

# Wellbeing Award for Schools (WAS)

## Verification Report

School name:	Leighton Park School
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Date of verification:	29/9/22

### 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 ample evidence for each KPI, showing how much the school provides to promote and protect mental health and emotional wellbeing for all. The evidence is of a very high standard, informed by regular data collection.

### Strengths identified during verification:

There were so many strengths to identify during the verification visit. The main highlights are:

- The senior leadership team is clear about how the school is always 'attending to' wellbeing. For them, the Award process was not about adding more or gaining recognition; rather, it has been about consolidating, aligning and maintaining consistency and regularity.
- Cohesive and nurturing messages across the school: everyone knows what they are working towards and how to do it. Pupils and staff alike are clear about the school's direction and focus; all report that they feel empowered to support themselves and each other – and that they are responsible for themselves.
- Clear, intelligent and purposeful leadership from the WAS lead and the Change Team who are keen to ensure the wellbeing messages that extend across the whole-school community are consistent and simple, and are communicated appropriately to everyone in ways that work best for them.

- The school does as much as possible to meet the needs of all pupils and staff in order for everyone to feel like they can thrive. Pupils especially feel like they belong, that they are safe and that they are ready to learn. When they don't feel ready to learn, if they have concerns or if they feel uneasy, they know how to employ the strategies and tools that they have been taught to help themselves, and who to speak to if they need support. The support in place across the school for everyone is exemplary.
- Pupils really enjoy being at school and can express all that is on offer to them to support their health and wellbeing. The array of consistent support that is available to them is highly impressive and comprehensive.
- The school site is a notable contributor to wellbeing: it is well cared for and peaceful, and is used meaningfully in everyday life.

### Impact:

The most significant impact of working towards the Award has been on demonstrating impact across the whole-school community. The measures put in place to promote and protect wellbeing have been robust, meaningful and consistently thoughtful – and are informed by data. There is a sense of 'upstream' thinking, so that all eventualities are considered well before they are needed. This preparedness helps everyone to feel supported, secure and 'cushioned'. Staff and pupils alike 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 (and being around others who feel vulnerable). The procedural and practical services around the school have meant that their wellbeing is being catered for in explicit and implicit ways, but they have a subtle and lasting effect.

Wellbeing is viewed as a fundamental part of school life as it has such an impact on pupils' ability to learn and thrive – and to make a positive contribution now and in the future.

Leadership of the school is very strong so that everyone in school is aware of (and understands the impact of) appropriate expectations and the need for consistency, regularity and reliability. 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 – to promote further the school's rich sense of community and connection.

The Change 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, as is the drive to find what works well and do more of it. The school's positive and inclusive culture is tangible and feels authentic.

#### Key points:

- There is a high degree of trust and value placed in the staff, which enables them to feel that they are making a really positive contribution as 'humans first', and this has a direct effect on their sense of wellbeing and their ability to teach and support pupils.
- The pupils speak very highly of the school, aware of all that is available to them and how much support is on offer when needed. They report that they really like being at school and are aware of how the level of support they receive here might not be available to them once they leave (but they know how to help themselves and others if this is the case).
- The respect demonstrated to pupils helps to support a strong sense of wellbeing in the school. In turn, this reaps benefits for the staff, who enjoy strong relationships with the pupils.

**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.

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**Verifier recommendation:**

I am delighted to recommend that Leighton Park School receives the Wellbeing Award for Schools. Many congratulations on the immensely impressive work that you have put in place for staff and pupils. Very well done for all your efforts, consistency and perseverance. It is a pleasure to work with you all and I look forward to hearing about your next steps.

**Head teacher comments:**

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