

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 Stanwell School

11&12 July 2019



Introduction

Congratulations on achieving the Welsh Network of Healthy School Schemes National Quality Award. We are pleased to confirm that Ysgol Stanwell 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 students and staff at Ysgol Stanwell School 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>).

Dylan Roberts

Summary of Visit

The school's traditional motto, Goreu Arf, Arf Dysg (The best weapon is knowledge) stresses the fact that the school exists for students to learn. Whilst retaining this commendable vision, the school also has adopted a more succinct expression of the school's philosophy based on a commitment to help students succeed to their full potential, summarised as 'Learning to Excel'. During the NQA verification visit it soon became abundantly clear that this vision is shared by all stakeholders and was found to permeate all aspects of the life and work of the school. During our visit many students could discuss this with confidence and a great deal of maturity. It is also a clever play on words, bearing in mind that the site of the school occupies the CF64 **2XL** postcode.

Ysgol Stanwell School is the largest single site secondary school in Wales and has just under 2000 students on roll. The health and welfare of students and staff is given the highest priority and this commitment is then reflected in the outstanding attendance and exemplary behaviour of students, which has a positive effect on achievement. The school is focused upon the flourishing of the whole child and their development. The approach taken by managers in supporting the highest possible standards of achievement, behaviour and discipline is very effectively aligned to the high-quality pastoral care, support and guidance afforded to students in school. The stringent procedures senior managers adopt throughout the school ensure consistency in practice across all the year groups, which successfully safeguard equality of opportunity for all students and members of staff of all levels.

With its parallel academic and pastoral structure, the school's leadership team have provided a very clear commitment to all aspects of the healthy school scheme. The ethos and supportive culture of health and wellbeing are then successfully shared and cascaded throughout the school hierarchical structure, among all levels of staff throughout the school. Lydia Crowter, the enthusiastic school co-ordinator and Lisa Jenkins, the Assistant Headteacher with responsibility for wellbeing, have successfully adopted a whole school approach to the workings of the healthy schools scheme. Our thanks as verifiers go to them and to many other members of staff who very ably collated the evidence for our visit.

During the visit we were able meet with representatives from the Governing Body, parents, PTA, staff members and outside agencies. All spoke extremely highly of the school in general and of the way health and wellbeing is endorsed in all aspects of school life. Communication with parents is a very strong feature, with an excellent kept up to date website, with very useful links to external health related sites and the increasing use of social media providing parents with increasing methods of communication. These tools indicate the willingness of the school to continue to provide openness and transparency and are an important component in the engagement of all stakeholders within the school community. The prospectus is also a very colourful and useful document which is also available on line.

The use of the daily bulletin e-mails to convey important messages to and among staff members on a variety of subjects such as on domestic issues, welfare related and educational matters is a very valuable tool and contributes significantly to the wellbeing of stakeholders. Continuous Professional Development for staff at all levels is also given significant

prominence, with the core purpose of sharing and developing the school's pedagogy in the delivery of the vision 'Learning to Excel'. The school also takes pride in its role in sharing effective practice across the region as a Professional Learning Hub and as a New Deal and Lead Practitioner school. Ysgol Stanwell School takes a pro-active approach on educational and pastoral issues rather than a re-active approach.

Staff retention is very high and during our visit it became clear that staff of all levels across the school are willing to work additional hours for the benefit of the students. A notable example is the work undertaken to back the high-quality musical shows produced by the school, the games coaching support and the support given to the very high number of Ysgol Stanwell School students who choose to follow the Duke of Edinburgh Award Scheme, with a high percentage achieving the Bronze, Silver and Gold awards.

Within the electronic information presented on the laptops during our visit, it is clear that aspects of health and wellbeing are introduced throughout the curriculum. We were also able to access some samples of students' work during our time at Ysgol Stanwell School, which provided us with some added value, for example the work within PSE themes illustrated ample opportunities for students to develop many aspects of literacy across the curriculum.

Ysgol Stanwell School has participated in the healthy schools scheme over many years, with its principles entrenched in the work and actions of the school. The ethos of supporting and providing guidance to students has an extremely positive impact on pupil outcomes, both educationally and in their moral and social development. Although being such a large, ten form entry school, school systems and protocols result in staff members knowing individual students very well.

