



EDUCATION FOR LIFE SCRUTINY COMMITTEE - 2ND JULY 2019

**SUBJECT: HOW SCHOOLS ENGAGE WITH THE PUBLIC HEALTH WALES
'HEALTHY SCHOOLS' SCHEME**

**REPORT BY: CORPORATE DIRECTOR FOR EDUCATION AND CORPORATE
SERVICES**

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 support offered by the LA Healthy Schools Practitioners and breaks down the number of schools actively engaging with and working towards the National Quality Award. The report also includes comparative data identifying Caerphilly's position in relation to the 22 other Local Authorities. Priorities identified in the Service Improvement Plan are also referenced in the report. The final section makes reference to recent Estyn inspections.

3. RECOMMENDATIONS

- 3.1 That the Education Scrutiny Committee notes the contents of the report.

4. REASONS FOR THE RECOMMENDATIONS

- 4.1 To ensure members are informed of the impact of the Healthy School scheme and priorities listed in the LA Service Improvement Plan.

5. THE REPORT

5.1 How does the LA provide support to schools?

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

- Continuing 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.
- Working collaboratively with key partners to increase attendance and provision for wellbeing in schools.

- Producing and delivering 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.
- Developing, delivering and evaluating health promotion programmes in schools.
- Supporting school nursing service with immunisation programme.
- Representing the local authority at local partnerships to maximise the potential of health improvement.
- Promoting good practice within schools via social media and termly newsletters.

5.2 **What are the current indicators that health and wellbeing provision and outcomes across the Caerphilly region is good?**

In May 2019, 89 schools and settings are registered for the Healthy Schools initiative across Caerphilly LA = 100%

- Primary Schools: 73
- Secondary Schools: 11
- 3-18 school: 1
- Specialist Resource Schools: 1
- PRU: 1
- EOTAS Provisions

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

Primary Schools:

- Phase 1 - 73
- Phase 2 - 73
- Phase 3 - 73
- Phase 4 – 69
- Phase 5 - 69
- Local Phase 6 - 14
- NQA – 12

Secondary Schools:

- Phase 1 – 11
- Phase 2 – 11
- Phase 3 – 10
- Phase 4 - 9
- Phase 5 - 8
- Local Phase 6 - 0
- NQA – 1

Other Schools:

- **Specialist Resource School:** Trinity Fields – NQA achieved March 2018.
- **Pupil Referral Unit:** The Learning Centre – Phase 2 – Achieved January 2018.
- **EOTAS provisions:** Innovate (Rhymney) – Achieved Phase 3 January 2019, Innovate (The Hangar) – Achieved Phase 2 April 2019

5.4 Review of Targets – Healthy Schools

(Summer 2019 – updated 07/06/19)

Performance Indicator	Target	RAG	Comment
% of schools achieving Phase 3 Award	95%	Green	In total 86 schools (100%) have achieved Phase 3 or above.
% of schools working towards the National Quality Award	20%	Green	Out of our remaining schools that haven't yet achieved the award, 19 schools (22%) are currently actively working towards achieving the award within the next 2-3 years.
% of schools achieved the National Quality Award	10%	Green	In total 14 schools (16%) have achieved the National Quality Award. With the following schools to have achieved the award.

5.5 Additional data

2017/18:

Number of School Visits: 132

NQA: (4) Trinity Fields School and Resource Centre, Cwmfelinfach Primary, Hendre Infants and Ysgol Ifor Bach

Local Phase 6: (3) Tynywern Primary, Llancaeath Juniors, Waunfawr Primary

Phase 5: (2) Cwm Ifor Primary, Ysgol Penalltau

Phase 3: (1) Newbridge Comprehensive

Phase 2: (2) The Learning Centre, Innovate Rhymney

2018/19:

Number of School Visits: 171

NQA: (1) Pengam Primary

Local Phase 6: (4) St James Primary, Machen Primary, Bedwas Infants, Gilfach Fargoed Primary

Phase 4: (2) Newbridge Comprehensive, St Martins Comprehensive

Phase 3: (2) Innovate Rhymney, St Martins Comprehensive

Phase 2: (1) Innovate – The Hangar

Future Accreditations:

NQA: (4) White Rose Primary, Libanus Primary, Ystrad Mynach Primary, Llancaeath Juniors, Cwm Glas Infants

Local Phase 6: (1) Rhiw Syr Daffyd Primary

5.6 **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 (June 2019)

Local Authority	Total schools	95% achieved Phase 3 and above (actual number and %)¹		10% to achieve NQA (actual number and %)²	
Anglesey	48	44	91.6%	7	14.6%
Blaenau Gwent	No data provided to Public Health Wales				
Bridgend	60	58	96.6%	6	10.0%
Caerphilly	87	86	98.8%	14	16.0%
Cardiff	131	119	90.8%	7	5.3%
Carmarthenshire	114	105	90.5%	2	1.75%
Ceredigion	46	36	78.2%	3	6.5%
Conwy	69	69	100.0%	19	27.5%
Denbighshire	60	58	96.6%	10	16.7%
Flintshire	86	81	94.1%	13	15.1%
Gwynedd	No data provided to Public Health Wales				
Merthyr Tydfil	27	25	92.5%	1	3.7%
RCT	116	109	93.9%	6	5.1%
Monmouthshire	36	35	97.2%	4	11.4%
Neath Port Talbot	74	74	100.0%	3	4.05%
Newport	No data provided to Public Health Wales				
Pembrokeshire	73	72	98.6%	18	24.6%
Powys	95	93	97.8%	10	10.5%
Swansea	98	96	97.9%	10	10.2%
Torfaen	36	36	100.0%	2	5.5%
Vale of Glamorgan	60	58	96.6%	9	15.0%
Wrexham	75	74	98.6%	10	13.3%
Total:					

The table highlights that Caerphilly currently sits 4th in Wales of the number of schools that have achieved the National Quality Award.

