

**Gwobr Ansawdd Genedlaethol  
Rhwydwaith Cynlluniau Ysgolion Iach Cymru**



**Welsh Network of Healthy School Schemes  
National Quality Award**

**National Quality Award Report  
of the visit to Ysgol Esgob Morgan**



**29-30th January 2019**

## Introduction

Congratulations on achieving the Welsh Network of Healthy School Schemes National Quality Award. We are pleased to confirm that Ysgol Esgob Morgan has demonstrated meeting all the criteria of the National Quality Award. These criteria are set out against 7 health topics which are shown below.

Schools that achieve the NQA are implementing wellbeing initiatives at the very highest level. In this report we highlight the particular strengths of your school's approach to promoting the wellbeing of everyone connected with the school. This report also identifies areas for continued development and consideration. We hope that the report is both an encouragement and a useful guide as pupils and staff at Ysgol Esgob Morgan seek to maintain and extend the excellent approach and embedding it even further in to school life.

### NQA Criteria

1. Food and fitness (nutrition and physical activity)
2. Mental and emotional health and wellbeing, including staff wellbeing
3. Personal development and relationships, including sex and relationships education
4. Substance use and misuse, including alcohol, smoking, and drugs (legal, illegal, and prescription).
5. Environment, including eco-initiatives and improving the school and wider environment
6. Safety, including a variety of topics such as child protection, sun safety, internet safety, and first aid
7. Hygiene including across school and non-school settings

The criteria are supported by a number of underlying principles, namely:

- The importance of pupil participation in core areas of school life which directly affect the health and wellbeing of children and young people e.g. teaching and learning, environment, pastoral care
- The importance of the understanding and commitment to action of the whole school community
- The existence of a positive approach to health
- Equality
- Links to other relevant national and local programme and policies.

(For further information on the NQA criteria please visit <http://gov.wales/topics/health/improvement/schools/?lang=en>).

Marina Carter

## **Summary of Visit**

Ysgol Esgob Morgan is a junior school in the town of St Asaph, Denbighshire, close to the main A55 road. There are currently 117 Key Stage 2 pupils with 18% Free School Meals. The school has identified that 26% of pupils have additional learning needs, which is above the national average of 21%. The last Estyn Inspection Report, in April 2018, gave excellent for well-being and for leadership and management.

On arrival at the school we were greeted by the Headteacher, Mr Redgrave, followed by the school coordinator Mrs Dalton and HLTA Miss Martin, who has been a key staff member helping to coordinate the Healthy Schools Scheme. When presented with the files of evidence and supporting material in our comfortable room for the two days, it was however clear that all staff have been involved in the scheme, delivering all aspects and providing documented evidence for us to peruse.

A group of Year 5 and 6 pupils representing the school council and other pupil councils then joined us and gave us a tour of their school. It was evident that the school is a caring, happy and stimulating environment, where the most important people are the pupils who enjoying being there. All the pupils we met over the two days were caring, thoughtful, mature and articulate. The Headteacher leads, and is a member of, a dedicated and hardworking team, offering opportunities which challenge and empower pupils. The school vision, **'Together, we aim high'**, was evident throughout our two-day visit. It emphasises the five principles reflected by the school: - pupils feel safe, feel valued, success is celebrated, it is a supportive community for equal access to learning, staff and community cooperation for growing and learning together.

Attractive, vibrant, stimulating and informative displays around the school were indicative of the rich curriculum and of the emphasis placed on participation, inclusivity, responsibility and self-esteem. Information and action plans developed in partnership with pupils can be found in the school entrance and central areas such as the hall/dining area, the library and cloakrooms. Other displays relate to the reward system in the school, which empowers individuals but also encourages group, class and whole school rewards, which may be activities or equipment to enhance the environment (See highlights section).

Outside we saw evidence of physical activity on the ample sized school yard and gardens for hands-on learning about sustainability and caring for the planet. Outdoors, even on a cold and wintry day, pupils were active, skipping and playing happily on the yard. We also saw eco-friendly gardens, a very large poly tunnel and a wonderful home for around 50 chickens!

Pupils proudly showed us their well-equipped and organised library and a computer suite with screen and overhead projector. There are plans to update this further so that members of the community will have opportunities to develop their ICT skills with the help of pupils. The final room, close to the Headteacher's office, was small and dark but perfect for housing radio station equipment for use by pupils!

