

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

Plasyfelin Primary School, Caerphilly

7th March 2024



Introduction

Congratulations on achieving the Welsh Network of Healthy School Schemes National Quality Award. We are pleased to confirm that Plasfelin Primary School 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 Plasfelin Primary School seek to maintain and extend the excellent approach and embed it even further into 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

Emma George: Lead Assessor

Summary of Visit

Plasyfelin has a clear vision – ‘Working together, for success’ – and this vision drives the positive ethos that extends to all areas of school life, whilst at the same time emulating the very caring philosophy that pervades the school. Wellbeing is at the heart of everything that the school plans and delivers. All school staff are firmly, and enthusiastically committed to the aims of the school and to the aims of the Healthy School Scheme. Leadership for wellbeing is strong and clearly embedded, and this has created a truly healthy culture and ethos whereby staff and pupils are best able to flourish. The highly committed and passionate staff know their pupils very well and target their work so that each pupil has appropriate support. They respond to their vulnerable pupils and families with care, wisdom and sympathy. The teachers, teaching assistants, and auxiliary staff are all highly valued and there is a strong feeling that all staff are working as a team for the best outcome of pupils.

There were many examples demonstrating the holistic nature of health and wellbeing within the school. Health and wellbeing is part of everything the school does and is embedded in school life - not one aspect of work within the school is a standalone project. All the areas of development are planned so that they are one piece of an overall vision for wellbeing. This approach repeatedly, and positively, emphasises to the pupils the importance of protecting and promoting their own and others' health and wellbeing. It also repeatedly and positively offers learning opportunities which help pupils understand how they can support their own and others' health and wellbeing. That the school rules (Be Ready, Be Respectful, Be Safe) are so well understood by pupils speaks to this.

Our meeting with key partners that included a parent/governor, the Chair of Governors, and a local councillor further demonstrated the prominence of wellbeing within the school and the heart of the local community. The school governors are highly involved in the life of the school and the wellbeing priorities of pupils. The support for parents and the community is a standout feature at Plasyfelin – something which is undertaken with sensitivity, care, and ambition.

The behaviour of the pupils within the school is very good - polite, courteous and respectful and enthusiastically shared their time with us, reflecting the ethos of the school. They were able to answer questions well and showed maturity and confidence when explaining their roles. The voice of the pupil is very well catered for within the school – pupils played an important part in formulating the school's aims and objectives, School Rules, rewards and consequences procedures, and even assisting with staff interviews for teacher recruitment in KS2 and Foundation phase. The main formal mechanism for pupil voice is the School Council, a role that is given great responsibility. A job description for School Council has been developed, and this is underpinned by a constitution which sets out the objectives of the School Council and the responsibilities of those within it. Two pupils from

Plasyfelin are also on a cluster-wide pupil group, as well as the Caerphilly Junior Forum, thereby strengthening community connections for the school.

Commitment to the curriculum, including health and wellbeing is also shown in the School Development Plan. Staff have many opportunities to extend their skills and knowledge as training has a priority within the school. The school has invested in Thrive, ELSA and Jigsaw all aimed to improve wellbeing, attendance, behaviour and attainment, and ensures pupils are supported and nurtured. Investment has also been made in staff wellbeing, and a number of staff-led initiatives have been developed such as Wellbeing Wednesday Club, and the Healthy Habits Group.

The engagement and involvement of parents, staff and the community is another key feature of day-to-day life at Plasyfelin Primary. Parents are kept well informed through newsletters, the school website and Apps such as Seesaw on all aspects of school life. Seesaw is used to communicate, celebrate work with parents, store/record information, and practical work which is not seen in books. Parents are invited into school regularly, for example, for the recent maths skills workshops.

The school buildings are due to be entirely re-built over the next academic year in a £20 Million+ capital build project. This is very exciting for the school and every opportunity is being used to incorporate wellbeing to the capital build process, for example, the preservation of all green field areas. Great use is currently made of the outdoor environment with areas for various activities such as growing produce, nature watching, and for quiet reflection. This will remain a key feature of the new school building and grounds, as well as improvements such as an all-weather sports pitch for community use.

