

Validation Report



Pupil Wellbeing Award

GOLD

SCHOOL: Park End Primary School

ACCREDITATION DATE: 24/Jul/2023



ACCREDITED

Benchmark	Comments on impact identified and evidence provided
Promote positive attitudes to physical and mental health and wellbeing across the school	The school has updated its SEMH & wellbeing policy to take into account feedback from pupils gathered via surveys and focus groups and the student wellbeing committee. New provision includes Feelgood Fridays, a lunchtime drop in session for KS2 pupils. Feedback shows that pupils have really valued the opportunity to contribute to policies and to be involved in developing wellbeing provision. The school has also noted improvements in attendance from pupils targeted for Feelgood Fridays and other support and staff feel that the school now has a clearer vision for wellbeing.
Offer positive strategies and support for promoting emotional wellbeing and mental health	Calm spaces have been introduced in classrooms and staff feedback demonstrates their positive impact on children's ability to self-regulate. There has also been less need for SLT to intervene to support children. Additional wellbeing resources have been provided including materials on children's iPads. Feedback from children shows that they appreciate this provision and find it useful when they are anxious or upset and have gained a greater ability to manage their own wellbeing. They also enjoy the various wellbeing leadership roles they can undertake (see below).

Benchmark	Comments on impact identified and evidence provided
Promote emotional health and wellbeing across the curriculum	<p>The school has worked to include more SEMH and BAME identities in the curriculum and children from minorities report that they feel more included at school as result.</p> <p>There was also some lovely individual feedback from children who have been empowered to share information about their neurodiversity with other pupils via scrapbooks etc. Surveys show that children also feel more aware of the impact of social media on MH and this continues to be addressed through the curriculum.</p>
Ensure all pupils understand the relationship between physical health and wellbeing	<p>The school updated its provision with a multi-use games area and more structured play provision, as a result of which staff recorded an increase in physical activity and reduction in behaviour incidents. Children also demonstrate increased understanding about the importance of physical activity and sleep.</p>
Ensure that all pupils know where and how to access help and support at school	<p>The school worked with pupils to understand what additional provision would be helpful. After introducing worry/suggestion boxes, they recorded a 40% increase in reports from children and a corresponding increase in staff awareness of which pupils require additional support.</p>
Give staff the tools to support the wellbeing and emotional health of all pupils	<p>Staff requested additional CPD which was put in place. As a result of this, staff report feeling increasingly confident to identify and support SEMH needs and more involved in referral processes. They also appreciate additional resources including books and social stories.</p>
Help parents to understand and support their children's wellbeing needs	<p>After reviewing parental feedback, a number of changes were made to the school website and support programme offered to parents. Parents now report increased confidence around reporting concerns and greater awareness of how the school supports their children's wellbeing.</p>

Benchmark	Comments on impact identified and evidence provided
Support pupils to lead wellbeing initiatives across the school	The school has established a pupil wellbeing committee and leadership roles such as play leaders. Year 5 'Headstarters' enjoy supporting other children and pupils say that they feel 'more connected' to their peers, a greater sense of belonging to the school and that their voices are heard. Additional provision introduced in response to pupil requests includes more circle time and quiet spaces.

Benchmark	Evidence files
Promote positive attitudes to physical and mental health and wellbeing across the school	Benchmark 1 evidence.docx (501.98 KB)
Offer positive strategies and support for promoting emotional wellbeing and mental health	Benchmark 2 evidence.docx (143.88 KB)
Promote emotional health and wellbeing across the curriculum	Benchmark 3 evidence (1).docx (66.13 KB)
Ensure all pupils understand the relationship between physical health and wellbeing	Benchmark 4 evidence.docx (47.45 KB)
Ensure that all pupils know where and how to access help and support at school	Benchmark 5 evidence.docx (574.79 KB)
Give staff the tools to support the wellbeing and emotional health of all pupils	Benchmark 6 evidence.docx (133.12 KB)
Help parents to understand and support their children's wellbeing needs	Benchmark 7 evidence.docx (13.31 KB)
Support pupils to lead wellbeing initiatives across the school	Benchmark 8 evidence_0.docx (448.81 KB)

Overall comments

Park End have taken a genuinely consultative approach to improving pupil wellbeing with the voices of children, staff and parents listened and responded to with the result that they have been able to demonstrate measurable improvements in a number of areas. The school has already identified a number of further actions it intends to take. They should continue to monitor the impact of these through surveys, focus groups etc and to develop opportunities to listen to pupil and parent voice. See below for further specific suggestions of next steps to consider,

Areas for further development

It would be helpful to think about how pupils could be supported to monitor and report on things like screen time and sleep - for example by keeping their own sleep diaries or records of screen breaks. Improvement/success in these areas could be linked to existing rewards and acknowledgement processes and parents could also be encouraged to support and reward children's achievements. Also consider introducing Zones of Regulation across the school, both to help children identify their emotions and self-regulate and to further support staff to identify those in need of additional check ins etc.

Validator recommendation

Recommendation status: I recommend that the school is accredited for this award