purveyors of meat, burgers who met her exacting standards and confirmed that the costs could continue to include whole joints of fresh meat for roast dinners
- Despite our changes we found that keeping within the specified costs was challenging. Therefore, the catering provider did suggest that we increase our charges by 10p per meal to cope with this challenge
- We monitored the price of organic produce as it was more expensive per item than the ordinary equivalent (eg we ate 80 cucumbers per meal and the price differential was high). Certain organic foods had to be abandoned due to price (eg cucumbers)



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What did we achieve and how did teachers know?

- A new organic menu was launched
- More teachers regularly eat school lunch so the changes were apparent to everyone
- Parents were invited in for taster sessions both after school and at lunch time. The biggest take up of this was after school
- Parents asked for organic potatoes and carrots which we do our best to buy if the quality is good. Eventually our work enabled us to increase the choice to three options per meal
- More pupils are enjoying school meals – up from 111 per day in 2005/6 to 131 per day in 2010/11. The desired outcome has been met
- School Council asked for take out lunches for Friday and our caterer was able to prepare a range from sandwiches and wraps to sausage (chicken) rolls and dipping veg. These were taken onto our grass area for a school picnic
- Excellent working relationships between catering staff, children, school staff and other stakeholders

What difference has this made for the children?

- Children have access to a healthier, organic diet which we are confident impacts on their weight, general health and concentration, as noted by the School Council
- Children feel more empowered in affecting change in their environment

Next steps:

- Continue the auditing, monitoring and inspection of the food quality and nutritional standards in collaboration with the catering provider
- Launch Growing our Food initiative with our own allotments and vegetable patches - including strawberries, cucumbers, beans, courgettes, runner beans and tomatoes
- Introduce family service setting to improve the eating and social environment in the dinner hall

How does it tie-in with the school development plan?

This initiative has been part of our child-led learning experience, and is included in our SDP.



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What needs did we identify?

Understanding that children's health within the school was affected by the quality, quantity and content of the all foods in school, we recognised that many children were not choosing a healthy school lunch. We have a number of pupils who are overweight and obese and we – the Senior Leadership Team (SLT) – felt it was important to prioritise and improve the school lunches offered to pupils.

How do we plan to address these needs?

We identified through investigation what the main areas for development were and these included:

- improving the presentation and quality of school lunches
- improving the management of menus
- monitoring and inspecting portion control
- improving the experience of eating school lunches

We discussed these main areas and developed possible strategies for addressing them.

Outcomes

Overall baseline – NCMP data 2009/10, and the annual measurements will be monitored to determine impact of interventions. Pupil surveys will determine the qualitative perceptions of impact of interventions.

Quantitative outcome was to increase uptake of school lunches by 20 per cent per annum for the next two years. The baseline number of school lunches was on average 120 per day.

Qualitative outcome was to increase the number of pupils reporting that they enjoy the meals and eating environment by 10 per cent per annum.

Targeted outcome was to increase the number of reception and KS1 pupils choosing a healthy school lunch by 30 per cent per annum for two years.

What activities/interventions did we develop to meet these needs?

We have:

- supported our very well trained and motivational chief cook who has provided great leadership in making the necessary improvements to achieve our goal
- improved training provided to all kitchen staff as well as to SMSAs, both of whom provide an excellent interface to customers and pupils
- launched an excellent presentation to engage pupils as well as other stakeholders as part of an ongoing communications campaign
- included the planned interventions into our learning community with pupil participation
- catering team and provider met with parents at the induction evening targeted at reception and KS1 pupils
- surveyed pupils to identify their likes and dislikes, and encouraged them to participate (e.g. posters)
- adapted the menus to include those healthy foods pupils and customers would like to eat
- developed special themed days and menus as part of learning about other cultural foods
- introduced a flexible daily payment system for parents, so parents are encouraged to read the menus
- launched an after school cooking club to year three

What did we achieve and how did teachers know?

