



HEALTH, SOCIAL CARE & WELLBEING SCRUTINY COMMITTEE – 20TH MARCH 2018

SUBJECT: HOW SCHOOLS ENGAGE WITH HEALTHY LIVING

REPORT BY: CARIN QUINN, HEALTHY SCHOOLS PRACTITIONER

1. PURPOSE OF REPORT

- 1.1 The purpose of this report is to highlight to members how schools are engaging in the Healthy Schools Programme. It also considers comparative performance against other Local Authorities in Wales.

2. SUMMARY

- 2.1 This report looks at the roles of the Healthy Schools Practitioners and breaks down the number of schools actively engaging with and working towards the National Quality Award. It also highlights those schools who are not fully engaged and shows the measures in place to address this. There is comparative data looking at Caerphilly's position in relation to the 22 other Local Authorities and finally shows judgements made by ESTYN linked to Health and Well-being in the last 12 months

3. LINKS TO STRATEGY

- 3.1 The recommended course of action contributes to the following well-being goals within the Wellbeing of Future Generations (Wales) Act 2015:

- **A healthier Wales** supporting schools throughout the 7 health areas of healthy schools helps to improve pupils' and staff health and well-being.
- **A prosperous and more equal Wales**, All schools across the whole Caerphilly Borough are working towards, or have achieved the final healthy schools award, which takes a minimum of 7 years.
- **A Wales of cohesive communities** (in the context of improving quality of life with attractive, viable, safe and well connected communities).

4. THE REPORT

4.1 Purpose of report

- To assess effectiveness of the Healthy Schools initiative across Caerphilly Schools.
- Consider comparative performance against other Local Authorities in Wales.

4.2 **How does the LA provide support to schools?**

The LA has 2 full time and 1 part time practitioners supporting schools across the Caerphilly region. Specific duties include:

- 1) Continue to support and progress schools through each phase of the Healthy Schools scheme and prioritise schools in phases 3, 5 and those working towards NQA accreditation.
- 2) Work collaboratively with key partners to increase attendance and provision for well being in schools.
- 3) Produce and deliver high quality resources, guidance, policies, training and events, which are in line with national guidance and requirements to support schools to move through each phase.
- 4) Develop, deliver and evaluate health promotion programmes in schools.
- 5) Represent the local authority at local partnerships to maximise the potential of health improvement.
- 6) Promote good practice within schools via social media and our termly newsletter

4.3 **What are the current indicators that health and well being provision and outcomes across the Caerphilly region is good?**

In October 2017, 88 schools are registered for the Healthy Schools initiative across Caerphilly LA = 100%

- Primary Schools: 73
- Secondary Schools: 12
- 3-18 school: 1
- Specialist Resource Schools: 1
- PRU: 1
- EOTAS Provisions: 2

However, some schools' initiatives have stalled and are in need of review. These schools are spread across the Caerphilly Borough and their participation in the scheme has no correlation to school categorisation or FSM indicators.

4.4 **Award Levels achieved broken down into Primary, Secondary and Other:**

Primary Schools:

- Phase 1 - 75
- Phase 2 - 75
- Phase 3 - 75
- Phase 4 - 73
- Phase 5 - 68
- Local Phase 6 - 9
- NQA - 8

Secondary Schools:

- Phase 1 - 12
- Phase 2 - 12
- Phase 3 - 12
- Phase 4 - 11
- Phase 5 - 9
- Local Phase 6 - 0
- NQA - 1

Other Schools:

- Specialist Resource School: Trinity Fields - achieved Phase 5 and NQA accreditation booked for 22nd and 23rd March 2018.
- Pupil Referral Unit: The Learning Centre - achieved Phase 1 and actively working towards Phase 2 in 2018.
- EOTAS provisions: Community Tuition (The Hive) – actively working towards Phase 1 after signing up in 2017.

Innovate – achieved Phase 1 and actively working towards Phase 2 in 2018.

