

St Philip Evans Primary School - Summer Report

St Philip Evans Primary School – Healthy, Confident Individuals – Pupil Perceptions –Cycle 2

Enquiry Overview

Enquiry Question: How can we embed the purpose of Healthy, Confident Individuals Across all AoLE's?

Enquiry Design and Methodology

Mixed methods- questionnaire, focus group, visual methods were used.

Survey

A survey was carried out by pupils in order to gain a deeper understanding of pupil perceptions and understanding of the strands within HCI. It has also given the school a better picture of what pupils perceive to be a healthy and confident individual. Representatives from Key Stage 2 were asked to take part in this survey as part of a focus group.

Visual Representation

A focus group of 4 pupils per year group, from R to Y6, were asked to create a visual representation of what they perceive to be a Healthy, Confident Individual. They were asked to use key vocabulary around the outside of their image and teachers were instructed to scribe for younger pupils.

In order to address the enquiry question: 'How Can We Embed the core purpose of 'Healthy Confident Individuals across all AoLE's?'' mixed methods were used to gain an insight into pupil perceptions and understanding across the school.

Focus Group

A qualitative approach of interview questions was used in order to gain an in depth understanding of pupils' perceptions and understanding of the Purpose of 'Healthy, Confident Individuals' at St Philip Evans Primary School. This research method allowed us to gather data from a cross section of pupils, with representation from each year group in Key Stage 2. Pupils were given time during the session to engage with questions prior to recording.

They were asked to plan their responses using visual methods, including mind maps, which were also used as evidence when summarising key findings. Visual prompts were provided to stimulate discussion, including the strands within the Core Purpose, 'Healthy, Confident Individuals'.

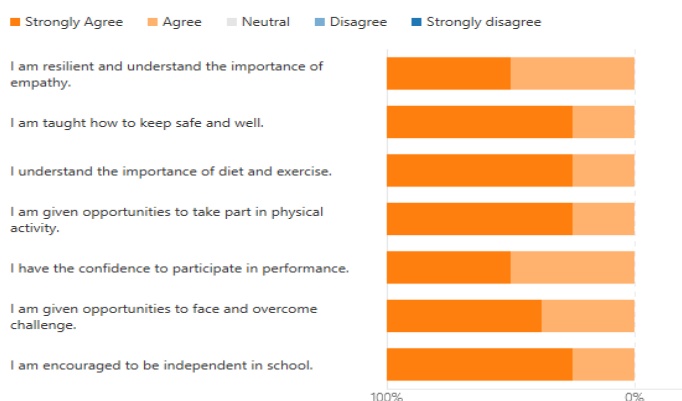
Ethical approval was granted by Cardiff School of education and Social Policy, Cardiff Metropolitan University. The purpose and design principles of the project were shared with participants. Key information was then shared via an information sheet provided by Cardiff Metropolitan University. Participants were told of the background of the research enquiries and the involvement of Cardiff Metropolitan University. They were then told specifically what the research would involve and the research methods that would be used. Participants were assured that quotations would be anonymised and would not be used in published documents without permission. It was also explained that if consent was given, but a participant later decided that they did not want to participate that that decision would be respected, and their data would not be used. All participants were given the right to withdraw consent at any time. Participants were informed that all information and data was strictly confidential, and that once the study was finished, all forms would

then be destroyed. Finally, participants were asked to give their consent via the Pupil Participation Consent Form provided by Cardiff Metropolitan University. All participants gave their consent.

Key Findings:

1. Rate the following statements honestly.

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Statements	Strongly Agree	Agree
I am resilient and understand the importance of empathy.	50%	50%
I am taught how to keep safe and well.	75%	25%
I understand the importance of diet and exercise.	75%	25%
I am given opportunities to take part in physical activity.	75%	25%
I have the confidence to participate in performance.	50%	50%
I am given opportunities to face and overcome challenge.	62.5%	37.5%
I am encouraged to be independent in school.	75%	25%

Strengths:

75% of pupils strongly agree that they are taught how to keep safe and well.

75% of pupils strongly agree that they understand the importance of diet and exercise.

75% of pupils strongly agree that they are given the opportunity to take part in physical activity.

75% of pupils strongly agree that they are encouraged to be independent in school.

Areas For Development:

Only 50% of pupils strongly agree that they are resilient and understand the importance of empathy.

Only 50% of pupils strongly agree that they have the confidence to participate in performance.

Only 62.5% of pupils strongly agree that they are encouraged to be independent.

At St Philip Evans Primary School pupils need to be given more opportunities to develop resilience and empathy.

At St Philip Evans Primary School pupils need to be given further opportunities to develop confidence when participating in performances.

At St Philip Evans Primary School pupils need to be given further opportunities to develop as independent learners.

