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# The School Health Research Network (SHRN)

A SHRN-led Journey to Eating and Well-being for Learners and Families - Llwynypia Primary School, Rhondda Cynon Taf

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## Authors

Maria Boffey, Lisa Chinnock and Charlotte Wooders

To read author biographies, please refer to the final section of this case study.

## Acknowledgments

SHRN would like to acknowledge and thank Lisa Chinnock, Head of Health and Well-being at Llwynypia Primary School, for her invaluable support and contribution to the development and writing of this case study.

### **Please Note:**

This case study is a way of sharing school practices. It draws on the experiences of these particular schools that they found beneficial in their context. The effectiveness of these approaches may vary, and they have not been independently verified or evaluated by SHRN.



## A SHRN Led Journey to Eating and Well-being for Learners and Families - Llwynypia Primary School, Rhondda Cynon Taf

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## 1. Case Study Overview

Llwynypia Primary School in Rhondda Cynon Taf shows how one set of clear, reliable data can spark whole-school conversations about health and well-being. When staff reviewed their learners' daily readiness, one finding jumped out straight away, daily fruit and vegetable intake among learners in Years 3 to 6 was below the Welsh average. The lowest levels were in Years 3 and 4, suggesting younger learners were finding it harder to build consistent healthy eating habits. That simple insight gave the school a practical starting point.

Using the SHRN data as a baseline, staff, learners and governors agreed that food and drink should become a whole-school priority. The Healthy School Council explored the graphs, data and infographics, and helped shape the first actions. This meant pupil voice guided the work from day one. The school introduced targeted changes, including a dedicated fruit time, learner-led assemblies and a new food pantry.

These steps didn't happen in isolation. Staff worked closely with [The Welsh Network of Health and Well-being Promoting Schools \(WNHWPS\) practitioner](#) (WNHWPS) and local partners, which helped strengthen the school's [Whole-school Approach to Emotional and Mental Well-being](#) and made sure the work connected with the [Curriculum for Wales](#), especially in areas linked to health, citizenship and developing healthy routines.

Early signs are encouraging. More learners are bringing fruit to school. Staff have noticed better engagement in discussions about healthy lifestyles, and families are making regular use of the food pantry. Children say the new snack routine helps them remember to eat fruit and gives breaktimes a calmer feel.

The SHRN data has also prompted wider reflection. Staff are using the findings to guide professional learning, update the Healthy Schools Action Plan and think about how food, sleep, friendships and digital habits all connect in learners' everyday lives.

Most importantly, the school now has a clear baseline to track progress over time, and these first actions form part of a longer-term plan to support healthy eating and hydration across the whole-school community.

## 2. About the School

Llwynypia Primary School sits in the heart of Llwynypia in the south Wales Valleys and educates learners aged 3 to 11 years, including part-time nursery learners. A significant proportion of learners are eligible for free school meals, and the school serves a community facing high levels of socio-economic disadvantage. These local factors shape the school's strong commitment to health, well-being and inclusion.

The school maintains a clear focus on belonging and whole-school well-being. As a Community Focused School, it works closely with WNHWPS and with local organisations including Tesco, Pipyn, Cardiff City Foundation, Cardiff Blues Rugby, Pets at Home and Learning Curve who help provide access to nutritious food, stable routines and structured well-being activities. These partnerships also strengthen the school's ability to respond to community needs and offer practical support to families when they are needed most.

Health and well-being is not treated as a standalone topic at the school. Instead, it runs through everyday routines, classroom practice and wider school life. The work aligns with the Curriculum for Wales and supports learners to grow as healthy, confident individuals. Planned teaching within the Health and Well-being AoLE is reinforced through cross-curricular activities and consistent expectations across the school day.

The school also takes a structured approach to monitoring well-being. Staff draw on SHRN data, class level observations and routine pastoral records to understand emerging needs and plan next steps.

## 3. What the SHRN Data Told us About Food and Drink Consumption

Llwynypia Primary School first took part in the SHRN Primary Survey during the 2022 pilot and later joined the national rollout in 2024. Across both phases, the school worked closely with its local Welsh Network of Health and Well-being Promoting Schools (WNHWPS) practitioner to understand the findings and use them meaningfully in day-to-day planning. This partnership helped staff feel confident in interpreting the data and making sense of patterns that weren't immediately obvious at classroom level.

The school-level SHRN report provided clear data on daily eating and drinking habits. Key findings included:

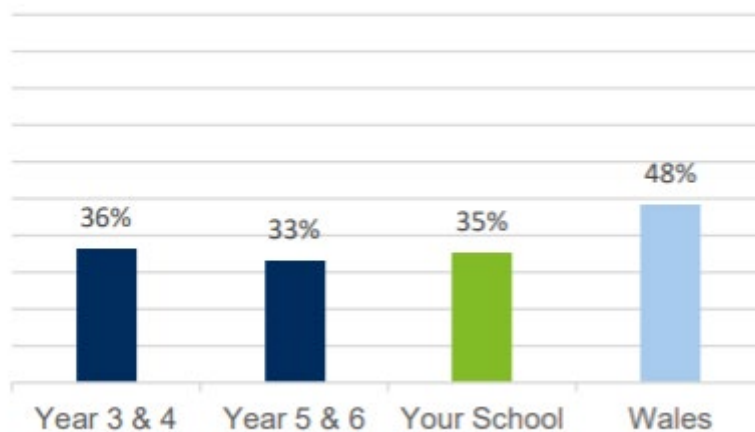
- **35%** of learners ate fruit daily (Wales average: **48%**)
- **29%** ate vegetables daily (Wales average: **37%**)