4.5 What are the current indicators that health and well being provision and outcomes across the Caerphilly region compare favourably against other authorities in Wales?

The following table indicates that comparative data is favourable: All Wales Information provided by Public Health Wales (September 2017)

| 1. Local Authority | Total schools | 95% achieved Phase 3 and above (actual number and %) ¹ | | 10% to achieve NQA (actual number and %) ² | | 20% of schools to be working towards NQA (actual number and %) ^{3**} | |
|--------------------|---------------|---|--------|---|-------|---|-------|
| Anglesey | 53 | 45 | 84.9% | 5 | 9.4% | 0 | 0.0% |
| Blaenau Gwent | 24 | 19 | 79.2% | 1 | 4.2% | 0 | 0.0% |
| Bridgend | 59 | 56 | 94.9% | 5 | 8.5% | 2 | 3.4% |
| Caerphilly | 89 | 86 | 96.6% | 7 | 7.9% | 14 | 15.7% |
| Cardiff | 124 | 113 | 91.1% | 5 | 4.0% | 28 | 22.6% |
| Carmarthenshire | 112 | 98 | 87.5% | 1 | 0.9% | 13 | 11.6% |
| Ceredigion | 48 | 32 | 66.7% | 3 | 6.3% | 1 | 2.1% |
| Conwy | 61 | 61 | 100.0% | 15 | 24.6% | 0 | 0.0% |
| Denbighshire | 56 | 51 | 91.1% | 7 | 12.5% | 5 | 8.9% |
| Flintshire | 78 | 76 | 97.4% | 8 | 10.3% | 8 | 10.3% |
| Gwynedd | 110 | 105 | 95.5% | 9 | 8.2% | 1 | 0.9% |
| Merthyr Tydfil | 27 | 25 | 92.6% | 1 | 3.7% | 0 | 0.0% |
| RCT | 123 | 112 | 91.1% | 7 | 5.7% | 0 | 0.0% |
| Monmouthshire | 35 | 33 | 94.3% | 3 | 8.6% | 3 | 8.6% |
| Neath Port Talbot | 67 | 60 | 89.6% | 1 | 1.5% | 3 | 4.5% |
| Newport | 54 | 53 | 98.1% | 4 | 7.4% | 0 | 0.0% |
| Pembrokeshire | 70 | 69 | 98.6% | 17 | 24.3% | 17 | 24.3% |
| Powys | 97 | 95 | 97.9% | 7 | 7.2% | 0 | 0.0% |
| Swansea | 95 | 90 | 94.7% | 6 | 6.3% | 3 | 3.2% |

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|-------------------|-------------|-------------|--------------|------------|-------------|------------|-------------|
| Torfaen | 33 | 33 | 100.0% | 1 | 3.0% | 0 | 0.0% |
| Vale of Glamorgan | 53 | 53 | 100.0% | 5 | 9.4% | 4 | 7.5% |
| Wrexham | 68 | 67 | 98.5% | 9 | 13.2% | 1 | 1.5% |
| Total: | 1536 | 1432 | 93.2% | 127 | 8.3% | 103 | 6.7% |

These are the 3 main targets set by Public Health Wales.

Target 1: This shows that Caerphilly has achieved the target of 95% of schools to have achieved Phase 3 or above. Only 45% of Local Authorities across Wales have achieved this target.

Target 2: This data highlights that Caerphilly is in the amber category. It has 8% of schools who have achieved NQA whereas the target is 10%. However, since the data was released end of 2016/17, Caerphilly has a further 2 schools who have achieved the NQA. This classifies us in the green category this year, which only 5 other authorities have achieved.

Target 3: This highlights that Caerphilly is in the amber category. It has 16% of schools actively working towards the NQA. However, since this data was released we have an extra 14 schools working towards the award bringing the total to 30%. This classifies us in the green category this year, which only 2 other authorities have achieved.

Other supportive data for Caerphilly:

2015/16: 109 school visits were carried out by the Healthy Schools team, with 10 accreditations. Of these accreditations 1 (PRU) was Phase 1, 2 were Phase 4 and 7 were Phase 5.