We saw and heard about the excellent methods of communication with parents and the community. The school website shares reader friendly information about staff, classes, the curriculum and the school ethos. Regular newsletters and class letters are also posted, lunch menus, and some school documents, although some sections are in progress. The school has an open-door policy and encourages parents to contact the school with any questions or concerns. The caring community ethos was emphasised by Ms Bowers, one of the parents, who gave her time to talk to us on day two. She spoke for herself and other parents, stating that the school 'bends over backwards' to support all pupils and their families, several of whom have emotional circumstances such as bereavement. One of her own children with Asperger's syndrome, now in secondary education, was extremely well understood, cared for and thrived emotionally and academically there.

Lunchtime with pupils was relaxed and well organised. Pupils are well behaved, polite and enjoy the dining experience. The packed lunches observed were healthy and pupils understood what constitutes a healthy packed lunch. An after-school club is held in the mobile building and pupils have a snack which adheres to government guidelines. Between 8 and 14 pupils attend and they tend to relax with games and table activities at this time of year.

### **Highlights of the visit**

There is no doubt that the highlights and strengths of Ysgol Esgob Morgan can mainly be accredited to the nurturing ethos of the school and staff teamwork. On several occasions during our visit it was verbally noted that only by providing a caring, welcoming, supportive and safe school, where pupils feel happy, motivated and valued, can the highest level of learning take place. The school has excellent staff retention and they are positive role models for the pupils.

- The caring, happy and inclusive community which puts emphasis on pupil wellbeing was evident throughout our visit and is a great strength of the school. A 'growth mindset' ethos is everywhere and staff teaching methods are supportive, encouraging and understanding of each and every pupil. The school has a welcoming, open door policy and it was evident that there are excellent relationships between staff and pupils and with the school community generally. There is targeted support for vulnerable pupils, through initiatives such as ELSA (emotional literacy support assistant), Cruse bereavement, Pyramid Clubs, and Seasons for Growth. However, the ethos is such that 'no big deal is made' so pupils do not feel different or lack self-esteem. *'Pupils feel very well cared for, valued and safe. They behave very well in lessons and around the school. They show a high level of respect, care and consideration consistently. The acceptance and understanding they demonstrate towards each other are exemplary'* - ESTYN report 2018. This is a real strength across the school.
- The KiVa programme, (developed in Finland) for the prevention of bullying is extremely elective. Everyone demonstrates respect for others and pupils are taught to behave in constructive ways, taking responsibility for not encouraging any form of bullying and to

support the victims. They know not to 'stand by' but to 'stand up' to incidents of bullying. This programme is a great strength which should be shared with other schools.

- There is huge pupil enthusiasm (and staff) for the reward system, which ensures that individuals and small groups or teams are celebrated, but then their awarded coloured token is put towards a whole school reward. They have a choice of three activities, which are democratically chosen by all pupils each term and the activity with the most counters is the chosen reward at the end of the term. It is wonderful to see pupils working together, supporting and encouraging each other.
- The school environment reflects the caring, cooperative and creative ethos of the school. Everywhere is clean and tidy and pupils show respect for well organised spaces, including the library, the rainforest room which is used by the targeted groups of pupils, the hall/dining room, classrooms and cloakrooms. Pupils themselves recognise the need for storage and appear to have an aesthetic eye! Resources and equipment suggestions often come from pupils and are discussed in pupil council meetings.
- Pupils are passionate about looking after approximately 50 chickens, feeding them with suitable food left over from lunch and fruit snacks, and selling the eggs to the community. They take part in a local recycling scheme and litter picking in the community with the aim to decrease amounts of waste in the local environment. Pupils '*demonstrate high levels of determination and ambition when participating in community and other projects*' - Estyn Report 2018. Solar panels have been installed and pupils put hippo bags in the toilets to reduce water usage. Pupils annually complete an environmental review as part of their Eco-Schools actions. The school deservedly has a platinum award for Eco-Schools.
- The school's approach to food and fitness is also a highlight of the ethos and another example of pupil participation and empowerment. Examples include the following: Sport Ambassadors who have been interviewed by young sport coordinators from the county sports development team together aim to promote sport amongst their peers in school, whilst a group of Food Monitors (buddies) in the dining room encourage their peers to eat healthily and throw less food away. Wellbeing is timetabled daily at 2pm to provide 10 minutes of physical activity in all classes to incorporate activities like skipping, mile-a-day and dance. This initiative interestingly came about following pupils recognising that they spend a long time uncomfortably sedentary in the afternoons and discussion resulted in activity rather than more comfortable chairs. In addition, an annual Sport Week offers taster sessions of different activities delivered by community sports personnel to further encourage participation in sport. We were fortunate enough to see a group of pupils taking part in the Urdd Cooking competition making vegetable kebabs with nut-free pesto sauce.
- As a critical part of pupil wellbeing, hygiene is integral to school procedures and curriculum planning. Audit compliance with infection prevention and control standards ensure high standards are maintained throughout. Hand washing techniques are taught by the staff and parents are reminded of hand washing and sickness procedures in the hygiene policy. Highlights include the installation of hand sanitizers at the entrance to every classroom and communal areas and regular audit control of infection prevention and control.