- More pupils are enjoying school meals – up from 120 per day to 200 per day on average, the desired outcome has been met
- More reception and KS1 pupils are enjoying school meals – the desired outcome has been met
- Pupils have greater awareness of table manners and how to use cutlery
- Dinner hall is noticeable more sociable and pupils and customers enjoy eating their healthy food
- All year three pupils participate in the after-school cooking club



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What difference has this made for the children?

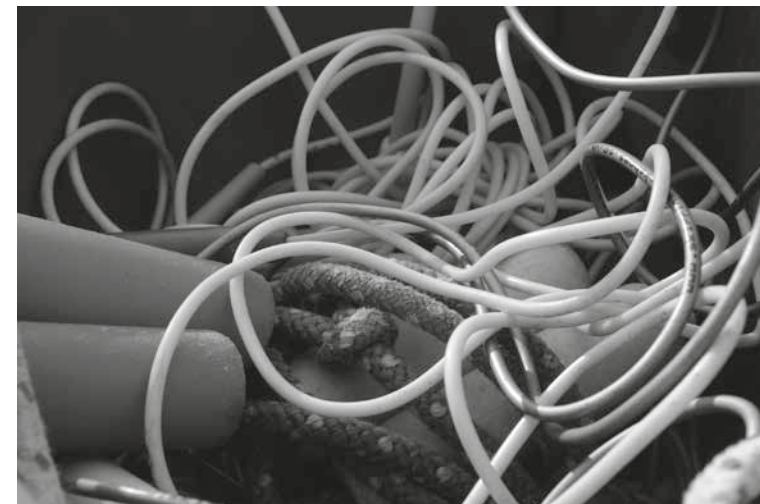
- Children have access to a healthier diet which impacts on their weight, general health and concentration.
- After school clubs provide a fun and social environment through which pupils develop the social and emotional aspects of learning

Next steps:

- Continue the auditing, monitoring and inspection of the food quality and nutritional standards in collaboration with the catering provider
- Launch "Growing our Food" initiative with our own allotments and vegetable patches - including strawberries, cucumbers, beans, courgettes, runner beans, tomatoes
- Introduce "family service setting" to improve the eating and social environment in the dinner hall

How does it tie-in with school development plan?

Health and wellbeing including food is a priority in our SDP.



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Healthy schools health and wellbeing action group - Food and active travel.

What needs did we identify?

We realised that the children's health within the school was affected by the content of the food in their packed lunches and throughout the day. We have a number of pupils who are overweight and staff have reported on the content of their lunchboxes and reported diets.

We also realised that many children were not getting enough exercise outside the school day which impacts on their general health and wellbeing.

How do we plan to address these needs?

We discussed the findings of teachers and in our health and wellbeing group discussed possible strategies for addressing some of these issues, including whole school food and exercise initiatives, which we can link with our school travel plan (STP). It was agreed that healthy weight was a priority for our school community.

Outcomes

Baseline – NCMP data 2009/10, and the annual measurements will be monitored to determine impact of interventions. Pupil surveys completed in 2009/10 to determine the qualitative perceptions of impact of interventions (ongoing surveying).

Quantitative outcome

Increase the proportion of children having a school meal from 20.5 to +25 per cent (by 2013)

Increase by at least 10 per cent the number of junior pupils who are participating in >3hrs physical activity in school and after school clubs (by 2013).

Qualitative outcome:

Increase the number of children who report that they eat five a day by 10 per cent (by 2013).

Increase the number of pupils who report being physically active everyday by 10 per cent (by 2013).

Targeted outcome:

To ensure all pupils with FSM have access to after school sporting activities (by 2013).

Targeted outcome:

To improve the quality of healthy packed lunches for pupils in year one and reception (as identified from lunch inspections, by 2013).

What activities/interventions did we develop and implement to meet these needs?