Pupil voice is given prominence either directly through the excellent work of the school council and eco-committee, with minutes available via the website, or indirectly by means of various data gathering sources, such as the in-house wellbeing surveys and national SHRN data. Clear evidence exists that this information is used as a component part to help tailor interventions that meet the needs of vulnerable students and help promote social inclusion and reduce any barriers to learning that may exist. A notable example is the work of Mrs Driscoll, the Pupil Liaison Officer at the school, who provides bespoke tailored packages for individual students who are in need.

The school council had a direct role in appointing a new Headteacher at the beginning of the 2018-19 academic year and are represented on the school Governing Body. The governance of the school council result in a high level of democracy among students, such as the election process itself and the fact that the evidence presented during the visit show that pupil voice is a voice that is listened to by managers at the school.

The school environment both inside and out is outstanding, with extremely high levels of cleanliness and maintenance in evidence.

Highlights of the visit

Food and Fitness

The following points highlight some of the school's strengths:

- Mr Mark Robinson the Catering Manager runs an exemplary catering service for the school and is meticulous in his approach. The food is appetising and appealing to students in addition to complying with the WG Healthy Eating in Schools Regulations 2013.
- He actively seeks creative solutions for issues, such as a lack of iron by adding lentils to dishes on the menu.
- Vegetarian and vegan options are available every day. There is close liaison between Ysgol Stanwell School and the WLGA Food in Schools Co-ordinator.
- Students were overwhelmingly positive about the food. The Catering Manager attends school council meetings and any suggestions or concerns are acted upon.
- Free Fruit Friday happens every week.
- The food produced in school is very popular on staff INSET days and also for the annual PTA Curry and Quiz night.

The whole dining experience in the school is outstanding with students and staff lauding this provision to the extent that comparisons are made with Starbucks and M&S Food halls.

Fitness

Physical activity provision at Ysgol Stanwell School is excellent, with staff able to provide a wide range of activities where participation is emphasised.

- Extra-curricular provision is provided via the 5x60 officer and activity officer. Pupil voice is prominent in the organisation of the various clubs, which include: white water rafting, golf, fencing and girls only fitness sessions.
- The school also makes very good use of outside agencies such as the rugby development officer based on site for 20 hours per week. He runs sessions for students including developing girls-only rugby teams and one of the targets for the year ahead is to create a second boys rugby team for each year group and organise tournaments so that more students can be involved. The students also work with local primary schools and have refereed the final in an Urdd rugby festival, thereby strengthening community involvement.
- The PE department is pro-active in expanding its provision. The department changed its reporting system to grading for *effort* in PE instead of *attainment* as students were not trying new activities due to concerns that their PE grade would go down if they were not very good at the new activity.
- In Key Stage 3 students have been given a choice of activities for a number of years and this is now being introduced to Key Stage 2 students.
- The PE staff run extra-curricular sessions for the 'traditional' team sports and these sessions are open to all students regardless of whether they want to play in the team.
- The "Sports Award" is a long running programme to encourage participation in sport.
- There are one or two PE Prefects who chair the PE Department Pupil Voice Group.
- Staff from other departments assist with coaching in netball, hockey, football and rugby.

Mental and Emotional Health and Wellbeing

The school's approach towards the promotion of the mental and emotional wellbeing of both staff and students is an outstanding feature of the school's work. This is an extremely powerful driver which impacts significantly on numerous healthy schools' initiatives across the other six health topics within the school.

The following points highlight some of the school's strengths:

- All procedures and policies are in place, following both local and national guidelines and are reviewed on a regular basis.
- The imaginative way the school plans its curriculum allows ample opportunities to promote the development of students' wellbeing and in line with the school's mission statement, for example the Yr7 welcome workbooks on feelings and the Yr9 workbooks on Emotional Health, which includes work on mindfulness, relationships, mental health and resilience. Another module of work introduced to students is on Law in Wales, thereby contributing to the Welsh dimension.
- The staffing structure adopted by the school; whereby every class has a form tutor and every school year has two heads of year who provide high levels of academic and pastoral care. Staff are able to signpost any students of concern and work side by side to consider any preventative measures in an attempt to ensure that all students' needs are met.
- The intervention strategies adopted by the school has a very positive impact on students' wellbeing. The work of the Pupil Liaison Officer and the Home School Support officer contribute very well to this agenda. An excellent example is the Can Do initiative where work is done with students to build their resilience and confidence individually and in groups.
- Three members of staff have received Mental Health First Aid training, resulting in changes made to the content of some PSE booklets prepared for students.
- Pupil voice is given an extremely high prominence throughout the school, where the pupil voice groups are very proactive and their ideas are listened to and implemented upon by school leaders. These arrangements contribute well to students' self-esteem and the students are very proud when they undertake their roles.
- Following analysis of the current SHRN data set it was decided to revisit part of the PSE framework on healthy relationships and bullying. As a result, KS4 Peer to Peer mentors were trained by an outside agency 'Bullies Out' and an assembly was prepared for KS3 students and a poster prepared using the RATS slogan (Remember to tell someone). This is in the process of being finalised by the school council.
- Students are extremely mature in their discussions with adults.

