



**Achieving or
Schools Status**

Maintaining Healthy

Bronze Award

School: St. Peter's RC Primary School

Borough: Barking and Dagenham

HEALTHY SCHOOLS PROGRAMME

Overview

The main aim of the Healthy Schools Programme is to support and encourage schools to develop and deepen their focus on health and wellbeing which will support the attainment, achievement and happiness of both their pupils, staff and wider school communities.

All children and young people have a right to be healthy and to achieve at school and in life. Healthy Schools provides opportunities for enhancing emotional and physical aspects of health that will lead to improved health, reduced health inequalities, and increased social inclusion and will raise achievement for all.

Healthier children do better in learning and in life. By enabling children and young people to make positive changes to their behaviour regarding health and wellbeing, schools help them reach their full potential in terms of achievement and fulfilment. They can also encourage good habits that will benefit children and young people both now and in the future.

Healthy Schools is not just about children and young people, it is about involving the whole school community together with local services and agencies. And it is not just what happens in the curriculum but about the entire school day.

Schools can participate and gain recognition at the following levels:

- HS Bronze Award
- HS Silver Award
- HS Gold Award

Support

If your school requires additional information or support in working with the Healthy Schools Programme and gaining recognition, contact:

Becky Casey - Healthy Schools Adviser

Email: becky.casey@healtheducationpartnership.com

Freephone: 08000 488 566

Mobile: 0773 847 6236

Benefits and Relevance to Schools

Healthy School Review Tool

The Healthy School Coordinator will act as a critical friend as a school undertakes a Healthy School Review. The process provides a framework for:

- highlighting what is working well and any gaps in the curriculum or school policies
- understanding of why an intervention is undertaken
- monitoring and recording progress
- evaluating effectiveness
- identifying outcomes.

Safety and Wellbeing

Children and young people should feel happy, safe, respected and included in the school environment and staff should be proactive in promoting positive behaviour in the classroom, playground and the wider school community. Healthy Schools provides guidance and support to develop policies and practice that ensures the safety and wellbeing of children and young people.

The Wider Curriculum

Healthy Schools promotes a more inclusive environment for learning to take place and is designed to encourage links with all other areas of the curriculum.



- The health and wellbeing experiences and outcomes provide valuable opportunities to develop skills in literacy and numeracy.
- There are important links between health and wellbeing and the spiritual, moral, social and cultural development of pupils.
- Using the expressive arts as a medium for learning, for example role play, can engage learners in issues such as bullying in more engaging and accessible ways.
- There are clear connections between science and several aspects of health and wellbeing e.g. food and health.

Staff Development, Health and Wellbeing

Healthy Schools enables schools to identify, review and develop:

- Training for staff.
- Support for staff in maintaining their health and wellbeing.
- Confidential access to advice, support and services within and beyond school.

Wider Context: Ofsted, Childhood Obesity, Sex and Relationships Education, Government Funding 2017

Government Childhood Obesity: A Plan for Action, August 2016

The obesity plan sets out the Government's proposals to reduce childhood obesity over the next ten years, achieved through the "active engagement of schools, communities, families and individuals". The plan confirms that following consultation over the soft drinks industry levy, the proposals will be legislated for in the Finance Bill 2017

<https://www.gov.uk/government/publications/childhood-obesity-a-plan-for-action>

Key points for schools / early years

- All schools to deliver at least thirty minutes of physical activity every day funded by a soft drinks levy. The additional 30 minutes should be supported by parents and carers.
- Encourage more walking and cycling to school
- A voluntary healthy rating for primary schools to encourage them to take a whole school approach to healthy eating and physical activity.
- A campaign to raise awareness of the early years physical activity guidelines among parents and practitioners.
- The Early Years Foundation Stage (EYFS) Framework will be updated to make reference to the UK Chief Medical Officers' (CMO) guidelines.
- School Food Standards update
- Healthier vending/food environments

Ofsted already evaluate a school's success in promoting and supporting pupils' knowledge of how to keep themselves healthy, including through exercising and healthy eating. Inspectors expect to see pupils making informed choices about eating and physical activity and the school's culture promoting this aspect of pupils' welfare. This evaluation informs inspectors' judgement on pupils' personal development, behaviour and welfare. Once the new rating scheme is operational it will be referred to in the school inspection handbook, and Ofsted inspectors will be able to take account of the scheme

as an important source of evidence about the steps taken by the school to promote healthy eating and physical activity.

The DfE and DH will be providing further information on the proposed 'healthy rating' and 'annual competition' or recognition for schools demonstrating healthy approaches to tackling obesity.

Healthy Pupils Capital Programme 2018-19

Schools are to get £415 million from the soft drinks industry levy to help pupils benefit from healthier, more active lifestyles. The new Healthy Pupils Capital Programme funding recouped from the government's "sugar tax" will be available from 2018.

The funding will be allocated through a central formula to local authorities or multi-academy trusts. Those bodies will then make spending decisions based on "local context". Schools in smaller trusts, standalone trusts and sixth form centres will have to bid for cash from a new Healthy Pupils Capital Fund. Primary, secondary and sixth form colleges can use the cash for facilities to support PE, after-school activities and healthy eating. Facilities will be able to support children with physical conditions, or support young people struggling with mental health issues.

The funding is part of a £1.3 billion investment, which is separate to but sits alongside the newly doubled PE and sport premium, breakfast clubs and universal infant free school meals. The Department for Education will confirm the allocation formula, spending guidance and bidding criteria in the summer.

