



UNIVERSITY OF CAMBRIDGE PRIMARY SCHOOL

Observed by	Review	Date	Time of day
James Biddulph Headteacher	Hemingford Grey Review of Lunchtime Experience	26/04/17	12-1330

TO review lunchtime experience and playtime at Hemingford Grey Primary School

Key strengths of provision

- Children were articulate, welcoming and very keen to talk about their school. There was a real strength in developing children's autonomy, within a trusting community, and examples of opportunities for children to shine. For example, one child (B) was invited to host my visit and his confidence and willingness indicated high expectations about what children can do. This was demonstrable throughout the lunchtime experience.
- Lunchtime was calm and positive. Although the lunchroom is lively, there is no sense that noise is disruptive. Rather, I observed and engaged with children who were talking about their learning and what they hoped to play at lunch time. One children told me: 'We all care for everyone at our school. It's just what we do'. This was repeated in different ways with the different children I spoke with.
- Adults and children work together to make lunch times sociable and successful. Children take on leadership responsibilities within the lunchroom.
- Children were orderly. All adults were very positive and supported children in being independent at lunch. This was repeated in the playground. Children are safe, they say they are safe and they explained what they would do if there was a problem.
- The food quality is good. When a number of children were asked what the food quality is like, they all said it was good and they enjoyed their lunches. The children, when asked about their school experience, said that lunch time was good but that the learning zones were the best part of their day: 'We don't do it on Fridays, but the teachers trust us and we know we can't mess around because we have big tasks to do'
- There were options at the service bar including a salad bar. The lunchtime cook and staff spoke kindly with every child.
- When asked about how much they are expected to eat, the children said they are not forced to eat anything, but try to eat half. They have to put their hands up before they choose their pudding and one child told me that it was because the teachers were checking they had eaten enough.
- There is a productive and engaging outdoor space. Children are supremely positive and happy. Safeguarding is very strong because children spoke highly about all staff members. One child told me: 'It's like home and the staff are like our parents but sometimes Year 6s are like big brothers and sisters' and another child reiterated these sentiments, 'it's kind of what we do at our school, like looking after the chickens, we look after everyone'. The chickens are well attended.
- The children play well together and there is a very large amount of space for them to spread out. They show high levels of social independence.
- Inside, one child was teaching KS1 children computing tasks. When I returned to the lunchtime club run by the child there was much laughter and productivity. The sensitivity and kindness of the older child towards the younger children was indicative of the relationships I noticed throughout my visit.

Development:

- When asked why there is wastage of food, the children I sat with said that they did not choose some of the items. For example, one child was throwing away a large potato. On asking why, he said, 'I don't like potatoes' and when asked why he chose a potato, he said, 'because we have to have it'. It would be good to reiterate to children that

they are entitled to choose items at the service bar, if this is commensurate with the school policy.

- How can more children be inspired to lead lunchtime clubs?
- How could the school capture the experience of children through a photo journal/mini-research project that allows other schools to learn from this rich and positive time at school?

Thank you for the opportunity to learn from your good work.