

We are Wellbeing Award for Schools (WAS)

Reassessment Report

School name:	Springfield Community Primary School
School address and postcode:	Oxford Road, Burnley BB11 3HP
School telephone:	01282 437277
School website:	www.springfieldcps.lancs.sch.uk
Head teacher:	Mrs Samaira Nasim
Award coordinator:	Mary Buchanan
Award verifier:	Dr Helen Mills
Date of reassessment:	27/06/23

Commentary on the mini-portfolio of evidence:

The detailed portfolio and presentation (Delivered by the review team; Mrs S Staples (SENDCo), Mr J Coates (HLTA/Pastoral), Mrs L Wilson (Pastoral Lead), Mrs M Buchanan (Award Coordinator and Governor) and Mrs S Nasim (Head Teacher)), demonstrated how the passionate school review team and staff have continued to further develop, review and embed the outstanding mental health and wellbeing provision for pupils, staff, parents and the community, listening to the views of all stakeholders, improving communication, breaking down barriers, building trusting relationships and ensuring every member of the school community experiences a sense of belonging to the school.

Commentary on the tour of the school:

On entering the school, you are greeted with a mental health and wellbeing display signposting parents to links and support. All staff members and pupils welcome you with warmth and kindness, the school environment is one that promotes a sense of calm, positivity and inspiration. It was clear to see the interpersonal, caring, respectful and trusting relationships between pupils and staff.

Each classroom has an individualised calm area to meet the needs of the cohort with resources to support regulation, recognition board, emotion check in station, conflict reflect and reset sheets, none verbal signs to encourage asking for help, neutral colours and hessian displays. The Year 6 classroom has piloted an innovative relational and trauma informed approach that is proving to be a great success. There is a fantastic EAL room and EAL Lead where one-one and small group work is carried out to ensure pupils receive a smooth transition in to school, music room, computer suite, library and pupil librarians, the hall promotes the 5 ways to wellbeing, school council and word of the week including emotions and 'whisper it' posters to seek support and the corridors celebrate every child, have wall art linked to the curriculum and regulation resources. Staff now have their own mental health and wellbeing room where they can go to regulate during the day and can use it

in their free time, the toilets have been refreshed and are inviting and families have their own meeting rooms that can be accessed without entering through the main reception and have access to a washing machine and clothing. The outdoor space now includes a sensory garden and Forest school.

Commentary on discussions with stakeholders:

The pupils I met were able to articulate well how the brain works, reacts and responds and talked about many activities they do that supports their mental health and wellbeing including gardening, after school clubs, steps to progress, using whisper, worry monsters and boxes, learning and emotions check ins and calm corners to regulate their emotions. Specifically, they commented, “We have the best staff and children; they’re really polite and help us with our troubles. Teachers are really nice and help you, they give us a good environment and they buy us things to make it nice and a safe place to learn. We can put a duck on emotion check in and miss can talk to you and find a solution. We have calm areas if we’re dysregulated and loads of activities to relax. We do wellbeing assemblies every week and learn about safety, caring, respect, resilience and friendship. In the hall, we explain the 5 ways to wellbeing and do them and our parents know it from Facebook. We have two school counsellors in class who help us. It’s really nice and safe, staff make us feel warm and safe. We have lots of friends. The school counsellor makes you feel better. We get rewards and term awards; you feel excited and proud that you’ve achieved. I will miss school so much. School is fun, safe, impeccable and inspiring. You’re free to do well. I love coming to school. We like and enjoy learning. After school clubs are really good and fun. School makes me feel happy”.

The passionate staff at this wonderful school go above and beyond what is expected of them to ensure children and their families flourish. Staff value the Head Teacher, her leadership, autonomy, trust and the importance she places on everyone’s wellbeing and the range of support they receive from her and from each other. The Governors are very much involved in the school and the strategy for wellbeing, providing support and challenge and the Wellbeing Governor is an integral part of the review team coordinating the wellbeing award for schools. Staff commented, “We know each other’s strengths and weaknesses. It’s a really nice place to be. If we need 5 minutes we can go and regulate in the staff wellbeing room and staff and the pastoral team help out. We are blessed with the staff, governors, children and parents. I want to be a role model for the children. We use google translator to talk to parents when we pick up and drop off on the school minibus, we go and talk, it really is like being a family. We make a difference to our families. We know the children inside out. Staff and Governors are on the Burnley Community Group and we post on our school Facebook page, parents have to know we’re human and we want parental engagement to keep growing. We want well rounded children who will shine. We want the children to be happy”.