DfE draft guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education

The DfE released draft statutory guidance in July 2018 under sections 34 and 35 of the Children and Social Work Act 2017. The guidance covers Relationships and Sex Education, Relationships Education and Health Education. This new guidance replaces the DfE Sex and Relationships Education Guidance from 2000.

The guidance will become mandatory in September 2020, although schools are advised to start following it from 2019, if they aren't already delivering a programme of PSHE including RSE. The expectations on schools are as follows:

- Relationships Education will be compulsory in all Primary Schools (or those pupils receiving Primary Education) – this includes academies, free schools and independent schools
- Relationships and Sex Education will be compulsory in all Secondary Schools (or those pupils receiving Secondary Education) – this includes academies, free schools and independent schools
- Health Education will be compulsory in all Primary and Secondary Schools (or those pupils receiving Primary or Secondary Education) – this includes all academies and free schools but not independent schools as PSHE is already statutory in these schools

NB - Sex Education is not statutory in Primary Schools except for those elements that sit within the science curriculum. The statutory requirements do not apply to sixth form colleges, 16-19 academies or Further Education colleges although settings are encouraged to offer these subjects

HEALTHY SCHOOLS PROGRAMME BRONZE REVIEW TOOL

HS Bronze Review Tool

This Review Tool is for use by all schools including Academies, Free Schools and Independent Schools. It enables you to record your school's provision for children and young people's health and wellbeing to achieve or maintain Healthy Schools London Status Bronze Award. The Review Tool needs to be renewed every 3 years in order to retain HSL Bronze status.

The Review Tool is organised under seven headings:

1. Leadership, management and managing change
2. Policy development
3. Learning and teaching, curriculum planning and resourcing
4. School ethos, culture, environment and SMSC development
5. Provision of support services for children and young people
6. Staff continuing professional development (CPD), health and wellbeing
7. Partnerships with parents/carers, local communities, external agencies and volunteers to support pupil health and wellbeing

Against each of the seven headings there is a table which provides:

- The criteria and minimum evidence required
- Prompts against which to record your school's evidence

You can use this document to record and update your school's progress around healthy eating, physical activity, emotional wellbeing and PSHE under the seven headings. When you have completed the Healthy Schools Partnership Bronze Review Tool for your schools, you will need to send it to the Healthy Schools Coordinator.

[Becky Casey](#)

Healthy Schools Adviser

Email: becky.casey@healtheducationpartnership.com

Next Steps – Silver and Gold Awards

The process of entering information for the Bronze Award might help you to identify and begin to develop an action plan for the HSP Silver Award. At the end of *Table 4: School ethos, culture, environment and SMSC development*, there is a list of example measurable outcomes to provide ideas for a health and wellbeing priority you may wish to focus on in your school.



Description of School

St Peter's is a voluntary aided school based in the borough of Barking and Dagenham. We cover age ranges from 3 to 11 and is a Roman Catholic primary school. It is under the Diocese of Brentwood and the local parish is St Peter's. The school currently has 374 children enrolled with 29-30% of children eligible for free school meals. The proportion of pupils from minority ethnic backgrounds is very high, and the proportion of pupils who speak English as an additional language is well above average; many of those entering the school are at an early stage of learning English.

St Peter's is a happy, thriving school family with a strong Catholic ethos. This permeates all areas of school life and is at the heart of our philosophy of education. Our whole curriculum is rooted in a religious understanding of life, where the gospel values underpin our efforts to provide a quality education for all.

In all that we do, we aim to create a happy and secure environment, where children want to come to school in the knowledge that they feel unique and valued as members of God's family. We aim to create aspirational targets for our children, increasing their potential for achievement in life, whilst holding on to their Christian values and duty to care for all in God's world.

Our aim is that children at St Peter's will become confident, lifelong learners. We want our children to develop a love of learning, fostered through teaching which is responsive to individual needs. We offer an engaging, relevant and challenging curriculum and believe that children need to leave our school with the core skills and personal qualities that will equip them well for the next stage in their education, as well as in life beyond school. We can best achieve this if we work together and foster a positive partnership between home and school.

In the latest Ofsted inspection, Jan 2023, the school received good overall, with Personal Development being graded as outstanding.

Headteacher: Completed Bronze Review Tool approved.

Signature and date: Clare Scott 15/12/25

1. Leadership, Management & Managing Change

Healthy Schools Partnership: Criteria & Minimum Evidence

The school provides clear leadership to create and manage a positive environment, which enhances emotional and physical health and well-being in school.

The school has:

1. A member of the senior leadership team who has a strategic lead for; and (if different)
2. A member of staff responsible for:
 - PSHE education including RSE and drug, alcohol and tobacco education
 - Emotional Wellbeing and Mental Health
 - Healthy eating including the statutory DfE Standards for school food (2015), catering and curriculum
 - Physical activity

School Evidence

PSHE education	Name	Main Job Title
SLT Lead	Clare Scott	Head Teacher
List any staff member/s responsible	Ricky Sullivan	PSHE Lead
Emotional Wellbeing & Mental Health	Name	Main Job Title
SLT Lead	Clare Scott	Head Teacher/DSL
List any staff member/s responsible	Ricky Sullivan Rebecca Anthony Stephanie Doe Luke Maguire Carmel Cassey	PSHE Lead/Wellbeing Team Deputy Head/DDSL SENDco/DDSL Wellbeing Lead/ Wellbeing Team



1. Leadership, Management & Managing Change

Healthy Eating	Name	Main Job Title
SLT Lead	Clare Scott	Head Teacher
List any staff member/s responsible	Nicole Bishop Ricky Sullivan Amy Windsor Imelia Tejuoso Janice Brown	Healthy Schools Co-ordinator PSHE Lead/Wellbeing Team Science Lead DT Lead Kitchen manager
PE, Physical Activity and Sport	Name	Main Job Title
SLT Lead	Clare Scott	Head Teacher
List any staff member/s responsible	Ricky Sullivan Darelle Russell Mr Ade	PE Lead PE Coach PE Coach

2. Policy Development

Healthy Schools Partnership: Criteria & Minimum Evidence

The school has the policies listed below, which are reflected in practice and through ethos, culture and the environment. They are reviewed by consultation every 1 to 3 years.

