

Wellbeing Award for Schools (WAS)

Verification Report

School name: South Camberley Primary

School address and postcode: Frimley Road, Surrey, GU15 2QB

School telephone: 01276 63870

School website: <https://www.southcamberley.surrey.sch.uk/>

Head teacher: Nicky Wright

Head teacher's email:

Award verifier: Joanna Feast

Award adviser (if applicable): Joanna Feast

Date of verification: 26/5/22

Commentary on the evidence provided:

All evidence is in place and shows the work that the school has committed to since starting the award process. There is insightful and relevant evidence for each KPI, showing how much the school provides to promote and protect mental health and emotional wellbeing.

Strengths identified during verification:

- The senior leadership team understands how the Award process was not about adding more; rather, it has been about consolidating, aligning and maintaining consistency. They know that their task now is continue to shape the school ethos and values and to develop further practices that are sustained and embedded.
- Clear and purposeful leadership from the WAS lead and the SEMH support worker who are keen to ensure the wellbeing messages that extend across the whole-school community are constant and simple, and are communicated appropriately to all stakeholders in ways that work best for them.
- The WAS Lead has worked very hard to bring all strands of the Award together in challenging circumstances, across various sites, and has been the figurehead of the work undertaken by the school in the past couple of years. Her enthusiasm, insight and sense of perseverance are to be commended. She has also chosen well-researched initiatives

tried not to flood the school with too many ideas, preferring instead to let a few choice ideas work well (including a bespoke version of the Five Ways to Wellbeing).

- Cohesive messages across the school: everyone knows what they are working towards and how to do it. Parents and carers are really clear about the school's focus now that communication streams are more effective, and they feel empowered to support their children in the same way that the school does. They report feeling assured that, if their child were to have a problem, the school would be able to support them in a clear, timely and thoughtful way. The school's learning for life programme offers another layer of consistency too.
- The school does as much as possible to meet children, parent/carer and staff needs in order for everyone to feel like they can thrive here, not just in 'normal' times but throughout more unusual experiences, like Covid-19. The focus on enrichment and cultural capital is strong and children's lives are enhanced as a result.
- Children enjoy being at school and can express all that is on offer to them to support their health and wellbeing. The array of opportunities open to them is varied and exciting.

Impact:

The most significant impact of working towards the Award has been on pupils. The links between wellbeing, reading, outdoor learning and creativity are now really clear and pupils have noticed the benefits that these opportunities have on them.

Links made to services within the community have meant support for families have become more aligned; numerous benefits to this collaboration have been noted and appreciated across the school community. It means that wellbeing is viewed as a fundamental part of school life as it has such an impact on children's abilities to learn and thrive. The school now enjoys improved pupil-focused data collection and this has helped to consolidate interventions and detailed understanding of each pupil's experience in school. Additionally, the mental health training programme for staff and pupils has made a noticeable difference to the school's focus on recognising all emotions and building resilience. There are solid plans in place to continue this training on an on-going basis.

The change in staff has been notable, in that so many more staff report how they are better able to share their concerns, that they know where to go for support, and that they feel more comfortable being vulnerable. The subtle changes in procedure and practice around the school have meant that their wellbeing is being catered for in ways that might not appear apparent, but they have a subtle and lasting effect.

Leadership of the school is robust so that everyone in school is aware of (and understands the impact of) appropriate expectations and the need for consistency. This sense of consistency and tying together has been especially crucial in the past couple of years and the leadership team is mindful about how this needs to be continued in the longer term. The governors are fully supportive of staff and pupils alike, and have intuitive plans to continue their support within the bounds of their roles.

Overall, the award process has encouraged the Wellbeing team to make more improvements and the list of what the school will do in the future is long! The team is aware of how important it is to allow initiatives to embed before adding new ones, yet the enthusiasm for positive change is palpable.

Areas for development:

- Focus on consolidation of what you have already put in place, while developing further practices you highlighted in the visit, so that they are sustained and embedded over time. Keep coming back to your 'why' and work on your Next Steps, including the zones of regulation.
- Consider how parents/carers can be encouraged back to school and participate in wellbeing activities on site.
- Ensure all staff members have on-going access to important training programmes.
Consider greater involvement with Surrey Healthy Schools

Verifier recommendation:

I am delighted to recommend that South Camberley Primary School receives the Wellbeing Award for Schools. Many congratulations on the highly impressive work that you have put in place for staff, families and children. Very well done for all your efforts, consistency and

Head teacher comments:

The school is very proud to have been recognised for the award which is testament to the efforts of the staff taking a lead in its development. The process was very thorough but also a positive experience which has resulted in increased collaboration and commitment to the well-being of our school community.

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