Plasyfelin Primary School is most certainly a Healthy School and fully deserves the National Quality Award. Thank you very much to all the staff and everyone within the school community for all the hard work and for the warm welcome. We wish you the very best for the future and all it holds for pupils and staff.

Highlights of the visit**Food and Fitness**

It was encouraging to see such positive aspects of Food and Fitness within the school.

- The School Dining Hall is a pleasant, calm environment with colourful and informative displays of healthy eating messages.
- Breaktime fresh fruit and vegetable for snacks for fresh, colourful and nutritious, with all pupils taking part in the consumption.
- Staggered lunch breaks facilitate a pleasurable experience in the dining hall, where both school lunches and packed lunches are consumed.
- Pupils are encouraged to bring a healthy snack to school to eat at break through excellent communications with parents.
- Staff have their level 2 Food safety training.
- The school has a good uptake for breakfast club with a large percentage of the school pupils attending.
- The 'bike it' programme encourages pupils to bring their bikes and scooters to school is a fab way to promote fitness
- Comprehensive coverage of food and fitness in the curriculum, including two hours of physical activity per week with the addition of an outside sports specialist.
- It was encouraging to see a range of after school fitness clubs being available to pupils. Very good use of outdoor space for pupils, including the adventure playground, forest and pond area.
- The in-school cooking equipment, including cookers in the designated cooking area within the school is an asset to the school and should be encouraged to be designed into the new school building.
- The school runs theme days aimed at encouraging pupils to consume new items on the menu, kitchen staff to introduce a sample pot of the dish, this will encourage pupils to eat the dishes, also, reduce food waste.

Mental and Emotional Health and Wellbeing

The support given to enhance the wellbeing of pupils, staff and the whole community is outstanding. From the curriculum, to assemblies and parent workshops, the

school extends considerable effort to ensure that they can provide many opportunities, involvement and support to pupils and families.

- Pupil voice is given a priority in all aspects of school life through the many and varied pupil groups.
- There are clear behaviour procedures and consequences in place which are underpinned by a comprehensive Behaviour Policy. A pupil version of this policy was created by the School Council in January 2024.
- Pupil surveys indicate the high levels of satisfaction that pupils have with the school and staff.
- Wellbeing Wednesdays are very popular with staff and pupils alike. Parents spoke of how their children brought home key wellbeing messages from Wellbeing Wednesday, and a Wellbeing Club has been set up to allow pupils to explore further wellbeing activities. Staff wellbeing is a key feature of Wellbeing Wednesday and a staff group that meets pre-morning registration has been set up to provide support and a nurturing space for staff to talk about any issues that matter to them.
- PASS is used to inform the help and support needed for children and families.
- Staff wellbeing questionnaires have been developed and introduced, and the outcomes shared with staff. The Spiral of Enquiry approach recently introduced in the school complements this focus on staff wellbeing by exploring the issues which matter to them the most.
- Anti-bullying has been given high priority by pupils and staff alike. Campaign days such as Make a Noise about Bullying, and Odd Socks day are avidly supported. The school council regularly reviews bullying within the school and has created a pupil-friendly version of the Anti-Bullying policy. Particular focus has been given to the opportunities for different types of play during playtime, and a range of activities and equipment is available for pupils to enjoy.

Personal Development and Relationships

The strength of the approach to positive relationships and emotional health, alongside the safeguarding procedures, provides a strong foundation for relationships and sexuality education across the school. This, as with many other curriculum areas, has been in place for several years. There is a clear RSE policy in place, which supports all stakeholders in understanding the statutory RSE code. This policy notes the need for the school to be pluralistic in its approach to RSE.