School Evidence

Policy	Requirement	Last review date	On school website
School Behaviour / Anti-bullying	<i>Statutory (recommended reviewed annually)</i>	Nov 2025/Dec 2024	Yes: <input checked="" type="checkbox"/>
Relationships & Sex Education (RSE) RSHE Policy <i>NB - there is also a PSHE policy June 2025 - as part of their review by June 2026, in line with new stat guidance, they will align the 2, but will take this current academic year to review and update.</i>	<i>Statutory¹ (HSP reviewed every 1-3 years)</i>	June 2025	Yes: <input checked="" type="checkbox"/>
SEN Information Report	<i>Statutory (reviewed annually)</i>	June 2025	Yes: <input checked="" type="checkbox"/>
Safeguarding / Child Protection	<i>Statutory (reviewed annually)</i>	July 2025	Yes: <input checked="" type="checkbox"/>
Drug, Alcohol and Tobacco Education (including dealing with incidents). This can be part of another policy e.g. PSHE. <i>See also PSHE policy re: statutory health education and DATe</i>	<i>Essential for Healthy Schools (HSP reviewed every 1-3 years)</i>	December 2025	Yes: <input checked="" type="checkbox"/>

¹ New DfE guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education will become mandatory in September 2020. All schools will need to have in place a written policy for Relationships Education and RSE.



2. Policy Development			
Physical Activity (including PE, sport in and out of the curriculum and travel to and from school)	<i>Essential for Healthy Schools (HSP reviewed every 1-3 years)</i>	December 2025	Yes: <input checked="" type="checkbox"/>
Whole School Food and Drink Policy (including sugar reduction and the statutory DfE Standards for school food (2015))	<i>Essential for Healthy Schools (HSP reviewed every 1-3 years)</i>	December 2025	Yes: <input checked="" type="checkbox"/>
Emotional Wellbeing and Mental Health	<i>Essential for Healthy Schools (HSP reviewed every 1-3 years)</i>	June 2025	Yes: <input checked="" type="checkbox"/>
Further evidence			
Please provide examples of how you consult with the following groups (e.g. staff and/or governor meetings, parents' forums/evenings, website, newsletters, written and verbal surveys and questionnaires, school council, lessons).			
Staff (including examples of how you ensure that staff are aware and kept up to date about new policies or policy changes, together with their role and responsibilities in relation to policies)	Consultation with staff INSET Staff meetings Policies on website Shared central drive		
Parents/Carers	Policies available to all parents on request Policies on website Parent meetings Comments invited from parents		



2. Policy Development

Governors

Consultation in governors' meetings
Governors receive/have access to all policies

Pupils

School Council
Pupil Emotional Health and Wellbeing Surveys
Class Discussions
Play leaders
Wellbeing Champions

3. Learning and teaching, curriculum planning and resourcing

Healthy Schools London: Criteria & Minimum Evidence

The school curriculum includes these areas of learning which are monitored and evaluated to ensure the quality of teaching and learning:

- PSHE education including relationships and sex education (RSE) and drug, alcohol and tobacco education
- Emotional wellbeing and mental health including anti-bullying, social and emotional learning (SEL) and risk
- Healthy eating including cooking skills and food education
- Physical activity including a minimum of 90 minutes to 2 hours curriculum PE a week and health-related exercise

Examples of monitoring and evaluation include:

- *pupil/lesson observations*
- *written or verbal assessment*
- *peer and self-evaluation*
- *learning walks*
- *pupil progress meetings*

Pupil progress and achievement in these areas of learning are assessed, recorded and reported in line with current guidance and celebrated appropriately.

Examples for assessment include:

- *learning- knowledge*
- *skills*
- *understanding*
- *behaviour (e.g. healthy eating, physical activity, social and emotional)*
- *health and wellbeing*

Examples methods of recording and reporting include:

- *school/end of year reports*
- *teacher or end of unit assessments*
- *staff meetings*
- *parent/carer evenings*
- *pupil peer and self-assessment*

3. Learning and teaching, curriculum planning and resourcing

School Evidence

PSHE education including RSE & drug, alcohol and tobacco education

<p>Please provide details of how PSHE is organised and delivered within the timetable across the school.</p>	<p>Timetabled 1.5hr lessons every fortnight in every year group - included in the curriculum for all year groups</p> <p>Links with science, DT, and RE</p> <p>Follows non-statutory programmes of study and reflects local health priorities</p> <p>PSHE topics are linked into assemblies and worldwide events</p> <p>Complemented by enrichment opportunities including</p> <ul style="list-style-type: none"> - termly mental health week whole school - annual Anti Bullying week - Walk to school week
<p>Please provide details of how you deliver RSE within your PSHE curriculum across the school.</p>	<p>RSE taught in each year group across the school within PSHE – embedded</p> <p>We deliver discrete Sex Education in Y6 re: human reproduction as part of our Ten Ten programme.</p>
<p>Please provide details of how you deliver drug, alcohol and tobacco education within your PSHE curriculum across the school.</p>	<p>DATVe is taught in each KS across the school within PSHE – embedded throughout PSHE</p> <p>Links with science</p>
<p>Please provide the name of any schemes of work, resources and partners supporting the delivery of PSHE, RSE & Drug, Alcohol and Tobacco Education.</p>	<p>Ten Ten</p> <p>Twinkl Life</p> <p>Police visits</p> <p>School nurse</p> <p>Dog's Trust</p>



