



Newcastle Healthy School Status

Good Practice Moderation Visit Report

School:	St Michael's RC Primary School
Head:	Charlotte Chapman
Healthy School	Jennifer Bonham
Date of Visit:	22 January 2020
Moderators:	Judith MacMorran, Angela Ellins; Health Improvement Practitioners (Advanced), Newcastle City Council
Others Interviewed:	Stephen Gorman, PE Coordinator Maria Clifford; PSHE Coordinator School Council

Healthy School Good Practice Visit Overall Feedback

This report could help to contribute to evidence towards the Ofsted judgement for ‘personal development’ and ‘behaviour and attitudes’.

Overall Comments

St Michael’s RC Primary School has demonstrated through a wide range of evidence and a comprehensive review that it is a health promoting school which displays some strengths in practice. A strong, nurturing ethos is in place and the school’s mission statement of ‘Live life to the full; come as you are and grow with us” is the foundation on which learning is based. The school has high expectations of pupils and supports a growth mindset and aspirational approach. St Michael’s RC Primary School recognises that building emotionally healthy pupils is core to helping them reach their full potential.

The school works hard to understand and respond to the needs of the pupils and the local community. It uses a responsive and targeted approach to identify and support vulnerable pupils and their families, building close relationships with parents and carers to gain their trust and support.

St Michael’s RC Primary School has an embedded whole school approach to supporting pupil health and wellbeing and is committed to continuous improvement. It is a very welcoming and friendly school where everybody feels valued. The school ‘feels’ positive and like a close family. Pupils are engaged and listened to and those that we met on the visit were impeccably well behaved, thoughtful and a credit to the school.

The school clearly meets, and in some areas, exceeds the minimum standards required to gain Newcastle Healthy School Status.

Key to Report Headings

Thriving	Excellent successful and flourishing practice is clearly embedded with evidence of continuous improvement.
Maturing	Excellent and growing good practice is established and progressing further.
Developing	Evolving and emerging good practice is in place, with plans evident of how this will be improved further
For Development	Opportunities are evident of how current practice could be developed further to benefit pupil wellbeing

Culture

Key Issue	Thriving	Maturing	Developing	For Development	<p><u>Key Strengths</u></p> <ul style="list-style-type: none"> Progressive stepped approach to supporting emotional wellbeing from the worry boxes provided in the classroom; curriculum focus on feelings, daily pupil feelings tracker; buddy system between Y6 and Reception and the counselling provision for pupils, to the provision of staff mentors for pupils. Supportive targeted approach to best meet the needs of vulnerable pupils. Pupils reported that they feel supported and that the school is a happy one. Clear multi-strand approach to address behaviour incidents including bullying, of which pupils were fully aware. Strong focus evident on developing a growth mindset among pupils and enabling them to have many new experiences in school to help them become more resilient. Clear expectations of pupils in terms of behaviour which they understood. <p><u>Areas for Development</u></p> <ul style="list-style-type: none"> Share the results from the Health-Related Behaviour Survey related to digital safety with parents and carers, to further strengthen and enhance the digital safety programme provided.
Health Promoting Ethos	X				
Whole school approach to HWB	X				
Approaches to and support for emotional health and wellbeing	X				
Practice related to bullying	X				
Digital safety		X			

Environment

Key Issue	Thriving	Maturing	Developing	For Development	<p><u>Key Strengths</u></p> <ul style="list-style-type: none"> Clean and well-maintained school providing a stimulating health promoting learning environment, including an extensive range of high-quality displays which reinforce learning. Good use of compact site providing opportunities for outdoor learning including forest school, growing area and physical activity.
Health promoting environment including displays and overall cleanliness	X				

Food in school practice, including packed lunches			X		<ul style="list-style-type: none"> • Excellent development of physical activity programme provided, including the introduction of the Daily Mile, provision of after/lunchtime clubs, links to and use of local physical activity venues and targeted interventions for the least active. The school is congratulated on its achievement of the Silver School Games Mark. • A developing food in school programme which has improved school meal take up whilst strengthening and enforcing rules for packed lunches (latter is work is for further development). Pleasing involvement of the pupils in developing the school menu.
Provision of physical activity opportunities (not PE)		X			
Supporting inactive pupils	X				
Active school travel, including link to improving air quality				X	<ul style="list-style-type: none"> • Despite most pupils walking to school, there is an opportunity to undertake more focused work to try to increase more active modes of travel to school. This will help improve pupils' physical fitness and support work to improve air quality in Newcastle especially during the 'school run'. The Modeshift Stars programme provides a systematic approach to increasing active school travel. It is noted that the lack of any cycle or scooter storage is slightly prohibitive to increasing use of this mode of transport to school. The school may also wish to take part in national Clean Air Day each June. • Further develop the programme of activity concerned with food in school i.e. Review the use of high sugar cereals in the breakfast club and that of the sale of raisins and cranberry cereal bars in the tuckshop. Consider replacing the latter with fresh whole fruit instead. Review the packed lunch policy with pupils and parents to try to move away from the current mini chocolate biscuit or packet of crisps 'treat' a day to one of a savoury 'treat' only and/or a once a week 'treat' instead. Display pictures of healthy foods in the dining room and hatch area to reinforce curriculum messages about healthy eating. Further develop the established 'top table' initiative in relation to food choices as part of the criteria for selection. <p><u>Areas for Development</u></p>