- **Years 3–4** recorded the lowest vegetable intake: **(28%)**
- **All year groups** were below the Wales averages

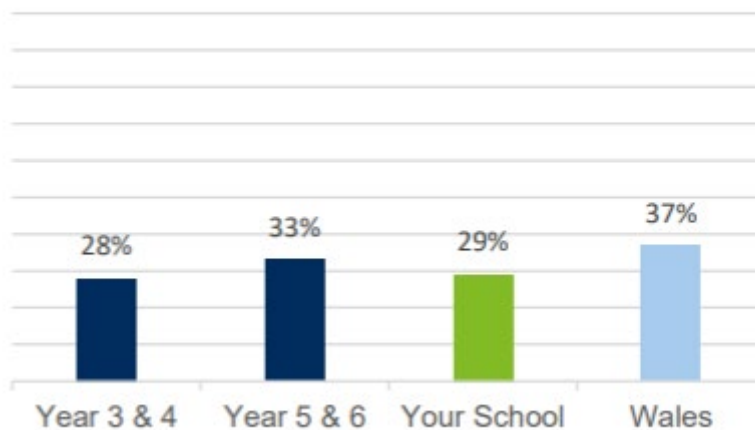
The results showed a clear whole-school pattern and matched what staff were already noticing in learners' concentration and energy.

**Llwynypia Primary School: SHRN Student Health and Well-being Survey Data 2024 - Data and Graphs from the School's SHRN Report 2024.**

Daily Consumption of Fruit

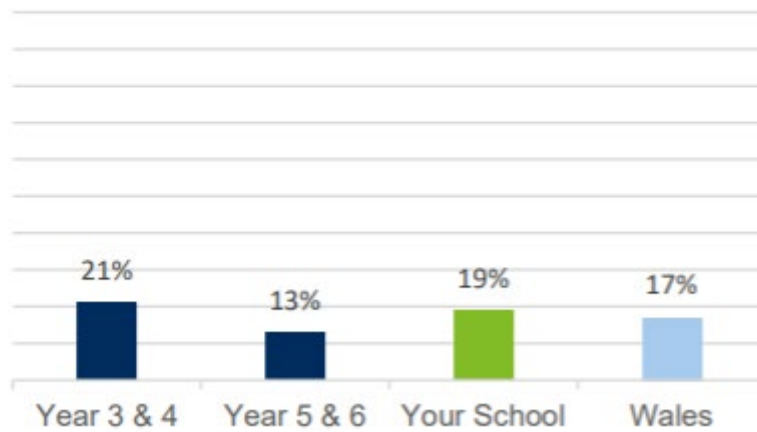


Daily Consumption of Vegetables

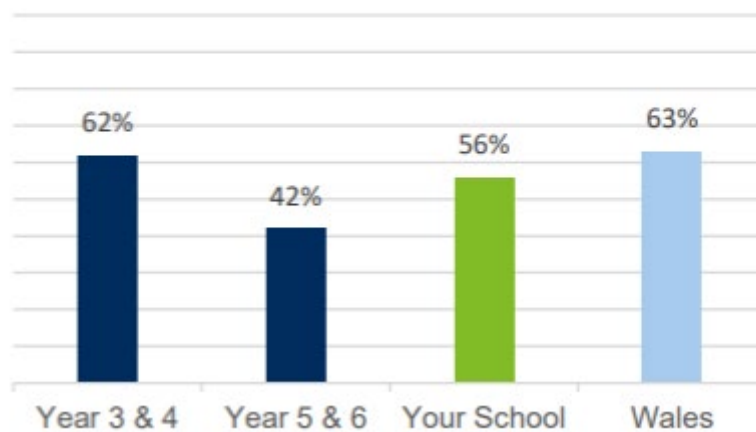




### Daily Consumption of Sugary Drinks



### Daily Consumption of Water



Taken together, the results showed a consistent whole-school pattern, not an issue limited to one class or cohort. Staff recognised that the data mirrored what they were seeing in classrooms, particularly differences in concentration, energy, emotional regulation and readiness to learn. Staff also noted similar patterns during breaktimes and lunchtime, where some learners appeared noticeably tired, less active, or more overwhelmed during

social interactions. Several staff commented that the data 'put numbers' into things they had sensed but had not previously been able to provide evidence. The findings also prompted useful conversations about how morning routines, access to breakfast items and family habits may be affecting learners daily readiness to learn.

Having access to reliable SHRN evidence gave the school confidence in where to focus its efforts. It allowed staff to plan support that was practical, targeted and rooted in learners' real-life experiences, rather than relying on assumptions or isolated observations. To support this planning, the school's local WNHWPS practitioner, Rachel Dicker, created infographics presenting the school-level SHRN data in a way that was both engaging and accessible for everyone in the school community. The infographics showcased a breadth of SHRN data and transformed it into visually appealing and easy-to-understand formats. The school was also able to share these findings with governors and community partners, which helped build wider understanding about why healthy eating was becoming a priority. To read more about infographics click [here](#).