3. Learning and teaching, curriculum planning and resourcing

<p>Please provide examples of how you monitor and evaluate lessons.</p>	<p>Learning walks Book looks Planning scrutiny Pupil work scrutiny Pupil voice</p>
<p>Please provide examples of how you assess, record and report on pupil progress.</p>	<p>All children self-assess against the learning objectives, supported by in class teacher assessment and observation. Assessment is built into teaching and learning activities. AfL is also made listening and engaging with children’s responses to discussions in class. PSHE skills and attributes are commented on in annual reports</p>
<p>Emotional Wellbeing and Mental Health</p>	
<p>Please provide examples of how emotional wellbeing and mental health is organised in the PSHE curriculum across the school.</p>	<p>EHWB taught in each year group across the school within PSHE – embedded Is included in the curriculum through PSHE and the Values curriculum. Anti-bullying week and e-safety learning (also internet safety/online bullying etc) complement this area of the PSHE curriculum. Core Values – focus nominations each one Each class has a nominated wellbeing champion and children go to them at any time with any concerns etc.</p>
<p>Please provide the name of any resources and/or partners supporting the delivery of emotional wellbeing and mental health in the curriculum.</p>	<p>Ten Ten Twinkl</p>



3. Learning and teaching, curriculum planning and resourcing

<p>Please provide examples of how you monitor and evaluate lessons.</p>	<p>Learning walks Book looks Planning scrutiny Pupil work scrutiny Pupil voice</p>
<p>Please provide examples of how you assess, record and report on pupil progress.</p>	<p>All children self-assess against the learning objectives, supported by in class teacher assessment and observation. Assessment is built into teaching and learning activities. AfL is also made listening and engaging with children's responses to discussions in class. PSHE/EWMH skills and attributes are commented on in annual reports</p>
<p>Healthy Eating including cooking and nutrition</p>	
<p>Please provide details of how you deliver cooking and nutrition skills in the curriculum.</p>	<p>Covered in PSHE in each key stage, linking to healthy living, healthy diets, healthy eating. It is included in the curriculum for all year groups as part of the science and D&T curriculum which is taught through focus days Healthy eating is part of the PSHE curriculum for every year group</p>
<p>Please provide the name of any resources and/or partners supporting the delivery of cooking and nutrition skills in the curriculum.</p>	<p>Schemes of work in place to promote healthy eating through the PSHE (Ten Ten and Twinkl) and D&T (KAPOW) provision Active Learn (Science scheme of work)</p>
<p>Please provide examples of how you monitor and evaluate lessons.</p>	<p>Head Teacher reviews weekly planning Termly lesson observation which may include food Planning of focus days is reviewed by the D&T coordinator</p>



3. Learning and teaching, curriculum planning and resourcing

<p>Please provide examples of how you assess, record and report on pupil progress.</p>	<p>All children self-assess against the learning objectives, supported by in class teacher assessment and observation</p> <p>PSHE skills and attributes are commented on in annual reports</p> <p>End of unit assessments in science and DT</p> <p>Progress from the D&T focus days is collected by the D&T coordinator and used to inform planning</p>
<p>Physical Activity including a minimum of 90 minutes to 2 hours curriculum PE a week</p>	
<p>Please provide details of how PE is organised in the curriculum to meet a minimum of 90 minutes per week across the school.</p>	<p>Every year group has 2 hours a week curriculum time minimum</p> <p>Y4 go swimming one term a year</p>
<p>Please provide the name of any resources and partners supporting the delivery of PE in the curriculum.</p>	<p>Schemes of work are in place for PE which include objectives: Complete PE</p> <p>Sports coaches support the teaching of PE and dance</p>
<p>Please provide details of any physical activity in the curriculum outside of PE lessons.</p>	<p>Wake and Shake</p> <p>Change4Life exercise groups with PE coach</p> <p>Movement breaks during lessons</p>
<p>Please provide examples of how you monitor and evaluate lessons.</p>	<p>DH reviews weekly planning</p> <p>PE lead lesson observations</p>
<p>Please provide examples of how you assess, record and report on pupil progress.</p>	<p>Teachers are expected to assess progress in PE – skills tracker Insight</p> <p>Progress in PE is commented on in annual reports</p>



3. Learning and teaching, curriculum planning and resourcing

The content of the school curriculum in each academic year, including PSHE, has been published on the school website:

<https://st-peter.bardaglea.org.uk/our-school/curriculum>

Yes

4. School ethos, culture, environment & SMSC development

Outdoor Areas and Playground Provision: Criteria & Minimum Evidence

Outdoor areas and playgrounds are safe, supportive, encourage physical activity and include quiet areas.

Outdoor areas and playground provision includes:

- a range of activities
- active and quiet areas
- plenty of physical activity
- supervision and support

School Evidence

Please provide examples of the energetic activities or sports that are available to pupils in outdoor areas or playground.

Climbing frame
 Tyre park
 Three pitches each identified for different sports – three football pitches (arranged on a rota basis for different year groups)
 Skipping ropes
 Hula hoops
 Year 6 manage the playground equipment
 Table Tennis
 Table Football
 Basketball Nets

Please provide examples of the quiet activities that are available to pupils in outdoor areas or playground.