Personal Development and Relationships

Relationships education is delivered well within the school through the PSE curriculum and on the PSE days. Safeguarding is strong within the school with training for staff. Barnardos is used to support this area; outside agencies for presentations e.g. Spectrum and Sexexpression booked for next year which enriches the school curriculum.

The following points highlight some of the school's strengths:

- Policy developed by a working group containing school staff and governors and is discussed by the school council and pupil year representatives.

- ACEs training for all staff.
- Most of the work on sex education is delivered through the yearly PSE days, especially in Year 7 where puberty, period poverty and human reproduction is delivered. In the Year 10 PSE day, relationships, contraception, STI's and age of consent are covered.
- A great deal of work on relationships is delivered across the whole school, starting with friendships in Year 7 to abusive relationships and parenting in Year 9.
- The yearly cross curricular audit highlights the areas of SRE covered by departments such as science, languages and the humanities.
- The school has been involved in the White Ribbon campaign – violence against women.
- Pride clubs have been set up in school for any LGBT students. This is part of the strong Pupil Voice within the school.
- Safeguarding is extremely well organised within the school, with training done regularly up to a high standard and a robust structure in place.
- Two years ago, Year 11&12, won a prize for a film they produced for the Iris Prize for LGBT+ short films.

Substance Use and Misuse

The school uses the All Wales School Liaison Core Programme well and have great respect for PC Mudie who delivers over 100 lessons during the school year.

The following points highlight some of the school's strengths:

- PSE year booklets delivered in weekly 55-minute sessions. Year 8 have a large section on solvent use and misuse.
- The Police School Liaison Officer PC Emma Mudie is highly respected by the school and delivers lessons on this area regularly.
- A whole school curriculum audit, done on a yearly basis, shows where knowledge about substances and their dangers are delivered through cross curricular work, with examples shown i.e. the drama department showing "Too much Punch for Judy", biology looking at the effect of alcohol, smoking and lung cancer etc.
- During their PSE day, Year 7 students are given a First Aid session, which concentrates on allergies and anaphylaxis.
- The Police School Liaison Officer has delivered an inset session to all staff to help identify potential signs of substance misuse in students.
- The wellbeing questionnaires, which are filled annually by the students, are analysed and vulnerability of various kinds highlighted.

Environment

This environment of Ysgol Stanwell School is outstanding and a distinct strength at the school.

- The work of the eco-committee is exemplary. The school is a Platinum Eco-School and has three green flags.
- Recent priorities include reducing single use plastic bottles, replacing them with recyclable multi use cans. Members also took part in a LitterLess campaign specifically along one of the school's footpaths, analysing the results. As part of a musical show by KS3 students entitled 'The Little Mermaid', members produced a video linking the

show with plastic in the oceans held during the interval. This was produced with the help of the Media department. This is a prime example of joined up thinking and collaboration across the school. As an added component in respect of this agenda all the costumes for this show were made of recycled materials.

- The sixth form facilities are outstanding and include an exclusive café with outside seating area with benches and chairs and two large study areas, where students may work and socialise. Quiet rooms are also available for students and ample networked computer equipment are readily accessible. Such is the quality of these facilities that they provide an added incentive for KS 3&4 students to excel well enough to be able to attend the sixth form in due course.
- The two other dining outlets are extremely well designed and attractive. Due to the flexible arrangements adopted with staggered breaktimes and lunchtimes, a very calm atmosphere pervades with very little queuing and freedom to sit where students choose. This environment has a positive effect on students' behaviour.
- The lack of wear and tear, especially considering pupil numbers, is admirable as is the cleanliness and condition of the toilets.
- The environment and amenities of the school are used well by the community. For example, the outstanding auditorium is used by the school to stage annual musical shows open to the public. It is also used by primary schools to stage their productions thereby aiding the transition of students between KS2 and KS3. The all-weather pitch is used by the local men's hockey club.

Safety

The safety of students, staff and visitors at the school is given a very high priority. Students feel safe in school.