Importantly, the SHRN data created a shared starting point for whole-school action, making it easier to align classroom practice, family engagement and the work of the Healthy School Council. This clarity meant the school could move quickly from identifying the issue to implementing meaningful, manageable changes for learners.

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*'The SHRN data has been invaluable in identifying key areas for improvement in our journey as a National Quality Award Healthy School<sup>1</sup> Using this insight, the SHRN action plan has directly informed and strengthened our Healthy School action plan.'*

*The infographics provided by the Health Promoting Schools Practitioner brought the findings to life, helping our children clearly understand the outcomes and engage with the changes we're making.'*

**Lisa Chinnock**  
**Year 2 and 3 Teacher**  
**School Health and Well-being Lead and SLT**

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<sup>1</sup> [Welsh Network of Healthy School Schemes National Quality Award](#) (Previous award system which is soon to be the Public Health Wales [National Standards for Health and Well-being Promoting Schools in Wales](#)).

#### 4. Learner Voice: Learners Shaping the Response to SHRN Data

Learners were central to interpreting the SHRN data from the outset and deciding what should happen next. Instead of simply sharing the results, staff set aside focused time for the Healthy School Council to look through the SHRN graphs together, talk about what the findings meant for them, and reflect on how their eating habits affected their day-to-day experience in school. This gave learners genuine ownership of the process and built their confidence in asking questions, interpreting information and contributing to school priorities, in line with the learner-centered approach of the Curriculum for Wales.

Staff described these sessions as *'some of the most honest conversations we've had about food, routines and how children actually feel during the school day.'*

As they explored the SHRN data, learners quickly identified healthy eating as an area they wanted to prioritise. They spoke openly about the challenges they faced, including:

- Feeling rushed at breaktimes.
- Forgetting to eat their fruit.
- Wanting clearer expectations around healthy snacks.
- Wanting a bigger role in promoting healthy choices.

These insights directly shaped the practical actions that followed, making the work genuinely learner-led. By listening closely to what learners said they needed, staff and learners were able to co-design practical, achievable actions that made sense for the school. Much of the healthy eating work developed directly from these conversations, rooted firmly in pupil voice. Learners also suggested small but meaningful changes, such as having fruit easily visible on tables, adding reminders during morning routines, and using older learners as healthy eating champions, which staff might not have identified without their input. This ensured the actions were not only age appropriate but genuinely useful in learners' daily routines.

Staff noted how powerful it was for learners to see their ideas turn into real change. This strengthened their sense of ownership and helped develop ambitious, capable learners who recognise that their views can genuinely influence their school environment.

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*“Fruit time is great because it keeps us healthy and stops us being ill.”*

*“More kids eat fruit now cos we still get loads of time to play afterwards.”*

*“The pantry is good as it helps our families save money.”*

*“My mam can get more healthy food for us to eat.”*

**Learner Healthy School Council Members**

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## **5. Turning SHRN Insights into Practical Changes That Made a Difference**

Once the SHRN findings had been shared and discussed, staff and learners worked together to identify what would make a meaningful difference to children’s day-to-day experiences. This led to a set of practical changes, each shaped by pupil voice, informed by the evidence, and focused on strengthening healthy eating and access to nutritious food. Importantly, every action linked directly back to what learners said they needed, ensuring that the work was relevant, manageable and likely to make an immediate difference. Staff emphasised that having clear data alongside children’s lived experiences made it easier to choose actions that were both realistic and have a high impact.

These ideas formed the basis for the school’s next steps, shaping a clear set of actions that could be introduced quickly and monitored over time. Examples included adapting daily routines to create more time for fruit snacks, redesigning snack expectations so they were simpler for families to follow and introducing learner-led assemblies that promoted healthy choices in a fun, age-appropriate way. The school also began exploring how wider community support, such as access to low-cost ingredients and the introduction of a food pantry, could help reduce barriers for families outside school hours.

These changes meant that healthy eating wasn’t just encouraged in principle; it became visible, practical and embedded into school life throughout the day.

## 5.1 Bringing Learners and Families into the Dinner Hall

One of the first actions was to look closely at school meals. While the SHRN data showed low fruit and vegetable intake, discussions with learners provided important context: some were unsure about the healthier options, and others felt hesitant to try unfamiliar foods. Staff also noted that many learners had limited opportunities to try new foods at home, which made tasting sessions a useful way to ease anxieties and spark curiosity.

To address this, the school ran a menu tasting session, inviting learners and their families to sample potential dishes together. The event created a supportive atmosphere where families could taste food, share views and encourage one another to try new options. Parents and carers appreciated being able to see and taste what their children were being offered, which helped build trust in the school's approach to healthy eating.

The session not only gathered useful feedback for the school but also helped build learners' confidence and willingness to choose healthier meals. The tasting session also gave staff practical insight into which healthier options learners were most willing to choose. This helped refine the menu, reduce waste, and shape future food related decisions based on what learners and families said would genuinely work. Staff commented that some children were far more willing to try new foods when sitting alongside their family members. The session added helpful context to the SHRN findings, showing why some healthier options had lower uptake and what changes would make them more appealing.

It also strengthened relationships between home and school, reinforcing the message that healthy eating is a shared effort between learners, families and staff.

