

# Wellbeing Award for Schools (WAS)

## Verification Report

<b>School name:</b>	William Law CE School
<b>Date of verification:</b>	13.6.19

### Commentary on the evidence provided:

A special thanks to the Headteacher, Tracey Cunningham and the INCo and Wellbeing Coordinator, Jennifer Paterson for starting the day with a very positive and engaging presentation. Also, to all the staff that took the time to meet and discuss their experience and to the parents, pupils and governors too for their time and honesty. Jennifer has taken over coordination of the award and has been meticulous in the collection and display of evidence. The portfolios were bursting with well referenced, positive practice. Lunch was a pleasure to behold...I felt like my wellbeing was very well looked after too!

The tour highlighted the special relationships that exist between all members of the school community. The corridors are visually spectacular and bring learning to life. Pupils can admire the pyramids, crawl through Egyptian tombs, shiver walking through the ice caverns, read their books in the bat cave and fly on a plane to other countries. Very inspiring, rich experiential learning!

The school hall felt serene and church like, with its stained-glass windows and pupils had written laminated prayers that were available to all. The tree of kindness encourages and exemplifies the school ethos: 'Learning, Living, Loving Together.' A beautiful, exciting and nourishing environment for the school.

The Change Team have obviously been hugely effective in planning some positive interventions and should be congratulated for their efforts also. It was such a positive day!

The school and its headteacher have used the Award effectively to reflect on their existing practice – to think about what works and why it's effective – and to ensure that it is embedded in the whole school culture, ensuring consistency across the school. They are a school that truly lives and breathes the importance of wellbeing.

The evidence portfolios submitted include a wealth of information, which adds to the incredible visible evidence seen during the validation visit through the behaviour of adults and students, in displays, on the website, from conversations with pupils, parents, governors and in the physical environment.

There is good evidence that they have evaluated areas of strength and those in need of further development. Both this and their analysis of stakeholder feedback has clearly informed their strategy. The outcomes were very encouraging.

William Law CE School is a large three form entry, inclusive primary for children aged from Reception to Year 6, with 25% PPG and a number of children who are on the Autistic Spectrum. It has been highly rated in its recent SIAMS inspection and rated in its last inspection as 'Good' in May 2017.

Parents talk warmly of the school's contribution to the successful integration of their children into the school and of the way they are supported by the school.

Staff were also very positive about their own wellbeing and one teacher summed it up as, "We just care here!"

William Law Primary School pride themselves on being an approachable school where everyone is valued as an individual and where parents and the wider community are invited to share in school life. Indeed, the school had recently run a 'Wellbeing Days' that went well. The school aims to instil in their learners a sense of pride. At William Law Primary School, pupils' wellbeing is clearly at the centre of everything the school does. It was evident in the tour that staff set high expectations for both behaviour and achievement, ensuing that everyone celebrates each learner's unique personality as well as talents. Emotional literacy gains through the focus on how you are feeling are benefiting pupils and the trained pupil Caring Cadets is such a highly valued and well received initiative to support pupils' mental health and wellbeing.

While at the school pupils are offered a curriculum, which is not only broad and balanced but aims to be active, engaging, exciting, yet challenging and most of all, fun! Pupils that were encountered on the tour, clearly have access to a range of activities through the after school and lunchtime clubs as well as in the curriculum and through the school's assembly programme. Values and skills are taught together in an environment that is both supportive and safe. Where there is an opportunity to improve, it would be to protect the timetable for the revised PSHE curriculum.

### Strengths identified during verification:

The school has a clear, detailed vision with Emotional Wellbeing and Mental Health (EWBMH) at its core.

William Law Primary School works hard to build trust between pupils and staff and between staff and parents. Staff work hard to build self-esteem and resilience and to provide a supportive network for parents. The Learning Mentors are empowered and well supported through their CPD programme.

The school has a range of professionals that support staff training to be of benefit to pupils' needs, for instance there are networking opportunities for local Learning Mentors to share good practice.

Parents speak of their children's keenness to attend school. The Headteacher said her vision is for all children to want to skip happily to school. The pupils spoke of their enjoyment of the school environment and they said they felt supported by their classroom staff and had clear opportunities to be supported by, for instance, the learning mentors citing the mechanisms to let staff know that they are in need of a chat.

Displayed on the staffroom wellbeing board are helplines for staff to access telephone counselling support that the school pays for. The environment around the school feels calm and relationships between students and staff are clearly trusting and respectful.

The caring approach of the school is evident in the interactions witnessed, in every corridor and every classroom. The verifier would like to thank Rosie, Kiara, Tovi and Faye for taking this time to meet and share their positive contributions with me. They spoke of the work of each class with 'emotion boards' to help them identify and deal with emotions more effectively.

The school has wellbeing support opportunities from a wealth of staff able to offer more targeted interventions coordinated by the INCo...Educational Psychologist, Learning Mentors and Occupational Therapist, all provide an invaluable, in school opportunity for support with mental wellbeing as well as physical wellbeing.

The school has made good use of the stakeholder evaluations to inform next steps. The parents were delighted with the all-round communication and support the school had provided. They felt their child was part of a warm and caring environment that nurtured their wellbeing and encouraged their personal development. The governing body spoke positively of the school's practice in the area of wellbeing of being echoed in policy and practice.

Parents spoke warmly of the commitment of the school to their child's wellbeing. Here are their exact words:

Staff interviewed also talked of feeling hugely valued and of having a range of activities to encourage positive wellbeing – Football, Mindfulness...One teacher summed up the general comments and consensus when they said, "Everyone is kind here!"

#### Areas for development:

Firstly, there is so much good practice woven into the very fabric of this unique Church of England Primary school, it would be fair to say simply, please keep up the good work!

Here are just a few things to consider moving forward as William Law adopts a growth mindset to its work in the area of wellbeing:

- Consider formulating a staff mental health strategy which is both supported and generated by staff consultation and is fully embedded in practice.
- Perhaps consider more whole staff training on emotional wellbeing and mental health with perhaps a mindfulness training input, although there has been some excellent CPD already with some access to fabulous speakers!
- Consider providing staff INSET on PSHE and developing a spiral curriculum that ensures thorough coverage.
- Perhaps consider introducing staff coaching and a system of pairing all staff with a buddy, ensuring this buddy is not linked to appraisal and using coaching throughout their time at the school, (and not just as an induction mentor for an NQT or new member of staff).

**Verifier recommendation:**

I am delighted to recommend that the school be awarded the Wellbeing Award for Schools for a period of three years.