



Hurst Park Primary School
Subject & Curriculum Leadership Report

SUBJECT / CURRICULUM		Eco/Healthy Schools	Date:	
Leader (s)		J L Beresford	15.10.2020	
SECTIONS		SUMMARY EVALUATION		
1	INTRODUCTION Why do we teach what we teach?	Our eco and healthy schools work allows children to take responsibility and take the lead in steering change and making a positive impact on their school environment. It helps them to take informed decisions and actions on real life sustainability issues. Children begin developing leadership skills, devolving confidence and responsibility. All of these are key skills that can impact them in other aspects of the curriculum and other subjects. It also develops good communication and team work skills. Ultimately, pupils understand how they can live happier and healthier lives.		
2	CURRICULUM <ul style="list-style-type: none"> • INTENT (Include reference to SEND and disadvantaged pupils) 	Within National curriculum lessons and during themed weeks, pupils are exposed to different elements of the eco/healthy schools themes. Each year, pupils build on the knowledge and understanding of their learning in previous years by examining the themes/issues at a more sophisticated level. The eco/healthy schools' curriculum provides opportunities for all pupils, including SEND and disadvantaged pupils, to develop the skills, knowledge and independence to continue their future learning in Year 7 and beyond, with an aim to ensure they remain happy, healthy individuals who care about the world they live in.		
	<ul style="list-style-type: none"> • IMPLEMENTATION 	The majority of work is taught during themed days and weeks, such as Healthy Schools' Week, National Clean Air Day, Walk to School Week, Road Safety Week, Earth Day, etc., where pupils learn about the specific eco/healthy schools themes that tie in to these events. In addition, pupils participate daily/weekly in the Living Streets' Walk to School Challenge and monitor the school's energy use, which constantly reinforces these key priorities. All pupils participate in mindfulness sessions during the school day. Some learning is explicit within National Curriculum subjects, such as geography, science, PE, PSHE and design & technology, where pupils learn about climate change, healthy lifestyles, nutrition, etc. In all cases, as pupils progress through the school, their learning becomes embedded in long-term memory and they are able to integrate their knowledge into larger ideas, e.g. how a small action, such as switching off a light, relates to climate change.		
	<ul style="list-style-type: none"> • IMPACT (Include reference to SEND and disadvantaged pupils) 	Each year, pupils' understanding of the eco/healthy schools themes develops and they are able to talk with some detail about these. Children in EYFS begin to learn about looking after the environment in forest school, they also participate in the walking challenge and how this, along with a nutritious lunch, keeps us healthy. By KS1 pupils understand how air and water can be polluted by humans, how 'switching off' can help the environment and what constitutes a healthy lifestyle. By the end of KS2, pupils have an understanding of sustainability, including the ways we can influence climate change, and the importance of healthy relationships. All pupils, including those with SEND and/or who are disadvantaged, leave Year 6 well-equipped for the next stage of their education.		
3	BROADER CURRICULUM How does this subject promote elements of the broader curriculum, including SMSC, British Values, Eco-Schools, etc.?	Pupils develop a sense of fascination, enjoyment, creativity and imagination in their learning and are able to reflect on their actions. In learning about themselves, each other and their environment they develop mutual respect and have the opportunity to work in a range of communities and social settings. Much of the pupils' learning in this area is cross-curricular and there are further opportunities for pupils to participate by joining the eco-team, the school council, or by joining in with school events such as Happy Shoesday, International Week, etc.		
4	SUCCESSES IN THE SUBJECT IN THE PREVIOUS YEAR Focus should include the contribution of the subject to meeting whole school priorities	<ul style="list-style-type: none"> ▶ 9th Eco-Schools Green Flag Award ▶ Healthy Schools Gold Award & Anti-Bullying Alliance Gold Together School ▶ First School in Surrey to achieve Modeshift STARS Gold Accreditation 		
5	ACHIEVEMENT Attainment, progress and the quality of learning for individuals, different groups, including SEND pupils, boys/girls, disadvantaged, CLA. Emphasise key skill development across curriculum	Strengths	Grade 1	Areas for Development
		<ul style="list-style-type: none"> ▶ All pupils, irrespective of their pupil group, have a good understanding of eco and healthy school themes. 		<ul style="list-style-type: none"> ▶ A greater number of pupils need to demonstrate that they are 'buying in' to what they have learned in their day to day lives.



Hurst Park Primary School Subject & Curriculum Leadership Report

6	TEACHING Teacher subject knowledge and pupil expectations, engagement, motivation, challenge, progress, independence, reading and literacy skills, assessment and next steps in learning. Marking, feedback.	Strengths	▶ Grade 2	Areas for Development
		▶ Teaching is good and there is a range of evidence to support the eco and healthy schools themes, which is of a high standard.		▶ Greater opportunities for cross-curricular learning need to be taken at every opportunity, not just during themed weeks.
		▶		▶
		▶		▶
7	LEARNING BEHAVIOURS Including behaviour in lessons & around the school, attitudes to learning. Pupils' enjoyment and engagement in the subject, views of pupils/parents. Include SMSC	Judgement	▶ Grade 2	Areas for Development
		▶ Pupils enjoy learning and have a good understanding of why the work we do is important.		▶ Not all pupils are independent in their learning and 'live' the school's ethos in their day to day lives.
		▶		▶
		▶		▶
8	LEADERSHIP/MANAGEMENT How well leaders demonstrate ambition, vision, high expectations, improve teaching and learning, develop staff, sustain improvement. Appropriate curriculum, equal opportunities, parental engagement	Strengths	▶ Grade 2	Areas for Development
		▶ Subject leaders have high expectations and ensure the eco and healthy schools themes are regularly visited.		▶ Explicit curriculum links to the [new] themes need to be made.
		▶		▶
		▶		▶
9	OVERALL EFFECTIVENESS	Overall, pupils achieve very well in this area and teaching is good. As a school, we are widely recognised as one of the county's leaders in this field and recently were visited by a group of county councillors to look at ways our ideas can be rolled out to other schools in Surrey. However, recent changes to other subject areas has meant that links to the eco/healthy schools programme need reviewing as most of the learning now comes from themed days/weeks rather than being fully integrated into the school's curriculum.		
10	WHAT IS A GOOD LEARNER LIKE ON LEAVING HURST PARK?	A good learner has an understanding of a range of environmental issues and how they as individuals can help tackle these issues and make a difference. They understand that being healthy incorporates body, mind and lifestyle; they remain active, understand what constitutes a healthy diet and are able to use mindfulness techniques. They are responsible citizens who care about their community and the wider world.		
11	KEY AREAS FOR SUBJECT DEVELOPMENT Especially achievement and quality of teaching	▶ Make explicit curriculum links to the eco and healthy schools themes.		
		▶ Develop the theme of 'marine' across the curriculum and school policies by, e.g. reducing single-use plastics.		
		▶		