- The school uses both the Growing Up and Jigsaw resources throughout the to deliver the PSE & RSE curriculum to each year group. An overview is given in the Relationships and Sexuality Education Policy.
- Parents are encouraged to discuss any concerns they may have around the RSE curriculum with staff in school. Staff in school are confident in supporting parents to have clarity on what the RSE curriculum contains.
- Biological terminology for body parts is taught and used within the school. Regular opportunities are provided for pupils to learn about appropriate and inappropriate touch, and the PANTS programme has been rolled out across the school. Each and every toilet in the KS2 school building contains a poster with key PANTS messages.
- A pluralistic approach to RSE as required by the RSE code is being developed within the school curriculum. A range of literature has been purchased to act as the stimulus for the inclusion of diversity within the curriculum. The No Outsiders programme has been embraced by staff and pupils alike.

Substance Use and Misuse

The school operates an ethos centred around having a responsibility to educate pupils about substances so that their actions are based on knowledge and accurate information, and where pupils are considerate of the welfare of others. It is delivered in two primary ways – through the use of the Jigsaw resource, and also through co-ordinated cross-curricular teaching, supported by PC Madley, the school liaison officer.

- A comprehensive Local Authority-wide policy on Substance Misuse is in place that also includes the potential harm from vapes, over-the-counter medications, and legal psychoactive substances.
- The school deployed good use of resources and outside agencies to support the delivery of substance misuse education.
- The school uses the All-Wales School Liaison Core Programme well and has great respect for PC Madly who visits regularly.
- Pupils recently undertook an anti-vaping project which explored the dangers of vaping. They researched the topic, designed anti-vaping posters, and delivered an anti-vaping assembly – an excellent example of work on this important emerging topic for school-aged children in Wales.

Environment

Plasyfelin uses the Eco-schools approach to structure and plan its work around environmental issues. It was clear from the student council (ECO warriors) and staff

that they are passionate about this topic and spoke confidently about their work in this area. The school is in the process of being the first school in Wales to be completely carbon neutral once the new school construction has been finalised. A process that has been heavily informed by pupil voice.

- The school has recently received their sixth Platinum award of the Eco Schools scheme which demonstrates the long-term commitment to environmental education, pupil involvement and sustainability.
- Forest Schools allows pupils to be actively involved in the new curriculum for Wales.
- An enthusiastic Eco warrior group has a series of action plans which are monitored and evaluated, to improve the school and the wider environment such as expanding the biodiversity of the school grounds by creating composing areas.
- The school maximises the use of their outdoor space, with extra climbing play areas available to the pupils.
- Outdoor learning is valued, and pupils are given every opportunity to explore the world around them.
- The “Pond area” is a special place where pupils can relax and explore the wildlife.
- Pupils are passionate about reducing, reusing and recycling the amount of waste they produce with each classroom having bins to recycle paper, plastic and food.
- Eco Schools topics are carefully interwoven with the new Curriculum for Wales to ensure the four core purposes are realised with a range of outside agencies and educational visits enhancing provision.

Pupils are encouraged to make positive environmental change to their school and wider community. Examples of initiatives include recycling and composting their own food waste. litter picking, community allotments, gardening and, School uniform swap energy saving lighting.

Safety

Keeping the school community safe is a vital and central element of the ethos and culture of Plasyfelin Primary School as the following points, which illustrate just some of the strengths of the approach, reveal:

- The school has developed a very strong approach to safety. This has been built on the foundation of a clear and comprehensive policy framework –

relevant policies include: the Health & Safety Policy, Safeguarding policy, Anti Bullying policy.

- A whole-school approach to anti-bullying that is reinforced through many areas of the school's curriculum, such as PSE groups, THRIVE & ELSA provision, assemblies, art, and outside agencies such as crucial crew. The school's comprehensive approach to anti-bullying is drawn together in a clear and concise Anti-bullying policy, of which a pupil version has been developed by the School Council in January 2024.
- MINI POLICE is in its Third year and helps out in the local community and within the school grounds. The programme helps to build relationships between the local community and police and is very popular with pupils.
- Internet safety is taken very seriously, and pupils confidently spoke about how they stay safe online. Good use is made of posters and information signage at ChromeBook charging sites across the school, something of particular importance as each KS2 pupil is lucky enough to have their own ChromeBook supplied by the school.