2016/17: 153 school visits were carried out by the Healthy Schools team, with 25 accreditations/re-accreditations. Of these accreditations 1 (EOTAS provision) was Phase 1, 3 were Phase 4, 9 were Phase 5, 3 were LP6 and 1 NQA.

2017/18: To date, 132 visits have been carried out, along with 9 accreditations. 1 Phase 3, 4 Phase 5, 3 LP6, and 1 NQA. There are also 4 schools and 1 PRU booked in.

4.6 Judgements made by Estyn linked to Healthy Schools (Estyn – September 2016-August 2017)

Health and Well-being identified as good practice:

| School | Estyn Commentary: |
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| Bedwas Junior School | The strong, effective focus of the school on pupils' care and wellbeing is a particular strength of the school. The school has set up a nurture club for pupils who find lunchtimes difficult and nearly all pupils feel safe and well cared for. The school makes appropriate arrangements for promoting healthy eating and drinking. The school's provision to promote their spiritual, moral and social development is very effective, and this contributes successfully to the school's caring ethos and the excellent behaviour of nearly all pupils. The school provides a warm and welcoming environment with very strong arrangements to support pupils' wellbeing and safety and to prevent bullying, harassment or discrimination. |
| Bedwas High | Most pupils feel safe in school and a majority feel the school deals well with any incidents of bullying. Many pupils feel that there are plenty of opportunities to get regular |

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| | <p>exercise and a majority feel that the school teaches them to be healthy. The school provides a suitable range of extra-curricular activities and makes appropriate arrangements for promoting healthy eating and drinking.</p> |
| Blackwood Primary | <p>Nearly all pupils understand the need to eat and drink healthily and to take regular exercise. They feel safe in school and nearly all are confident that staff will deal promptly with any incidents that occur or worries that they have. Pupils have a strong understanding of how to stay safe on the internet.</p> <p>Recent school council projects include developing class friendship trees and friendship tokens to support pupil wellbeing, and fundraising for charities, including 'Comic Relief' and 'Children in Need'. There is effective provision to encourage pupils to make healthy choices at break and lunchtime and to engage in an extensive range of sporting activities.</p> |
| Cwmaber Infants | <p>Pupils' wellbeing is exceptionally strong. Nearly all pupils feel safe and happy in school and know whom to go to if they have any concerns or worries. Pupils have extremely positive attitudes to keeping healthy and understand the importance of eating a healthy diet. They enjoy fruit and vegetables at break time and drink water throughout the day. Pupils also understand the importance of taking regular exercise and participate enthusiastically in the wide variety of physical activities on offer</p> <p>There are very effective arrangements to support pupils' health and wellbeing. The school makes appropriate arrangements for promoting healthy eating and drinking. Physical activity is encouraged both through the curriculum and throughout the school day in innovative ways. School staff organise a range of games and activities with pupils at lunchtimes, such as basketball, and encourage pupils to keep fit.</p> |
| Cwmcarn Primary | <p>Nearly all pupils understand the need to eat and drink healthily and to take regular exercise. Most feel safe in school and nearly all are confident that staff will deal promptly with any incidents that occur or worries they may have. Pupils who join the school during the year settle and make friends quickly. Most pupils have a sound understanding of how to stay safe on the internet.</p> <p>The school is a caring, supportive community. Good working relationships between staff and pupils contribute strongly to pupils' wellbeing. Staff make appropriate arrangements for promoting healthy eating and drinking and there are regular opportunities for pupils to engage in sporting activities to support a healthy lifestyle.</p> |
| Cwmfelinfach Primary | <p>All pupils feel safe in school and demonstrate outstanding attitudes to learning. They are keen to engage with visitors and are polite and courteous. All pupils show respect, care and concern for others and demonstrate exemplary behaviour in lessons and around school.</p> <p>Nearly all pupils recognise the importance of healthy eating and have a good understanding of what they need to do in order to stay fit and healthy. Many take part in fitness-related extra-curricular activities, for example country dancing and fit club.</p> <p>Most pupils have a strong voice in helping to make decisions about school life. This results in very high standards of wellbeing and supports the very strong social and life skills that pupils demonstrate across the school</p> <p>The school is a caring and supportive community where all staff demonstrate a strong commitment to enhancing the health and wellbeing of all pupils. There are suitable arrangements for promoting healthy eating and drinking and regular opportunities for pupils to participate in physical activities.</p> <p>There are effective partnerships between the school and other agencies. These improve pupils' health and wellbeing notably. For example, the 'Design to Smile' team encourages improved dental care.</p> |

