

Wellbeing Award for Schools (WAS)

Verification Report

School name:	Park Road Community Primary School
School address and postcode:	Wroxham Road Great Sankey Warrington WA5 3EF
School telephone:	01925 723550
School website:	https://www.parkroad.warrington.sch.uk/
Head teacher:	Nicky Parkinson
Head teacher's email:	*****
WAS coordinator:	Nicky Parkinson
WAS coordinator's email:	*****
Award verifier:	Alex Roper
Award adviser (if applicable):	
Date of verification:	09.12.2022

Commentary on the evidence provided:

- A comprehensive range of evidence had been uploaded to Wellbeing Award for Schools (WAS) Awards Place which was available prior to the visit to the school. The school's journey for the award could be seen within the regularly updated action plans also on the site. The evidence was supplemented and corroborated throughout the day through conversations with key stakeholders. The visit included: a presentation from the Award Co-ordinator (headteacher) and school parent/governor; a tour of the school; and discussions with groups of staff, parents, governors, and pupils.
- The evidence was high quality, particularly the oral evidence from the stakeholders which brought to life the just how much the emotional wellbeing and mental health 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. Periods of lockdown and other Covid restrictions have at times interrupted the ability to give the award consistent focus, even so, the school has used the award process to help them to drive towards their goals for emotional wellbeing and mental health 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. Parents and parent governors gave personal accounts of how the school had supported their child's emotional and mental health.

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 is the headteacher. She has provided effective leadership for the WAS action plan and has been actively supported by the wellbeing team which consists of pupils, governor, parents, midday staff and teaching assistants. Members of the school community contributed to the development of the wellbeing vision and strategy.
- Alongside whole school training and development some key members of staff have received training for various aspects of EWMH such as: ELSA; counselling; Next Steps; Social Stories; play therapy Trauma Informed Practice etc. One member of staff is now qualified to lead Trauma Informed Practice with external agencies such as the police.
- This academic year the school has been focusing on increasing parent participation and support. The wellbeing team have recently established 'Happiness Cafe' events, and these provide a range of wellbeing activities and signposting for support. The school website includes information on the WAS and includes strategies and signposting to support emotional wellbeing and mental health of children and parents.
- School governors are actively involved in supporting the school's development of emotional wellbeing and mental health. Governors regularly monitor and report on areas of responsibility including wellbeing. School policies are also reviewed to ensure they connect with the schools work on emotional wellbeing and mental health.
- The school developed clear support plans for return and recovery of pupils following periods of lockdown during Covid. Staff and parents cited this as being massively beneficial to their own and children's wellbeing.
- The school has established a 'Happiness Team' and pupils take an active part in contributing to the wellbeing of other pupils.
- The school has well developed links with external teams and services. It takes an active part in Local Authority networks for emotional wellbeing and mental health, safeguarding and PSHCE. The school has proposed the establishment of a wellbeing network within the MAT.

Impact:

- A wide range of wellbeing strategies are embedded within the everyday practice of the school for example: access to school counsellor; worry boxes; clearly defined referral and support routes; PHSE curriculum; emotional wellbeing and mental health interventions for individuals; training and development.
- 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.
- A deeper embedding of the importance of emotional wellbeing and mental health within the school community as cited by stakeholder representatives.
- Pupils feel safe and well supported at school.
- Stakeholders feel that they are part of a community, they use the word 'community' when describing the life of the school.

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 emotional wellbeing and mental health development could be led within the school in the future to ensure that there is collective responsibility and a distribution of leadership through the wellbeing team.
- How to increase participation of staff and parents in surveys and questionnaires so that views of all the community are captured and can contribute to further development for emotional wellbeing and mental health.
- How they will continue to grow and build on the early success of the parental engagement in emotional wellbeing and mental health.

Verifier recommendation:

I recommend that Park Road Community Primary School be awarded the Wellbeing Award for Schools for a period of three years.

Head teacher comments:

We are delighted to have this recommendation.

Although this process was a lot of work and challenging at times, it has really supported us in developing a more strategic approach and a clear vision for wellbeing in our school. The verification process was rigorous but supportive. We are now in a strong position to continue ensuring wellbeing remains at the heart of all we do; the Wellbeing Award for Schools has been an integral part of this.