



Newcastle Healthy School Status Good Practice Moderation Visit Record Form

School: Talbot House School

Head: Mark Jones (Acting Head of School)

Healthy School Coordinator: Alan Rogers – Head of Care, Kelly Harkus (PSHE Lead)

Date of Visit: 19 May 2015

Moderator: Judith MacMorran and Roz Rigby

Others Interviewed: Deirdre Pearson (CEO)

STAFF

Questions	Key Issues Raised/Comments	Future Action Required
About the School		
<p>1. Can you tell us a little about Talbot House and pupils it serves?</p>	<p>The school currently caters for 35 pupils aged 7 to 18 years. It is a non-maintained special school established in 1974. Talbot House caters for children with mild to severe behaviour problems and a range of other childhood disorders. Attached to the school, but separate from it is an independent children's home run by the Talbot Trust. Some children from the home do attend Talbot House but others attend local schools. Talbot House is not a residential school.</p> <p>There has recently been a lot of staff changes at the school due to natural wastage, retirement etc, and a new enthusiastic staff have been appointed across the school who are now working together more effectively. The school is also now financially viable.</p> <p>Core to Talbot House, is emotional wellbeing and an ethos promoting the health and wellbeing of pupils. Children attending the school come from a variety of local authorities mainly situated within the north east.</p>	
PSHE		
<p>2. Tell us about the process you went through to review your Healthy School Status. Who was involved and what issues emerged that required action to be taken?</p>	<p>The Head of Care looked at the last review submitted and tried to ensure that new evidence was identified of good practice and that the work previously undertaken was still in place. The senior leadership team met to discuss the review to support this process. A new member of staff has been identified for healthy schools and PSHE.</p> <p>It was felt that the review was a useful process especially for those who were not previously involved with Healthy School</p>	

	Status.	
3. Can you describe several key things in your school which make it stand out as a Healthy School? Please say what impact these things have had.	2 things stand out; The quality of the food. The skills of staff dealing with emotional wellbeing which is core to the school. De-escalation of an incident is the first choice, rather than a physical approach. The school's ethos is of inclusivity. Safeguarding is at the heart of the approach and is a daily consideration. New staff are now gaining an understanding of the school.	
4. How do you involve pupils in relevant policy review and development?	The route would be via the school council, but this is under development currently so they are not currently involved; however this is an area where pupils could be involved appropriately. There is a good relationship between staff and pupils, with a high level of trust – this is reflected in the high attendance rates of up to 97%.	Development of the school council, and involving pupils in policy development where appropriate.
5. How is PSHE currently taught and progress monitored?	<p>PSHE is taught within structured weekly lessons with a scheme of work in place and a termly plan. The new PSHE Lead delivers one or two forty minute PSHE sessions per week alone, plus another 40 minute session with the school nurse each week. Additionally there is a careers education programme which provides extra input. T</p> <p>The new PSHE Co-ordinator has developed a brand new programme of study for PSHE and has already delivered a term on healthy eating and another around drugs and alcohol. Assessment takes place termly; pupils are given 2 targets per term to achieve for PSHE and they are fully aware of what these targets are. Pupils work with the teachers to see if they have achieved their targets, how they can improve and what are the next steps to be taken. Verbal feedback is given in a very student friendly way.</p> <p>The school works closely with external agencies such as the</p>	<p>The PSHE Association have a programme of study for PSHE which is recommended the school considers using. www.pshe-association.org.uk</p> <p>Sandra.davison@newcastle.gov.uk is the PSHE Lead and offers support to schools in the development of their PSHE curriculum. Sandra also offers a professional development qualification on PSHE for teachers, School Nurses, Higher Level Teaching Assistants, which Kelly may be interested in finding more about.</p> <p>The Healthy School team have produced a directory of local organisations that can support schools in becoming and</p>