We have:

- held a whole school assembly promoting five a day and run whole school five a day week, where children had to complete a five a day diary and certificates were awarded to those who had eaten five a day, every day
- started a fruit stall before school in the mornings so that children are able to buy a variety of fruit and fruit drinks in order to increase their number of five a day
- completed a whole school lunchbox audit in which every child who has packed lunches showed their packed lunch. When parents heard about this it had some effect on what they chose to put in their child's packed lunch. Staff also gave the pupils advice about the sorts of healthy foods to choose for their lunchbox and spoke to parents of pupils with particularly inappropriate lunches
- improved the school meal experience with new colourful cups and jugs of water. We have also tried a number of food choice alternatives so that children are likely to get the meal they wanted
- negotiated with the catering provider, DS Catering, about the possibility of allowing pupils to switch to school meals on a very temporary trial basis and opting in and out
- had representatives from DS Catering and health specialists to talk to parents about healthy meals and let them sample some of the food choices at parents' evening



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- as part of our STP, encouraged the pupils to walk, scoot or cycle to school which will have obvious health benefits. We have set up a scooter and bike hire service allowing pupils to trial bike and scooter use to travel to school. We have also supplied more storage for those pupils who are now choosing to scoot and cycle to school
- a number of sporting after school clubs available to pupils across the school
- employed two play leaders to encourage children to play more actively during lunch break

What did we achieve and how did teachers know?

- We have more pupils reported by staff as having a healthier lunchbox (a few children per class probably amounted to at least 50 pupils with healthier lunchboxes)
- More pupils are trying school meals (about 20 pupils have switched to school meals)
- More pupils in the juniors have fruit at fruit and drinks time (this has significantly increased with about 80 extra junior pupils having fruit each day)
- Pupils are having fruit and fruit drinks as a part of their breakfast (we sell approximately 30 pieces of fruit or fruit juice per day and many pupils have these before school)
- Many children took part in five a day week and many parents have mentioned that this has impacted on their child's diet as they have had the five a day highlighted and tried to keep this up (Approximately 100 pupils completed their five a day chart that week)
- All pupils have more understanding of where their food comes from
- More pupils are cycling and scooting to school – both the bike shed and cyclepods are full (so approximately 30-40 pupils per day are scooting/ cycling to school)
- The bike/scooter hire have had an excellent take up with many additional children scooting (and cycling) to school (Approximately 10 scooters and six bikes are hired out each week)
- After school clubs have a good take up (over 100 pupils across the school do a sport related after school club)

What difference has this made for the children?

- Children have access to a healthier diet which impacts on their weight, general health and concentration.
- Children are travelling to school in a healthier way; increasing the amount of daily exercise they are getting which will again impact on their general health.
- After school clubs and the play leaders are also improving the amount and quality of exercise experienced by pupils.



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How does it tie-in with school development plan?

This is the section of the SDP related to these actions/initiatives:

Initiative	Success criteria	Who and when	Key action	Finance and resources	Monitoring Implementation	Impact on learning
To improve children's health	Children to be healthier with reduced occurrences of obesity	Healthy Schools co-ord, throughout the year	<ul style="list-style-type: none"> Offer a fruit stall to ensure junior children have the opportunity to eat fruit at school Develop opportunities for exercise within the school curriculum and through extended schools opportunities Offer advice to pupils and parents regarding what constitutes a 'healthy lunchbox' – possibly with input from the health team Offer rewards for pupils who eat a healthy lunch 	HS budget & then in case of fruit stall Self financing	Healthy Schools Co-ord to report to SLT termly	Children know how to keep themselves healthy and fit for learning

Next steps:

- We are hoping to have healthy lunchbox awards eg stickers
- We are planning to try and fund free fruit for FSM children in the juniors
- We are hoping to develop our mini farm further and cook with and eat the food we have grown
- We are going to offer all of our new reception children a free trial of school meals
- We are going to do more work on healthy lunchboxes and give out flyers to all our new reception parents
- We would like to extend the range of clubs we have available to pupils throughout the school
- We are hoping to take part in an initiative called SportLinx in partnership with St Mary's College which should provide us with some data to help us guide healthy lifestyle choices.