Hygiene

Plasyfelin hygiene policies conform to the current regulations and minimum standards were met. It was a pleasure to meet your school ambassadors, they were extremely knowledgeable and are assets to the school. Highlights of wonderful practice included:

- Pupils had full comprehension of both personal and food hygiene.
- Most toilet areas appropriately displayed the correct hand washing techniques required.
- Hand washing facilities were fully available in all toilet areas.
- The school canteen has a DA IAWN/VERY GOOD Food Hygiene rating [Five]. The highest possible. This was achieved on the 23rd November 2023.
- Period dignity available within the school.
- Good food hygiene during fruit/snack time.
- Pupils are familiar with hand washing routines. For example, after visiting the toilet, before snack and lunch and after handling animals.

Areas for further consideration

- The SHRN data you recently received on pupils in Plasyfelin is hugely informative regarding future priorities for the outstanding work you undertake on wellbeing e.g. Smartphone usage, body image, sleep hygiene. Sharing this data with governors in the first instance, and then with parents, will further develop the collaborative approach that is so core to the school's ethos.
- Consider ways in which wellbeing in secondary schools can be influenced, such as obtaining the names of the wellbeing leads, collecting information on wellbeing provision, and ensuring year 6 pupils know this information.
- Encourage the pupil led groups to produce more child friendly policies and include them on the school website.
- The recent implementation of the RSE Code for Wales has changed the landscape of education on these issues significantly. Ensure that the policy is accurately updated to reflect the changes, and that the policy is made available to parents on the school website. Robust arrangements for monitoring and evaluating the roll out of the policy should also be developed. In the delivery of the PSE curriculum, ensure that a range of resources are used such as Spectrum, NSPCC, Hwb, alongside the comprehensive Jigsaw programme.
- Extend the excellent work currently undertaken on anti-vaping by exploring the recent guidance toolkit published by Public Health Wales for schools in Wales: Information and Guidance on Vaping for Schools in Wales (nhs.wales) <https://phw.nhs.wales/topics/information-and-guidance-on-vaping-for-secondary-aged-learners-in-wales/information-and-guidance-on-vaping-for-secondary-aged-learners-in-wales/>
- Exclusion Period for Common Infections is available for parents / carers to view via the school office and website. This ensures that parents and carers have the most up to date guidance.
- Complete the All Wales Infection Prevention and Control Audit: [Infection Prevention and Control Audit](#)
[Microsoft Word - Periods to Keep Individuals Away from Settings 16.04.2018 FINAL ENGLISH.doc \(nhs.wales\)](#)
- To ensure that period dignity is available to all staff and pupils. Moreover, in the new school that is to be built on site, there is space and environment suitable for breastfeeding. The school is to become a community school and it will be vital that safe, comfortable spaces be available to all.

- Pupils to create their own Toilet checking system to ensure the areas are kept to the highest possible standard and that they are fully stocked at all times.
- Staff to be trained in Glitter bug. To be instilled throughout the whole school with pupils fully understanding its process and purpose.

Feedback to pupils

Dear Pupils of Plasfelin and the representatives of all the groups that we met during our visit to your school,

Thank you so much for the warm welcome and help you gave us when we visited Plasfelin Primary School to look at all your lovely Healthy School. You were so knowledgeable about the work to make your school a healthy one and were able to answer all our questions with such confidence.

It was a wonderful experience to have you show us around all the amazing things you have in your school. You told us some of the things you liked best about school were the friendships and outdoor play areas, teachers, and amazing spaces for art, science, music, as well as chill out spaces in classrooms.

We were very impressed with the work of all the pupil led groups. You work very hard and responsibly and the groups work so well together. You all contribute so much to school life and also to the wider community. Very well done.

You have a superb school, with caring staff and wonderful opportunities. Keep on with the great work and good luck for the future. We really enjoyed our visit which was made extra special as we had such great helpers and information givers.

Very best wishes for a healthy and happy future,

Emma George & Dawn Taylor