	<p>Newcastle United Foundation and is keen to develop links with external agencies further.</p> <p>The school nurse is an active member of the school and as well as delivering some elements of PSHE holds a weekly drop-in for students which they were fully aware of.</p> <p>Sex and Relationships Programme is delivered with the school nurse. It is assumed that issues around puberty within Key Stage 2 are covered by the school nurse.</p>	<p>maintaining being healthy schools – copy attached. This can also be found in the Healthy Schools section of https://community2.newcastle.gov.uk/sch-extranet/</p> <p>It is recommended that the PSHE Co-ordinator links into KS 2 to ensure that all the appropriate elements of PSHE are being covered and that there is progression and continuity between key stages.</p>
<p>6. What kind of data do you collect on health and wellbeing and how do you use this to influence health promoting provision and PSHE? NB: Not involved in HRBQ</p>	<p>Talbot House is looking at a new data collection system to put all paper records together, ie MIS system.</p> <p>Staff hold a daily meeting to look at how pupils respond in lessons and also to discuss safeguarding issues.</p> <p>A points system is in operation for good behaviour and achievement and task focussed achievements. As part of an award scheme a monetary reward is on offer to children which is a behaviour modification system.</p> <p>The school is aware that it needs to collect more hard data to help inform decisions and provision.</p>	<p>It may be worth linking in to Linhope PRU to find out more about their data collection systems and how they use these across the school and within PSHE and Healthy Schools.</p> <p>The Healthy School team have available a list of questions on all elements of health related behaviour which the school could use to develop its own questionnaires about specific issues. These can be found in the healthy school section of the extranet.</p> <p>The health related behaviour survey is run every two years and is a self-completed survey for years 4, 6, 8 and 10, and provides excellent baseline data on pupil health and wellbeing. The 2015 survey has already taken place and will not be repeated now until 2017. However in 2015 Talbot House were not invited to take part but this will be re-considered at the point of the next survey. The city</p>

		wide results of the survey however will be distributed to all schools including Talbot House.
HEALTHY EATING		
<p>7. In terms of food; how do you make food and eating a positive experience for all?</p> <p>Encourage healthier choices at lunch</p> <p>Encourage healthy packed lunches:</p> <p>Dining environment: Breakfast provision</p> <p>Healthy snacks/tuck shop (if relevant)</p> <p>Seating arrangements at lunch</p> <p>Staff involvement</p>	<p>The dining experience is very positive. The cook devises the menu. The school actively discourages sugary drinks such as pop or energy drinks. The children are not allowed to go to the shop.</p> <p>There is a salad bar. There is a choice of the hot meals or baked potatoes or sandwiches.</p> <p>There is currently only one boy who brings in a special Kosher packed lunch.</p> <p>There is a free breakfast on offer for pupils and staff.</p> <p>There is a coffee break with juice and fruit, and other hot drinks in the 'café' area provided.</p> <p>The school uses a family service model where children and staff sit together in groups at mealtimes. It provides opportunities to share and communicate together. Staff are called by their first names. Pupils sit in the same place every day. The hot meals are served from the middle of the table. Everyone tidies up afterwards, and pupils have the opportunity to earn extra behaviour points.</p>	<p>The school could further develop its food growing area to enable children to grow, cook and taste the produce that is grown.</p>
EMOTIONAL HEALTH AND WELLBEING		
<p>8. Can you talk us through your reward schemes and describe the differences these</p>	<p>There are two elements: behaviour and being on task. Every 5 minutes students get a point if they are doing what's asked of them. Each pupil has targets and they are tailored to individuals.</p>	

<p>have made?</p>	<p>The AQA website provides rewards for completion of the end of units of work. It produces certificates and pupils receive points which contribute to their monetary rewards scheme.</p> <p>The monetary rewards scheme works for the majority of pupils and some choose to save them up. There is a display so that pupils can see how many points they have. Some children get money at home and therefore this scheme is not such an incentive, however 65% of pupils are in care and for them money is a good incentive.</p> <p>Special Friday mentions in assembly take place for a range of achievements, eg good behaviour, academic achievements, improvements, effort, being on task etc. The top 6 pupils per term get an extra reward, ie. quad biking.</p> <p>A presentation day is held for the AQA certificates.</p>	
<p>9. Please describe one piece of good practice in school relating to the development of the social and emotional skills of pupils.</p>	<p>The school has strong relationships with pupils and spends considerable time on developing these. The daily activity afternoon sessions help to develop relationships between staff and pupils, pupils and pupils, and visitors, and provides pupils with positive experiences.</p> <p>Talking Therapies are used (life space interview technique) which are about recognising that when something is not right, it needs to be put right immediately. Staff have a range of techniques to help do this and always ensure that issues are sorted out before the child leaves the session. Children are offered alternatives. It is very much a proactive method of resolving issues before they escalate any further.</p> <p>Anti-bullying work is undertaken regularly with students.</p> <p>SEAL is in place within the school and used regularly.</p>	

PHYSICAL ACTIVITY

10. How do you ensure that **all** pupils receive a minimum of 2 hours structured physical activity a week? (Probe – how do you support inactive pupils?)

A new PE teacher in in post. 99% of the pupils are boys who are mostly very enthusiastic about physical activity. From September the amount of PE undertaken is to be increased to 3 days per week. A huge range of activities is offered to students. Each day there is an activity afternoon which children willingly take part in and those who are least active are provided with alternative provision which is appealing to them. For example, dog walking, horse riding, dance, ice-skating, ten-pin bowling. The school tries to be creative in order to meet the needs of all students.

