

Wellbeing Award for Schools (WAS)

Verification Report

School name:	Charlton Manor Primary
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Award verifier:	Mark Jennett
Award adviser (if applicable):	Mark Jennett
Date of verification:	17 March 2023

Commentary on the evidence provided:

The written evidence provided was exemplary. It addressed the KPIs succinctly and accurately. This was supported by a concise but detailed presentation which, along with positive stakeholder feedback, showed that not only has the school made significant progress in terms of supporting the EWMH of all stakeholders, but also has a clear sense of which areas it would like to develop further.

Strengths identified during verification:

One of the really impressive aspects of the evidence was seeing how the school has achieved improvements across all areas covered by the stakeholder evaluations. Their analysis of this feedback also includes clear 'next steps'.

SMT and governors are clearly ambitious for the school in terms of its EWMH provision. Survey evidence as well as minutes from pupil parliament and other meetings demonstrate that they listen to stakeholders' concerns and respond effectively.

The school communicates its vision for wellbeing through termly wellbeing newsletters, posters and displays and a mission statement that places EWMH at the heart of its provision. This is, in turn, exemplified across a range of policies. The coordinator also provided evidence demonstrating a clear understanding of the risk factors that may affect pupil wellbeing.

There is an impressive range of activities aimed at raising awareness and reducing stigma around EWMH including assemblies, PSHE lessons, displays, daily mindfulness sessions, wellbeing coffee mornings for parents, a yoga club before school and excellent material on the school website. I was shown a number of simple but effective ideas – children made paper chains as part of a focus on connectedness which were then strung in corridors to ‘join’ all the classes together, books with a wellbeing focus are part of literacy work and teaching and displays link different aspects of wellbeing – such as physical activity and growth mind-set.

Staff have been able to access a range of relevant training and say this has increased their confidence around supporting EWMH. This is borne out by feedback from pupils who are now more likely to say that staff notice if they are worried or unhappy.

Wellbeing is now included on phase meeting agendas where staff are encouraged to ‘score’ their own wellbeing. Any concerns can be followed up in the meeting itself or discussed later as they prefer. The school has also signed up to an EAP and reviewed planning, marking and assessment policies. Staff say that workload pressures have reduced and that senior managers are supportive. 3 staff have also been trained in MHFA.

Support available for children includes counselling (which staff can also access), mentoring, draw and talk, social skills groups, sensory circuits and a sensory room, fiddle toys and body breaks, Lego therapy and zones of regulation. Staff use Boxall profiles and other means to assess the impact of interventions and the school also works with external providers to offer focused interventions such as life skills/drama workshops.

Charlton Manor has worked hard to increase parental involvement and has a good understanding of the reasons why some parents may find it harder to engage. Strategies include learning together opportunities with children and parents/carers, coffee mornings focusing on EWMH, home visits etc.

30 children have been trained as mental health champions. Those I spoke to were able to discuss their training and the range of strategies they use to support peers as well as self-help advice they can give other children. As well as providing support in the playground, they lead mindfulness session every day and meet regularly with the staff lead to discuss any concerns. Those I spoke to are very proud of their role. The pupil parliament are also actively involved in discussions around wellbeing – for example, as part of the schools’ redevelopment of its ‘history street’, they have suggested that one of three ‘sheds’ to be built in the playground include a range of wellbeing items for use at lunchtimes including beanbags, bubble jars, mindful colouring, stress balls etc.

Parents praise the way the school communicates with them around wellbeing and, in particular, the support it offers their children.

Areas for development:

The wellbeing coordinator has already identified a number of appropriate and achievable 'next steps' for the school's ongoing work on EWMH.

In addition, leaders could consider the following:

Continue the school's own regular stakeholder surveys and use these to inform the ongoing development of the EWMH strategy. You may also want to use the Optimus stakeholder forms with particular groups of children or staff to identify any variations in responses across the school.

Continue to include measurable objectives to aid in assessing impact – especially around areas of ongoing focus such as staff wellbeing and parental involvement.

Consider adopting a staff wellbeing policy (there is an example on AwardPlace) and embed staff wellbeing in appraisal processes (perhaps with the inclusion of optional wellbeing targets for staff) to further increase staff confidence around support for their own EWMH.

Continue with the programme of EWMH-related CPD. A good proxy indicator for its impact would be further improvements in the number of children who say staff notice when they are worried or unhappy. Ensure that the programme also regularly focuses on staff as well as pupil wellbeing.

Verifier recommendation:

I am delighted to recommend that Charlton Manor Primary School receive the Wellbeing Award for Schools for a period of three years.

Head teacher comments:

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