As the school began turning the SHRN findings into practical steps, a series of learner-led ideas and community focused actions emerged that shaped work both inside and outside the classroom.

## 5.2 Creating a Food Pantry with the Healthy School Council

Another strong message through learner discussions was that eating habits were closely linked to what families could access at home, particularly around affordable food. In response, the school began developing a community food pantry, using a new space within the community room. Learners have decided how it should look, how it would operate and which items would be most useful. As a result, the pantry now offers affordable essentials, including fresh fruit and vegetables, providing families with a

practical, accessible source of support. It also reinforces the school's wider commitment to community involvement and reducing barriers to healthy eating. The Healthy School Council also helped design simple signage and a friendly, welcoming layout to reduce any stigma around using the pantry.

This work complemented the SHRN findings by addressing some of the factors that influence eating habits outside school. By pairing SHRN data with learner insight, the school was able to take action that felt grounded in real need.

### **5.3 Building Partnerships to Strengthen Supply**

To support the long-term sustainability of the pantry and other healthy eating work, the school reached out to local partners. These conversations opened new opportunities, including exploring ways to secure regular access to free fruit and vegetables for learners and their families. Partners were keen to collaborate once they understood the SHRN findings and the school's vision, and several offered practical support that could be put in place quickly.

These partnerships help the school extend what it can offer on its own, giving families more consistent access to nutritious food and strengthening the wider support available within the community. Examples included surplus food collections, seasonal donations, and advice on how to manage supplies, so the pantry remained well stocked and accessible. They also strengthened the school's response to the SHRN data evidence by providing long term, reliable access to nutritious food.

### **5.4 Making Fruit Snack Time a Real Part of the Day**

For many children, the rush of morning break meant that fruit often stayed in their bags. Learners explained that they wanted time to eat without feeling they were missing out on play. Staff recognised this as a simple but important barrier that had never been explicitly discussed before the SHRN conversations.

In response, the school introduced a daily, structured fruit snack time for Progress Step 3 (PS3). It was a small change, but it made a big difference: it made eating fruit a normal part of the day and gave learners a calm moment to enjoy it. Staff have already noticed improvements in pupils' energy, focus and readiness to learn. The routine has also given staff opportunities to model healthy choices and chat informally with learners about trying new foods, which helped build confidence over time.

Learners said the routine made it easier to remember their fruit and made them more willing to try something different when they saw friends doing the same. Staff also noted fewer mid-morning dips in energy and quicker settling into learning. The routine directly supported the areas highlighted in the SHRN data and has become a simple, sustainable part of the school day. Parents and carers have also shared that the new routine has encouraged children to ask for fruit at home, creating better consistency between home and school.

This practical change directly responded to the SHRN finding of low daily fruit intake, especially among younger learners.

## 5.5 Using Assemblies to Promote Positive Choices

Healthy eating quickly became a whole-school focus. The Healthy School Council led the way by planning and delivering a series of assemblies that raised awareness, celebrated learner involvement and reinforced positive routines in an age-appropriate way. Seeing their peers presenting messages, asking questions and sharing ideas helped other learners become more engaged and motivated to take part. Staff noted that the assemblies helped normalise healthy eating messages and created shared language across the school. This made it easier for teachers to reinforce routines in class and helped younger learners understand what healthy choices look like in practice.

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*“Seeing learners take ownership of the SHRN data, especially through the Healthy School Council, has been one of the most powerful parts of this journey. The learner-led assemblies have also transformed how we talk about food in school. When children share the message, it lands differently—it becomes part of the culture.”*

**Rhian Hurley**  
Deputy Headteacher and ALNCo

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## 5.6 Supporting Families with Clear Information

As the work developed, the need for clear and consistent communication grew. Learners played a central role in designing a new Healthy Lunchbox leaflet, setting out healthy snack choices in a simple, approachable format. By making the leaflet child-friendly and

co-created, the school ensured the messages spoke directly to families in a supportive way. Staff found that involving learners in the design process made the guidance feel more authentic and less like a top-down instruction. The leaflet is now used in classes and at the start of each term to reinforce expectations, and learners say it feels more meaningful because they helped create it. The leaflet also reinforced the SHRN data on healthy snack patterns, giving families clear, consistent guidance linked to the evidence.

Teachers have also found it helpful during conversations with families, as it provides a clear and consistent reference point that reflects both SHRN evidence and learners' voice. By grounding the leaflet in both SHRN data and learner insight, the school created a simple tool that supports healthier routines across the whole community.

## 5.7 Building Staff Confidence Through Professional Learning

To strengthen the school's long-term approach, the Health and Well-being Lead attended the *Food, Nutrition and Physical Activity: Creating Healthy Schools* training. This professional development helped ensure that planning, teaching and whole-school practice remain aligned with current guidance and the wider WNHWPS framework. Staff now feel more confident supporting food-related initiatives and embedding healthy eating messages consistently across the curriculum. The training also helped staff interpret the SHRN data more confidently and translate the findings into day-to-day practice.

By strengthening staff knowledge and giving them shared language and strategies, the school is now better equipped to sustain the changes introduced and continue responding to SHRN evidence in a meaningful, long-term way. Staff noted that the training helped bring the whole set of actions together, reinforcing the link between evidence, curriculum expectations and daily classroom practice.



