

Wellbeing Award for Schools (WAS)

Verification Report

School name:	Wembley Primary School
School address and postcode:	East Lane, Wembley HA9 7NW
School telephone:	0208 9019889
School website:	www.wembleyprimary.co.uk
Head teacher:	Mrs Taylor-Kent
Head teacher's email:	
WAS coordinator:	Sharon Griffith
WAS coordinator's email:	senco@wembleyprimary.brent.sch.uk
Award verifier:	Malcolm Goddard
Award adviser (if applicable):	Malcolm Goddard (School Led with 2xAAD)
Date of verification:	8/7/21

Commentary on the evidence provided:

The school followed the school led route but had previously received an additional advisor day split across support with action planning and as an interim assessment both from the same advisor. At the final visit, the evidence provided for the remaining KPIs was clear and concise. It was primarily through evidence uploaded to awardplace but was backed up by further information and explanation in the presentation.

The final visit was conducted remotely with the adviser able to have time with stakeholder groups of pupils and staff, and the wellbeing governor. Two written submissions to the preprepared questions were provided with parents in line with Optimus guidance. They spoke of a school where they felt valued and listened to as part of a community with a sense of belonging and pride in their school. Oral evidence from stakeholders, during the virtual learning walk, ongoing discussions and during the presentation with the head alongside the award coordinators triangulated well. Evidence reviewed at interim assessment, from prior conversations on previous remote visits and from reviewing the school's website also formed part of the evidence base for judgements.

Stakeholder questionnaires had been completed at the beginning and end of the process evidenced impact on perceptions of all groups from a relatively good starting point. By the second questionnaires only a very few points were not yet green and a clear plan of next steps for these areas was in place.

Leaders had a clear strategy going forward and contributed significantly to identifying the next steps, some of which they were already planning for.

Strengths identified during verification:

- Wellbeing has long been a focus at the school and many practices are “part of the fabric” of the school. It has been a feature in school improvement over several years. The award framework has allowed a more explicit focus and understanding to be developed.
- Clear leadership structures within the school ensure all staff feel supported and know the part they have to play in supporting others. There is a strong sense of being a team and of there being clear sub teams within the overall structure.
- Communication is seen as a strength by stakeholders and the school work hard to ensure all groups have a voice. During the pandemic strong communication helped to maintain a sense of connection and allow flexible approaches to be implemented where additional needs were identified.
- The school have extensive grounds which create a positive environment for wellbeing of the community. They have made good use of the space to provide a wide range of learning environments and activity spaces to support the physical and emotional wellbeing of students.
- There are well established processes for pupil and parent voice. During the pandemic many of these have moved online but have been maintained. Leaders have used these processes alongside questionnaires to gain insight from stakeholders when developing their wider curriculum including RSE and PSHE.
- The governing body maintain effective oversight of wellbeing at the school, considering the needs of students and staff. Recently a wellbeing governor has been appointed to be part of the change team and work alongside the wellbeing coordinator.

Impact

- There is now a strong change team in place who each lead on different aspects of wellbeing well matched to their wider responsibilities in the school. This has provided significant capacity to drive change and provide support to the many different groups within the wider school community.
- A clear system for tracking wellbeing of students and identifying next steps of support is now in place through the recently developed wellbeing and engagement grid.
- Leaders have built strong proactive partnerships with other agencies which are mutually beneficial to both sides and raised the profile of the school and its leaders within the wider professional community.
- The 5 ways to wellbeing are used effectively at the school and they have added their own 6th way “create” to enhance students understanding of how to support themselves. These 5 ways and particularly the 6th way were a key part of the schools focus and provision during lockdowns to support wellbeing of students and staff.
- Staff have a voice and are listened to. Leaders are mindful of the work life balance of staff and make adjustments where possible. A good example of this is the development of a staff working area and the reorganisation of PPA so that year group teams can take this together fostering collaboration.
- Zones of Regulation have been introduced across the school, following a visit to another school using them. These are allowing greater expression of feelings and enabling staff to identify and follow up students who might be struggling more easily.
- The school have revisited and updated their vision and values. Stakeholders have been fully consulted and the new values are highly visible on the “Values Tree” in the school hall.
- There has been a strong focus on wellbeing in the schools training programme involving external trainers such as the educational psychologist in addition to in house training. Areas covered include pupil wellbeing, zones of regulation, risk factors and staff wellbeing.

- Leaders can demonstrate that staff turnover is low and has reduced over recent years as there is a strong sense of belonging to the Wembley team. Staff report their wellbeing, work life balance and aspirations are valued by leaders who are approachable, ready to listen and work with them to find practical solutions.

Areas for development:

- 1) Continue to develop an explicit language for wellbeing to be used consistently by all staff, pupils and parents building on the 5 (or 6) Ways to wellbeing, the school core values, growth mindsets and the language from the zones of regulation.
- 2) Share with parents through bulletins, training and indirectly from pupils the language developed under 1) so that all groups can communicate about wellbeing using the same key strands and enabling pupils and parents to discuss their wellbeing and how to manage and support it out of school as well as in school. Particularly provide training for parents to understand how zones of regulation works and the language used so that they can use and support this at home.
- 3) Work with governors to enable clear identification of the benefits to the school of investing (funds, time, and profile) in wellbeing. Areas to consider might be:
 - Unique selling point/Profile of school
 - Impact on outcomes both direct and indirect (through staff stability)
 - Financial savings
 (You may wish to benchmark yourselves against other schools in Brent)
- 4) Share strategy document including INTENT relating to next steps with Governors at the beginning of the new academic year and again at the end so they can measure progress and impact.
- 5) Use the wellbeing grid assessments now produced termly as a starting point for discussions with class teachers as to next steps to empower them in identifying what might happen next:
 - What are you (the class teacher) going to do about this child?
 - What do you need us (the wellbeing team) to do to support you or the child?
- 6) Update the Pupil Promise in line with the updated Vision and Values in line with current plans inviting input from students, parents, and staff.
- 7) Consider expanding student wellbeing champion roles as restrictions allow to develop parents and students in these roles. The student roles might include peer to peer support, mentoring younger pupils and delivering themed assemblies.

Verifier recommendation:

Recommend that Wembley Primary school receives the Wellbeing award for a period of three years in recognition of its work on wellbeing.

Head teacher comments:

May we use your comment for website/marketing purposes? **Yes / No** (please delete)