

Wellbeing Award for Schools (WAS)

Verification Report

School name:	Jennetts Park Primary
School address and postcode:	3 Tawny Owl Square, Bracknell RG12 8EB
School telephone:	01344 301269
School website:	https://www.jennetts.bonitas.org.uk/
Head teacher:	Elizabeth Savage
Head teacher's email:	esavage@jennetts.bonitas.org.uk
WAS coordinator:	Elizabeth Savage
WAS coordinator's email:	esavage@jennetts.bonitas.org.uk
Award verifier:	Joanna Feast
Award adviser (if applicable):	N/A
Date of verification:	10/3/22

Commentary on the evidence provided:

All evidence is in place and shows the work that the school has committed to since starting the award process. There is ample evidence for each KPI, showing how much the school provides to promote and protect mental health and emotional wellbeing.

Strengths identified during verification:

- Consistent, clear and decisive leadership from the head teacher, Elizabeth. She is grounded, secure in her position and has a thoughtful vision, which cascades to staff, parents/carers and children. Her sense of consistency and collaboration is strong and everyone in the school community responds well to her approach. Her support of the whole staff team is unwavering, facilitating in them a robust sense of trust in their professional judgement. She is ably and wholeheartedly supported by a strong and pragmatic governor team.
- The school's stance on wellbeing is rooted in what works well for each individual, and emanates from the Rainbow Promise, on which so much of the school's consistent practice is based. The school feels vibrant, colourful and welcoming.
- Enthusiastic and collaborative staff teams who recognise their value and what they can offer the schools in which they work. Most crucially, this is played out in the focus on emotional regulation

and how important this is to the success of each day in school. When staff are regulated, everyone else can be too.

- Cohesive messages across the school: everyone knows what they are working towards and how to do it. Parents and carers are really clear about the school's focus and they feel empowered to support their children in the same way that the school does, as they are all part of the school family. They report that the Rainbow Promise is 'lived, not laminated'.
- The school does as much as possible to meet children, parent/carers and staff needs in order for everyone to feel like they can develop and thrive here, not just in 'normal' times but throughout more unusual experiences.
- Children enjoy being at school and are aware of how they are living the school values every day. Their lists of what they like about the school are almost limitless!

Impact:

The most significant impact of working towards the award has been on staff. They now feel trusted and fully supported to be the trained professionals that they are. They enjoy a universal understanding of wellbeing and mental health and, in turn, this consistency promotes and protects their own wellbeing.

Parents/carers report that they feel welcomed by the school and part of the community in a truly authentic way. They feel that communication is now really strong and that this makes a positive difference to the relationships they have with the school staff as well as with their children. The school's clear and consistent approach encourages parents/carers to emulate this at home, which has made many families' lives easier as a result.

Staff report feeling that the clear boundaries that have been put in place are having a profound and lasting effect on their mental health and wellbeing. The head teacher's stance on work/life balance is strong and unwavering, so staff feel that they have lives outside of school. They report how they are now much better able to support each other, but most crucially, they feel calm and regulated enough in themselves to be able to check in with others in times of need. This approach is modelled by the head teacher and is something that helped the school community thrive in the various lockdowns of the past years.

Leadership of the school is solid so that everyone in school is aware of (and understands the impact of) appropriate expectations and the need for consistency. The school enjoys a lively atmosphere, mindful of the obligation to provide a nurturing and compassionate environment, for children as well as staff and parents/carers. Everyone reports how this has changed dramatically in the past few years and how they now feel better able to thrive.

Key points:

- There is a high degree of trust and value placed in the staff, which enables them to feel that they are making a really positive contribution as people, and this has a direct effect on their sense of wellbeing and their ability to teach and support children.
- The children speak very highly of the school, aware of all that is available to them and how much support is on offer when needed. They like being at school.
- The respect demonstrated to children and their families helps to support a strong sense of wellbeing in the school. In turn, this reaps benefits for the staff, who enjoy strong relationships with children and their families.

Areas for development:

- Focus on governor wellbeing next, as is your plan.
- Share your excellent practice with other schools in the LA and beyond.
- Continue to record the changes that you notice over the coming years in terms of the impact of your work, so that everyone can see the benefits of your clear strategy.

Verifier recommendation:

I am delighted to recommend that Jennetts Park School receives the Wellbeing Award for Schools. Many congratulations on the highly impressive work that you have put in place for staff, families and children! Your commitment to public life, your dedication and expertise are truly remarkable and it has been a pleasure to work with you. Very well done!

Head teacher comments:

The award and gathering for this has a special part in our hearts. We know that if you get this right in the culture and ethos of genuine support -the rest of the journey is easier. We would be delighted to help those in organisations who are struggling to see how to change. This is not a 'soft' issue. A high level of organisational wellbeing is not only part of our duty of care as school, but research has demonstrated the link between wellbeing and fewer sick days, better health and higher outcomes at all levels. Difficult conversations, unpopular decisions and choices can always be met with dignity, honesty and respect, we need to cultivate an environment that enables freedom to express conflicting views in a mutually respectful way.

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