

Wellbeing Award for Schools (WAS)

Verification Report

School name:	Corsham Primary School
School address and postcode:	Pound Pill, Corsham, Wiltshire, SN13 9YW Broadwood, Corsham, Wiltshire SN13 0LX
School telephone:	01249 712387/01225 811997
School website:	https://www.corshamprimary.co.uk/
Headteachers:	Lindsay Fry & Kerry Parker
Headteacher emails:	
WAS coordinator:	
WAS coordinator's email:	
Award verifier:	
Award adviser (if applicable):	
Date of verification:	20 th May 2024

Context

Corsham primary is a larger than average primary school based across two sites: Pound Pill and Broadwood. It is part of the Pickwick Academy Trust and was one of the founding schools. There are two headteachers leading each site respectively and there is a strong partnership in collaborative working to ensure best outcomes for children. The school prides itself on having an ethos and culture that sets wellbeing at its heart and there is a strong focus on nurturing and relational practice to promote learning, happiness and opportunities for the children and whole school community.

"We always believe that in order for a school to be successful, it must be happy. We nurture a strong sense of partnership between the school and the family, that lies at the heart of the children's happiness and success." School website – Headteachers

Commentary on the evidence provided:

- The portfolio shows comprehensive evidence that wellbeing is a central area for the school and demonstrates the commitment to strengthening practice, the development of strategy, policy and provision to maximise wellbeing for all.
- The Portfolio demonstrates a wide range of communication methods, particularly the new website with key information areas and signposting.
- Consultation with the various stakeholder groups shows how the questionnaires and information gathered has been central to the development of the ongoing priorities across three streams – children, staff and parents with everyone having been informed of the whole school strategy.
- Evidence presented in the portfolio demonstrates the school's commitment to develop the culture of wellbeing for staff and pupils through a range of strategies, activities and provision and how this has been enhanced through the WAS award. Staff wellbeing has had a sharper focus through the award process with child wellbeing having an established place in school ethos and practice but has been an area for enhancement.
- The wellbeing team and particularly the award lead, Clare Vines have carefully reviewed, led and monitored progress towards the award and reviewed their action plan and strategy as part of the process to gain the award. A 'you said, we have done' approach is evident and shows value for each stream of stakeholder voice.
- Raising the awareness of Mental Health has been evidenced and enabling a greater understanding has been a key part in developing policy, intervention and curriculum as well as a mental health awareness across the school and community.

Strengths identified during verification:

Through the award process, the school has used the award framework to highlight the importance of wellbeing and to strengthen policies, approaches and interventions across the school. There is already a great understanding of the importance of wellbeing and this is celebrated by the school community. This is portrayed through all stakeholder streams and through the award process there has been growing momentum to enhance this across whole school practice.

- Leadership of the award has been a strength worthy of recognition. Clare has used the award framework, the questionnaires, SWOT analysis and her role within the leadership of the school to ensure prioritisation, collaboration and a sense of agency. The wellbeing team members have been empowered to lead elements of the award and this has fed into the development strategy and provision overall.

- The wellbeing team meet regularly and have been able to develop their ideas and to respond to the voices of the various stakeholders across the whole process.
- Children's emotional literacy is a priority with a range of interventions, whole school approaches including emotion awareness, feelings wheel, worry monsters, interventions including ELSA and sand-tray work, nurture, gardening, forest school and the school animals including pigs and chickens.
- There has been a focus on staff mental health with the staff focused wellbeing team organising well-being days, signposting and social events.
- Staff CPD has been provided through various services and consultants to develop wellbeing. This has included awareness around mental health and trauma aware practice, team building for the staff, specific training in sand tray work and ELSA. Staff CPD is an ongoing area for development to ensure development of confidence, awareness and application of skills to best meet the needs of the children.
- The home links and parent support officer supports wellbeing of the families as well as offering, training, home visits, signposting and support.
- The website is a strength and shows a culmination of work in raising awareness, signposting and celebrating practice.

Leadership and Management

"The award has given us the opportunity to galvanise our approach with a broad framework to highlight all areas of wellbeing within our school." (K Parker - Headteacher)

"Everyone has had a voice and we have shown that we will listen and act." L Fry – Headteacher).

- The WAS framework has been used as an audit and planning tool and has been implemented via the action plan and wellbeing strategy. This is reflected through the school's ongoing commitment to ensure wellbeing is at the centre of all they do, is monitored and evaluated to ensure best practice.
- The school's leadership hold wellbeing as a core priority and this is reflected in the ethos, management style and approaches that are embedded within the school culture and practice.
- Policies have been updated and the vision for wellbeing included to highlight its importance.
- SWOT analysis has been used as a way to capture opportunities as well as identify challenges and this approach is embedded as part of the ongoing strategy for development.
- Governors and school leadership have been involved throughout the development and priority of the wellbeing award and have been updated about progress.
- The Governor for wellbeing is a parent governor and is committed to ensuring wellbeing is placed centrally and acknowledges how there is now an even greater

focus on wellbeing. The Governors report is included in the portfolio and highlights the development areas and impact.