5.7 Judgements made by Estyn linked to Healthy Schools (Estyn – From Autumn 2018)

School	Estyn Commentary:
<p>Llancaeach Junior School</p> <p>November 2018</p>	<p>Members of various pupil groups, such as the 'wellbeing warriors', talk passionately about their role to improve outcomes for pupils in the school. Most pupils develop well as ethical and informed citizens, for example through fundraising activities, such as the 'wear red' day, that they organise in support of a local hospital. Pupils display care for others in their community, for example when playing board games with the residents of a local residential care home.</p> <p>The school promotes the importance of healthy eating and drinking through a number of successful initiatives, for example during physical education sessions, weekly enrichment afternoons, annual 'healthy weeks' and extra-curricular sporting activities. Teachers regularly use topic work to encourage pupils to eat healthily and Year 3 pupils devise a questionnaire to ask canteen staff about healthy choices.</p>
<p>Phillipstown Primary School</p> <p>November 2018</p>	<p>The school supports the development of pupils' wellbeing successfully. Most pupils have a secure understanding of how to stay safe when using the internet and older pupils appreciate the need to protect their identity online. Many pupils understand the need to eat and drink healthily and to take regular exercise. They organise their own fruit tuck shop successfully and many benefit from taking part in the range of physical activities that the pupils themselves organise. For example, they run on the yard each day during break times. The 'iActive' pupil voice group encourages pupils to participate at strategic stations on the school yards in such activities as cheerleading, netball and parachute games. The 'iTech' group delivers internet safety assemblies for pupils and parents to ensure that pupils keep themselves safe online.</p>
<p>Risca Primary</p> <p>November 2018</p>	<p>Nearly all pupils know where to turn if they feel worried or upset. They develop a strong understanding of how to stay healthy and fit through exercise and having a well-balanced diet.</p> <p>Pupil leadership groups have a positive impact on school life. For example, members of the school council organise beneficial activities during anti-bullying week and the digital leaders lead internet safety assemblies reinforcing the need for pupils to keep safe online. Playground buddies support their peers very well.</p> <p>The school tracks pupils' wellbeing through a range of purposeful measures. It has beneficial strategies for pupils experiencing social or emotional difficulties and require support.</p>
<p>Rhydri Primary</p> <p>Feb 2019</p>	<p>The school is a calm and nurturing community that places a strong emphasis on pupils' wellbeing and happiness. Staff know pupils and their families very well and respond skilfully to their emotional and social needs. This is a strength of the school community and contributes to a warm, caring and nurturing learning environment.</p> <p>Opportunities for pupils to learn how to make good lifestyle choices are appropriate. For example, the school ensures that pupils know how to eat healthily, and provides worthwhile lessons about on-line safety. Activities such as attending the 'crucial crew' event, at which they learn about substance misuse and personal safety, support pupils' personal development successfully.</p>

Trinant Primary Feb 2019	Older pupils receive good advice regarding sex education, substance misuse and online safety. Arrangements for safeguarding pupils meet requirements and give no cause for concern.
Deri Primary March 2019	Pupils across the school have a sound understanding of how to live a healthy lifestyle and the importance of making healthy choices in relation to food and physical activity. For example, many pupils select healthy options of fruit and water from the 'Snack Shack' during break times.

5.8 The Service Improvement Plan identifies specific areas for additional focus during each cycle of improvement. This is in addition to the ongoing work to support schools via the Public Health Wales accreditation scheme. In 2019, the areas for improvement are:

- Improve tracking and monitoring of data with reference to pupils at risk of substance misuse issues. Make effective use of the data to improve performance of this vulnerable group.
- Support schools with the implementation of new anti-bullying programmes within KS2.
- Provide support for vulnerable pupils through effective implementation of the 'Period Dignity' initiative
- Increase the uptake of the flu immunisation within foundation and KS2 phases.

6. ASSUMPTIONS

6.1 No related assumptions have been felt to be necessary in relation to this report.

7. LINKS TO RELEVANT COUNCIL POLICIES

7.1 Corporate Council Plan 2018 - 2023: Well-being Objective 1 – Improve Education for all; Well being Objective 2 'Enabling Employment'; Well Being Objective 5 'Creating a county borough that supports a healthy lifestyle in accordance with the Sustainable Development Principle within the Wellbeing of Future Generations (Wales) Act 2015'.

7.2 Education Service Improvement Plan 2019

7.3 LA Self Evaluation 2019

7.4 Shared Ambitions – Education Strategy

8. WELL-BEING OF FUTURE GENERATIONS

8.1 This report identifies the Local Authorities commitment 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.

8.2 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.

8.3 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.

- 8.4 Collaboration with schools, Headteachers, and PHW colleagues will further assist us in driving up standards and securing progress in all of our priority objectives.
- 8.5 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.

9. EQUALITIES IMPLICATIONS

- 9.1 This report is for information purposes only, so the Council's full Equalities Impact Assessment process does not need to be applied.

10. FINANCIAL IMPLICATIONS

- 10.1 There are no financial implications with respect to this report.

11. PERSONNEL IMPLICATIONS

- 11.1 There are no personnel implications with respect to this report.

12. CONSULTATIONS

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

13. STATUTORY POWER

- 13.1 'Shared Purpose: Shared Future, Statutory Guidance on the Well-Being of Future Generations (Wales) Act 2015', and in particular SPSF 3 – Annex B, which is issued in accordance with Section 17(3) of the Children and Families (Wales) Measure 2010 and applies to local authorities in respect of local well-being plans and whenever they take decisions which might affect children and young people.

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