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| Cwm Glas Infants | <p>Nearly all pupils feel safe. They understand where to turn if they have a concern or a problem. They have a good understanding of the need to eat a balanced diet and to take regular exercise.</p> <p>The school makes good arrangements for promoting healthy eating and drinking. For example, pupils take part in a health and fitness week and parents receive advice on how to create a healthy lunchbox. The curriculum includes a wide range of opportunities for pupils to undertake physical activity.</p> <p>The local community police officer visits the school to talk to children about a variety of issues that affect their learning and wellbeing, and the school nurse visits regularly to promote pupils' personal hygiene. This work helps to ensure that pupils have a good understanding of how to stay safe and healthy.</p> |
| Cwm Ifor Primary | <p>Nearly all pupils feel safe in school and are confident that staff will deal promptly with any incidents that occur or worries they may have. Pupils are polite, friendly and caring towards each other and adults.</p> <p>Most pupils know the importance of developing a healthy lifestyle. They understand the need to eat and drink healthily and to take regular exercise. Many participate enjoyably in the range of extra-curricular sporting activities on offer, including organised games sessions before school and in football and kick-boxing clubs.</p> <p>The enthusiastic school council makes a valuable contribution to the life of the school. For example, members led an assembly dealing with the issues of bullying and took part in a workshop to raise parents' awareness of anti-bullying initiatives.</p> <p>The school's comprehensive arrangements to support pupils' health and wellbeing are effective. They contribute well to pupils' general development, wellbeing and readiness for learning. The school makes appropriate arrangements for promoting healthy eating and drinking.</p> |
| Cwrt Rawlin Primary | <p>Most pupils understand the importance of eating and drinking healthily and taking regular exercise. For example, many pupils travel to school on foot or on their scooters and understand why this is good for them. Many participate in the school's wide range of physical activities, such as swimming, tennis and athletics.</p> <p>The school council is highly effective and enables many pupils to feel valued and able to make important decisions about important aspects of school. For example, it has written and published the school's anti-bullying code.</p> <p>The school provides high levels of care, support and guidance. All pupils feel safe and secure in a supportive environment. Staff develop pupils' understanding of the benefits of healthy living and provide many opportunities for pupils to be physically active. The school makes appropriate arrangements for promoting healthy eating and drinking.</p> |
| Gilfach Primary | <p>Nearly all pupils have a positive attitude towards leading a healthy lifestyle and have a good understanding of the importance of eating healthily and taking regular exercise. Many pupils enjoy taking part in a range of extra-curricular sporting activities. Nearly all pupils feel safe in school and know where to turn for advice and support.</p> <p>The school makes appropriate arrangements for promoting healthy eating and drinking.</p> |
| Glyngaer Primary | <p>Pupil voice groups have a positive impact on school life. The high level of care, support and guidance for pupils means that most feel safe and well cared-for. The school is a vibrant community where all pupils are valued equally. There is a wide range of highly effective partnerships that enrich and support pupils' learning and wellbeing very successfully. Nearly all pupils feel safe and happy in school. They are confident that staff will support them in resolving any difficulties they experience. Most pupils understand the need to eat and drink healthily and to take regular</p> |