Reading is encouraged
 Colouring
 Drawing
 Quiet seating areas



4. School ethos, culture, environment & SMSC development	
	<p>Shaded areas</p> <p>Books are taken out onto the quiet areas</p>
Please provide details of the supervision arrangements in outdoor areas or playground.	<p>Teachers or TAs at break times</p> <p>Midday assistants at lunchtimes supported by senior staff</p>
Please provide details of any pupil-based support available in outdoor areas or playground.	<p>Friendship monitors (support younger children and encourage them to join in play)</p> <p>Friendship benches</p> <p>Play leaders</p>
Food Provision: Criteria & Minimum Evidence	
<p>The school meets the statutory DfE Standards for school food (2015) for:</p> <ul style="list-style-type: none"> • School lunches • Any food provided other than lunches e.g. breakfast club, after school clubs. <p>The school provides guidance on healthy packed lunches and pupils should have easy access to free, clean and palatable drinking water at all times.</p>	
School Evidence	
Please provide examples of how you provide a welcoming, social and attractive eating environment.	<p>Is light and well maintained</p> <p>Midday assistants supervise children and welcome them into the dining hall</p> <p>Staff consciously involve children in discussions to keep noise levels down</p> <p>Eating at clean tables</p> <p>School dinners and packed lunches are able to sit together</p> <p>Healthy eating displays</p> <p>Use of cashless catering (ParentPay) promotes healthy choices</p>



<h3>4. School ethos, culture, environment & SMSC development</h3>	
	<p>Menus displayed for children to see</p> <p>Salad bar for children to access</p>
<p>Please provide examples of how you ensure the food environment is clean and hygienic.</p>	<p>Children are expected to clear up after their dinner which is monitored by the midday assistants</p> <p>Children have access to water to wash their hands and are encouraged to do so</p> <p>School kitchen is brand new</p> <p>Level 5 Hygiene Rating</p>
<p>Please confirm how your school lunches meet the School Food Standards. Also refer to DfE Standards for school food (2015).</p> <p><i>Menu report complete and with school: now all fully compliant</i></p>	
	<p>Name of Catering Company: BD Together Catering – London Borough of Barking and Dagenham</p> <p>Breakfast Club Provider: in-house</p> <p>After School Club Provider: in-house</p>
<p>Please confirm all food provided by the school meet the DfE Standards for school food (2015) and the date that the menu review was signed off.</p>	
<p>Yes <input checked="" type="checkbox"/></p> <p>Date: 25/11/25</p>	
<p><i>Please provide some examples of how you are providing opportunities for pupils to eat healthily outside of the lunch time offer e.g.</i></p>	<p>Breakfast club provides healthy choices – cereal and toast, milk, juice or water – menus on website here https://st-peter.bardaglea.org.uk/parents/breakfast-club</p> <p>Fruit scheme available to KS1</p> <p>KS2 pupils encouraged to bring in their own fruit at breaktime</p>



4. School ethos, culture, environment & SMSC development

<ul style="list-style-type: none"> • <i>free fruit as snacks</i> • <i>breakfast club provision</i> • <i>linking rewards to healthy food choices</i> • <i>school events and trips</i> 	<p>After school menu is compliant with SFS and menu on website here: https://st-peter.bardaglea.org.uk/parents/after-school-club</p>
<p>Please provide details of your packed lunch guidance and how this is disseminated.</p>	<p>Food Policy on website Healthy packed lunch guidance on website here Parent newsletters Individual approaches to families Midday assistants monitor and report on school lunches</p>
<p>Please provide examples of how you ensure there is free, clean palatable drinking water is available at all times e.g. at lunch times, in the classroom, in the playground. <i>Include any examples if you are working towards a 'water only' policy.</i></p>	<p>Jugs in the dining area School provides cups for reception children Water bottles allowed for all children Children are allowed access to water bottles throughout the day Water fountains available in playground and in school. All classes have access to a sink which can be used for drinking water.</p>

Physical Activity: Criteria & Minimum Evidence

The school provides opportunities for pupils to be physically active in and out of the curriculum throughout the school day. There is a mechanism for monitoring participation. The school encourages pupils to stay active outside school hours.

School Evidence



4. School ethos, culture, environment & SMSC development

Please provide examples of the extra-curricular physical activity opportunities that you provide (e.g. before and after school, at lunchtimes).

The Chief Medical Officer's recommended guidelines are 30 active minutes each day in school for all pupils.

A range of clubs organised by staff and external agencies which includes:

- Netball
- Table Tennis coaching
- Football (girls and boys)
- Hockey
- Athletics
- Skipping

The school organises teams to participate in sporting fixtures:

- Netball
- Athletics
- Football (boys and girls)
- Dance festival

Visit local secondary schools to use their facilities and participate in special events e.g. athletics

Residential trips to Trewen

Use of local park

Children encouraged to walk on school trips

Bikeability level 1 and 2 training

Year 4 participate in swimming lessons throughout the summer term

Sports day

Please provide details of the systems in place to track pupil's participation in active opportunities.

Registers are taken at clubs to keep record of those attending.



