



Healthy Schools Partnership
Hammersmith & Fulham, Kensington & Chelsea,
and Westminster

HSP Silver Award Planning Tool

Achieving Healthy Schools Silver Status

School: Wormholt Park Primary

Borough: London Borough of Hammersmith & Fulham

Supported by:



Central London Community Healthcare 
NHS Trust

Barnet ■ Hammersmith and Fulham ■ Kensington and Chelsea ■ Westminster



London Borough of Hammersmith & Fulham | The Royal Borough of Kensington and Chelsea | Westminster City Council

Wormholt Park Primary: Healthy Schools Partnership Silver Award Planning Tool

Name of School:		Borough:
Wormholt Park Primary School		London Borough of Hammersmith & Fulham
Key contact and job title:	Christine Koresski, PSHE Coordinator	
Date achieved HSL Bronze Award:	17/12/2013	
Health Priority 1 (universal)	Group	Planned Outcome/s
Mental and Physical Health: to develop pupils' opportunities to be much more involved in their own learning, self-care and physical health as well as that of their peers in calm, positive, effective and independent learning and caring interactions.	For all pupils	<p>10% increase from baseline data in pupils reporting they feel more engaged and confident with their own learning and that of their peers in the classroom across of range of curriculum subjects. (Approximately additional 43 pupils from 429 – final figures will be included in Gold Report)</p> <p>10% increase in the end of key stage attainment figures in all phases will demonstrate more rapid progress in reading, writing and mathematics - Ofsted's judgment on why we didn't achieve 'Outstanding'. (Approximately additional 43 pupils from 429 – final figures will be included in Gold Report).</p> <p>15% of children report they feel more confident in recognising when they are feeling stressed both in and out of the classroom and how to calm themselves (Approximately additional 64 pupils from 429 – final figures will be included in Gold Report).</p> <p>15% of pupils report they are aware of their needs and are better able to maintain a healthy lifestyle due to increased knowledge and self-confidence about managing their needs (Approximately additional 64 pupils from 429 – final figures will be included in Gold Report).</p>
Health Priority 2 (targeted)	Group	Planned Outcome/s
Physical Activity and Healthy Weight: Improve the fitness levels, participation in physical activity and healthy weight of the targeted group.	Those pupils who find it hard to achieve and maintain a healthy weight	<p>15% increase in the perception of fitness levels of targeted pupils (Approximately 64 pupils – final figures will be included in Gold Report).</p> <p>15% increase from baseline data in the number of pupils who engage in physical activities (PA) and/ or belonging to a club both inside and outside of school. (Final figures will be included in Gold Report).</p>
Project Start Date:	September 2014	

