

Wellbeing Award for Schools (WAS)

Verification Report

School name:	Trinity St. Peter's Church of England Primary School
School address and postcode:	Paradise Lane, Formby, Liverpool L37 7EJ
School telephone:	01704876391
School website:	http://www.trinitystpeters.org/
Head teacher:	Deborah Pringle
WAS coordinator:	Matthew King
Award verifier:	Jill Tordoff
Date of verification:	1 st July 2019

Commentary on the evidence provided:

Trinity St. Peter's Church of England is a one form entry inclusive primary school with a school nursery. There is a clear sense of direction, led by the head teacher and governors and supported by all staff, that well-being is not bolted on, but systematically built into the vision, aims and curriculum. The school has recently been accredited as a Thinking School and has also received the Gold Global Neighbours and Gold SMSC Awards. The practice developed as part of these awards and the schools Christian vision have supported the development of well-being. The School Development Plan (SDP) identifies well-being as a key priority and the school have used the WAS Award as a useful framework to self- evaluate and celebrate all its achievements.

Strengths identified during verification:

Strong leadership from the head teacher, governors and the well-being lead, who is the assistant head teacher and also a Year 6 class teacher, has ensured the school has a very inclusive positive ethos which promotes well-being as a key priority across the school. Following feedback from staff a SDP objective included the aim: to support and empower staff to deal with challenging parental behaviour so as to reduce staff anxiety and improve staff well-being. The SDP is monitored and evaluated on a weekly basis by the SLT. The Change Team, representing a cross section of staff, meets every few months to monitor and evaluate the well-being action plan. Parent governors spoke with enthusiasm about everything the school does to support pupil's well-being and governors felt they were well informed. Rigorous monitoring and evaluation takes place to identify the impact of all aspects of school life with regard to well-being. Governors also approved the recently developed Emotional Health and Well-being Policy.

A vision statement driven by the head teacher, and shared by all stakeholders, creates an impressive framework to support the school values and curriculum as well as providing a holistic approach to well-being. Central to the school beliefs is that each child is a star and that everyone should work in partnership to bring out the best for each child. The symbol of the star therefore provides the focus from which the core values of Serve, Hope, Imagine, Nurture and Enjoy flow and these values represent the SHINE curriculum. It was evident from discussions with all stakeholders, and displays throughout the school, that these were not only understood but demonstrated in positive relationships and everyday practice, reinforcing the school's Christian values. Staff commented 'the vision is owned by everyone' and 'we reflect on it, amend it as necessary and are regularly asked if it's working.' To support this vision leaders have developed a 4C model to promote logical, critical, creative and reflective thinking skills. There was evidence of these skills being demonstrated through creative art displays on Twitter and around the school, as well as by a pupil member of the Think Tank, who provided an analogy of a seed growing to describe how a child's well-being in the school was encouraged to blossom and flourish.

A broad range of approaches to support a Growth Mindset is developed and the core value of hope underpins this work. Positive praise is applied to everyday pedagogy, on praising effort and encouraging pupil choice. This approach is increasing pupil engagement confidence in learning since some pupils now have a choice to attempt more in depth work than previously attempted. To recognise success there are a range of awards including weekly star of the week, celebratory tweets, a head teacher award and a daily 'secret student.' Each day also starts with each pupil giving the teacher a high five and this helps to form positive relationships. Mindfulness is practiced on a daily basis and each class has a 'pause' button to remind them to be mindful. Each Friday all classes have the opportunity to relax to music and reflect on their feelings and Yoga sessions take place in Reception, Yr1, 3 and 4. It is planned that all classes will do yoga next year. A parent reported he now did yoga with his two children and 'they enjoyed doing this together.' All pupils in KS2 are provided with an iPad which includes all resources, as well as an Action Happiness app.