4. School ethos, culture, environment & SMSC development

<p>Please provide examples of how you encourage less active pupils to participate in physical activity.</p>	<p>Target children who are less physically active to attend various clubs and get involved in activities at breaktimes and lunchtimes.</p> <p>Inspire Minds Through Sports – less physically active are encouraged to attend this holiday club</p> <p>Walk to school and cycle to school initiative</p>
<p>Please provide examples of how you signpost pupils to local clubs and activities.</p>	<p>Parents newsletters</p> <p>Poster displayed around school</p> <p>Assemblies</p> <p>Distribution of flyers</p> <p>Social media</p>
<p>Please provide a link to your school website showing a breakdown of how you've spent or will spend any PE and sport premium funding.</p>	<p>https://st-peter.bardaglea.org.uk/parents/sportsfunding</p>

Active Travel: Criteria & Minimum Evidence

The school promotes active travel to and from school.
The school has achieved or is working towards TfL STARS Bronze accreditation.

School Evidence

<p>Please provide details of initiatives in place to promote active travel to and from school.</p>	<p>Walk to school week celebrate</p> <p>Children encouraged to cycle and scooter – bike and scooter storage</p> <p>Bikeability training</p> <p>Parking enforcement has supported active travel initiatives</p> <p>Road safety through the curriculum, assemblies and use of the borough road safety teams to do workshops on</p>
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4. School ethos, culture, environment & SMSC development

Please provide details of your TfL Explorers (primary) and TFL Pioneers (secondary) accreditation.

<https://stars.tfl.gov.uk/Explore/School>

Registered, working toward bronze, hands up survey completed, results on TfL website

Pupil Voice: Criteria & Minimum Evidence

The school has mechanisms in place to ensure the views of all children and young people (including those hard to reach, with Special Educational Needs and/or disability) are reflected in school decision making.

School Evidence

Please provide examples of the mechanisms you have in place to ensure the views of pupils are reflected in decision making, policy and practice.

School council, - one child elected from each class – teachers facilitate time for them to gather feedback from peers which is discussed with school council leader

School council meeting each ½ term

The school participates in borough student voice activities – e.g. students' forum

Roles are allocated to members in school council – Y6 minute takers

The school provides numerous students leadership opportunities including:

Friendship monitors

Playleaders

Eco Warriors

Wellbeing champions

Pupil guides for visitor around schools

Library monitor

Lunchtime monitors



4. School ethos, culture, environment & SMSC development

Please provide an example of where pupil views have changed practice or provision within the school.

Consultation re: school meal - survey of children views results in food changes in the menu
 Pick the charities for fund raising, suggest activities and collect the money.
 Managing Christmas 'Shoe Box' charity across whole school
 Movie night to raise funds for homeless

Personal development and wellbeing: Criteria & Minimum Evidence

The school promotes spiritual, moral, social and cultural development (SMSC) and provides opportunities for children and young people to build confidence and self-esteem; develop responsibility, independence and resilience and learn how to assess risk and stay safe.

School Evidence

Please provide examples of the opportunities you provide for the spiritual, moral, social and cultural development of pupils.

School vision promotes children's SMSC and is displayed throughout the school
 Values curriculum
 SMSC is evident through the school development plan
 SMSC is evident through the SMSC grid
 British Values are taught throughout the curriculum, in PSHE lessons and through assemblies

Spiritual

There is a broad curriculum which includes RE and PSHE which promote SMSC

Our scheme of work for RE aims to promote tolerance and understanding of other religions by looking at their similarities and differences. By understanding the ground rules of religions and looking to discuss key fables critically children become more tolerant and understanding.

In KS1 the focus is on the religions themselves and their key principles. By KS2 we look in detail at the teaching and how followers of that religion show their dedication and commitment.

After lunch every day they day 3 things they are grateful for to God, and 3 things they are sorry for that they may have done during the day



4. School ethos, culture, environment & SMSC development

We pray 4 times a day - start of day, before lunch, after lunch, end of day

We practice Mindfulness in all year groups

Parents come in and do scripture readings in assemblies weekly

Moral

Rota of assemblies complements RE and PSHE themes

Visits to places of worship: including mass at church on a rota every 3 weeks

Priest comes into school for certain events

Rights Respecting School

Promotion of British Values

Behaviour is linked closely with healthy and positive relationships across all pupils

Social

Playground activities encourage play

Music out in the playground for group line dancing opportunities

Equipment for outside play

Trips into the community

Friendship buddies support other pupils and target children who are alone at lunchtimes

Public speaking/debating/voting opportunities in lessons

Cultural

Awareness of cultures during assemblies, celebrations of different religions

Visits to places of worship

Wider curriculum plans look to build on cultural capital of the children



4. School ethos, culture, environment & SMSC development

	<p>Celebration of local communities during community days/international days etc</p> <p>Church fetes</p>
<p>Please provide examples of the opportunities you provide for children and young people to:</p>	
<ul style="list-style-type: none"> • Build confidence and self-esteem 	<p>Performances- every year group/ class does an assembly, end of Y6 production, Christmas production for all year groups, music evening for musicians and dancers</p> <p>ARP children participated in borough sports day</p> <p>Sport day All pupils are expected to participate</p> <p>Sports clubs – as cited under ‘physical activity’ section</p> <p>Pupil leadership – as cited under ‘pupil voice’ section</p> <p>Children’s work is displayed around the school and on the website and school magazine this, includes art work and photos of children participating in activities</p> <p>Children’s achievements are mentioned in parents’ newsletters</p> <p>Circle time – TA’s intervention – social skills</p> <p>Counsellor in place and ELSA’s work with children to improve confidence, self esteem etc</p>
<ul style="list-style-type: none"> • Celebrate their achievements 	<p>Work of the Week assembly which includes reference to the value of the half term</p> <p>Good work is displayed</p> <p>Most classes have their own reward systems e.g. sticker charts</p> <p>Head Teacher Award</p> <p>Values display</p> <p>Star dance certificates</p>