Parental praise for the school and staff was exceptional. Parents have many opportunities to be part of the school community and have developed a sense of belonging. Parents commented, “The effect the school has on the children; they change their lives around. It’s more than a school, it’s a community hub, pulling the community together. It’s amazing; staff think about us and our wellbeing. It’s not just for the children’s wellbeing, it’s for the family as well. It’s a family environment. The Pastoral Team and the amount of work they do with the children, the support they give, it’s taken so much stress off me and the children. My child said it was fine if I got upset and all the children helped him. I ring and they come back to me straight away. Parents say the community is way better, everyone uses the Facebook page. My child is now so confident, he wants to read. My child asks can we practice maths and we do it walking. They give the children time to talk, asking their opinions and what they like. They’re more involved with parents. Friends of Springfield do lots of community events, it’s popular and now family led and set up to fund raise. Wellbeing is very much on their agenda”.

Strengths identified during reassessment:

The Head Teacher and the Wellbeing Award Review Team have demonstrated outstanding leadership, passion and drive, these skills and qualities have ensured that mental health and wellbeing is a priority for everyone and embedded across the whole school community.

The schools' wellbeing vision and strategy, are reflected in the caring, positive and nurturing culture and ethos of the school, and are central to the success of the school, and have created a sense of belonging and shared responsibility, referred to during the visit as 'family'. Throughout the award reassessment, the school has demonstrated continued and innovative progress to support and improve the wellbeing and mental health of the whole school community.

The school has continued to work proactively to develop a relationship policy, relational approach, parental engagement, EAL, SEND, Forest School, mental health, wellbeing and welfare provision, emotional literacy, effective communication including promoting the 5 ways to wellbeing and the use of Facebook, outstanding community links and partnerships and act upon stakeholder voice. The support given to parents and pupils is exceptional, with staff going above and beyond to break down barriers and establish trusting relationships.

The school has continued to provide significant investment in the environment, facilities, wide range of activities, staffing, training, support systems, and in robust provision and monitoring of strategies, policies, action plans and interventions.

The school has drawn together the threads that connect all the different work done and aspirations, and is able to demonstrate positive change in children, parents and staff. The school understands the importance of looking after the whole schools' mental health and wellbeing, and how this supports children to feel safe, happy and secure, enabling them to thrive and achieve.

Impact:

The stakeholder questionnaire comparison of results demonstrated impact in all areas.

Investment in staff wellbeing and training has resulted in a reduction in staff workload, stress and an increase in staff managing their own wellbeing, which has further strengthened staff's sense of belonging, pride, motivation and job satisfaction.

Whole school promotion, activities, programmes and training in wellbeing and mental health has increased whole school community awareness and removed the stigma attached to mental health. This has resulted in people having open conversations, recognising their feelings, confident in asking for support or supporting themselves and others, using a range of regulation techniques, contributing to improved wellbeing and resilience. This has led to a shared responsibility and ownership that promotes and empowers everyone to take responsibility of their own and others wellbeing and mental health.

Staff have increased awareness and understanding of mental health and are confident to talk about their own mental health. Staff are confident in recognising the factors that affect their children and family's mental health and know how to refer for support to ensure that children and their families receive support quickly, preventing escalation of mental health issues.

The nurturing ethos of the school, trusting relationships and effective partnerships across the whole school community has ensured that children, families and staff feel safe, supported, secure and happy. The whole school team at Springfield Community Primary School work passionately to make a positive difference to the lives of all the pupils, parents and staff.

An embedded welcoming, caring, happy, positive school culture and ethos that prioritises whole school community mental health and wellbeing, investment in passionate and nurturing staff, a creative and varied curriculum, informal and formal support, robust monitoring systems and targeted interventions has resulted in all pupils, including those with additional wellbeing and mental health needs, being provided with a safe space and for interventions to be delivered, enabling their needs to be met. This has promoted confidence in children's ability to talk openly about their feelings, to manage their own mental health, and to support each other, demonstrating developments in their social and emotional skills and resilience, enabling young people to thrive and achieve. Springfield Community Primary School is a safe haven for every member of the school community, where everyone experiences a sense of belonging and has the opportunity to shine.

Areas for development:

Introduce Family Forest School activities and a community allotment.
 Ask external providers to deliver activities on the school site during the school holidays.
 Provide each stakeholder group with feedback on the WAS questionnaires and continue to monitor these.
 Consider completing the free Anna Freud Peer Mentor training with the pupil wellbeing champions.
 Formalise staff wellbeing check in's perhaps via identifying wellbeing buddies using the 'All about me' format or adult whisper.
 Deliver family workshops on the strategies school use to support children to regulate their emotions.
 Consider showcasing the outstanding work you do with parents, pupils and staff by producing a film, 'The Reporters Academy' are a not-for-profit organisation that can do this.

Verifier recommendation:

I am delighted to recommend that Springfield Community Primary School retain the Wellbeing Award in Schools for a further period of three years.

Head teacher comments:

As a school we are delighted that we have retained the Wellbeing Award for a further three years. The change team and I were delighted to be visited by Dr Helen Mills again, as she could see how far we have come as a school since our last visit. We very much look forward to a visit again in three years' time, by which time we hope to have implemented and further embedded the recommendations suggested by Helen.

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