

authorities to encourage greater participation in positive activities, including through extended services in schools.

Every pupil will go to a school that promotes their health and wellbeing

2.33 Schools have always promoted their pupils' health and wider wellbeing. Schools increasingly take whole-school approaches to health, in particular through participation in the National Healthy Schools Programme, which is being developed further to promote universal health improvement and to provide additional interventions for those most at risk. This will include delivery of services by School Health Teams, based around school nursing services, which will provide a more consistent universal preventative service, and more focused services for those with additional needs or at greater risk. This will mean pupils, families and schools will have a much clearer idea of what services are available and how to access them. We aim

to publish guidance on this later this year. And, through the Targeted Mental Health in Schools Project, we will help schools to work with local agencies to make emotional support and mental health services more accessible to children and young people at risk.

2.34 Following Sir Alasdair Macdonald's recent review, PSHE education will, subject to consultation, be made a statutory part of the curriculum in all schools. It lays the foundations for ensuring all pupils have the skills to make positive choices in their lives, including on issues such as nutrition, emotional health, sex and relationships, personal finance and making career choices.

The Parent Guarantee

2.35 Parents know their children better than anyone else and want the best for them. They are also the single biggest influence on their children's development; we know that when parents get involved in helping their

Case study: Thames View Infants School

At Thames View Infants School in Barking, East London, head teacher Paul Jordan believes: "Having a positive relationship with parents is vital to a child's success. To us engaging parents is not a bolt on; it's the belt and braces of our approach."

The impact has been significant. The school has been instrumental in engaging pupils and parents in using ICT to support learning. Every child in Year 2 has been bought a computer and these are sold to parents at the end of the year, with the money being reinvested into new stock. The school also provides training and ICT support for parents.

The school's parent support adviser accompanies nursery and reception staff on home visits; runs activities to get parents into school and offers coaching and one-to-one advice if needed.

Parents' views and opinions are continually sought and help to inform the annual school improvement planning process. This collaboration has been reflected in its recent 'outstanding' Ofsted rating.