4. School ethos, culture, environment & SMSC development

<ul style="list-style-type: none"> • Develop responsibility, independence and resilience 	<p>Homework – strictly monitored and supported- supported by homework club</p> <p>Children are supported in developing skills for safe independent travel through workshops on road safety</p> <p>School Council</p> <p>Friendship monitors encourage children to develop responsibility for themselves and others.</p> <p>Children have the opportunity to participate in a range of trips both local and residential</p> <p>Pupils Leadership opportunities as cited in ‘pupil voice’ sections</p>
<ul style="list-style-type: none"> • Learn how to assess risk and stay safe 	<p>Road safety visits to school</p> <p>Throughout the curriculum when appropriate – PSHE and Science</p> <p>Assemblies- staying safe in the holiday assembly coming up. Road Safety through the curriculum and awareness raising workshops</p> <p>E-safety throughout the curriculum in IT, through focused work in safety month and, policy in place and newsletters to parents promote safety. Workshops for students on e-safety</p>
<p>Next steps – ideas for moving on to the Silver/Gold Awards</p>	
<p>PSHE, Emotional Wellbeing and Mental Health</p>	<p>For example, set measurable outcomes to improve:</p> <ul style="list-style-type: none"> • Levels of emotional literacy • Levels of satisfaction with school experience <p>For example, set measurable outcomes to:</p> <ul style="list-style-type: none"> • Increase the number of staff that feel comfortable talking about RSE with students • Increase the number of pupils reporting that they have rules at home about using the internet • Increase the number of pupils reporting they feel safe in school • Increase the number of pupils reporting “I know what to do if I feel worried or upset at school”



4. School ethos, culture, environment & SMSC development

- Increase the number of pupils reporting the school does enough about bullying
- Increase the number of pupils reporting they are confident to be peer mediators following training
- Increase the number of pupils reporting they know where to access support for their mental wellbeing
- Increase the number of pupils reporting they have strategies in place to deal with exam stress

For example, set measurable outcomes for a targeted group of pupils to improve:

- Relationships and behaviour through restorative approaches
- Development of pupils' skills to advance the quality of their lives, including communication, relationships with others and engagement with learning.
- Behaviour and wellbeing of targeted pupils so that they increase the amount of time they are engaged with other staff and pupils in the classroom.

For example, set measurable outcomes for a targeted group of pupils to:

- Increase the number of pupils reporting they have good self-esteem
- Increase the number of pupils reporting they can work well in groups
- Increase the number of pupils reporting they have learned ways to calm themselves down
- Improve the self-worth and self-belief of pupils by increasing the number who are able to tell you what they like and dislike
- Improve the self-awareness and self-identity of pupils by increasing the number who are able to tell you what they look like
- Reduce the number of pupils reporting that pressure from social media has caused them to feel upset, stressed or anxious about the way they look
- Reduce incidents of challenging behaviour (and high levels of distress)



4. School ethos, culture, environment & SMSC development

Healthy Eating

(including oral health)

For example, set measurable outcomes to improve:

- Food growing and engagement with food
- Healthy eating (snacks consumed in and out of school)
- Content of packed lunches
- Pupils reporting that they eat 5 or more portions of fruit and vegetables every day

For example, set measurable outcomes to:

- Increase the number of pupils reporting they eat a healthy breakfast each morning
- Increase the number of pupils reporting they attend the dentist at least once a year for a check up
- Increase the number of pupils reporting they clean their teeth twice every day
- Reduce the number of pupils reporting they have soda, fizzy drinks, sugary drinks or fruit juice each day

Physical Activity

(Including Active Travel)

For example, set measurable outcomes to improve:

- The number of active minutes each day in the curriculum
- The percentage of pupils meeting the Chief Medical Officer's recommended guidelines of 30 active minutes each day in school.

For example, set measurable outcomes to:

- Increase engagement in physical activity at breaks, lunch time and outside of school
- Increase the number of pupils to have achieved an award in their cycling proficiency skills
- Increase the number of pupils reporting they either cycle or scoot to school on a regular basis
- Increase the number of pupils reporting they walk to school on a regular basis



4. School ethos, culture, environment & SMSC development

- Increase the number of students who have been put forward for and been successful in achieving their Independent Travel Award
- Increase the number of pupils reporting an increased knowledge of the importance of air quality

For example, set measurable outcomes for a targeted group of pupils to:

- Increase the number of pupils taking part in extra-curricular physical activity clubs and activities
- Increase the number of pupils reporting they understand the links between physical activity and wellbeing
- Increase the number of pupils reporting their wellbeing has improved as a result of taking part in extra physical activity clubs and activities



5. Provision of support services for children and young people: SENDO to read/update this section

Healthy Schools London: Criteria & Minimum Evidence

The school has systems to identify and meet the needs of vulnerable children and young people and has arrangements to provide appropriate and relevant support. All children and young people and parents/carers can, confidentially, access advice, support and services (within and beyond school).

School Evidence

Please provide examples of how you identify vulnerable pupils.

Teacher observations
 Termly meetings with the SENCO for teachers
 Phase leaders monitor data to identify vulnerable groups.
 Child protection procedures in place and regular training
 Parents' concerns
 TAs comments
 Social service referrals
 Information from other setting e.g. nurseries
 Health Visitors

Please provide examples of the support and arrangements you have in place within school to meet the needs of vulnerable pupils (*including SEN differentiated curriculum*).

