

# The SSAT Framework for Exceptional Education (FfEE)

## Reviewer Feedback

**Name of school:** Gatley Primary School

**Reviewer:** Laura Burton

**Date:** 13.1.22

**Strand of FfEE reviewed:** Wellbeing

**Please use the following questions to provide feedback to the school.**

**Please provide specific evidence and analysis.**

<b>Who did you meet with from the school to learn about their practice in this strand and what evidence was submitted and discussed to support their application?</b>	
Rebekah Lyall (Curriculum Lead and Key Stage 2 Phase Leader) Rachel Clair (Assistant Headteacher) Toby Butt, Claire Mulligan and Chris Dunn (Teachers) Wellbeing Ambassadors (Pupils)	
Wellbeing Strategy Governing Body monitoring and evaluation report (wellbeing) Curriculum documents Parent workshop planning RSE policy Trust Charter CPD pathway document	
<b>What additional evidence were you particularly impressed by?</b>	<b>Evidence</b>
<ul style="list-style-type: none"> <li>The use of school development journals by all staff to document and celebrate progress against key priorities and identifying next steps.</li> <li>The climate for learning and environments which promoted and facilitated wellbeing and independence.</li> <li>The relationships and levels of trust between staff, staff and pupils and between pupils.</li> <li>The shared vision and values– everyone from the CEO to the teachers shared the same passion and drive to put wellbeing front and centre at the school. The policies provide a framework and shared vocabulary which was evident.</li> <li>The school is outward looking and has a desire to collaborate and work with other schools locally and nationally.</li> <li>The whole school interest and involvement in action research projects. The impact of their work was evident in the policy and practise changes to wellbeing.</li> <li>The use of reflective groups to empower staff to proactively support their wellbeing and mental health.</li> </ul>	School development journals Staff and pupil interviews School tour Discussions with leaders
<b>What were your thoughts on the scale, consistency and potential sustainability of their practice in this area?</b>	<b>Evidence</b>
Systems, policies and processes are all firmly in place, known and understood by all stakeholders. Reviews are regular and planned for which mean the school's approach to wellbeing is very consistent and sustainable. It is clear the school's and teachers network	

<p><b>practise in this area will develop and change over time in response to changing school, local, national and global needs, evidenced by the work the school did in response to the global pandemic. There is plans to work with other schools across the trust to share practise and there is certainly potential to share practise more widely within local and national networks.</b></p>	
<p><b>What impact is this practice having on learners, staff and stakeholders?</b></p>	<p><b>Evidence</b></p>
<p><u>Learners</u> All pupils are partners at Gatley and their knowledge, experiences and interests shape the curriculum offer. Children are able to celebrate differences and learn about each other and the wider world through meaningful and well planned learning opportunities. Pupils said that their school supports them by ‘giving us choices’ and allowing them to ‘work collaboratively’. The school’s culture of child-led learning develops confidence, promotes deep engagement and deep learning whilst empowering and encouraging pupils to develop intrinsic motivation to succeed. When asked to sum up their school in one word, pupils used vocabulary such as ‘safe’, ‘trustworthy’, ‘co-operative’ and ‘calm’.</p> <p><u>Staff</u> In the staff interviews, the teachers were unanimous in their view that wellbeing should, and does, underpin everything at Gatley Primary School. They valued the meaningful steps leaders take to promote and safeguard teachers’ own wellbeing, with one teachers stating that ‘it’s not all about fads like I’ve had at other schools’. The school’s approach to wellbeing for staff is embedded as part of the culture. Teachers feel that SLT listen and value staff voice with the impact observed when their ideas, suggestions and comments are then transferred into practise or considered within policy review. As one teacher commented, there are ‘unlimited’ avenues for teachers to develop and grow as a teacher or leader at Gatley. The ‘CPE pathway’ supports teachers to explore opportunities and potential routes for their own development at every stage. Staff felt very much in control of their own futures, not feeling SLT have preconceived ideas about their pathways. Staff feel that leaders genuinely care and recognise when there might be ‘pinch points’ for individual teachers or the school as a whole and take steps to mitigate these or offer support. The staff feel SLT are always available, often check in with individual members of staff and that their genuine care and demonstrations of appreciation are well received and contribute to their positive wellbeing. One teacher summed up the impact of the approach by commenting that ‘I’ve never worked anywhere like here before’.</p> <p><u>Governors</u> Governors also share the school’s vision which underpins the wellbeing approach. Their recent monitoring showed they have a deep understanding of the school’s approach and the impact on staff and pupils. Their wellbeing ‘deep dive’ also provided opportunities for governors to ask questions regarding the wellbeing strategy which has since formed part of the school review processes.</p> <p><u>Parents</u> The school recognise the impact of the global pandemic has had (and continues to have) on families and have provided a workshop focused on providing signposts to relevant support and organisations that can support.</p>	<p>Curriculum documents Pupil interviews Staff interviews Governor SSE report Parent workshop planning slides</p>
<p><b>What evidence is there of the school’s practice being shared effectively with other schools? Please comment regionally, nationally and internationally where relevant.</b></p>	

The school works within a trust of local secondary and primary schools and their work in this area is already being shared to help the development of other primaries. The trust has recently been joined by a local secondary school and they are looking forward to working with this school in the coming terms.

