

**Wellbeing Award for Schools (WAS)**  
**Verification Report**

<b>School name:</b>	St Margaret Mary's Junior School
<b>School address and postcode:</b>	Pilch Lane, Huyton, Knowsley, Liverpool, L14 0JG
<b>School telephone:</b>	0151 477 8490
<b>School website:</b>	www.smmj.co.uk
<b>Headteacher:</b>	Rebecca Wilkinson
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<b>WAS coordinator:</b>	Ruth Culley
<b>WAS coordinator's email:</b>	Ruth.Culley@knowsley.gov.uk
<b>Award verifier:</b>	Andy Taylor
<b>Award adviser (if applicable):</b>	School led approach
<b>Date of verification:</b>	1 July 2020

**Commentary on the evidence provided:**

- The portfolio evidences a wide range of comprehensive and extremely well-organised documentation reflecting a school which strongly believes in the vital role it has in supporting the emotional wellbeing and mental health of all. The key performance indicators of all the objectives have been evidenced and therefore meet the requirements of the award.
- The school carried out a robust evaluation and because of this, identified clear actions to further enhance its provision.
- Staff views and opinions are used to help inform steps taken with regard to school improvement.
- Staff have taken part in varying professional development opportunities, for example The Nurtured Heart Approach and training on attachment disorders. As a result, they feel confident and well equipped to support pupils.
- Through the pastoral system and strategies adopted by staff, pupils are extremely well supported.
- The website provides a wealth of information for parents, with a dedicated section solely for wellbeing, including informative "Parent Survival Guides".

- The school has systems in place to ensure effective information sharing relating to emotional wellbeing and mental health of all.
- The school has developed effective partnerships with external agencies and schools.

### Strengths identified during verification:

#### Leadership and Management

- The wellbeing of all is the central principle of the school and the foundation on which all other developments are built upon.
- The Wellbeing Award (WAS) co-ordinator has been highly efficient and effective in her role. Because of this effective management, staff and parents feel both involved and well informed about developments towards the award.
- The WAS award has been used as a diagnostic tool to benchmark current practice and to identify areas to develop even further.
- Leaders have a clear vision of how to develop the school's provision relating to emotional wellbeing.
- The governors are fully committed to the wellbeing of all. They play a very active role in the strategic development of the school, where being an integral part of the community is of high importance.

#### Staff

- The staff work together effectively and support each other. They feel valued by the school leaders who strive to manage workload effectively.
- Professional development relating to wellbeing and supporting mental health has helped staff develop the skills to help pupils when the need arises.
- Staff are encouraged to be "curious and not furious" in the words of one member of staff. As a result, strong relationships exist between the staff and pupils. Should they have any worries, anxieties or concerns, pupils know that staff will support them. In addition, there is a real drive from all staff to reach out to all parents.

#### Pupils

- Pupils have a very good understanding of how to keep themselves healthy and how they can support their own wellbeing. They value the way in which the staff support them and one pupil stated, "... we have adults to talk to and we trust them..."

#### Parents

- Parents recognise the work of the school in developing partnerships with stakeholders. One parent expressed her view that during the COVID-19 pandemic, the support of the staff was, "...simply outstanding."
- Parents appreciate the focus on the personal development of their children, as well as academic achievement.

### Impact:

- Systems in the school, to both record and share information, are in place. Consequently, pupils are well looked after and supported.
- Amongst the school community, there is now a raised awareness of emotional wellbeing and its importance as a foundation on which pupils' learning is developed.
- Leaders have developed a culture of mutual respect has resulted in a team whose morale is high and a staff who are very proud of their school.
- Overtime, via a range of channels, parents feel communication has improved and they work in a real partnership with the school. As a result, they feel involved and are well informed about the school's priorities and the education their child receives.

### Areas for development:

- Develop the school's expanded provision to further enhance the wellbeing of all pupils.
- To embed the approaches and strategies which have been developed as the school worked towards the award, including initiatives such as the "Passports for Success."
- To continue to develop transition between year groups to ensure pupils are well prepared for their next step in their educational journey.

### Verifier recommendation:

- St Margaret Mary's Junior School to be awarded the Wellbeing Award for Schools for a period of three years.

### Head teacher comments:

We are delighted to have had our work in relation to Emotional Wellbeing being recognised by an external body. This area is paramount to the success of any school and therefore we feel that it is a vital area to prioritise. When staff feel valued and morale is high, this positively impacts upon the provision that the children receive. Likewise, when children's wellbeing is prioritised, they are well equipped to achieve their full potential. We truly value to contribution of all our stakeholders and in doing so our happy school continues to go from strength to strength due to our outstanding teamwork.



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