



//

There's a real alignment between what Well Schools is saying and what we're doing... why wouldn't we want to be a part of it?"

**Key tags**

Primary school; London; most students speak EAL; ▲ above average number of students eligible for FSM; ▲ above average number of students registered with SEND.

## Intent

The school is a founding member of the Well Schools community. The values and ways of working promoted by Well Schools are firmly aligned with the values and principles of the school. Practice at the school embodied many of the qualities of Well Culture, including ethical leadership, actively listening to the pupil and staff voice, creating a culture of inclusion and diversity, a focus on wellbeing and a positive physical environment, and pastoral and safeguarding support. This is all underpinned by a whole school approach which considers wellbeing as integral to academic success, and which puts wellbeing at the heart of everything they do, rather than something you can "tack on".

//

Having a solid, robust mental health, and an understanding of how to keep yourself mentally healthy [...] is something that will benefit [the pupils and staff] for their whole lives."

## Implementation

**Well Led:**

Staff wellbeing is a priority and "wellbeing is embedded into what we do." The School constantly reviews policies and procedures to assess their effectiveness - asking "is this worth it?", "...we're pushing one another forward, developing the practice right the way across the school, but it's from the grass roots [...] the benefits of it to the school as well as to individuals are massive".

They keep up to date with the latest research and trial new things in their classrooms. All staff are involved in setting the school's development objectives and each teacher has a "growth partner" who is a member of the senior team who acts as their coach, and provides support and mentoring.

**How does the School put this into practice:**

- An emphasis on ongoing learning and personal development, driven by individuals, enabling them to focus on areas they are interested in.
- Staff set own goals and objectives, providing autonomy and independence, and are supported to achieve these by senior members of staff.
- Staff also pursue a passion project which is intended to benefit the whole school, and often collaborate with each other on complementary projects.
- 6 wellbeing days for staff every year (1 paid and 5 unpaid) - staff can use these days in whatever way they like.

“

I think the next steps is to bring in more people for it to become school wide everyone understanding what it is, how it differs to some of the other things that we're involved with and then to connect with other schools. Our Head Teacher is very connected with other Well Schools Head Teachers and, I think our PE leader's very connected with other Well Schools PE leaders, will help it become permeated across the school and to have more of us involved.”

### Well Prepared and Well Equipped students:

Physical health, social emotional wellbeing, and mental health, are all prominent parts of the school day for all year groups. Physical health and education is delivered and inclusive. They have made use of Well School's online resources and collaboration with other schools and this has informed the school's sports offer. Social emotional wellbeing and an understanding of the brain and mind is viewed as central to academic success.

### How does the School put this into practice:

- The whole school takes part in daily physical activity, with pupils, staff and families all encouraged to join in.
- Year 6 PE ambassadors lead different whole school physical activities.
- The sports lead makes use of Well Schools online resources and has used these to inform the school's sports curriculum which includes a wide range of sports to ensure there is something for everyone, from football tournaments to boccia.
- Pupils regularly take part in Forest School, and canoeing and kayaking lessons.
- Starting in the nursery, pupils follow an age-appropriate course which teaches them about key areas of the brain and their functions, enabling students to better understand their emotions and reactions.
- Access to a play therapist for pupils that require extra support.

## Impact

The Well Schools values and philosophy underpins everyday school life. The biggest impact of Well Schools has been the school's re-developed approach to physical activity and inclusion, for example there has been a push for every child to be involved in competitive sport, while also ensuring inclusivity. The Well Schools resources have helped to ensure that new programmes and ways of teaching come from a place of knowledge, which fits with the school's beliefs in the importance of research and evidence-informed practice. The school is keen to use the Well Schools resources more and to learn from like-minded schools.

“

It's wonderful to see some children who do struggle with the rigidity of the classroom or the enclosed space of the classroom, get over this, and they're solving problems with their hands, and they're climbing, they're building, and they're making things, [...] it's built into our provision that every child in every year group has not only outdoor PE [...] but every child has an element of outdoor learning.”