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“The PHSE programme underpins much of our school ethos. PHSE will continue to be a key part of our school curriculum as it helps young people to apply their learning to impact positively on the quality of their own lives.”
Chris Hill, Headteacher, Hounslow Town Primary School

Healthy Schools Health and Wellbeing Team Healthy lifestyle, weight and active travel Date: Dec 2011-Dec 2013

School context

Hounslow Town Primary School is situated in central Hounslow and is easily accessible by bus, underground and mainline trains. As a result the school is popular with residents and new arrivals to the country, being also a short distance from Heathrow airport.

The school is rapidly expanding - current roll is 750 pupils – expected to move to 5 form entry from September 2014. Children enter the school at a very low level which, despite teaching and progress being good, makes it difficult to reach the required national levels of attainment.

16% of children are SEN – this includes our MLD centre which caters for 20 statemented children from across the LA. 21% of pupils are Pupil Premium, 85% pupils are learning English as their second language. Pupil mobility was 28.2% in 2012 and is known to have risen since.

What needs did we identify?

In 2011, we identified that although the school’s weight measurement results were similar to the LA average this was not a particularly optimistic outcome. The contents of pupil lunchboxes and choices made by pupils in the dinner hall highlighted a need for educating both parents and children as to what constituted a healthy, balanced meal. A large percentage, in excess of 70%, of pupils were observed to be quite sedentary at break and lunchtimes – it was felt that an increase in physical activity as well as eating healthily would, over time, positively impact on healthy weight data.

How do we plan to address these needs?

We set up a Health and Well-Being Team comprised of PSHCE lead, Assistant Head, SENCo, HLTA with responsibility for parent liaison, PE co-ordinator, Welfare Asst, Lead for Eco-schools, and school council reps. We focussed on the needs identified above and brainstormed ideas for interventions to improve the outcomes for our pupils. School council reps also discussed ideas with their classes to gauge opinion and request further suggestions.

Baseline data

We collected quantitative data on the current situation through in-house surveys :

Playground survey
Being Safe in School Survey
PE survey via school council

Through national data collection:

NCMP data
Ofsted Parent Survey

And through our own records:

Extra-curricular clubs
School lunch reward cards
Walk to school charts

We used our qualitative findings as a baseline to measure our success/progress against.

What outcomes did we focus on to encourage healthy lifestyle?

Quantitative

Universal:

- To increase the proportion of children eating a healthy lunch (developing a healthy lunch reward card system) from 25% - 50%
- To register an increase in the percentage of parents who agree that the school tackles obesity through its range of healthy eating initiatives - annual parent/carer survey. From 60% in 2010 to 80% over 2 years



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- To increase participation in activity clubs at lunch time and after school from 15% to 40% by 2013
- To increase the number of children walking, and cycling to school. (monthly walk to school awards and bike breakfasts + annual hands-up travel survey) every class monthly from 30% - 60 % walking.

Targeted to a vulnerable group:

- To increase the uptake of free school meals from 80% to 95%
- To decrease the school's level of overweight and obese year 6 pupils (currently higher than national and LA average) so that it is below or at least in line with the LA obesity target of less than 22% by 2014/15

Qualitative

Universal:

- To ensure that the majority (more than 60%) of children are actively engaged at break and lunchtimes
- To increase the number of children actively involved in 3 hours of PE weekly (PE timetables and pupil evaluation through school council) to 100%.

Targeted to a vulnerable group:

- To increase provision/access to physical activity for 100% of pupils in our centre for MLD

What activities/ interventions did we put in place?