## Below: Healthier Lunchboxes Leaflet developed by the Learners of the Healthy School Council

We are the healthy school council at Llwynypia Primary School.

We are very proud to have achieved the national quality award. One of our targets is to get healthier packed lunches in our school. Here are some of our ideas for you to try out.

### Don't forget

Our pantry is open to the families of our school and wider community every Friday between 8:45 and 9:15am. If you would like to use the Pantri, there is a £3 suggested donation which will allow you a bag of 10 items from the shelves.

If you would like to donate to the Pantri, we are always accepting donations and we are grateful for all of those who show support.

Water bottles are for sale from the office and cost £1.

Any empty 'clean' rubbish from packed lunches will be taken home to recycle.



A healthy lunchbox has a variety of foods from these food groups:

### Fruit and vegetables

1 portion of fruit and 1 portion of vegetables.

#### Try:

Cherry tomatoes, raw vegetable sticks, fruit salad, raisins, an apple, an orange, a banana or a bunch of grapes.



### Dairy foods



1 portion daily of a food rich in calcium is essential for children's growing bones.



#### Try:

Yoghurt, fromage frais, cheese, milk, rice pudding, custard.

Always include foods like bread, rolls, bagels, wraps, rice, pasta or potato.



### Tips

#### • Make lunchboxes fun!

Pack foods attractively: cut foods into shapes; use a variety of containers. This is an opportunity to re-cycle packaging e.g. use clean, empty containers.

#### • Involve your child in planning his/her lunchbox.

Encourage him/her to try new foods. Variety is the key to a healthier lunchbox. Give praise, reward stickers etc if they eat the new food.

#### • Vary the sandwiches by using different types of bread.

Rolls, granary bread, wholemeal bread, bagels, pitta bread and soft grain bread are healthy choices.

#### • Try alternatives to sandwiches.

Rice salad, pasta salad, pizza, quiche or noodles are tasty options.

#### • Alternatives to sugary foods and Crisps.

Could be a slice of fruit loaf, pack of nuts and raisins (check allergies) hot cross buns, pot of rice pudding, tub of fruit jelly (low sugar).

#### • If you include crisps only do so occasionally.

#### • If you have pasta for supper, set some aside to use in the next day's lunchbox.



## Healthier Lunchboxes



## Healthier Children

### Menu ideas for one week

#### Monday

Chicken and lettuce or cheese and tomato sandwich on granary bread, Cherry tomatoes, Low sugar jelly with added fruit, Chocolate or strawberry low fat/low sugar milk shake.

#### Tuesday

Vegetable sticks - carrot, pepper, cucumber, Slice of pizza, Yoghurt, Scone or hot cross bun, Water

#### Wednesday

Pasta salad with sweet corn and peas, Slice of cold meat or cheese, Slice of fruit loaf, Banana or apple, Carton of unsweetened orange juice

#### Thursday

Houmous, (or ham) lettuce and tomato wrap, Small packet of low fat crisps, Fromage frais, Slice of melon or a tangerine, Carton of unsweetened apple juice

#### Friday

Wholemeal bread roll filled with tinned salmon or tuna with cucumber and mayonnaise, Small bunch of red or green grapes, Pot of rice pudding, Water

### Protein

A portion of a food rich in protein either on its own or as a sandwich



filler.



#### Try:

Chicken, lean meat, tuna or other fish, peanut butter, eggs or houmous.

### Thirsty?

Remember always include a drink. Water, milk, pure fruit juice and fruit smoothies are good choices. It is important your child has plenty of water to drink. Remember—no fizzy drinks allowed!

### Keep it cool!

Lunchboxes should be kept cool - use a freeze block or similar.

If sandwiches are prepared the previous evening, always store them in a fridge.



## Below: The Community Pantry at Llwynypia Primary School



## 6. Building Staff Confidence Through Professional Learning

The SHRN findings helped the school prioritise which actions would have the most immediate benefit, ensuring time and resources were used effectively.

A shared evidence base helped staff, families and governors stay aligned. Staff commented that having one evidence base reduced confusion and helped them explain why certain routines or changes were being introduced.

The progress at Llwynypia Primary has been shaped by collaboration across the whole-school community, with the SHRN findings providing a shared evidence base for everyone involved. Learners were central to this work, helping set priorities, leading healthy eating assemblies and contributing to the design of the food pantry and communication materials. Their involvement ensured that changes reflected real learner experience rather than staff assumptions, directly responding to the SHRN data on fruit and vegetable intake. Because everyone was working from the same SHRN data, it became easier to keep messages consistent across classrooms, assemblies, family communication and governance discussions. This consistency helped build trust, as families and learners saw the same messages reinforced in multiple ways.

Teachers and support staff reinforced this by modelling healthy routines and weaving food and well-being related conversations into everyday teaching. Using the SHRN findings as a reference point helped ensure messages were consistent and that daily practice supported the areas highlighted in the data. Staff said this made healthy eating feel like part of *'how we do things here,'* rather than an extra activity or standalone initiative.

