**The value of our Student Health and Wellbeing Report within our Estyn Inspection**

**Heather Cooper, Deputy Head Pastoral Cefn Hengoed School Swansea**

We thought it would be helpful to hear Heather’s thoughts as to the value of their 2014 Student Health and Wellbeing Report within their recent Estyn Inspection, particularly as Estyn judged Welbeing to be excellent. **Our congratulations go to all the staff and students for that achievement.**

Heather explained that the Student Health and Wellbeing Report provided a vital component in the self-assessment relating to:

* **Key Question 1.2** Well being
	+ - **Key Question 2.3.4** Care support and Guidance

She felt that the way that their school drilled down into the detail of student wellbeing to inform decision making was an important factor in the school achieving an Excellence grading.

The Inspection team was interested in seeing Cefn Hengoed’s student data in relation to wellbeing and wanted to explore what had interested and concerned the school community in relation to the health behaviours of students. The Report provides valuable evidence for use here.

**Particular emphasis was given by Estyn as to** **what was put in place as a result of having the report** in terms of the curriculum and Healthy School and other actions and how this was then evidenced in the School Development Plan and the Self-evaluation Report.

It was also noted by inspectors that subsequent reports (the School Health Research Network will provide one every two years) would be very helpful in further monitoring impact on student health and wellbeing.

**The school used evidence from the following sources alongside their Student Health and Wellbeing Report:**

* + The WG School Sports survey
	+ ESTYN’s questionnaires to pupils and parents
	+ Pupil attendance and exclusion data
	+ The local authority ‘Super Survey’

*Heather concludes by saying:*

*‘The data in itself does not provide answers, it signposts the questions to ask which in turn inform the identification of effective support strategies.’*