

Wellbeing Award for Schools (WAS)

Verification Report

School name:	Sedgeberrow C of E First School
School address and postcode:	Main St, Evesham WR11 7UF
School telephone:	01386 881391
School website:	https://www.sedgeberrow.worcs.sch.uk/
Head teacher:	Phillip Croke
Head teacher's email:	
WAS coordinator:	Natalie Clelland
WAS coordinator's email:	nclelland@sedgeberrow.worcs.sch.uk
Award verifier:	Therese Hoyle
Award adviser (if applicable):	
Date of verification:	29.04.20

Commentary on the evidence provided:

Natalie Clelland together with the Phillip Croke, worked hard to review, prepare, and present the evidence.

The presentation by Natalie and Phillip, at the beginning of the day, was outstanding and showcased the wonderful work being done at Sedgeberrow C of E First School and the positive wellbeing practices in place.

The evidence was of a high quality, very thorough, accessible, and well presented, with all KPI's met.

Strengths identified during verification:

The school offers a very supportive and nurturing environment to the children, staff, parents and the whole school community and needs to be praised for the work it has done in embedding positive structures and developing strong relationships that support mental health and wellbeing and enable children to learn and flourish.

Emotional Wellbeing and creating resilient children are key priorities of the school. Throughout the verification visit it was evident that the school and staff equip children with the strategies to be resilient.

Vulnerable children are very sensitively supported, and the school and staff are mindful of providing early intervention in the form of emotional support for children during times in their life when there is a need. Recent positive structures they have embedded, have included mindfulness, yoga, play therapy and reflection time.

This is a school which has invested heavily in staff CPD to support wellbeing and mental health of children. Examples of this include, the headteacher and deputy headteacher competing a Diploma in child and adolescent counselling, a member of staff training to be a play therapist, whole staff training in circle time, anxiety awareness and attachment.

The newly developed values are comprehensive and encourage a sense of belonging.

Pupil voice is strong with weekly circle times, P4C and a school parliament.

Parents, staff, and children endorsed the positive environment that has been created. The parents for example praised the school for its ability to meet the needs of their children, bring out the best in every child, support them in developing strategies and a toolkit of ideas to manage their emotions, help them grow in confidence and give them a happy and safe place to learn. They commented that staff are extremely supportive and approachable with parents; communication is excellent, and they feel listened to and valued. One parent commented that 'the school and staff have been phenomenal in helping her son and she can't thank the school enough.' She praised the excellent leadership of Phillip the Headteacher, saying 'the headteacher cannot do enough for children at Sedgeberrow, he stands at the gate at the end of every day, he knows every child and hasn't been there that long, he's emotionally attached and genuinely wants to help.'

Parents also loved the cross curricular approach with forest school, outdoor learning, Relax Kids, yoga, play therapy, the mindful garden, reflection time and the additional family support offered when children are struggling.

The parents commented on the strong ethos of support where everyone works together. A parent commented 'it's a lovely community to be part of, everyone cares.'

The governors are extremely supportive and commented on the 'all-inclusive nature of staff, pupil and families, where everyone is rooting for each other.' They also mentioned that wellbeing was a priority of the school and how supportive they are of the award.

The staff team, work in an environment with extensive support, both formally and informally, and clearly flourish. I was struck by the unity of the staff and how supportive they are of one another.

The children thrive in this school with so many positive wellbeing practices – values displayed throughout the school, Circle Time, Pupil Voice, play therapy, mindfulness, reflection time, yoga, positive playground practices for lunchtimes, nurture support for vulnerable children, forest schools, PHSE curriculum, lots of after school clubs and so much more. One of the children commented 'everyone is happy.'

As a result of the development of positive relationship throughout the school community, behaviour is excellent. Regular assessments are conducted in this area to ensure the wellbeing of all is maintained.

Emotional literacy, attitudes and values have been developed to promote and protect emotional wellbeing and are used extensively by adults and children day to day. This has been the foundation that the award process has built on. Understanding this achievement would be a useful contribution to current national debates.

All have clearly worked hard on the award programme and the positive leadership behaviours need to be celebrated. The role and impact of Phillip Croke and Natalie Clelland, the leadership team, the change team, the staff, and parents at Sedgeberrow CE First School, together with support of governors has been critical in the excellent results achieved.

Impact:

- The clear vision statement, at Sedgeberrow C of E First School, clearly puts wellbeing at the centre of all they do.
- Parents are extremely grateful to a school team who are very approachable, helpful and allow their children to thrive in a positive environment.
- The Wellbeing Award for Schools (WAS) has provided a framework against which the school can benchmark its practices and has given them clear and helpful signposts on how they can improve their practice.
- Staff feel clearly supported by the headteachers and senior management team.
- There has been a significant reduction in the number of children on the wellbeing register.
- The award process has allowed the school to focus on what they do well and celebrate the good wellbeing practise they have in place.
- The views of parents, staff, governors, and pupils has been 'overwhelmingly' positive.

Areas for development:

This is a school, which shows excellent practice and has created an environment and ethos across the whole school effectively promoting good mental health and wellbeing. The first area to consider is sustainability. While there were very few red flags, we need to expect turbulence and change, and we would suggest the leadership considers where problems could arise and plan ahead.

The school has been pro-active in building links and relationships with other schools and key decision makers. We would encourage the leadership to continue to build this future focus, particularly around the transition phase for pupils to Bredon Middle School and other local schools.

Verifier recommendation:

I am delighted to award Sedgeberrow C of E First School the Wellbeing Award for Schools.

This reflects the impact that the school, staff, students and parents' commitments to emotional wellbeing and good mental health has achieved across the school. I saw a wide range of good practice and would encourage the school to capture their experience in a case study, to share with colleagues and Optimus Education.

Head teacher comments:

I am very pleased to have met the criteria for this award. I am also pleased that the effort that goes into providing children with the emotional support they need shone through in this report. The award process gave our team the opportunity to evaluate all of the excellent practice they implement daily. All of the leaders involved in the process should be very proud of themselves; they make a real difference in children's lives. We can always improve and will continue to strive to enable all children the emotional security they need to have happy and fulfilling lives.

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