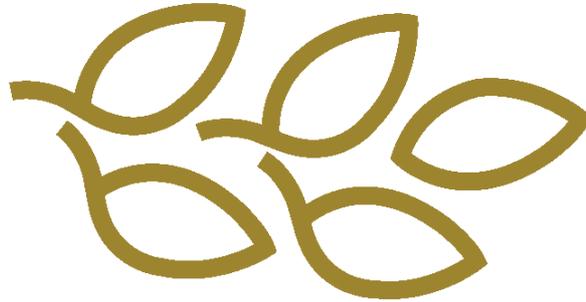


**Gwobr Ansawdd Genedlaethol
Rhwydwaith Cynlluniau Ysgolion Iach Cymru**



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

**National Quality Award Report
of the visit to The Rofft**

23rd and 24th February 2016

Section I

Leadership and Communication

Leadership

Leadership and management is a strong feature of The Rofft, with responsibility for the health and wellbeing of pupils and staff well embedded into the school ethos. Senior managers are not simply leaders but also strong team members, thereby making for excellent team work. The Headteacher is well respected by staff, governors, parents, pupils and the community. He leads by example with a caring attitude, an 'open door' policy for staff and parents and delegates responsibility well, offering support and training. The healthy schools co-ordinator promotes and manages the scheme as a whole school project with a calm enthusiasm.

The School Development Plan includes a section on wellbeing, to include developing the whole school ethos of a positive mindset, raising self-esteem and resilience and involving parents in developing this. All relevant policies and strategies are in place, signed, monitored and reviewed appropriately on a two or three year rolling programme.

Communication

Communication within the school is effective. Information is shared with all staff at regular meetings, the staff handbook and the staffroom noticeboard. Governors are well informed and parents receive weekly newsletters, which include notes from pupils. The school prospectus is very 'parent friendly', sharing information about health and well-being, in addition to the school values and the curriculum. The home/school agreement asks for parents support developing the healthy schools initiative.

Curriculum

All health promoting aspects are well documented in the schemes of work for PSE, science and PE. Elements are to be found in almost every other subject and especially well noted for outdoor education and hygiene in the Foundation Phase and in literacy, numeracy, geography and ICT in Key Stage 2. Alongside national curriculum subjects, the school places importance on teaching wider skills, which support independent learning, socially and academically, problem solving and developing creative and emotional literacy. This was evident on our tour around the classes. Circle time takes place regularly, helping pupils deal with their feelings and those of others and develops good communication skills.

The school offers many enrichment activities, all of which are well planned and seen as an important part of developing the whole child. Pupils regularly make visits offsite to fully engage with their topic and gain first hand experiences. Almost all curriculum topics, group research and enrichment activities, are not only displayed but also made into portfolios or floor books, which are kept in reading areas and the library for reference and regular use.

Ethos and Environment

Ethos

The Rofft is a friendly, welcoming school where pupils and staff feel happy and safe. The ethos of the health promoting school was clearly evident in all areas visited. Pupil voice is a very strong element and, through the school council, they ensure that the school environment meets their needs. Their discussions and research results in outcomes which are taken seriously by staff and governors.

The classes are well equipped, bright and cheerful, with interesting, informative and colourful displays relating to topics, rules, pupil targets and achievements. Water bottles, morning snacks and lunch boxes were stored appropriately and the atmosphere was calm, yet busy, in all departments. The staff room is clean and tidy and equipped to give staff a place to relax.

Family and Community Involvement

Links with the community are very strong. The school shows support for the community and in return has the respect and support of families, local groups, shops and businesses.

The school has an open door policy and parents are welcome to talk to the Headteacher or staff whenever they are available. Parents are well informed about school plans, developments and events. There is a strong Parents Association, which is very supportive of the healthy schools initiative and which welcomes pupil involvement. It is a source of funding for the school council, acknowledging both school and pupil needs for improving the environment and resources e.g.: the playground and garden.

General comments

Thank you to everyone at The Rofft who helped to make our NQA visit such a positive and welcoming one. From the moment we entered the school we felt we were in a positive environment, where everyone was working as a team towards the same goals. The health and well-being and the safety of both pupils and staff is a high priority and it is recognised that these are essential for pupils to be happy, challenged, empowered and able to reach their full potential.

A vast amount of relevant evidence was made available and gathered from different areas and departments. Files were well-organised and documents, pupils work, displays and posters indicated how much work has been done to embed health and well-being into the environment, the ethos, the curriculum and everyday life of the school.

The opportunity to meet and talk with so many members of school stakeholders showed the strength of leadership and the commitment of the whole school community to the scheme.

I would like to particularly thank the parents, governors and members of the local community who genuinely spoke so highly of the school. Their wonderful responses to my questions

reinforced what we had seen and learned during the visit and it was clear they fully support and respect the school values.