Qualitative Data – Strengths

- Pupils have identified that there are sufficient opportunities to apply knowledge about the impact of diet and exercise on physical health on their daily lives. They are able to give numerous opportunities of how the school embeds and promotes this, particularly within the Health and Wellbeing AoLE.
- Through visual representation and focus group findings, it is apparent that pupils associate the purpose 'Healthy and Confident individuals' with physical health and the confidence to perform.
- Through visual representation, it is clear to see that pupils have an in-depth understanding of the impact of a healthy diet on physical health.
- Through visual representation it is clear to see that pupils associate values and spiritual belief with the purpose 'Healthy, Confident Individuals' as most pupil in Key Stage 2 associated our school virtues and spiritual beliefs with the purpose. These include, 'compassionate, kind, loving, patient, active, curious, attentive.'

Do you intend to carry this enquiry forward?

No. I intend to use the findings from the teacher and pupil perceptions cycles to shape our curriculum design as a school from September. I also plan on involving the cluster in curriculum design opportunities, in order to share ideas on how to embed this purpose across all AoLE's, as they have also carried out their own enquiries linked to this curriculum purpose.

What did you learn, individually and as a school, as a result of the enquiry process?

The findings show that pupils have a limited understanding of the impact of diet and exercise on mental health.

Pupils do not associate facing and overcoming challenge as something which is associated with this purpose.

-Y6 have suggested that they need to be given further opportunities across the curriculum to develop empathy and resilience.

-Y6 have suggested that they look at social media and the impact on mental health as a context to develop resilience and empathy.

-Y3 have suggested that pupils are given more opportunities to develop their performance skills through drama.

-Children have a limited understanding of the impact of diet and exercise on mental health. This could be further developed in a LKS2 project.

-Visual representation of Healthy, Confident Individuals in the Foundation Phase suggests that pupils across the school understand the impact of a healthy diet and exercise on physical health. However, pupils have a limited understanding of the impact of diet and exercise on mental health, with only pupils in Year 6 in the focus group, and Y3 through visual representation, making these links.

What was more of a challenge?

Due to there being representatives from all Key Stage 2 year groups, Year 6 overshadowed the younger children. As I am their class teacher, they were a lot more confident answering questions and had a better, more in depth understanding of some of the key phrases within the purpose, Healthy, Confident Individuals. A discussion with a class teacher they did not know, being posed questions in a focus group was a new experience for most pupils. This resulted in some children being nervous and lacking confidence when the questions were being posed. As a teacher I felt that it was difficult when working with children to not offer suggestions for them and support them to find the answers when they were having difficulty.

What might you have done differently?

I feel that the questionnaire results were too narrow for quantitative data. If I were to use mixed methods again, I would ensure that the whole of Key Stage 2 answered the questionnaire in order to gain a more representative picture of pupils' understanding of the purpose, 'Healthy Confident Individuals.' I also feel that Year 6 overshadowed the younger pupils in the focus group. I would try to overcome this by asking a Teaching Assistant to ask the questions, so that the pupils there would not be a specific year group more comfortable than the other. I would also ensure specific opportunities were made to further encourage the younger participants to answer the questions posed.

What worked well? /What aspects did you find most useful?

A mixed method approach was useful as I was able to triangulate data and findings in order gain a deeper insight into pupil understanding and perception across the school. I found that visual representations allowed for the views of Foundation Phase to be taken into consideration, and I would definitely use this enquiry method again with younger pupils in the school.

Would you recommend professional enquiry to colleagues?

Yes definitely. Professional enquiry allows for an in depth understanding to be established of a key priority or area for development. Involving a wider range of stakeholders through research methods allows staff and children to gain a deeper understanding. It also empowered staff, as it gives them a

voice to share opinions. Developing a culture of professional enquiry across the school allowed staff to develop a self-reflective approach to curriculum reform. It also ensures that staff are taking responsibility for their own professional development. Research informed enquiries gave staff a better understanding of how and why reforms need to take place, and staff have become more invested as a result. Professional enquiry creates a culture of enquiry, innovation, and exploration in schools.

What advice would you give to schools considering undertaking their own professional enquiry?

It is important that staff have a clear understanding of how professional enquiry will benefit them prior to carrying out any school-based enquiry cycles. I also found it beneficial to explain to staff how professional enquiry links with the teaching and leadership standards and the schools as learning organisations model, so that staff had an understanding of how this approach links to curriculum reform in Wales as a whole . It was also beneficial to train all staff in carrying out professional enquiry and the advantages and disadvantages of each enquiry method prior to carrying out the first enquiry cycle. This allowed for staff to understand the importance of being open and honest when taking part, as they greater understood the benefits of the process and how it would develop our curriculum moving forward.