- On site security is excellent, with the traffic management procedures aiding the safety of staff and students at the beginning and end of the school day. A single point entry is in place for all visitors and students during the school day, with a dedicated member of staff responsible for supervising this reception area, which is attractive and provides a comfortable seating area with a water dispenser, school brochures etc.
- All students use fobs to pay for meals and snacks and sixth form students and staff members use the same fob to report in every day. This aids the safety of all concerned during any possible emergency that may arise. Ordinarily, no students are allowed off site during the school day.
- Internet safety is given a high priority within safety related topics across the curriculum with very good use made of the Police School Liaison Officer. Sixth form students are allowed to bring their own hardware and all students have unique log-ins which are changed every six weeks. Stringent measures are in place to deter any inappropriate use of the internet.
- Procedures and arrangements during the school day are safe, especially when considering the numbers of students and staff this involves. For example, lunchtime is staggered and lasts 35minutes for all students and the external courtyard is perfect for all students to congregate for a short while before entering the buildings under teacher supervision. These arrangements ensure the safety of students.
- Child Protection and Safeguarding protocols are rigidly adhered to.

Hygiene

Extremely good practice was evidenced during the visit and the following points highlight some of the school's strengths:

- The standout feature for Hygiene is the standard of the toilets and the system in place to ensure that they are cleaned throughout the day. The Cleaning Supervisor is a very positive person and the toilets are in excellent condition. There is a sanitary bin in all female toilet cubicles. All minimum requirements are in place and the toilets are bright and airy.
- The 'intelligent sinks' system in some of the toilets reduces the need for paper towels.
- The Cleaning Supervisor has a radio so contact can be made with the maintenance department if there is an issue e.g. broken lock, in order for the problem to be rectified quickly.
- Students know that if they need sanitary products, they can ask the Cleaning Supervisor.
- Water dispensers are found throughout the school. Students are encouraged to have water bottles with them and a bottle with improved design has recently been introduced.
- The school is working pro-actively with Public Health Wales to address the issue of low uptake of some vaccines.

Areas for further consideration

- Maintain current excellent practice.
- It is felt that you should consider providing more curriculum time for PE for students in KS4 in line with the Welsh Government recommendation of 2 hours per week for all year groups.
- We feel that the SHRN report data should be shared more widely with members of staff, especially when considering the number of Ysgol Stanwell School students involved and the obvious correlation identified with the national data.
- It is felt that the school's SRE provision, especially the sex education element, should be delivered more through the PSE curriculum across the whole school year rather than during the annual PSE day. Perhaps consideration could be given to use external agencies such as the school nurse to support the work of the school.
- Although the work of the All Wales Police Liaison Core Programme is excellent and especially well delivered within Ysgol Stanwell School, ensuring that it enhances the school's own curriculum rather than being the main focus would develop this aspect within the school.
- Although the Welsh Network of Healthy Schools logo is used well on the school's excellent website, this should also extend to the printed copy of the school prospectus where the English schools logo is prominent.

Feedback to students

Dear Students of Ysgol Stanwell School

Thank you so much for making my own visit as well as my co-verifiers, Marion Clark and Eurwen Hulmston to your excellent school so enjoyable and for the opportunity to observe what is being done by the whole school community to make your school a healthy place in which to learn, develop skills, build relationships, excel in what you achieve and become fully equipped to lead healthy and fulfilling lives. From the outset we were able to see that your health and wellbeing is fully embedded in the culture and ethos of the school.

As part of our visit we particularly appreciated the opportunity to tour the school and grounds and special thanks must go to Isabel Brown and Neil Power, Head Girl and Head Boy and five members of your exceptional school council for undertaking this task with us and for answering so many of our questions. This exercise proved extremely interesting and hugely informative.

In addition, the PowerPoint presentation shared with us some of their thoughts on the contributions made by all of you as students of the school towards the goal of achieving the Welsh Network of Healthy Schools NQA for the promotion of health and wellbeing. Thanks also to all the other students we met and talked to informally around various areas of the school.

Well done all of you and congratulations to everyone connected with the school for showing such commitment to the work and life of Ysgol Stanwell School.

Thank you all again for making our visit so special. You are all truly wonderful ambassadors for the school and well done for helping the school to gain the Healthy Schools National Quality Award. Diolch a llongyfarchiadau mawr i chi.

Best wishes for a very happy and healthy future.

Dylan Roberts

Feedback to local Co-ordinator