Section 2

Food and Fitness

Food and Fitness is well established in the curriculum as part of health and PSE, PE and science. There is a lot of wonderful evidence of pupils' work on all aspects of food and fitness in the portfolio and displayed around the school. The Food and Fitness policy was developed by a working party with pupil involvement and this is well evidenced. Pupils will also be involved in monitoring and reviewing the policy. School meals are provided by the county catering company.

Food and Drink Provision – Minimum standards

All minimum standards are adhered to within the school.

Food provision is in line with Healthy Eating in Schools Regulations 2013.

Food

Particular strengths:

- A vast array of displays around school providing information about the healthy eating plate and benefits of good nutrition.
- Year 6 pupils' research of the benefits of drinking water was very impressive! They shared their findings in a school assembly and designed posters, which are displayed everywhere around school. As a result pupils throughout school are great advocates for drinking water, with good understanding of its benefits.
- Throughout the year all age groups involve local businesses such as Bellis' Farm Shop, Tesco supermarket, local farmers and other individuals, planning and delivering the nutrition curriculum. Work is evaluated, recorded and excellently evidenced.
- Staff encourages and demonstrates excellent patterns of behaviour consistent with the policy, eating fruit, drinking water and dining with pupils at lunch time.

The areas for development:

Maintain current practice

Fitness

Particular strengths:

- A variety of after school clubs offer opportunities for fitness activity: tae kwondo, football, netball, tag rugby, zumba dancing, gardening.
- Staff takes part in various sporting activities - zumba, Race for Life and also joins the pupils in Sport Relief activities.
- The playground offers lots of opportunities for physical activity, with climbing structures, marking and zoning and raised beds for gardening. There are more great plans, following school council research in the local area and a visit to a neighbouring school. Now that the mobile classroom has been removed the plans for zoning can be fully implemented.

The areas for development:

- Maintain current practice

Mental and Emotional Health and Well-being

This area is at the heart of the school and is acknowledged in the main school documentation. Parents could not emphasise enough how the caring ethos supports the pupils to develop self-esteem and motivates them to work hard and reach their potential. There are high expectations of pupils in a safe, secure environment, where they receive praise and encouragement, are challenged and empowered.

Particular strengths:

- The school documents: the prospectus, school development plan and staff handbook - emphasise the value placed upon the emotional well-being of pupils and staff.
- Pupils are actively involved in discussions about all matters that concern them. Pupil views are very well respected and their input is celebrated. For example, playground and classroom rules and the friendship stop. Pupils review annually the work of the school council and eco-council.
- The integration of pupils in the resources unit with the mainstream pupils has a very positive impact on both groups of pupils. The provision for pupils with additional learning needs demonstrates the excellent care and guidance the school provides.
- The 'positive behaviour' board and the rewards system encourage good behaviour and pupils are given a wealth of opportunities to develop self-confidence and self-esteem. Pupils nominating and recording the names of the pupils who are singing well in hymn practice is just one wonderful example of this. There is a lovely traffic light system displayed in Key Stage 2, showing the type of work they should be doing - silent, whisper, busy!
- Celebration boards, star charts, awards and rewards are to be seen in abundance and the pupils thrive on working towards their goals (mainly attitude, behaviour and effort, rather than academic).

The areas for development:

- Maintain current practice.

Personal Development and Relationships

The policy for Personal Development and Relationships follows national guidance. A wide range of activities relating to sex and relationships are delivered in line with national guidance and using recommended resources.

Particular strengths:

- Excellent communications with parents/carers about the curriculum. Parents are well informed by newsletters, parent mail and the website, of what is being taught to the

pupils and they are invited to view and discuss the resources. The prospectus contains SRE information.

- Staff training has been well attended and information cascaded, so all staff are well-informed and use the recommended resources: Tyfu I Fyny, anatomically correct dolls, healthy schools loan box and SENSE (Making Sense of Growing Up and Keeping Safe).
- Good work with supporting agencies/members of the community, such as police liaison officer, school nurse, health visitor, educational social workers, local churches and NSPCC (National Society for the Protection of Cruelty to Children).

The areas for development:

- Maintain current practice

Substance Use and Misuse

Substance Use and Misuse – Minimum Standards

All minimum standards are adhered to within the school.

A Substance Use and Misuse policy is in place which follows local and national guidance. The prospectus, the website and posters/signage inside and outside of school informs everyone that the school is a smoke-free site and that this includes the use of e-cigarettes.

Particular strengths:

- Staff have attended training on many aspects of substance use and misuse.
- Very detailed work in the curriculum on smoking and the use and misuse of substances. Especially good is the Y5 powerpoint presentation for a school assembly on No Smoking and the pupil's posters.
- Good evidence showing how work with other agencies, such as the police liaison officer, Don't Touch Tell, Smokebugs and visit to Dangerpoint, is followed up and evaluated very well.

The areas for development:

- Maintain current practice

Environment

The availability and use of the space demonstrates the importance placed on providing pupils and staff with the best opportunities for teaching and learning, feeling safe and happy and individual and social development.

Particular strengths:

- The stimulating, colourful and meaningful displays and posters throughout the school

are a credit to the staff and pupils.

