

# Wellbeing Award for Schools (WAS)

## Verification Report

School name:	Eaton Park Academy
School address and postcode:	Arbourfield Drive, Bucknall, Stoke-on-Trent ST2 9PF
School telephone:	01782234760
School website:	<a href="https://eaton.alphaacademiustrust.co.uk/">https://eaton.alphaacademiustrust.co.uk/</a>
Head teacher:	Jessica Bell
Head teacher's email:	jbell@eatonparkacademy.co.uk
WAS coordinator:	Kathy Smith
WAS coordinator's email:	K.Smith@maplecourt.uk>
Award verifier:	Jill Tordoff
Award adviser (if applicable):	
Date of verification:	10 <sup>th</sup> November 2021 (virtual)

### Commentary on the evidence provided:

The school has fully committed to the process of the Award and used it to build on existing skills, knowledge and practice and to support the EWMH of its community.. There is evidence of the positive impact of the award on all stakeholders and the portfolio evidence was clear and well-presented. The headteacher reported 'well-being is at the heart of everything we do to get the best possible outcomes and we have developed a holistic approach.' The school sees itself as a champion for change in promoting EWMH across the Alpha Trust and the co-ordinator and change team have effectively used the Award process as a rigorous tool for analysis.

### Strengths identified during verification:

The school is part of the Alpha Trust and has appointed a well-being leader to support collaboration across the Trust. The WAS co-ordinator has successfully led the change team and has recently taken up a vice principal post in another Trust primary school where she intends to introduce the WAS award. EWMH is included in the SDP and there is also an identified wide ranging EWMH strategy which includes the 5 ways to well-being. The headteacher stated that 'the WAS Award supports the schools clear vision and has been further enriched with the inclusion of parents and the children's perspective.' Governors are clearly committed, have rigorous monitoring and evaluation in place and are keen to ensure that EWMH is embedded and sustained.

The school has worked hard to consult with the whole community around their vision and values with wellbeing at its core and has developed pupil, parent and staff entitlement documents. The completion of the WAS evaluations demonstrate an increased number of parent responses and analysis show significant improvements in their experiences. Pupils responses have also been positive with comments such as 'If we have a problem we know adults will help us' and 'if we share a worry it will go away.' Feedback has been consistent through briefings, the website, class Dojo, newsletters and social media. The school has also asked staff to complete anonymous Pulse surveys to ascertain staff views. The SLT analyses these responses to identify three strengths and three areas for improvement across the school and any resulting actions. The results are reported to the Trust to enable trends to be identified across the Trust schools. Staff reported that 'ideas from the Pulse surveys are always responded to', 'we feel listened to' and 'there is a more open culture when talking about EWMH.'

Staff have received a range of training including Mindfulness, Place to Be, Charlie Beswick, PSHE and staff are directed to a range of useful resources in blogs and websites. Five members of staff are Mental Health First Aiders and three staff have received Nurture UK training.

As a result of extensive training staff have an increased knowledge and understanding of how to support pupils EWMH and there are a wide range of strategies in place. These include a well established Jigsaw PSHE curriculum, use of a Worry Teddy bear in each classroom, Big Question sessions where well-being is explored on a weekly basis and enrichment 'Wonderful Wednesdays'. The curriculum lead has devised an enrichment programme each half term to include areas such as Food, Skills for Life, The Outdoors and Performance. Contour education is supporting the further development of this programme and monitoring pupil uptake.

Staff demonstrate high levels of awareness of the needs of individual and groups of pupils and information is shared effectively using well-being pathways, both internally and externally. Early intervention is then put in place in school and where individual need is identified services such as education psychology, therapists, CAMHS, Dove, Changes and Children's services are involved. The school reported that external agencies are very stretched and as a result the Trust is developing its own resources such as nurture groups to help address need.

Parents are aware of the range of support available to them and a local organisation, Changes, runs virtual and actual parent workshops on areas such as anxiety and behaviour. As a result of these activities and support there has been increased participation, trust and the development of positive relationships. Parents report staff to be responsive and supportive and class dojo and regular newsletters aid good communication between school and home.

**Impact:**

- Wellbeing is a high priority across the academy for all staff, pupils and children.
- The Five Ways to Wellbeing is a consistent, embedded strategy that the children understand and use.
- Positive pupil feedback: 97% of children reported they could help someone if they were worried or upset. 97% of children could say how they learnt about the importance of wellbeing in school.
- CPD has developed the staff's knowledge of the importance of mental health and wellbeing both on a personal level and for the children.
- Intervention support is in place for parents, children and staff.
- Parents are well informed about the academy's commitment to supporting wellbeing and are regularly informed.
- The Trust has developed an online Wellbeing Hub for all stakeholders.

**Areas for development:**

- Invite Changes to welcome introduction meetings to support early engagement of parents in using EWMH strategies
- Data collation and analysis of the range of pupil EWMH needs for each year group
- Continue to develop the role of pupil warriors and create opportunities to meet warriors from other schools within the Trust
- Develop the role of Parent ambassadors to increase parent EWMH knowledge and participation
- Share the effective EWMH work with other schools across the Trust

**Verifier recommendation:**

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

**Head teacher comments:**

Engaging in the Well-being Award has been highly influential in strengthening our well-being practice, enabling us to display and further develop the array of strategies we have embedded across the academy, with our over-arching aim of promoting well-being for all. The interim advisor



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visit enabled us to further develop and refine our well-being strategy as well as highlight the strength in our practice. Engaging in the process has been highly successful for the academy, drawing all of our well-being work together. We are delighted to achieve the Well-being Award as it recognises and cements that well-being forms a key driver of our culture and ethos for all. As an academy, we will continue to build on our successes, ensuring it continues as a golden thread to support achieving success for all – our priority and focus on well-being will not waver as we move forward. The Well-being Award is one which we would highly recommend to others as it really heightens its importance and impact on all stakeholders.

May we use your comment for website/marketing purposes? **Yes**