There is also a well-developed PSHE curriculum which promotes mental health and well-being. There are a wide range of books on equality and diversity and some awareness days focus on raising awareness of mental health. These include both national and global events such as Hello Yellow! Mental Health Awareness Week, Kindness Week and a class Dojo Mindful Moment. As part of Careers Week a clinical psychologist spoke about mindfulness and the importance of looking after yourself. There is well developed buddy system with Year 6 pupils paired with reception children and this has helped foster positive relationships. The book All Wonders, on facial disfigurement, sparked a unique and creative approach, using a class teddy bear, to celebrate differences. Creative activities and writing also helped

raise awareness. Long term links with St. Peter's and Holy Trinity Church have supported developments both in school and in the local community and Year 1 have a well-established link, with regular visits, to a local home for the elderly. A Twitter posting described how 'a great time was had by all as we played hoopla, bean bag toss, skittles and bowls.'

Children are encouraged to take part in a wide range of enrichment activities including sport as well as performing arts and there are well developed links with local Sports clubs. These activities are seen as part of providing a holistic approach to supporting. Following consultation with staff about workload, an external provider now provides after school activities. As a result teachers report they have more curriculum planning time.

The initial WAS questionnaire results showed staff, pupils and parents were positive about all aspects relating to well-being and this was also recognised in the annual questionnaire to all stakeholders. The SLT analyses responses from questionnaires, and also following discussion with staff, workload was seen as a significant issue. As a result the marking and homework policy has been reviewed and staff reported 'it has substantially reduced the amount of time taken to mark.' They also reported that each subject area had a scheme of work which reduced stress since they could then adapt this and the buddy system allowed teachers to share ideas and reduce workload.

There has been a wide range of training for all staff including: Mindfulness, Signs and Symptoms of Mental Health, Mental Resilience, Safeguarding and Equality and Diversity. A member of staff has attended both Adult and Youth Mental Health First Aid and this information has been shared with all staff. A teacher reported 'I learnt different ways of coping and gaining support from each other' and it 'has boosted my confidence.'

Mental health issues are identified by teachers' formative assessments and following meetings with parents. The PASS assessment tool is completed by all pupils and CPOMS is used for tracking wellbeing and pastoral issues. Any concerns are shared with relevant colleagues. The Boxall profile is completed if additional needs are identified and interventions such as socially talented programme, social skills, time to talk and listening programmes are offered. Staff report there is an open culture which enables discussion and support for colleagues and they can also access external support through a counselling service. There is external support from a range of agencies such as the school counsellor, nurse, Early Help, Inclusion consultants, GP's in Sefton and the Public Health lead. As a result of a close partnership with these agencies training has been offered, effective partnerships have been established and referrals, as appropriate, successfully made.

Pupil voice is a strength of the school and includes pupils from the age of three. There are eight pupil voice groups which contribute to well-being and all pupils are elected to these roles, following a presentation. In addition, a Think Tank has four members who meet weekly with the head teacher. A member stated 'we work as a team to make our school better and we work with other committees to support everyone's well-being, including our own.' Another pupil stated 'it has increased my confidence because I have to do presentations'. The Kagan approach encourages all pupils to give their perspective and the weekly 'Big Question', also posted on Twitter to encourage parent involvement, stimulates thinking with questions such as Can we learn to be happy?

There are very positive links between school and parents/carers with a high level of trust. The school is proactive in sharing information on the website, by Twitter, class blogs, texts, Youtube and at a range of meetings. A parent stated 'we are very involved in our child's education and well-being' and another described the high level of support to meet his child's specific needs. Parents also have the option to visit the school counsellor or seek family support from the Church.

Areas for development:

*Continue with the well-developed Change Team to continue to develop, monitor and evaluate practice and further developments

*Continue to develop pupils voice and celebrate success through accreditation eg the Archbishop of York Leadership Scheme (or other). There is scope to use pupil voice in the local community eg anti-stigma campaigns, ways to promote well-being

*Share practice with other schools e.g. Well-being Open Day. There is much innovative practice to share with schools both within Sefton and in other LA's

*Use the WAS KPI's key objectives as a framework and/or the NHS 5 areas of Being Active, Taking Notice, Keeping Learning, Giving and Connecting to identify next steps in a well-being and mental health strategy

Verifier recommendation:

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