Families played an important role too. Parents and carers were invited to come in twice a week, on Monday and Friday, for the school's Well-being Breakfast Club. The school particularly encouraged families to attend if their child had lower attendance or was finding the transition from home to school a little challenging. Parents and carers shared insights into what was helping at home and what additional support might be useful. Their feedback added valuable context to the SHRN findings, particularly around the influence of access to food outside school. Parents and carers also appreciated having practical support alongside clear information, helping them feel part of the solution rather than simply being given expectations.

Governors reviewed the SHRN findings alongside staff, ensuring decisions stayed evidence informed and aligned with the school's health and well-being priorities. The WNHWPS practitioner supported the school to interpret the data and translate it into practical actions, helping staff feel more confident working with health evidence. Governors also used the SHRN results as a baseline to monitor progress over time, checking that actions were making the intended difference. This joint scrutiny, governors, staff and external partners, helped keep the work focused, sustainable and connected to the needs of the wider school community. This approach has helped the school plan for long-term sustainability, ensuring the work continues beyond a single project cycle.

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*'It was clear that Llwynypia Primary used their SHRN data purposefully. They took time to understand the findings, involved learners in the process and turned the data into practical steps that aligned to the needs of their whole-school community.'*

**WNHWPS Practitioner**

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*'After completing the SHRN survey with pupils, Mrs Chinnock, our Well-being lead, presented the findings to the Governing Body. The SHRN survey highlighted strengths we were proud of, like learners feeling safe in school, but it also showed gaps, especially around healthy eating and how many children arrived without breakfast. This led us to introduce dedicated snack time, take part in 'taste testing passport' sessions, and set up a parent and pupil breakfast club, which has already improved attendance and helped children start the day ready to learn.'*

**Angela Lewis, Chair of Governors**

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Together, these contributions (learner voice, staff expertise, family engagement, professional support and strong governance) have strengthened Llwynypia Primary's impact as a Community Focused School creating a more connected and health promoting environment for every learner.

This approach has helped the school plan for long-term sustainability, ensuring the work continues beyond a single project cycle. By embedding the SHRN findings into day-to-day decision-making, Llwynypia Primary has created a whole-school culture where healthy eating, pupil voice and community involvement are part of everyday practice, not a temporary project.

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*"The best part is that the changes feel embedded, not like an add-on. Healthy routines are becoming part of 'how we do things' across the school."*

**Rachel Price**  
**Nursery / Reception Teacher and SLT**

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## **7. What We're Seeing So Far: Early Outcomes from SHRN Data**

Early indicators show that SHRN informed actions are already making a difference. Staff, learners and families have all contributed to shaping this picture of change.

### What's changed so far:

- ✓ **More learners now bring fruit for snack time**, supported by the new routine and a stronger sense of motivation around healthy choices.
- ✓ **Learners are more confident talking about food and healthy habits**, often contributing ideas and questions during lessons and assemblies.
- ✓ **Engagement in health and well-being lessons has strengthened**, as learners make clearer connections between food, energy, mood and learning.
- ✓ **Use of the community food pantry continues to grow**, particularly among families seeking affordable fresh produce.
- ✓ **Learners report feeling listened to and proud**, recognising that their feedback directly influenced the changes introduced across the school.

Early indicators show that SHRN-informed actions are already making a difference. Staff, learners and families have all contributed to shaping this picture of change, drawing on a range of evidence to understand these emerging impacts.

These early signs of progress directly reflect the priority areas highlighted in the SHRN report, showing that the school's actions are beginning to address the gaps identified in fruit and vegetable intake.

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*'The pantry helps all our family. We choose the things together and my son counts how many items we have. I enjoy spending my morning having breakfast with my children and the lovely staff.'*

*'It was really nice for the children to sit with their friends and parents for breakfast before starting school. The pantry was good value and its nice for the children to be able to pick food items at a really good price.'*

**Parents and Carers**

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## 8. How the School is Monitoring Progress

To understand these early outcomes, the school draws on a range of evidence, including pupil voice activities, teacher observations, pantry feedback, healthy eating assemblies and reflections from the WNHWPSP practitioner. Together, these sources provide a balanced view of how the SHRN informed work is developing day-to-day. Staff review this information regularly in team meetings, using it to identify what is working well and where small adjustments may be needed.

Learners are routinely asked to share their views on the new routines, which helps the school understand how changes feel in practice and whether they are making a real difference. The school also keeps simple records on pantry use and fruit snack participation, giving an early sense of whether access to nutritious food is improving.

By combining these different sources, Llwynypia Primary can monitor progress in a meaningful, proportionate way, building a clear picture of impact while keeping the process manageable for staff.

These early signs directly reflect the priority areas highlighted in the SHRN report, showing that the school's actions are beginning to address the gaps in daily fruit and vegetable intake. Staff have also noted that combining classroom routines with community support is helping ensure healthy eating messages are accessible to all learners, regardless of home circumstances.

## 9. Strengthening the Whole-school Approach with SHRN Data

The SHRN findings have become a central tool in shaping and supporting Llwynypia Primary's whole-school planning. By providing clear, reliable evidence, the data has helped the school refine its priorities and ensure that actions support every learner.