11. Explore the piece of good practice the school identified in its submission

Good Practice identified in submission

Given the difficult cohort we cater for at Talbot House – children with a range of mild to severe emotional and behavioural difficulties and associated other childhood disorders we now have in place a greater range of social enrichment programmes. These programmes have greatly increased opportunities for children to participate in a wide range of interesting and healthy activities every afternoon. The main emphasis has been to try and ensure that all children participate in and activity where they access a degree of physical exercise at least once a week. This seems to be working well just now and the greater majority of the children are possibly for the first time in some cases taking regular exercise. The activities used are football, swimming, ice skating, dog walking, golf, gym work, horse riding, ten-pin bowling. Rather than children opting out or acting up in order to avoid activities, we are finding that the school is empty most afternoons with the children gainfully engaged in out of school activities.

PUPILS

Students showed us the range of healthy school activities undertaken at the school in a short tour. The provision in the dining room was praised. The menu was clearly displayed, a salad bar was in operation and breakfast provided. Students were very satisfied with the food on offer. The coffee area is another place where the school tries to promote healthy eating as much as possible. As well as receiving a hot drink students are able to access fruit at break time each day. A food growing area is available in school and sometimes produce is used within cooking sessions. Food technology is an optional subject for students but provides students with the opportunity to cook regularly.

Students were fully aware where they could go if they required help and support around anything. They were clear that the school nurse is in school once a week on a Thursday, and what her role is. They described the drop-in service and also the fact that she offers the opportunity to have a one-to-one session with her by appointment.

There was a wide range of outdoor activities and plenty of outdoor space for students providing the opportunity to take part in organised play activities, sport or relaxing in a quiet area. A pond was provided and the outside facilities included decorative gardens. A sports day is held annually both offsite at Hexham and a less formal session within the school itself. Students appeared to be happy at the school and enthusiastic about its benefits.

Observations in Tour of the School

Friendly welcome	✓	PE Facilities	✓
Awards/plaques	✓		
PSHE-related displays	✓ Sports day, Anti-bullying, SEAL, good news board, human rights, healthy eating, school council	Playground markings	✓
School Council notice board	✓	Outdoor gym	Extensive outdoor area to enable children to access physical activity.
Clean Toilets	✓		
Soap	✓ NB Recommended that soap dispensers are used rather than bars of soap	Quiet area/prayer area	✓
Paper Towels/Drier	✓	Growing area	✓
Toilet Roll	✓	Clean and tidy environment	✓
Pleasant dining environment	✓	Nurse drop-in	✓
Menus displayed	✓	Leaflets - supporting agencies	✓
Pictures of healthy food/displays	✓	Other:	Vocational courses are offered in a separate building, a cooking room is provided, a hairdresser/ beauty salon is available.
Healthy Tuck Shop	Fruit available daily at break		

Overall Comments and Feedback

Talbot House School was very warm and welcoming and this came across through the pupils and staff. It is clear that health promotion is central to all that happens at the school, with a strong ethos evident. The children are at the heart of the school and a very nurturing environment is provided for them, which is evidenced through the family-style meal-times and individual approach used with each child. The school provides intensive support to pupils to develop their emotional health and wellbeing.

The school provides nutritious food, sourced locally where available, and the children were enthusiastic about it. Meal times provide the pupils with excellent opportunities for modelling good behaviour and the school ensures that they are positive times of the day. The dining environment will be enhanced further with the proposed decorating plans. The school has food growing facilities and we suggest that these could be utilised further and used more in cooking with students.

Physical activity is well-promoted in the school, and sport is being taken up enthusiastically by the pupils. There is also a variety of additional physical activities on offer, which cater to the wide ranging needs of the pupils, including dog-walking and horse riding.

PSHE is well co-ordinated and planned, with a generous proportion of the timetable given to this. It could be further enhanced by linking in with the KS2 teachers, to ensure consistency and progression across the school and Key Stages, particularly in relation to sex and relationships education. The PSHE co-ordinator brings enthusiasm and creativity to the subject. The school could develop surveys with the pupils to enhance their understanding of pupil behaviour to support work around 'social norms' and assist in PSHE planning. The development of the school council is welcome.

There are strong links with the school nurse, who provides additional support and the school has recognised that it could benefit from working with more external agencies to enhance provision further as appropriate. The school environment is good, supporting teaching and learning and there are good displays which celebrate the work in school.

We **thoroughly enjoyed** our visit and would like to thank all staff and pupils for making us feel welcome. Talbot House School is clearly a healthy school, which thoroughly deserves Newcastle Healthy School Status. We look forward to working with you and hope that the schools considers progressing to the next stage of the programme; Healthy School Plus.



Judith L MacMorran



Roz Rigby