Differentiating work
 A planned curriculum for some children
 TA' run intervention sessions
 One to one support from a TA for identified pupils
 SENCO/EAL co-ordinator and a TA support for identified students
 Health Checks for all pupils which can highlight further support needs- eg hearing test
 TA with first aid training
 Speech therapists
 IEP meetings with parents and carers to identify and comment support systems



5. Provision of support services for children and young people: SENDO to read/update this section

	<p>School Nurse support for Health checks Counsellor from Brentwood Children’s Society</p>
<p>Please provide examples of arrangements you have in place to work with, refer and/or signpost to external agencies for advice and support for vulnerable pupils.</p>	<p>Borough inclusion team to support with behaviour issues Use of external provisions to support inclusion SENCO available to provide advice and further signposting to parents and carers. School Nurse Referral to the Heathway centre which provides clubs for children and provides further support for parents and carers - support with financial advice Sycamore Trust – charity that support autistic children and their families Sunbeams – Counselling for children with bereavement, divorce etc.</p>
<p>Please provide a link to the school website to evidence you are meeting the statutory requirement to report the school’s strategy for the use of pupil premium for the current and previous year.</p>	<p>https://st-peter.bardaglea.org.uk/parents/pupil-premium Confirmed - this is the most current one. Being reviewed end Dec 2025</p>

6. Staff continuing professional development (CPD), health and well-being

Staff CPD: Criteria & Minimum Evidence

The school identifies staff CPD needs for health and wellbeing and provides appropriate training and development opportunities.

School Evidence

Please provide examples of how you identify staff training needs relating to health and wellbeing topics.

Staff CPD needs for health and wellbeing through the school systems performance management structure

Training is available for staff for who have responsibilities for aspects of health and well-being within their roles and as cited on the school development plan

Staff meetings

Staff surveys

Curriculum leads identify need to whole staff training

Please provide examples of the health and wellbeing training and development opportunities that staff have attended.

(e.g. PSHE education, healthy eating, cooking and nutrition skills. PE and physical activity, emotional health and wellbeing, mental health first aid).

Child protection and safeguarding training

Diabetic training and administering insulin for all staff

Food Hygiene

First Aid

RSHE training

E-safety training

SENCO networks and training

TA EAL training

Staff health and well-being: Criteria & Minimum Evidence

The school supports staff in maintaining their health and wellbeing and a healthy lifestyle and encourages them to be positive role models. All staff can, confidentially, access advice, support and services (within and beyond school).



6. Staff continuing professional development (CPD), health and well-being

School Evidence

Please provide examples of how school staff are supported in maintaining their health and wellbeing.

The schools buy into well-being support and medical treatment scheme occupational health package, - provides 24hr access to GP, online and face to face counselling, online health forum, free eye tests, cancer support services and screening, lifestyle health screening and relationship counselling

Staffing structure supports staff development and emotional health and well-being, ECT mentoring, access to professional development opportunities

Staff have access to a well-equipped kitchen and can have school lunches

Staff have no meetings, free breakfast and nothing 'over and above' for all staff during our Staff Wellbeing week every term

Occasional social events

After school bootcamp exercise sessions for staff led by sports coach

Please provide examples of how staff have been encouraged to be positive role models for positive health and wellbeing.

Member of staff runs the marathon most years which children are aware of and helped raise money

Other staff have done walk for life etc.

Sporting achievements are shared with children

Participation in charity events

Staff observe healthy eating practices in front of children

All staff have water bottles in the classrooms

Consumption of unhealthy food and drink in front of children is discouraged

Staff serve children and eat with children e.g. Christmas dinner, whole school picnics

Governors will have lunch with the children on Governor Day

If you are off work due to bereavement or sickness, flowers get sent from the school



6. Staff continuing professional development (CPD), health and well-being

Please provide examples of how staff can, confidentially, access advice, support and services.

The Schools Advisory Service
Education Support Partnership
Line Manager
SLT

7. Partnerships with parents and carers, the local community, external agencies and volunteers

Engaging with parents/carers, the local community and external agencies: Criteria & Minimum Evidence

The school provides opportunities for parents/carers to access information, support and advice on health and wellbeing.

The school engages with the local community and a range of external agencies and encourages volunteering by children and young people and the wider community to support pupils, parents/carers and staff on:

- PSHE education
- Emotional Wellbeing and Mental Health
- Healthy eating
- Physical activity

School Evidence

Please provide examples of any opportunities you give for parents/carers to access information, support and advice on health and wellbeing.

Special parents evening arranged for particular issues – e.g. safeguarding
 Signposting for parents and carers to further services
 Health issues raised in newsletter- e.g. head lice etc.
 Parents invited into assemblies
 Coffee mornings for parents
 During the international themed half term parents and carers invited into class to talk about their culture
 Termly parents' evenings
 Regular parental surveys
 Parents involved in the writing of the RSHE policy
 Parental support on trips and sports events



7. Partnerships with parents and carers, the local community, external agencies and volunteers

Please provide examples of how the school engages with the local community and a range of external agencies to support pupils, parents/carers and staff.

Parents invited to work with children on reading and other learning with their children
 Links with St Peters church- school visits and assemblies by the reverend, class mass
 Governors' Day – where governors come into school and interview pupils. Governors help on trips
 Links with nursery and secondary – transition
 Sports coaches
 SEN support services
 School nurse
 Local charities – collect baby clothes for the local community (Women’s refuge) at harvest and for children in the Phillipines.
 Choir sings at local old people’s homes
 Part of the local heritage project- local community trips
 Music Service – participation in mass events
 West Ham coaches