- The outdoor classroom in the Foundation Phase provides a wide range of resources and opportunities for learning through play.
- Lots of opportunities for Key Stage 2 pupils to explore and partake in physical activities are provided on the playground and playground zoning plans have been produced by pupils, following their research in the local environment.

The areas for development:

- Maintain current practice, however you may wish to consider moving forward with the eco-council to certainly get the Eco-schools silver award and very soon, with a little additional work, going for the Green Flag. There are certainly many things already in place to warrant this.

Safety

The evidence in the portfolio and observations during our visit show the extensive work that is carried out on Safety. Good policies and strategies for all aspects of safety include internet safety, sun safety, playground rules (safety) and procedures for lone working. Records are kept of all medicines administered and pupils with asthma and allergies, accidents and head injuries. Regular risk assessments are undertaken for activities in school on for visits offsite. Visitor entrance to the school is only via a secure main entrance, where everyone must sign in. The school carpark is not a thoroughfare for pupils during the school day.

Particular strengths:

- A vast amount of local and national opportunities for safety issues are taken up. These include visits to Dangerpoint and Dee Valley Water, Kerbcraft training, Bikeability for cycling proficiency, lorry dangers on the road, Smokebugs, Don't Touch, Tell and North Wales Fire and Rescue talks and school assembly.
- The curriculum gives lots of attention to safety issues and pupils work is once again evidenced in the main portfolio, the school portfolios/floorbooks and displays. An annual safety week is held and a road safety week, safer internet day is also observed annually.
- Pupils in Key Stage 2 research of safety issues in their local area, including parking at the local shopping centre, which was carried out in a very professional way.
- Information is regularly shared with parents and governors about all issues of safety. This is well evidenced in records of parent meetings and governor meetings, newsletters, the foyer notice board and electronic screen, the website, prospectus and as part of the home/school agreement.

The areas for development:

- Maintain current practice and maybe involve the school council in identifying safety issues they consider need addressing around school. Representatives could attend governor meetings to share issues.

Hygiene

The school, including cloakrooms, toilets and staff room, is beautifully clean and tidy. NHS guidelines and pupils posters are displayed around the school and the curriculum identifies personal hygiene, food hygiene, teeth cleaning and how to prevent the spread of colds and coughs. Global hand washing day is observed annually. Information is shared regularly with parents about the safety of lunch boxes and the importance of good hygiene and guidance about infection.

Hygiene - Minimum Standard

All minimum standards are adhered to.

The school has been assessed for the Food Standards Agency's Food Hygiene Rating and awarded a 5 for the school kitchen.

Particular strengths:

- The pupil's toilets throughout the school not only adhere to minimum standards but are clean, bright and colourful, with mirrors and hygiene posters produced by pupils. The pupils show respect for this pleasant environment.
- As a result of concerns from the pupils through the school council, great work has been carried out with pupils on hand washing. Pupil posters are displayed by all sinks and the 'glitterbug' is used for hand washing activities.

The areas for development:

- Maintain current practice

Feedback to pupils

Dear Pupils of The Rofft

Where to begin to thank and congratulate you on all that you have done to promote health and wellbeing at your school!

Thank you very much for making our visit so enjoyable. It was great to have time to talk to many of you at break, lunch time and at the after school club. Everyone was so kind and polite.

A special thank you to members of your school council who gave us an excellent and informative tour of the school. You were very well-organised, well-spoken, well-mannered and obviously proud of your school. It is so good to see that you take your responsibilities of representing your peers seriously. Mrs Ostler and I felt that we were in a school that cares for the well-being of pupils, where everyone's voice is important in addressing pupil needs and making everyone feel they can achieve their goals, be empowered and feel safe. Your powerpoint presentation showed us how much you have achieved to improve your school, especially those bright, clean toilets and the playground. I especially liked the bright posters about handwashing and the adventure area on your playground. I would like to just mention Ethan, who politely and confidently told us about what he particularly likes and had other suggestions for your playground zoning, but please be assured that we loved listening to all of you and your contributions were very important to us.

The eco-council was also very impressive, with all they know about caring for the environment. Mrs Ostler and I think that you could apply for the Eco-Schools silver award very soon and then it won't be long before you can apply for the green flag for your school.

Well done to the Year 6 pupils who have researched, so thoroughly, the benefits of drinking water. This, along with the learning about sugary and fizzy drinks, has helped to influence your peers and probably your families too, that much more healthy water is now being drunk!

I would like to express my appreciation to all the pupils of The Rofft for their actions and support to improve food and drink that is consumed at break and lunch times. We enjoyed a very tasty lunch, which was better still when we were able to join such well-mannered pupils.

Finally, thank you all for helping to make your school a caring, happy and healthy school. It was very noticeable that there is so much respect shown towards each other and towards the environment. Your voice has made a difference and everyone recognises and respects its importance. You help to make your school a great place - somewhere that is safe, happy and busy and where you can learn the importance of being healthy as you grow.

Well done and keep up the good work

Marina Carter

