

Case Study - Ash Grange Children's Centre and Primary School



Project Title:

Improve the lunchtime environment

Healthy Schools Theme:

Emotional Health and Wellbeing

School Context:

- **Location:** Ash, Guildford, Surrey
- **Number of pupils:** 210
- **SAT or GCSE performance:** Combined 62%
- **SEND:** 61% Pupils
- **FSM / disadvantaged pupils:** 72% pupils

Identified Priority:

- 1. To increase the power of Pupil Voice to decide lunchtime environment**
Behaviour at lunchtime was poor, noise level in the hall was loud and children were not engaged in activities during lunchtimes. We wanted the pupils to identify what they would like to change and improvements around lunchtimes.
- 2. To increase the power of Pupil Voice to decide menu options**
We wanted the pupils to be able to say what menu options they would like and encourage them to eat the healthy school meals.
- 3. For all staff to feel confident in providing appropriate play activities during lunchtime play.**
Playtime activities were not engaging pupils and staff were unsure of new activities to provide at lunchtime. Midday Supervisors were "Supervising" instead of "Engaging" children in activities.
- 4. For all children to be able to engage in appropriate play activities during lunchtime play.**
SEND children were not engaging in the games and activities at lunchtime and staff were not equipped with strategies that should be in place for SEND children.

Outcomes:

- 1. Outcomes: To increase the power of Pupil Voice to decide lunchtime environment**
In order to achieve this priority, we would like to see an increase in whole school decision

making. We would like pupils to put their ideas and suggestions forward and their feedback taken into account. We would like School Council members (20 Pupils) to undertake and analyse surveys in their designated classes, therefore, raising awareness of the School Council role. The role of the School Council will be given greater power and for them to be able to meet with SLT and give evidence to back up their ideas for the lunchtime environment. School Council members provide regular feedback and updates around lunchtimes to the Whole School in assemblies. We would like to see a reduction in SLT decision making, instead give more power to pupils and pupil voice. We would like to see the noise level in the hall reduced.

2. To increase the power of Pupil Voice to decide menu options at lunchtime.

In order to achieve this priority, we would like to see an increase in whole school decision making. We would like pupils to put their ideas and suggestions forward and their feedback taken into account. We would like School Council members (20 Pupils) to undertake and analyse surveys in their designated classes, therefore, raising awareness of the School Council role. The role of the School Council will be given greater power and for them to be able to meet with Catering Staff to discuss menu options that have been identified in the whole school survey. School Council members provide regular feedback and updates around lunchtimes to the Whole School in assemblies. We would like to see a reduction in SLT and Catering Staff decision making, instead give more power to pupils and pupil voice.

3. For all staff to feel confident in providing appropriate play activities during lunchtimes.

To reduce poor behaviour all lunchtime staff to be confident in providing appropriate activities during lunchtime play and being proactive in organising and encouraging pupil involvement in these activities. Transition from lunchtime play to class is smooth, any pupil problems identified and sorted and all pupils ready to learn at 1pm. Midday supervisors will be confident in managing behaviour issues in line with the school behaviour policy and also consistent. A decrease in the number of behaviour problems during lunchtime play. Midday Supervisor absence to be covered to ensure all activities are available to pupils. A lunchtime activity timetable in place and rules for every game made clear to pupils.

4. For all children to be able to engage in appropriate play activities during lunchtimes.

To increase the engagement of SEND pupils, all lunchtime staff to be confident in providing appropriate activities for SEND pupils during lunchtime play and being proactive in organising and encouraging SENDS pupil involvement in these activities. Observations will identify their ability to access these activities and Midday Supervisors will be aware of the needs of SEND children through active use of information on IPP's, EHCP's and the Vulnerable Children Register.

Activities / Interventions:

1. To increase the power of Pupil Voice to decide lunchtime environment

- School Council discuss and produce a Whole School survey regarding lunchtime environment.
- School Councillors carry out whole school survey during designated class assemblies.
- School Councillors fed back results of survey to Mrs Curtis and Lead Midday

Supervisor

- Decision to split lunches - KS1(First)/KS2(Second) agreed, to help reduce noise level
- Lead Midday Supervisor organised Midday Supervisors so that pupils in the hall and outside were fully supervised.
- Year 5 volunteers support Reception and KS1 pupils by modelling how to cut their food and encouraging them to eat all of their lunch.
- SLT and Healthy School lead observed behaviour and noise level in the hall over time.
- SLT monitored transition from play to class
- Mindfulness colouring books given to all pupils (PSHE budget)
- 15 min reductions in lunchtime play to allow behaviour issues to be sorted and pupils to relax and colour in the books.
- LA's paid 15 minutes extra (PSHE budget) to return from lunch at 12.45pm to supervise pupils, take the register and ensure pupils are ready for learning at 1pm.
- Water fountains installed on the playgrounds.