					<ul style="list-style-type: none"> Consider the introduction of a toothbrushing scheme for pupils especially for those attending breakfast club (free support is available to support this); subject to an identified need for such intervention.
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Curriculum

Key Issue	Thriving	Maturing	Developing	For Development	<p><u>Key Strengths</u></p> <ul style="list-style-type: none"> Well embedded and developed PSHE programme, using the PSHE Association programme of study, delivered through both standalone lessons and via cross curricular themes and additional opportunities, such as assemblies. The programme is effectively coordinated and monitored. Embedded and responsive puberty education programme, which is delivered at an age-appropriate time, which pupils reported finding helpful. Commendable increase in provision of timetabled physical activity, including PE, ensuring all children have a minimum of 2 hours 15 mins of physical activity each week. <p><u>Areas for Development</u></p> <ul style="list-style-type: none"> To support pupils to grow, develop and prepare for life in a diverse inclusive society, it is recommended that the relationships and sex education programme is developed further to reflect difference in terms of same sex and family relationships, within the context of faith and the use of the diocese 'Journey of Love' programme. The use of story books which reflect inclusivity and diversity could for example, help to enhance the programme further within the school's faith ethos. The data collected from the Health-Related Behaviour Survey could be utilised further as an improvement tool, for responding to and developing the PSHE curriculum delivered.
PSHE	X				
Relationships and sex education, including inclusivity			X		
Timetabled physical activity provision for all pupils		X			
Effective use of data to support pupil wellbeing and PSHE		X			

Engagement (Pupils, parents, staff and community)

Key Issue	Thriving	Maturing	Developing	For Development	<u>Key Strengths</u> <ul style="list-style-type: none"> Well-developed mechanisms in place to engage and involve pupils, including an active and responsive school council who were able to describe their achievements to date clearly. Proactive engagement with a wide range of external agencies (e.g. Newcastle United Foundation, Newcastle PE and School Sport Service, West End Women and Girls, Seeds for Life) evident which help to enhance teaching and learning. Thriving engagement with parents/carers, inclusive of different faiths and nationalities, reflecting the local diverse population and helping to meet their needs. This includes a newly established play group. The school is clearly the hub of the local community and works hard to build links which help to respond to meet local needs.
Pupil engagement, including; school council, mechanisms for feedback and acting on this		X			<u>Areas for Development, including pupil suggestions</u> <ul style="list-style-type: none"> To support the further development of pupil voice, add a simple 'You said, We Did' section to the school council notice board to improve pupil feedback mechanisms. Explore the school council's suggestions (all unprompted) for making the school healthier, as follows; <ul style="list-style-type: none"> Introduce more library time Introduce a basketball club Introduce fewer sugary desserts at lunch time Increase PE to two one-hour lessons per week
Effective use of external visitors and liaison with supporting agencies	X				
Engagement of parents and carers	X				
Engagement with the wider who school community	X				
Use of digital media within engagement work		X			

Key Contacts and Resources to Support Development Identified on Visit

- Toothbrushing scheme – Debora.howe2@nuth.nhs.uk

- Storybooks for inclusivity



Stonewall Reading
List Primary.pdf

- Air Quality Resources – links and resources contained within <http://www.servicestoschools.org.uk/Page/15287>
- Active Travel: Mode Shift Stars Cheryl.ford-lyddon@newcastle.gov.uk
- Supporting agencies guide: <http://www.servicestoschools.org.uk/Page/3323>

- Sugar guidance



Sugar Smart
Newcastle Info For Sc

We thoroughly enjoyed our visit and would like to thank the pupils and staff for making us feel so welcome. St Michael's RC Primary School is clearly a happy healthy school, which thoroughly deserves Newcastle Healthy School Status. We look forward to continuing to work with the school and hope that you will wish to engage in our progress programme Healthy Schools Plus. This measures changes in pupil health behaviour, perception or attitudes for a school and public health priority over a two to three-year period. A free in-service training opportunity will be provided about this in the Autumn 2020 and Spring 2021 terms or one-to-one support can be provided if the school wishes to progress to this programme before then.

Thank you for all your efforts to improve pupil health and wellbeing.

Judith MacMorran

Judith MacMorran
Health Improvement Practitioner (Advanced)



Angela Ellins
Health Improvement Practitioners (Advanced)



Roz Rigby
Health Improvement Practitioner