Wellbeing Award for Schools (WAS)

Verification Report

School name:	Henley in Arden Montessori Primary
School address and postcode:	Memorial Hall, Station Road, Henley-in-Arden, B95 5JP
School telephone:	01564 795 722
School website:	https://www.henleymontessori.co.uk/
Head teacher:	Helen Everley
Head teacher's email:	helen.everley@henleymontessori.co.uk
WAS coordinator:	Claire Wasley – referred to below as AC (Award Co-ordinator)
WAS coordinator's email:	cwasley.teachers@henleymontessori.co.uk
Award verifier:	Vina Sharma – referred to below as VS
Award adviser (if applicable):	N/A – School-led route
Date of verification:	Friday 20th May 2022

Commentary on the evidence provided:

AC (Award Co-ordinator) shared the reasons for embarking on the WAS award, giving context and narrative to the evidence pieces, which VS (Award Verifier) had examined prior to verification day. The AC had uploaded 198 evidence pieces in advance of verification day. Whilst most evidence was appropriately aligned to KPIs, some KPIs were assigned partial or less effective evidence, and these therefore required re-visiting or explanation throughout the day (i.e., KPI 1.1).

VS encouraged the AC to use discretion when selecting evidence pieces and focus attention on KPIs where evidence was less compelling or harder to source (KPIs 2.7, 3.4, 7.3).

A self-evaluation undertaken early in the process clearly identified several red and amber areas for attention; these have been reflected upon by the leadership team and prioritised. The leadership team now need to ensure that this self-evaluation leads into a much more detailed and developed action plan, so that areas of effective and less effective progress can be regularly identified.

A vision statement is now clearly in place, following consultation with staff and parents. This is in alignment with a clear and concise mental health policy. Links to wellbeing and mental health are signposted for wider community members on the school website. The school website reflects the positive wellbeing vision of the school and gives appropriate information about the forest school and community links.

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Strengths identified during verification:

There was a consistency of positive feedback about wellbeing in the school. Staff spoke of high levels of connectedness within the staff body, leading to trust in relationships.

Parents shared that the school cares deeply about the wellbeing of the children; all parents consulted with on the day spoke of feeling part of a family. Parents reported being able to depend on the teachers saying, "they rely on you and are there for you". They also shared that they have chosen a Montessori context for the clear benefits of Montessori values on wellbeing; freedom to be who you are, child centred, observational learning. All parents spoke of the benefits of being part of a small school; one parent felt that having the opportunity for her child to be read to on a one-to-on basis was invaluable for both their academic achievement and sense of wellbeing. Feedback from parents of children with medical SEND needs spoke of the trust and confidence in the school's communication and decision-making in stressful situations. Parents also reported approaching teachers and leaders, when feeling overwhelmed during the lockdown period.

Teachers reported they were able to observe children's social and emotional wellbeing closely (using Leuven scales) and weekly meetings offered important opportunities to discuss pupils' wellbeing for everyone in their care. Wellbeing is a standing item on each weekly meeting. Teachers are motivated by a curriculum approach promoting peace and peacefulness in pupils.

The effective use of the forest school enhances pupil wellbeing; nursery and reception enjoy daily time in nature and play in nature enhances wellbeing. Connections to innovative sports grounds (WASPs) mean that older pupils can make use of these unique facilities to improve both mental and physical health. The school makes use of WINKS partnership well and all staff have completed online mental health training (Place to Be). Leaders are currently considering making use of the mentally healthy schools' resources and workbooks.

Impact:

AC shared that stakeholder evaluations were broadly similar from Data point 1 and 2.
Whilst this is disappointing, the award co-ordinator understands the reasons why and can reflect on the importance of setting longer term, strategically aligned goals moving forward. This approach should make impact more measurable.
Other forms of impact evidence are supportive i.e., parental feedback, staff feedback, use of Leuven scales.

Areas for development:

1. Anchor all your wellbeing actions back to a clear wellbeing strategy; ideally initiatives or actions should be consistently and clearly linked to an over-arching strand within your strategy.
2. Develop the substance of your action plan and accountability framework. This will help you to measure progress.
3. Actively develop distributed leadership for wellbeing; make use of wellbeing champions and develop their expertise so that they can operationally support the leadership team with sustaining wellbeing as a school priority.
4. Build your staff CPD offer for the long term; you have a keen and committed body of teachers who want to develop their expertise further.

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Verifier recommendation:
Congratulations on your hard work to date, despite the challenges of Covid. **Your award verifier explained that before the award can be recommended, a clear accountability framework needs to in place. This has now been shared and uploaded to award place.** Therefore, I am pleased to recommend that you have achieved the WAS Award; you recognise that you are at the start of a valuable journey, and I would encourage you to pause and reflect on your achievements to date.

Head teacher comments:

May we use your comment for website/marketing purposes? **Yes / No** (please delete)

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