- Involved parents in workshops and through informative newsletters.
- Engaged parents by inviting them to taster sessions, cooking club and healthy eating workshops. Worked closely with DS Catering.
- Ensured that those eligible for FSM apply through introduction and explanation at taster sessions, parent meetings and in letters.
- Ran annual parent workshops around healthy lifestyle topics to include healthy eating and being active.
- Provided information regarding 5-a day and portion size to parents at parental meetings and through newsletters

- Ran Annual Healthy Lifestyle Week for children to include parent workshops and invite parents in class to 'assist' with a learning activity.
- Liaise with NHS regarding 4 week parent workshop
- Involved families in an after school Lets Get Cooking club.
- Introduced Healthy reward card sticker/stamp system to reward children for eating at least 2 portions of fruit and/or veg at lunchtime.
- Raised awareness of parents in terms of Healthy Lunch Reward card system and whole school healthy topic weeks.
- Involved whole school community in revision of PSHCE Policy to include Food and Nutrition.
- Ran Healthy lifestyle week to include cooking activities, nutritional advice eg eat-well plate, visitors - health professionals, and theatre companies - complete pupil evaluations
- Reminded and rewarded pupils about making healthy choices: in the dinner hall and through the curriculum. Evaluated this through school council so that pupils are aware that this was as important as core academic subjects!
- Ensured that school would have its own kitchen serving hot and cold meals as part of our new build
- Requested (by school council) salad cart in lunch hall to supplement school dinners.
- Encouraged more staff to run clubs by payment through Z2 now C8.
- Offered a regular cycle of extra-curricular clubs via club newsletter before/during and after school.
- Introduced new-look class walk to school charts. Badges for individuals and trophy for highest achieving class awarded in assembly first Monday of every month.
- Involved classes in design of outside areas : tyre parks, playground painting, climbing walls and trim trail.
- Provided PE inset for all staff. Worked with Sports Impact and Brentford Football Club during weekly PE lessons. 'Spot-checks' by newly appointed PE Co-ordinator.
- Focussed support of centre staff during class PE sessions. Provided children with OT on statement to have 1:1 or 1:2 OT support session weekly.



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What did we achieve, and how did we know?

- 2011-2012 NCMP data showed that school currently has an obesity and overweight prevalence in Year 6 that remains similar to the England average ie 19%. This is very difficult to monitor as our mobility is high (71.8% stability in 2012) ie only a very small percentage of children in Year 6 will have benefitted from our healthy schools work since EYs. We are aware that we should strive for 'lower than England average' – as our "next step".
- In 2011 97% of parents who returned Ofsted parent questionnaire agreed that the school tackles obesity through its range of healthy eating. Excellent progress from the 60% in 2010!
- In 2011 Ofsted graded pupils outstanding on their understanding of a healthy lifestyle. Pupils demonstrate both in curriculum lessons and in the lunch hall that they understand what constitutes a healthy lifestyle.
- Throughout 2011 >50% of pupils regularly earned their Healthy Lunch certificate by eating 2 portions of fruit/veg per lunchtime. When offered Healthy lunch reward cards for Healthy Lifestyle Week in 2013 - the offer was rejected as school council felt it was no longer a 'challenge' as all pupils would achieve it.
- Of those eligible for a free school meal the uptake rose from 80% to 90% in 2011 and 95% by 2012.
- In 2012-2013 clubs ran demonstrations in assemblies and 'Have a Go' sessions in order to introduce and promote. There were consistently 3 extra-curricular physical activity clubs run by school staff athletics, gymnastics and netball in addition to football club, boxercise and multi skills run by Brentford Football club coach. Gymnastics was run weekly at 8am and football and netball ran at lunchtime. Judo was also run at lunchtime by an external provider.
- The number of children engaged in physical activity as a result of new playground markings, games and the encouragement of play leaders is being reported by adults/SMSAs/playleaders. Children report enthusiasm for new-style playtimes and are keen to suggest further games/ equipment! School council reps have attended SLT meeting to discuss further development. There has been a marked decrease (50%) in behaviour incidents during the lunch hour.
- In a recent PE evaluation school council reps reported that all (100%) of their classes regularly engaged in 2 weekly PE sessions. Previously 60% of class reps reported (through school council) that they usually had PE once a week. PE timetables are 'spot checked' by co-ordinator and SLT. However there is some concern that our growing roll will limit time allocation in PE hall - therefore PE opportunities may suffer in the bad weather. It will be important as a 'next step' to monitor the situation closely and be creative in using the space available to us.
- Ofsted recognised (Jan 2014) the school's commitment to PE and applauded the school's efforts to monitor its impact: 'The sports funding is well managed and plans are in hand to gauge its impact on pupils' physical well-being. Strong links have been established with a local football club and coaches have been engaged to develop access to sports such as tennis, basketball and tag rugby. Physical education specialists have helped to redesign the sports field to create an attractive learning resource for both physical education and mathematics.'
- All (100%) pupils from our MLD centre participate in PE with their mainstream class supported where appropriate by centre staff. They often have a buddy to help keep them involved and engaged. In addition they have weekly OT sessions in order to develop strength and skills.
- In 2012 approx. 60% of every class received their walk to school badge each month (badge order increased from 200 to 450). However, total number of walkers during walk to school week was even higher. Centre children arriving on transport are still not able to earn their badge - new JRSO challenge in 2013 will be to meet the centre children from transport on a Wednesday morning and walk a complete circuit of the school playgrounds in order to earn their badges.