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| | <p>exercise. Pupils of all ages have a sound understanding of how to stay safe on the internet.</p> <p>The school council and other pupil voice groups have a very positive impact on school life. For example, the school council organises the purchase of new playground equipment. This has contributed to improved behaviour at break times. Digital leaders help teachers by trialling new ICT applications for the school and developing the skills of younger pupils. The pupil executive committee has undertaken a successful safeguarding audit which resulted in midday supervisors receiving training. Many pupils take part in a range of community events, such as Caerphilly Dance Day and Glyn-Gaer Bake-off. Pupils participate in activities with older generations, such as gardening. Overnight camping activities develop pupils' social and independence skills well.</p> <p>The school makes appropriate arrangements for promoting healthy eating and drinking.</p> <p>There is effective provision to encourage pupils to make healthier choices at break time and lunchtime and also to participate in a wide range of extra-curricular clubs to promote their health and fitness.</p> |
| Plasfelin Primary | <p>Most pupils have a good understanding of the importance of eating healthily and taking exercise. Nearly all pupils feel safe in school and are confident that adults will listen to their concerns and deal fairly and thoroughly with any problems they have.</p> <p>High levels of care and good working relationships between staff and pupils contribute strongly to pupils' wellbeing. For example, at playtimes, there is imaginative use of the extensive outside areas for a wide range of activities.</p> <p>The school has appropriate arrangements to promote healthy eating and drinking and provides a variety of good opportunities and facilities for regular exercise.</p> |
| St James | <p>Nearly all pupils understand the importance of eating healthily and taking regular exercise. Many pupils are enthusiastic about participating in physical activities, including football, completing their daily mile and their 'five a day' physical warm ups.</p> <p>Most pupils say that they feel safe and happy at school. They know whom they can go to if they have a problem and feel confident that staff will help them if they are worried or upset.</p> <p>The school council and other pupil voice groups make an appropriate contribution to the life of the school and take their responsibilities very seriously. They participate well in decision-making to bring about improvements, for example by promoting healthy eating through the completion of lunch box surveys.</p> <p>The school is a caring and supportive community where all staff demonstrate a firm commitment to enhancing the health and wellbeing of pupils. There are good arrangements for promoting pupils' healthy eating and drinking.</p> <p>Wellbeing questionnaires help staff to identify pupils' social and emotional needs effectively. Staff use the information well to provide beneficial support programmes.</p> |
| Tyn Y Wern Primary | <p>Nearly all pupils are happy in school. They are aware of the importance of keeping safe and they know what to do to keep fit and healthy. Nearly all pupils understand how to use the internet safely.</p> <p>Pupils are safe and well cared for and the school provides very good opportunities for them to develop healthy habits and lifestyles. There are appropriate arrangements for promoting healthy eating and drinking. An effective pupil buddy system is in place if pupils are worried or upset. The school's arrangements for safeguarding meet requirements and give no cause for concern.</p> |