2. To increase the power of Pupil Voice to decide menu options at lunchtime

- School Council discuss and produce a Whole School survey regarding menu options.
- School Councillors carry out whole school survey during designated class assemblies.
- School Councillors met and fed back results of survey to Mrs Curtis and Mrs Das (Catering supervisor/Healthy Schools Team)
- Agreed change of lunchtime menu "Blue option" - $\frac{1}{2}$ Jacket potato loaded with cheese, warm wraps with a choice of ham and cheese, and a choice of baguettes filled with chicken or tuna
- Agreed that Butterscotch Tart will be reintroduced
- Visual lunchtime menu displayed in classes for younger children and SEND
- Salad bar introduced at lunchtimes
- Year 5 volunteers to serve Reception and KS1 food from the salad bar during lunchtime

3. For all staff to feel confident in providing appropriate play activities during lunchtime.

- Survey of Midday Supervisors to gauge level of confidence in delivering engaging play activities undertaken.
- All Midday Supervisors and Learning Assistants received Positive Play training.
- Excel spreadsheet created by Ali Rumsby - Deputy Head/Healthy Schools Team to show activities to be made available, designated areas and day.
- Child friendly timetable of activities, areas, days created by Sarah Cox - Healthy School lead and put on the School Council display board
- Year 5 volunteers to organise and lead some timetabled KS1 activities
- Wet play toys and games bought (PSHE budget) and age appropriate boxes filled with activities for wet play lunchtimes.
- Wet play lunchtime rota created so that all Midday Supervisors know which class they are meant to supervise.
- LA's now required to undertake a lunchtime play duty on rotation (15 mins extra -

PSHE budget).

- Lunchtime play duty rota created by Sarah Cox so that all staff know who is on duty, in which designated area and the play activity.
- SC now link between Midday Supervisors and school so that any feedback, lunchtime issues and training can be sorted.
- SC Delivered behaviour management training to Midday Supervisors
- SC/AR observe Midday Supervisors

4. All pupils to be able to engage in appropriate play activities during lunchtimes.

- Survey of Midday Supervisors to gauge level of confidence in delivering engaging play activities for SEND pupils undertaken.
- SC delivered training on IPP's and EHCP's to raise their understand of these documents and the information provided on them.
- SC delivered training, Midday Supervisors identified pupils with SEND needs and SC shared good practise of managing these using different strategies.
- SC/AR monitored 3 SEND pupils - Timed interval analysis over a period of a week (Time and motion observation) and their engagement of play activities.
- KS2 SEND pupils given some responsibility to lead and organise games for KS1 (Supervised by an adult in the same area)
- SC and Midday Supervisors put strategies into place so that SEND pupils could engage in the activities.

All children made aware of the rules of each game at the beginning and consequences if they are not kept to.

Impact:

To increase the power of Pupil Voice to decide lunchtime environment

Behaviour at lunchtime has improved and noise level in the hall during mealtimes has reduced. More children are engaged in activities at lunchtime and they feel like they have had an input in decision making and their views have been taken into account. Mindfulness colouring has provided an opportunity, for lunchtimes issues to be sorted are pupils are displaying appropriate behaviour for learning at 1pm when the class teacher returns to class. School Council input has embedded pupil voice across the whole school and their ideas and opinions have been taken into account.

To increase the power of Pupil Voice to decide menu

A new menu has been put into place and another "Blue option" has been introduced. Pupils are enjoying the school meals and the new option is very popular. Catering staff have attended meetings and listened to their ideas. The salad bar is very popular and pupils across the whole of the school are trying a variety of healthy foods. School Council input has embedded pupil voice across the whole school and their ideas and opinions have been taken into account.

For all staff to feel confident in providing appropriate play activities during lunchtime play.

Pupils are more engaged in activities, behaviour management training has ensured that children have clear expectations and are aware of the consequences. All lunchtime staff ensure that all activities are available on the correct day and set up for when pupils have

finished their lunch. This has reduced behaviour issues and older pupils are leading games for younger children.

For all children to be able to engage in appropriate play activities during lunchtime play. Training for Midday Supervisors has identified the needs of SEND children and all lunchtime staff are now more confident and fully equipped to put strategies in place so that SEND children can now engage in all activities across the whole of the school. Some SEND children have become more involved by leading activities for younger pupils, this is boosting their self esteem and at the same time, engaging them during lunchtime play.

Next Steps:

Continue to monitor lunchtimes and discuss any issues at School Council meeting. Carry out termly surveys to gain feedback from pupils. Continue training for Midday Supervisors and link appraisal targets to the project.

Senior Leader Quote:

This project has had a major impact on our school by improving the whole of the lunchtime provision and experience.

To ensure that pupil voice had maximum impact, School Councillors conducted surveys with all children and fed results back to SLT. The feedback was used to instigate improvements as the children suggested. As a result of the children's feedback, the school menu was adapted to provide additional healthy eating options.

In addition, lunchtime staff undertook positive play and behaviour management training to gain confidence to deliver engaging physical play activities. The children voted for activities they enjoyed and in upper KS2 children have volunteered to lead activities for younger children.

Finally, to make sure the children are calm and prepared for learning in the afternoon, lunchtime timings have been altered to allow for mindfulness colouring and adults to support children with any lunchtime /play concerns.