



Healthy Schools

WIGAN

Report

Name of school: St Thomas' CE Ashton

Date of assessment: 23rd March 2007

School contact: Dorothy Coan

Name of assessors: Sue Williamson and Sarah Gabbett

Name of PSHE+ C Team link worker: Gill Harrison

Recognising Good Practice

Description

- There is strong leadership in the school from the head teacher and the healthy schools co-ordinator, who is also the deputy head teacher.

Evidence

- There has been a commitment of both time and finance to support pupils to lead healthy lifestyles. E.g. the head teacher and governors have released money for the school to employ a lunchtime play leader and playground equipment has been provided for all age groups.
- The co-ordinator has encouraged all pupils and staff to commit to the idea of a healthy school and sustainability is a key factor in plans.

Description

- The whole school approach is very strong with parents, pupils and governors all being aware of the importance of a healthy lifestyle and the benefits of being involved in school life.

Evidence

- The key messages and beliefs around healthy lifestyles are taught through the curriculum and are consistently reinforced throughout the school.
- Governors are encouraged to be involved in the life of the school with excellent communication mechanisms between the school council and the governors.
- The school council were clear about their roles, understanding why they were doing things and also the outcomes of their work.

Description

- Citizenship is a strength of the school. There are many initiatives threading throughout the school which encourage pupils to be global citizens.

Evidence

- The golden welly award and the 'walk around the world' chart has encouraged pupils to walk to school.
- The curriculum is full of opportunities for the pupils to learn about other cultures.
- A global awareness week and fair trade stall encourages the pupils to think about people living in different environments.
- There is a fortnightly fair trade stall.

Impact

- Welfare staff reported less behavioural incidents at lunchtime since the introduction of playground equipment
- Pupils feel confident to talk to the teachers about anything
- Key messages have been taken home and there is enthusiasm from both pupils and parents about leading healthy lifestyles
- The pupils can identify that they are getting exercise as well as having fun at playtimes and lunchtimes
- Pupils are encouraging their parents to let them walk or cycle to school
- Pupils are encouraging their parents to look for healthier options when shopping
- The pupils could identify how exercise and a balanced diet could help them concentrate and give them more energy
- Governors feel more involved in the life of the school
- Pupils are working together more and there are fewer behavioural problems. In particular, one boy with behavioural difficulties has been encouraged to join in lunchtime games and has been appointed as a monitor by the play leader. This has led to a decrease in the number of his behavioural incidents.

What could be improved:

- Parental Involvement in the development of policies.
- The opportunity for pupils to be involved in evaluating topics of work.
- Create a long term plan or matrix for PSHE&C to ensure coverage of all objectives.
- Continue to build upon the encouragement of healthier choices at lunchtimes.

Outcome of accreditation process:

The school has achieved National Healthy School Status March 2007.

Assessors signatures: _____ Date: _____