SHRN has enabled the school to:

- ✓ **Prioritise healthy eating**, focusing on the specific habits and routines that learners said they found the most challenging.
- ✓ **Identify equity needs, ensuring that support**, such as the pantry and breakfast club, is accessible for families who benefit the most.
- ✓ **Align routines with Curriculum for Wales**, ensure consistency across classes, and strengthen staff understanding of how eating habits link with well-being.
- ✓ **Support their evaluation of the Whole-school Approach to Emotional and Mental Well-being**, using SHRN data to demonstrate how the whole-school contributes to well-being in daily practice.
- ✓ **Shape professional learning, guiding staff training and giving teachers confidence** to embed healthy eating messages across the curriculum.
- ✓ **Refine the Healthy Schools action plan**, ensuring that priorities are evidence informed and responsive to the needs highlighted by learners.
- ✓ **Provide a clear baseline to review progress over time**, helping the school see whether actions are having the intended impact and where next steps are needed.

Reflecting on the work so far, staff feel that SHRN has given the school a clearer understanding of what genuinely matters to learners and where support can have the greatest impact. They emphasised that the combination of hard data and honest pupil voice has helped them make decisions that feel grounded, purposeful and achievable. The process has shown the value of combining data with pupil voice, helping the school make decisions that are both evidence informed and rooted in real experience. It has also highlighted the importance of involving the whole-school community: learners, families, staff, governors and external partners in shaping the work, ensuring that healthy eating messages are consistent, meaningful and sustainable. This shared ownership has created momentum that feels embedded rather than temporary, with each group contributing to a joined up whole-school approach.

Most importantly, the school recognises that this is an ongoing journey and the SHRN findings will continue to guide future decisions and help the school build on the progress already made. Staff see SHRN as a long-term resource that will help them track improvements, adapt support, and stay aligned with the needs of learners as they grow.

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*'SHRN data highlighted clear priorities for us, especially the need to encourage learners in Years 3–6 to eat more fruit and vegetables. It also gave us valuable insight into wider areas such as safety, sleep and online behaviour, which has informed our safeguarding work and communication with families. Overall, SHRN has helped us align our approach with the Welsh Government's equity agenda and strengthen the support we offer all learners.'*

**Sheena Dessent  
Headteacher**

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## 10. Looking Ahead

Llwynypia Primary is looking ahead with a clear sense of purpose, building on the momentum created through its SHRN informed work. The school has set out focused priorities to strengthen healthy routines and support learners' long-term health and well-being:

- **Preparing for future SHRN survey cycles**, so the school can monitor progress over time and continue shaping its approach using up-to-date evidence.

- **Working closely with their local WNHWPS Practitioner** to share learning across cluster and feeder schools, helping to create a more consistent, community-wide approach to healthy eating.
- **Expanding access to fruit and vegetables**, supported by growing community partnerships and continued development of the school food pantry as a sustainable resource for families.
- **Strengthening hydration habits**, with an ongoing focus on reducing sugary drink consumption and encouraging learners to drink more water throughout the day.
- **Embedding dental health promotion more firmly** within the school's health and well-being provision, helping children understand the link between healthy eating, oral health and overall well-being. For example, a dental nurse has visited to deliver lessons, including toothbrushing sessions with Years 2 and 3 and a science activity exploring how different drinks affect teeth. This was embedded into their SHRN Action Plan.

Reflecting on their journey so far, staff highlighted several important lessons: involving learners from the start builds genuine ownership; meaningful change often needs support that extends beyond the classroom; and small, simple adjustments e.g. introducing a dedicated fruit snack time, can quickly create lasting improvements in children's habits.

Above all, SHRN data has given the school a clearer picture of the challenges their learners face, helping staff plan with confidence and take targeted, evidence informed action.

## 11. Final Reflections

Llwynypia Primary School's journey shows how powerful SHRN data can be when it is used thoughtfully and collaboratively across a whole-school community. The work has demonstrated that data alone isn't enough; it is the way staff, learners and families engage with it that drives meaningful change. By combining clear evidence with strong learner voice and genuine community involvement, the school has shaped routines, support and expectations that feel relevant to everyday school life. This has led to healthier, more inclusive and more sustainable practices that learners understand and take ownership of. The school noted that this process also helped them notice small issues that might otherwise have been missed, such as how rushed snack times affected younger learners or how classroom routines varied between year groups. It also gave staff a clearer sense of how everyday experiences, from how breakfast is organised to how snacks are stored in classrooms, influence learners' readiness to settle, participate and regulate their emotions.

Teachers reflected that having a shared picture of these small but important moments helped them feel more connected in their practice and made it easier to agree what 'healthy routines' should look like across the whole-school.

A focus on small, practical adjustments e.g. dedicated snack times, consistent lesson time routines and visible prompts around the school, has made healthy habits quick to embed and easy for learners to follow. Learner-led assemblies helped embed healthy eating messages across the school. Crucially, the school's approach ensures that all learners can access the food, support and well-being opportunities they need, both during the school day and through wider community focused initiatives. These partnerships have also helped families feel more informed and confident in supporting healthy habits at home, strengthening the link between school routines and family life. Staff commented that the visibility of this work, children talking about it in class, families hearing about it at the gate, and local organisations getting involved, has helped build a stronger sense of shared purpose.