Foreword



Lindon Bennett



Cranford Primary



Grove Park Primary



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Isleworth Town



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What will we do next?

As part of our school's development plan we will:

- forward a petition to the Council regarding safety around our school area in terms of speed limit, pedestrian crossings and access to nearby car parks – to further increase safety in walking to school.
- ensure that we continue to offer a wide range of inclusive clubs.
- discuss with catering provider opportunities for children to comment on lunches and range of healthy eating menus.
- engage with catering company to provide taster sessions for new parents/families in order to increase uptake of school dinners
- monitor the availability of indoor and outdoor space, in light of our growing pupil role, to ensure that the entitlement of 2 hours of weekly physical activity does not diminish.
- strive to lower our obesity and overweight levels to below England average according to NCMP data.



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Healthy schools, health and wellbeing action group – unhealthy weight and attendance

What needs did we identify?

We identified that a number of pupils are an unhealthy weight (obese and overweight). The staff have reported that the children's health within the school was affected by the content of the food in their packed lunches and throughout the day. We also realised that many children were not getting enough exercise outside the school day which impacts on their general health and wellbeing. Also, children's attendance was another issue in our school. Children take time off during term time because of ill health or going away to see family in other countries.

How do we plan to address these needs?

We discussed the findings from a range of engagement methods and our health and wellbeing group discussed possible strategies for addressing some of these issues, including:

- improving food across the whole school community
- exercise initiatives, with the possible link to our school travel plan (STP)
- healthy weight would be a priority for our school community
- that improved attendance, with new initiatives placed to encourage children to stay healthy and come to school regularly and for parents to take children on holiday only during term time

Outcomes

Baseline

Evaluations and ongoing surveys, from 2009/10 onwards, to determine the qualitative perceptions of the impact of interventions.

NCMP data 2009/10, and the annual measurements will be monitored to determine the impact of interventions.

Attendance and punctuality data.

Quantitative outcome

Increase by at least 10 per cent the number of junior pupils who are participating in three hours of physical activity in school and after school clubs (by 2013)

Increase the number of children who are punctual and on time by 10 per cent (by 2013)

Increase the number of pupils who are attending school regularly by 10 per cent (by 2013)

Qualitative outcome:

Increase the number of children who report that they eat '5 a day' by 10 per cent (by 2013)

Increase the number of pupils who report being physically active everyday by 10 per cent (by 2013)

Increase the number of pupils reporting that they enjoy the meals and eating environment by 20 per cent by 2013

Targeted outcome (vulnerable groups):

To improve the quality of healthy packed lunches for pupils in year 1 and reception, especially those with weight/achievement concerns (as identified from lunch inspections), by 2013.