The school's work in this area was recognised nationally when they were asked to contribute to an article on pupil agency with UCL professors.

**How could the school further extend their work in this strand?**

**Evidence**

- The school could explore ways to share their practise in this area more widely in both local and national networks. Their research projects undertaken by their curriculum teams could be scaled up to be trust wide and outcomes of these projects could be published/shared.
- All pupils know their voice is listened to and is valued at Gatley. In addition to wider pupil voice, the school have more formal pupil voice groups, including play leaders and wellbeing ambassadors who have specific and focused roles impacting on school development. The school could consider routes for pupils' leadership development in the same way they have done for teachers. With pathways, relevant training and self-learning opportunities, younger pupils can aspire and work towards formal leadership roles within their time at Gatley.

Impact article  
Trust Charter  
School tour  
Pupil interview  
CPE pathway

**Please provide a short summary of your visit and the evidence provided.**

Everyone at Gatley, including the CEO, Executive Headteacher, SLT and teachers, all share the same vision for the pupils within Gatley and also across the trust. Wellbeing is central to everything and leaders at all levels share the same passion and drive which has resulted in their approach being coherent, consistent and embedded.

As part of the visit, key documents were reviewed and discussed including the school's wellbeing strategy, which was formed following feedback from staff and pupils following the school closures during the coronavirus pandemic. The strategy formalised some existing good practise and built on this to provide a shared language and understanding for all stakeholders which has enabled consistency of approaches. Through discussion and other activities during the visit, it is clear the wellbeing strategy is a key document which underpins and supports all aspects of school life at Gatley. There are clear plans in place for reflection and review of the school's approach to wellbeing which include the views of all stakeholders and will consider changing and evolving needs.

The report from the recent governor deep dive into wellbeing was shared. Governors are very involved in every aspect of the school and work closely with leaders and teachers. The report was thorough and offered celebration of success as well as challenge to support the review and development of the school's policy and practise. The report lead to a review of the school's 'wellbeing Wednesday' initiative and the creation of the new 'golden thread' approach to personal development, health and wellbeing which was designed in consultation with the pupil wellbeing ambassadors. The golden thread approach sees core concepts from the PSHEE and RSE curriculum delivered across subjects, not as separate or standalone. Teachers integrate key learning across the curriculum, demonstrating the school's vision for wellbeing, physical and mental health being high priority and key learning for children. Teachers have been trusted to explore and develop their practise in the implementation of the golden threads across the curriculum and the Assistant Headteacher has completed recent monitoring to celebrate success and identify next steps. Within the teacher interviews, staff commented that the holistic approach to health and wellbeing benefited the children in there was multiple opportunities, across the curriculum, to discuss and talk about core issues and concepts; 'conversations are richer because they are in context'. Natural opportunities to discuss and reinforce key learning are identified and maximised across the range of different curriculum areas.

It was a pleasure to meet with the Wellbeing Ambassadors who spoke confidently and articulately about the importance of wellbeing. They were able to speak about how wellbeing was important to support them emotionally, physically, socially and academically. The pupils' voice is instrumental in the design and review of wellbeing approaches at Gatley. As well as being part of the creation of the 6 'golden thread' concepts, they also devised a 'Mo Scale' to support children in classrooms recognise and explore emotions. They were passionate in explaining how they are currently reviewing the effectiveness of this and will be making changes to make it even better.

The school has a member of SLT trained as a mental health and wellbeing lead and also has other staff trained as mental health first aiders and a trainee emotional literacy assistant. The Assistant Headteacher shared information about the school's reflective teams. The groups involve members of staff (teachers and support staff) from across the school who meet regularly. The meetings are wellbeing focussed and although informal in nature and taking a coaching approach, discussions are rich and have led to policy change and impact on whole school practise. Recently the groups have each undertaken a piece of work identifying and planning an out of school enrichment visit for a different year group. The Assistant Headteacher also shared the 'Personal Development, Health and Wellbeing' Curriculum team's research project into physical development. The outcomes of the action research highlighted the importance of physical development and mental wellbeing which fed into the development of the 'Golden Thread'. The staff actively seek opportunities to use research opportunities to develop and enhance their curriculum area and are proactive in searching for these opportunities.

***For the School to complete:***

**Any additional comments or conclusions to make following the in-school review.**

We are proud that our school's embedded approach to wellbeing has been recognised, and we have found the SSAT peer review experience to be highly productive and informative. The comments outlined above provide us with clear next steps and will help to inform SSE activities and priorities in the coming terms. In particular, we look forward to engaging with the SSAT pupil leadership accreditation and connecting with schools in local and national networks to share our practise and further refine our approach to wellbeing.

Please send to [primary@ssatuk.co.uk](mailto:primary@ssatuk.co.uk)

F6

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