Project End Date: June 2015

Healthy Schools Silver Award Planning Tool: Universal Priority

Health Priority 1 (universal)		Needs Analysis (the data and evidence to demonstrate why you have identified this priority and outcomes)			
<p>Mental & Emotional Wellbeing and Healthy Lifestyle: to develop pupils' opportunities to be much more involved in their own learning, self-care and physical health as well as that of their peers in calm, positive, effective and independent learning and caring interactions.</p>	<p>This is an area for further improvement highlighted in our latest Ofsted report (May 2013). <i>Learning</i> behaviour, rather than general behaviour is the behavioural aspect to be prioritised. ("Behaviour around the school is exemplary. In classes it is good but not yet outstanding because pupils are not involved enough in their own learning." Ofsted, 2013)</p> <p>This priority will benefit all the children, many of whom need to be supported to develop their personal and emotional skills to become more effective independent learners within the classroom, at home and within their communities, now and for the rest of their lives. Encouraging their physical and emotional resilience and confidence should also positively impact on many of our children who find it hard to achieve and maintain a healthy weight and are reluctant to engage in physical activity.</p> <p>By developing our pupils' opportunities to be much more involved in their own learning and that of their peers through calm, positive, effective and independent learning interactions our aim is to encourage a life-long enjoyment of learning. We hope they will develop better attention to their learning, improve the quality of their performance in the classroom and in their home learning across the curriculum, become more focused, more able to approach situations from a personal perspective through self-reflection where they recognise their own learning strengths and needs, more able to draw effectively on previously learnt material, have less anxiety and greater ability to enjoy their learning. We also hope that as their emotional and physical resilience improves, this will be shown in better self-care, including participating in more physical activity and developing better eating habits.</p> <p>This would also contribute to the current local health priorities, the LBHF Children and Young People priorities: improve the health and well-being of young people, improve the quality of education for local children, ensure every child has the chance to reach his or her full potential, encourage young people to lead active and purposeful lives.</p>				
Group					
All pupils					
Planned Outcome/s	Success indicators	Activities	Timescale	Lead and Job title	Monitoring and Evaluation
<i>What do you want to improve?</i>	<i>How will you know you are on your way to achieving your outcome?</i>	<i>What are you going to do to achieve your outcome?</i>	<i>How long will it take to achieve?</i>	<i>Who will lead the work?</i>	<i>What will you use to measure your success and demonstrate your improvements?</i>
<p>Mental and Emotional Wellbeing:</p> <ul style="list-style-type: none"> 10% increase from baseline data in pupils reporting they feel more engaged and confident 	Staff report their pupils are increasingly become autonomous learners and sharing their own learning in a variety of ways, demonstrating their	Whole school explicit and timetabled introduction of SEAL programme (previously embedded in PSHE yearly maps); Daily use by staff of	Autumn 2014	Christine Koresski, PSHE Coordinator	Initial and annual pupil/staff questionnaires, based upon scales, developed and used to monitor and evidence

<p>with their own learning and that of their peers in the classroom across of range of curriculum subjects. (Approximately additional 43 pupils from 429 – final figures will be included in Gold Report)</p> <ul style="list-style-type: none"> • 10% increase in the end of key stage attainment figures in all phases will demonstrate more rapid progress in reading, writing and mathematics - Ofsted's judgment on why we didn't achieve 'Outstanding'. (Approximately additional 43 pupils from 429 – final figures will be included in Gold Report). • 15% of children report they feel more confident in recognising when they are feeling stressed both in and out of the classroom and how to calm themselves (Approximately additional 64 pupils from 429 – final figures will be included in Gold Report). 	<p>independence and motivation to learn and help others learn.</p> <p>Pupils report increased enjoyment of their learning both in the classroom and at home through annual questionnaires.</p> <p>PM monitoring:</p> <p>Lesson plans consist of more group work projects and less teacher talk time.</p> <p>Self-assessment and personal target system developed (English and Maths)</p> <p>Attainment will rise more rapidly</p> <p>There will be more 'Outstanding' lessons due to evidence that children 'take responsibility for their own learning' (Ofsted 2013)</p> <p>Being stuck perceived as an exciting challenge that needs to be faced positively.</p> <p>End of key stage attainment in all phases will demonstrate improvement, alongside questionnaires showing increased resilience and higher levels of physical and emotional enjoyment, as well as self-confidence.</p>	<p>Assessment for Learning (AfL) in classroom, including strategies learnt in "Embedding AfL" 15/04/13 and "From Good to Outstanding" 04/09/13 INSET days;</p> <p>High quality external CPD;</p> <p>Dissemination of information relating to effective learning strategies;</p> <p>Teachers to flag up pupils whom they think may be held back by issues pertaining to self-esteem;</p> <p>Implement SEAL throughout school in explicitly discrete sessions</p> <p>Implementation of "Outstanding Teaching" INSET: 'Pretend you can... / 'You can't do it YET...'</p>	<p>Autumn 2014 to Summer 2015</p>		<p>changes in pupils' learning attitudes and behaviours;</p> <p>Peer staff observations</p> <p>Develop questionnaires for self-assessment (initial and final) of levels of self-esteem: hands-up survey</p> <p>Pupils retake hands up survey</p>
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