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| <p>Waunfawr Primary</p> | <p>Nearly all pupils feel safe in school and have a good understanding of how to stay safe online. They recognise the importance of healthy eating and staying fit and healthy. Many pupils take part in the wide range of sporting activities provided by the school, for example football, tag rugby, multi sports and netball.</p> <p>the school nurse and local police officers provide valuable lessons to help teach pupils how to stay safe and healthy. The schools makes appropriate arrangements for promoting healthy eating and drinking.</p> <p>Leaders' recent investment in upgrading and remodelling areas of the school has had a positive impact on improving pupils' learning and wellbeing.</p> |
| <p>Y Castell</p> | <p>Most pupils feel very safe at school and feel comfortable approaching any member of staff or another pupil in Year 6 for support, when necessary. They are very aware of the importance of keeping healthy and eating healthily. Many pupils keep fit regularly through a variety of extra-curricular activities, such as dancing, table tennis, hockey and football. The school promotes eating and drinking healthily, along with pupils' health and wellbeing, successfully. Health and fitness are promoted daily through a variety of lunchtime activities and extra-curricular clubs. This also contributes to good behaviour during lunchtime.</p> <p>The school works very effectively in a good range of beneficial partnerships that extend pupils' learning experiences and wellbeing very successfully.</p> |
| <p>Ysgol Gyfun Cwm Rhymni</p> <p>Ysgol Penalltau</p> | <p>Most pupils feel safe at school and many think that staff deal effectively with any cases of bullying. Many pupils have a thorough understanding of how to eat healthily and there are high levels of participation in physical and extra-curricular activities.</p> <p>There are comprehensive arrangements for supporting pupils' health and wellbeing, including promoting eating and drinking healthily. The school provides very valuable opportunities to promote fitness and healthy aspects within the school and in extra-curricular activities. As a result, most pupils have a very good awareness of how to stay healthy.</p> <p>The personal and social education programme has been co-ordinated skilfully and provides clear information and guidance for pupils. The school makes very good use of a range of external agencies in order to meet individual pupils' needs.</p> <p>Members of the school council and the eco council are enthusiastic groups of pupils and their ideas also have a prominent place in the life of the school.</p> <p>Taking part in a good variety of children's committees such as the Food and Fitness Committee and the Dragons Committee contributes effectively to understanding nearly all personal and social aspects. This gives them the responsibility to lead important aspects of school life and to develop their skills purposefully, for example by organising a Fitness Week. Many pupils take part in a good variety of extra-curricular activities within and outside the school, for example the cooking, sports and folk dancing clubs. This contributes very positively to developing their understanding of the importance of fitness and healthy living. Nearly all pupils also have a sound understanding of the importance of drinking water and healthy eating.</p> <p>The school has appropriate arrangements to ensure that pupils understand the importance of healthy eating and drinking.</p> <p>.... activities on healthy relationships and substance and drug misuse have a sound impact on pupils 'ability to discuss, work together and respect each other's and others' perspectives about important social issues.</p> |

5. WELL-BEING OF FUTURE GENERATIONS

- 5.1 This Plan contributes to the Well-being Goals as set out in Section 3 - Links to Strategy above. It is consistent with the five ways of working as defined within the sustainable development principle in the Act in that the Priority Areas identified throughout the plan aim to contribute to the long-term health and well-being of children and young people within the county borough by ensuring they have the best start in life and opportunities to achieve success as a young person and as an adult.
- 5.2 Strategies identified within the plan are aimed at prevention – preventing young people from falling into trends related to unhealthy lifestyles. The Healthy Schools programme aims to instil key health messages and appropriate decision making skills in relation to health and well-being.
- 5.3 Integration is fundamental to everything we do within Education – ensuring that all our children and young people are fully engaged in a health programme appropriate to their needs, maintaining an ethos and environment where they feel safe and secure and encouraged to make sound decisions.
- 5.4 Collaboration with schools, Headteachers, and PHW colleagues will further assist us in driving up standards and securing progress in all of our priority objectives.
- 5.5 We actively involve children and young people in our decision making processes. Pupils have opportunities to contribute to policies, take an active role in healthy schools accreditations and action planning, and are consulted on health initiatives being implemented in schools.

6. EQUALITIES IMPLICATIONS

- 6.1 The LA is committed to ensuring that all children and young people gain maximum benefit from their education by regular attendance at school, regardless of the individual or family characteristics of those children and young people.

7. FINANCIAL IMPLICATIONS

- 7.1 There are no financial implications associated with this report.

8. PERSONNEL IMPLICATIONS

- 8.1 There are no personnel implications associated with this report.

9. CONSULTATIONS

- 9.1 All responses from consultations have been incorporated in the report.

10. RECOMMENDATIONS

- 10.1 The recommendation is that Members note the content of the report.

11. REASONS FOR THE RECOMMENDATIONS

- 11.1 The reason for the recommendation is that it is timely to update Members about the Healthy Schools Scheme and how schools engage with it.

12. STATUTORY POWER

12.1 Education Act 1996.

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