Wellbeing Award for Schools (WAS)

Verification Report

School name:	Faith Primary Academy
School address and postcode:	Prince Edwin Street L5 3LW
School telephone:	0151 207 1083
School website:	https://www.faithprimary.co.uk/
Head teacher:	Sarah Williams (Head of School – Danielle Fox)
Head teacher's email:	s.williams@faithprimaryschool.co.uk
WAS coordinator:	Danielle Fox
WAS coordinator's email:	foxd@faith.allsaintsmat.org
Award verifier:	Alex Roper
Award adviser (if applicable):	n/a
Date of verification:	23.01.24

Commentary on the evidence provided:

- A comprehensive range of evidence had been uploaded to Wellbeing Award for Schools (WAS) AwardPlace which was available prior to the visit to the school. The evidence was supplemented and corroborated throughout the day through conversations with the award co-ordinator and the key stakeholders. The visit included: a presentation from the award co-ordinator (Head of School); a tour of the school; and discussions with groups of staff, parents, governors, and pupils.
- The evidence was of good quality and covered all of the key performance indicators. The oral evidence from the stakeholders brought to life the just how much the emotional wellbeing and mental health (EWMH) of pupils, staff and parents informs the day-to-day work of the school. It was clear that the school had already been taking positive action to promote emotional wellbeing and mental health prior to starting the award. The school has used the award process to help them to drive towards their goals for EWMH at school.
- All stakeholders were overwhelmingly positive about wellbeing in the school.
- Staff, parents, governors, and pupils are clearly proud of their school and feel well supported in their wellbeing.

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Strengths identified during verification:

- The headteacher, senior leadership and governors are committed to the wellbeing of the school and actively support the WAS. Emotional wellbeing and mental health are given status across the whole school community.
- The wellbeing award co-ordinator has provided effective leadership for the WAS programme and has been supported by the Wellbeing Team.
- The school reception is bright and welcoming and the receptionist provides a warm welcome to all visitors. Parents value the care, attention and support given by the receptionist.
- The school has maximised its use of space in order to provide areas for children to work, regulate their emotions and to play. Care has been taken to consider how lighting and aroma can support everyone's wellbeing. The whole school environment is beautifully maintained which contributes to providing a calm and positive ethos.
- The school has a Wellbeing Strategy which has been shared with staff and governors and will be communicated to the school community following endorsement from the Governing Board.
- There are systems in place to identify children who experience EWMH issues and to monitor the impact of interventions. The school uses the PASS survey to identify those children who may be lacking in elements such as resilience or self-esteem and put interventions in place to support personal development.
- There is consistency of practice for EWMH across all learning areas. Each classroom has a reading/calm area and children are supported to use the 'zones of regulation' to convey their feelings. The learning mentor follows up with any children who are struggling emotionally on a daily basis. Lighting, music, aroma, salt rocks are used to create positive learning environments for children and staff. Classrooms also have 'worry monsters', tool boxes (with fiddle toys etc.) and individual work stations for children with SEND.
- There is an identified budget for EWMH which is used to support training and development and for EWMH activities. Staff are encouraged and supported to progress their careers. The school has invested in development such as 'sleep training' for children, parents and staff and Restorative Practice; and also invests in support for children through the ADHD foundation, Educational Psychologist time, 'Seedlings' etc.
- Pupils are able to articulate how their EWMH is supported and developed. They contribute to wellbeing by becoming: 'Wonderful Welcomers' (befriending newcomers to school), Restorative Practice Mediators and School Council members.
- Parents appreciate the support given to their children and themselves (particularly for those with SEND). They feel that communication is good and that they are able to approach staff if they need support. They said 'we feel like we matter' and that the school receptionist 'is like everyone's mum'.
- Staff feel well supported and that they are shown compassion and understanding. They enjoy the regular and unexpected treats they receive to support their wellbeing, such as: free tea and coffee; time to go to family events; PPA time; monthly raffles etc.
- Governors fully support the WAS programme and they receive regular updates on EWMH at board meetings. They have been mindful of the impact on staff and leadership of the need for improvement in recent years and are using 'signs of safety' to support ongoing development.
- The school is actively involved in local networking meetings and share good practice for EWMH through the academy network/trust, school improvement groups and SEND networks. The school also benefits from strong links to local churches.

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Impact:

- A wide range of wellbeing strategies are embedded within the everyday practice of the school as noted above.
- There are well developed monitoring systems which enable staff to identify EWMH and other issues and to intervene at an early stage.
- The school has developed and embedded supportive approaches for induction of new families and pupils. This helps to foster an inclusive community.
- Staff and pupils are using the 'Zones of Regulation' on a daily basis. This approach support any early indication of negative feelings which could impact on learning. Both staff and pupils value this approach.
- Staff feel well supported and can ask for help from each other or from management when they are in need.
- A culture of respect and positive support has resulted in a team whose morale is high and staff, parents and children who are proud of their school.
- Through the WAS a deeper embedding of the importance of emotional wellbeing and mental health within the school community is being developed.
- Pupils feel safe and well supported at school. They know how to access help when they need it and how to offer support to others.
- The school has an open and welcoming environment which supports EWMH of the whole community.

Areas for development:

The school should continue to build on the excellent provision for wellbeing within the school community. The school is recommended to consider:

- How to increase the visibility of EWMH and the Wellbeing Award through the development of the school website. This will provide further opportunities for parent engagement and sign-posting.
- Developing an EWMH training and development plan for staff linked to wider school improvement and development priorities. Consider how to increase expertise across the whole school staff and with key individuals.
- How approaches to and planning for EWMH can be streamlined to ensure that there is clarity and coherence across the school in terms of interventions and so that all are clear about expectations / priorities. The development of a specific EWMH action plan will support this approach.
- Whether membership of the wellbeing team could include a school governor, parents and pupils to increase ownership and awareness of EWMH and its development across the whole school community.

Verifier recommendation:

I recommend that Faith Primary Academy be awarded the Wellbeing Award for Schools for a period of three years.

Head teacher comments:

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We are extremely proud that we have been awarded the Wellbeing Award for Schools.

As a school community, we understand the importance of good mental health and positive wellbeing. We prioritise ensuring that the children attending our school have the emotional literacy skills to discuss how they are feeling and are able to use a range of tools and techniques to regulate themselves, if the need arises.

It is important that our community continues to recognise that everyone has mental health, but our priority is to provide an environment where good mental health can flourish and open communication and support around poor mental is available for all.

Miss Danielle Fox (Head of School)

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