- It is evident that wellbeing is an integral part of the existing school vision, the values and is seen as a priority in developing practice and approaches for the mental health of all.
- Each stakeholder group has been listened to and ideas have been developed through a 'You said, we did' approach. This is evident from information gained from the stakeholder representatives as well as demonstrated through the portfolio.
- The wellbeing award leadership team have involved the staff and children across the school resulting in a whole school community which has awareness of the award and the values that it fosters.

Pupils

There are various ways in which the children are empowered, listened to, supported and the curriculum and wider opportunities are significant for wellbeing.

- The curriculum and whole school approaches including the feelings wheel, worry monsters and thermometer show a strong focus on talking about emotions. Assemblies and wider curricular activities places wellbeing as an important and central aspect of school life at Corsham.
- There is access to nurture, ELSA provision, the school animals and forest school as well as off-site horse riding as intervention for some children.
- Children are given roles of responsibility and there is a great source of pride for all involved. Peer mediators, playground leaders, wellbeing advocates and school council members are some of the responsibilities the children have.
- The 'super school supporters' are a new addition through the award process and have given children a strong role in advocating for pupil wellbeing and ensuring their voices are heard and acted upon.
- There has been a focus on developing playtimes too with more activities, training for MDAs and awareness of how this supports physical and mental health and wellbeing.

Staff

- Staff wellbeing has been a priority area through the WAS award. The staff wellbeing group are proactive and offer information for staff, signposting, events and social activities. There is a real sense of team that the school recognises as important for the overall culture of the school.

- There is now a renewed staff appraisal, process in place with a focus on wellbeing and more of the pastoral team have access to regular supervision.
- There is awareness around workload and policies to support staff wellbeing and leadership are realistic and open to develop policy and practice.
- Through the award, staff voice has been heard through the questionnaires, discussion and appraisal systems and where action is taken this is shared with staff.
- Training around mental health awareness has been highlighted for staff and there is growing awareness of the need to continue development of mental health CPD to further develop staff confidence, awareness and application of skills.
- The language and stigma around mental health has an even greater focus and all members of the school community are encouraged to talk about wellbeing and to access support if needed.
- "The award has given us a framework to reflect on our practice and to evaluate how well we support mental health and wellbeing. We have a plethora of interventions and the award has only helped us strengthen our approach." (Staff member)
 "Communication has been a key part of it and the website too has been a great part of the overall development." (Staff member). "The award has given us a process that will be continued."

Parents

Corsham Primary strives to create a sense of community and recognises the importance to support parents and to involve them where they can.

- As part of the award process a parent stream has been set up to provide greater communication, to ensure voices are heard and there is now a wellbeing parent advocate group who will continue to have a role beyond achievement of the award.
- There are plans for termly meetings and to develop ideas to support parent wellbeing.
- The website is clearly a strong focus of communication and information.
- Having a parent support officer and pastoral team provides a greater level of support and ensures families receive the help and support they need. There are strong links with wider services, through network meetings and forums, the family hubs initiative and other local training events.
- Parents have been informed, updated and involved in the WAS award and the development of the website, displays, letters and email correspondence are all part of the range of ways parents are informed and involved.

- Parents were invited to have their say through the stakeholder review questionnaires and there is an openness to have parents voice heard.

Impact:

- The well-being award has provided a framework, audit and action planning process that has enabled the school to reflect, evaluate and develop policy and practice.
- As part of the leadership structure the wellbeing lead has been able use the framework to open up dialogue and to strengthen current practice and commitment to mental health and wellbeing across the school. This has included the curriculum and intervention, staff development, pupil voice and sharing approaches across the school community.
- There has been growing awareness of the importance of mental health and the commitment to tackle the stigma, open up conversations, develop the use of language around wellbeing and emotions to develop consistent good practice.
- Stakeholders across the school community are committed to the prioritisation of wellbeing across the school and there is a continued focus to embrace, lead and achieve an ongoing accolade of mentally health practice for the best outcomes of the school community.
- The stakeholders have been able to have their voice heard and have been involved in the development of the strategy.
- The formation of the wellbeing team has highlighted the focus on wellbeing and this has formed part of a structure that is embedded as central to the ongoing SDP.

Areas for development:

- To maintain development of the wellbeing strategy and to ensure wellbeing priorities, consistency of approach across the whole school community and to outline key actions for each of the stakeholder streams.
- Parental support and involvement within the school is an ongoing area of need and for development.
- Continue to provide wide ranging CPD on the changing climate of mental health and to ensure parents too have access to ongoing and current information.

Verifier recommendation:

Corsham Primary School has successfully achieved the Wellbeing award for a period of three years.

It has been a pleasure to work with you and to support your Wellbeing Award Journey.

Head teacher comments:

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