

Best practice

Ysgol Llandwrog, Gwynedd

Number of pupils: 73

Age range: 3-11 years

Date of Estyn inspection: September 2011



Area of sector-leading practice which has been identified during inspection and relates to a particular quality indicator:

Key Question: 1

Quality indicator: Wellbeing

Aspect: The work of the Nutrition Group

Context and background to sector-leading practice:

The positive manner in which the nutrition group has sought to resolve a specific problem, through researching and responding to the views of fellow pupils.

Description of nature of strategy or activity:

The school firmly believes that every pupil's view should be heard. The practice of providing a listening ear and the circle time work throughout the school has given children the confidence to air their opinions in the knowledge that any concern will be listened to. During recent years, the school has more than doubled in size. As a result, a class has had to be held in the school hall - a location in which a wide variety of activities are held, as well as the

daily school dinner.

Dinner time was a difficult period for children and members of staff. Some of the concerns were:

- insufficient space to sit /move about;
- children having to wait a long before being allowed out after finishing their dinner;
- unfairness in terms of sharing food / responsibilities.

As a result, there was a feeling of frustration during the dinner break. Often playing turned into quarrels and this would continue into the beginning of work in the afternoon. Teachers had to begin many of the afternoon sessions with circle time to discuss and resolve problems. At the request of a group of older children a nutrition group was formed to see if the situation could be ameliorated.

Action points:

- A questionnaire for the children about the positive / negative aspects of having dinner in the hall and outside on the playground.
- Children making a formal application to become a member of the nutrition group.
- Jointly deciding what would be the composition of the group, how many members, age, some having school diners, some with lunch boxes, additional food needs.
- To discuss and organise the purpose and possible impact of the group.
- To prepare a questionnaire on the school dinner menu in terms of favourite and least favourite meals and analysing the results.
- Holding a formal meeting with the head of commercial services and the school cook, which

"The work of the group contributes very effectively towards raising standards of wellbeing throughout the school"

provided an opportunity to ask questions and share ideas.

- Discussing changes to the lunch break with the headteacher
- A presentation to governors on the process and the outcomes.

As a result of the research and analysis , the school decided to implement the group's recommendations by:

1. Resetting the hall during the lunch hour.
2. Changing the rules about who sat where.
3. Two assistants having their lunch fifteen minutes earlier and therefore there would be playground supervision from 12.15pm onwards. The children allowed out of the hall as soon as they had finished their food.
4. Groups playing games on the playground, 3 games being supervised by the assistants. The composition of the groups changed weekly, the games changed daily.
5. An international dinner was prepared every half term, e.g. Spanish, French to coincide with the term's work.

Council members from two nearby schools visited the school to learn about the group's work.

What impact has this work had on provision and learners' standards?

- The work of the group and the commitment to it by children in general, contributes very effectively towards raising and maintaining standards of wellbeing throughout the school.
- The ability of pupils to consider other viewpoints besides their own, to organise research, to analyse evidence and make decisions is very good.