Targeted outcome:

Increase in underachieving boys across phase coming to school regularly and on time (by 2013) by 10 per cent per annum.



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What activities/interventions did we develop and implement to meet these needs?

We have:

- held a whole school assembly promoting the importance of health, exercise and five a day
- completed a whole school lunchbox audit in which every child who has packed lunches showed their packed lunch. When parents heard about this it had some effect on what they chose to put in their child's packed lunch
- banned crisps, chocolates, biscuits and sugary drinks in packed lunches. On birthdays and special occasions, parents send in healthy snacks like raisins and fruit platters instead
- improved the school meal experience with food from different cultures. We have also tried moving children having packed lunch in a different place to decrease the noise level and created a calm environment
- negotiated with the catering provider, DS Catering, about the possibility of allowing pupils to switch to school meals on a very temporary trial basis and opting in and out
- had representatives from DS Catering and health specialists to talk to parents about healthy meals and let them sample some of the food choices at lunch time
- as part of our STP, encouraged the pupils to walk, scoot or cycle to school which will have obvious health benefits. We have set up a scooter and bike hire service from nursery onwards allowing pupils to trial bike and scooter use to travel to school. We have also supplied more storage for those pupils who are now choosing to scoot and cycle to school. (we recently won 'Supreme scoot award' at travel plan conference)
- a number of sporting after school clubs and dance clubs available to pupils across the school
- found that a healthy Breakfast through STP was a great success, and had Doctor Bike in to fix bikes
- given dinner ladies further training to encourage children to play more actively during lunch break
- a passport club with different activities including dance, healthy cooking and forest school
- parent workshops on toxic childhood and in the children centre for healthy breakfast, lunch and dinner

- an education Welfare Officer regularly attending meetings with parents who want holidays during term time
- regular group calls sent to parents if a child doesn't attend school
- made sure that evidence and reasons are asked for when a child returns to school
- staff stood at the doors and a child's name is logged if he/she is late in the mornings
- stickers and certificates presented for coming regularly and coming on time to school
- had two classes win Early Bird and Attendance Bear if they are all on time and regular at school

What did we achieve and how did teachers know?

- We have more pupils reported by staff as having a healthier lunchbox, especially those on lower incomes
- More pupils are trying school meals (about 60 pupils have switched to school meals- from 80 school meals to 160 school meals)
- Taster sessions for new reception classes run in September – which will be repeated this year
- Pupils are having fruit and fruit drinks on special occasions instead of cakes and chocolates.
- Parents have mentioned that this has impacted on their child's diet and is a good initiative that we have put in place. (All the children in school brings healthy snacks for birthdays)
- All pupils have more understanding of where their food comes from
- More pupils are cycling and scooting to school – both the bike shed and cycle pods are full (so approximately 70 pupils per day are scooting/ cycling to school an increase of approximately 10 per cent)
- The bike/scooter hire has had an excellent take up with many additional children scooting and cycling to school (approximately 15 scooters and 10 bikes are hired out each week in KS 1 and eight scooters, six bikes and six tricycles are hired in Foundation stage)
- After school clubs have a good take up (six clubs of 20 children)
- Attendance improved between autumn (82 per cent) and summer (83 per cent)



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- Lateness is improved - approx 70 children late (autumn term), approx 60 children late (summer term)
- Children Centre achieved an 'Outstanding' - OfSTED

What difference has this made for the children?

- Children have access to a healthier diet which impacts on their weight, general health and concentration
- Children are travelling to school in a healthier way; increasing the

- amount of daily exercise they are getting which will again impact on their general health
- Breakfast Club and afterschool clubs are also improving the amount and quality of exercise experienced by pupils.

How does it tie-in with school development plan?