Reflecting on the process, staff highlighted the value of bringing different perspectives together around a shared evidence base. SHRN data provided the starting point, but the conversations that followed, between teachers, support staff, learners, governors, families and the WNHWS practitioner, shaped the direction of the work. These discussions helped the school test assumptions, refine routines and decide which actions would have the greatest impact across year groups. Staff also noted that this collaborative approach made the work feel purposeful and manageable, with responsibilities shared across the team and a clear sense of collective ownership. Several staff also remarked that this way of working boosted their own confidence, as it reassured them that changes were rooted in what learners genuinely needed rather than guesswork.

Looking ahead to future SHRN cycles, Llwynypia Primary is well placed to track its progress, build on what is working and refine its approach over time. The foundations now in place, learner-led decision making, strong partnerships with families and local organisations, and consistent healthy routines, give the school a robust platform for strengthening its whole-school approach. Staff are already considering how to involve learners even earlier in the next cycle, so they can compare the new data with what they've already achieved.

Staff recognise that this is an ongoing journey, one that will evolve as new SHRN data is released and as learners' needs change. With strong structures and relationships established, the school is well positioned to champion a culture where health, well-being and community involvement sit confidently at the heart of learning. They are clear that the work does not end with one set of findings; it gives them a rhythm they can return to, helping them stay responsive without feeling overwhelmed.

For more information on supporting the health and well-being of your learners, please contact your local WNHWPS Practitioner.

## 12. Explore the Public Health Wales Healthy Food and Nutrition Resources

[Supporting the Health and Well-being Area of Learning and Experience in Schools - Public Health Wales](#)

## 13. Join The 2026 SHRN Student Health and Well-being Survey in Primary Schools

If you work for a Primary School in Wales and would be interested in finding out more about the upcoming 2026 survey, please [sign up to our e-news](#) for more information about registration this summer. In the meantime, please contact the [SHRN team](#) if you have any further questions or queries.

## 14. Sign up to the SHRN Primary School e-news

To stay up to date with the latest SHRN news, events, research and resources, [sign up to our monthly e-news](#).

## 15. Share Your SHRN Success Story

Sharing your SHRN story is a powerful way to demonstrate your expertise and the positive impact your initiatives have had on learners' health and well-being. SHRN welcomes case studies from both SHRN primary and secondary schools to showcase and share their use of SHRN Student Health and Well-being data and reports, and the value of evidence informed practice.

Discover how you can inspire others by sharing your SHRN journey with us. Your story could be the spark that ignites change and innovation in our community. Read more about

how you can share your story [here](#). To read more inspiring school success case studies, visit our [website](#).

## **16 . Additional SHRN Resources**

For more insights into SHRN, read the [SHRN Blog](#) and explore the [SHRN webinars](#).

## **17 . Contact Us**

To find out more, email our [SHRN Engagement Manager, Charlotte Wooders](#).

## About the Authors

### **Maria Boffey - SHRN Knowledge Exchange and External Affairs Manager**

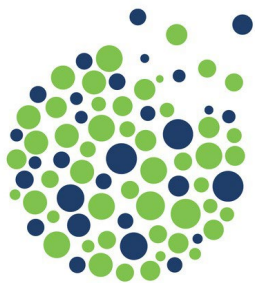
Maria's role in the SHRN Network is to manage its development by way of knowledge exchange, external affairs and communications, ensuring it meets the needs of schools, researchers, and key health and educational partners. She provides support to schools, whilst developing strategic national and regional partnerships. Her passion for supporting the well-being of children has been constant throughout her career, spending over 20 years within the third sector leading on a wide range of national programmes supporting improved practice and policy outcomes for children looked after. She has also been a School Governor since 2007 in special, primary and secondary school settings. Maria has also worked on a number of research studies with [Cardiff University](#), [DECIPHer](#) and [CASCADE](#), as well as being an author of numerous health and well-being publications.

### **Lisa Chinnock, Year 2 and 3 Teacher, School Health and Well-being Lead, and SLT member**

Lisa Chinnock is an experienced educator with over 20 years in teaching. She has worked at Llwynypia Primary School since 2002 and is a member of the Senior Leadership Team, leading on Health and Well-being. Lisa has supported the development of the school's Whole School Approach to Emotional and Mental Health and Well-being and works closely with WNHWPS Practitioners through the Cwm Taf Morgannwg NQA Plc. Committed to collaboration, she also works with learners, staff, school governors, and parents and carers to support ongoing improvements in the school's health and well-being provision.

### **Charlotte Wooders - SHRN Engagement Manager**

Charlotte is responsible for supporting the delivery of the SHRN engagement strategy. This involves working collaboratively with SHRN partners, including schools across Wales and WNHWPS. Her role includes organising knowledge exchange activities and supporting the SHRN strategy to ensure partners can share ideas and expertise. She works closely with schools to highlight the impact of SHRN and promote evidence-based practices to enhance learner health and well-being, bridging the gap between research and practical application. Additionally, Charlotte is involved in monitoring and evaluating initiatives by collecting and analysing data to assess the effectiveness of SHRN activities and refine future strategies.



Y RHWYDWAITH  
YMCHWIL IECHYD  
MEWN YSGOLION

THE SCHOOL  
HEALTH RESEARCH  
NETWORK

The School Health Research Network (SHRN)  
SPARK  
Maindy Road  
Cardiff  
CF24 4HQ



[shrn.org.uk](https://shrn.org.uk)



[shrn@cardiff.ac.uk](mailto:shrn@cardiff.ac.uk)



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