- All aspects of safety are compliant and the school is involved in numerous initiatives. E-safety initiatives in particular must be highlighted. An e-aware questionnaire was delivered to all year groups and data showed high risks in Year 3/ 4 and Year 6. This data was shared with parents and workshops were then delivered to pupils and parents by the NSPCC. This is now monitored and posters displayed by all computers. The ICT plans include e-safety and the school council discusses all school safety issues, including playground rules and how to play safely.
- The SRE policy is comprehensive, detailing the school aims and programme that offers pupils the opportunity to explore attitudes and values and to develop skills and knowledge. Lessons are taught by class teachers to mixed groups, ground rules are set, a question box allows pupil anonymity, marriage and same sex relationships are discussed, understanding feelings, respecting themselves and others plus the role of media in forming attitudes. Pupils evaluate the lessons to inform staff of possible future amendments and parents are kept well informed about lesson content and are given the opportunity to view and borrow resources.

### **Areas for further consideration**

Ysgol Esgob Morgan has addressed all the criteria with an abundance of observational evidence and they are involved in numerous initiatives. Discussions with the Headteacher and the school coordinator revealed that they were already aware of ways in which certain aspects could be improved upon and were receptive of our suggestions:

- There are already excellent opportunities for pupils to have a voice in school through active councils, decision making and evaluations. Further involvement could include child friendly policies. It could also help if there were direct links with each of the pupil representative groups by including a representative from other groups on the school council (For example an eco-councillor, a sport ambassador, a food ambassador).
- Continue to promote cycling/walking to school. Take part in walk to school week 20th-25th May and Sustrans Big Pedal 25th March – 5th April, walking bus.
- We would recommend the addition of the word 'healthy' when referring to packed lunches on communication with parents to ensure consistency.
- Consider FSA Free Allergy Workshops for staff including kitchen <http://allergytraining.food.gov.uk/english/>
- Continue to maintain the informative and reader friendly school website, including updates and links to school policies.

Please include a little more information about the SRE policy, particularly what is taught, in your school prospectus. We would also recommend that the Year 6 lessons are taught in the Spring term at the latest in order to offer opportunities for further support if required, whilst pupils are still in the primary school environment.

Dear Pupils of Ysgol Esgob Morgan

On 29th and 30th January Ms Laura England and I visited your school to see how well health is promoted and what your involvement is in this. Thank you very much for welcoming us, for your politeness and for sharing so much useful information about why your school is such a happy and healthy environment. A special thank you to Bradley, Tom, Elliot, Noah, Chloe, Danielle, Chelsea and Izzy for showing us around your caring, attractive and hardworking school and for your confident, informative presentation about your school's healthy activities. We were impressed with how much you have done and how much you are involved in decisions about your school.

We love how everyone can take part in lots of sports, not just in your own school but also with other local and national schools. It is also wonderful to see the respect and understanding that everyone demonstrates to each other. It's good to see how your well-developed and effective school council consider requests and suggestions to improve the school environment. We noted that members of the school and eco-councils take their roles seriously and responsibly and carry these out with maturity and expertise. They are keen to contribute to improving their school and community through their roles.

When we sat with a few of you for lunch we heard how enjoyable school lunches are and those who bring a packed lunch know what makes a health lunch box and usually do so. Thank you for chatting to us over what was a relaxed and sociable time.

How can I not mention your farm? It is so eco-friendly with your own hens, raised garden beds, poly tunnels and composting. You are also very entrepreneurial selling the hens eggs and using the money raised to feed the hens and/or make improvements. You should be so proud of yourselves!

Finally, your reward system and cooperation across the whole school - it is a very democratic system which brings the whole school together. Extremely well done and continue the good work!

Marina Carter