This is the section of the SDP related to these actions/initiatives:

Every child matters 3

Priority Areas Actions needed	Impact/So what?	Managed by	Resources: Time/ money/CPD	Monitoring: who/ what/when/how	Evaluation
<p>To raise children's awareness of their own safety and well-being:</p> <ul style="list-style-type: none"> • Implement reviewed School Travel Action Plan • Continue focus on WOW • New staff to attend central training on Learning to Respect • Revisit safeguarding procedures • Ensure that all teachers have next level of child protection training (staying aware) • Provide workshops on SEAL programme for parents • Pass surveys <p>Continue the focus on raising attendance:</p> <ul style="list-style-type: none"> • Develop more regular use of EWO • Review incentives and rewards • Look at visual strategies, especially to increase pupil influence on parental attitudes • Continue with established strategies, especially head teachers, one to one with parents and LA policy on holiday absences • Class attendance chart displayed outside every class • Continue use of GroupCall <p>Staffing of school entrances in the morning to track repeatedly late children.</p>	<ul style="list-style-type: none"> • 90 per cent of children walking/cycling increases – Scooting and pedestrian skills. Use of cycle/ scooter racks and shelters increases. Scooter pool survey provides evidence of children's/ parents' positive responses to initiative launched in Spring 09 • Attendance raise in line with national average • Raised parental awareness of statutory attendance procedures/requirements <p>Children take ownership of their own attendance and are more aware of how it contributes towards the whole class figure compared to the national average.</p>	<p>SR/MW/ NS</p> <p>SR/SS/ MW/EWO</p>	<p>Staff twilight inset and training</p> <p>DH non-contact</p>	<p>Parent evaluations from travel plan/ SEAL workshops</p> <p>DH/HT – half termly reports HT's termly report to GB</p>	



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Every child matters 4

Priority Areas Actions needed	Impact/So what?	Managed by	Resources: Time/ money/CPD	Monitoring: who/ what/when/how	Evaluation
<p>To sustain children's engagement in structured play at break times:</p> <ul style="list-style-type: none"> SMSAs and children volunteers to access training on the use of new playground lines Develop children as playground friends to provide role models Continue with 'A team' to target children identified by class teachers as in need of co-operative skill development Continue to resource a zoned play ground to provide specific areas for quiet activities, ball games, role play etc All staff to promote Project Achieve/SEAL language during break times All staff to use strategies provided by Bill Rogers 	<ul style="list-style-type: none"> A reduction of incidences in the playground Children more positive in their responses to play time and lunch time Staff more involved in play and social development and not managing inappropriate behavior Children take more responsibility for their behaviour An increase in children using more positive/structured language to describe their time spent in the playground A more harmonious lunch time in the hall, less queuing, reduced noise and waiting time 	MW/ SMSAs/ CTs	<p>Staff twilight inset to include SMSAs</p> <p>New resources specifically for playground boxes</p>	<p>Ongoing feedback to HT/DH from staff through weekly duty rota</p> <p>Weekly meetings with SMSAs</p>	

Next steps:

- Launch healthy lunchbox awards, eg stickers
- Promote healthy lunchboxes to all our new reception parents
- We will try and get free fruit for the infant school for next year
- We are hoping to develop our foundation stage digging area sensory garden and cook and eat the food we have grown
- We are going to offer all of our new reception children a free trial of school meals and have parents food taster session for KS1
- We would like to expand the range of clubs we have available to pupils throughout the school
- We are hoping to take part in an initiative called MEND in partnership with Feltham Community College which should provide us with some data to help us guide healthy lifestyle choices

- We will continue our health focused workshops for any new parents at the CC and school
- We will carry on monitoring our attendance and give parents and children incentives to come to school regularly
- We will carry on loaning scooters/bikes/tricycles to all Foundation stage/ KS1 and have more cycle to school breakfasts for parents and children
- During school holidays there will be a variety of sessions taking place in CC such as 'Cook and Learn', Bollypops Fitness and Bollywood Dance and attending sessions at Heathrow Gym, Paultons Park, Ruislip lido and Northolt Hills
- Healthy Ways group in the CC has encouraged mums to try new food /recipes and have developed a file of recipes which will hopefully be launched to a wider stakeholder audience



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