

Wellbeing Award for Schools (WAS)

Reassessment Report

School name:	Jennetts Park Primary School
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
Award coordinator:	Elizabeth Savage
Award verifier:	Joanna Feast
Date of reassessment:	25/11/25

Commentary on the mini-portfolio of evidence:

A clear and strategically-focused mini portfolio of evidence that covers all areas of reassessment was presented by the school well in advance of the visit.

Commentary on the tour of the school:

The tour of the school showed how much it has developed since validation in March 2022. Outdoor areas have been improved to meet children's needs; there are numerous safe and quiet spaces for children to use when they need, and the school remains colourful, creative and welcoming. The school library is a well-loved and -used area of the site.

Commentary on discussions with stakeholders:

All stakeholders spoke with genuine warmth and pride about being part of the school community and it was touching to hear how everyone feels like they truly belong at Jennetts Park – a realistic mark of wellbeing.

Staff shared how much has changed since validation three years ago: in particular, the Thrive project reinforces how much the school cares about its community, and how community needs are met by the efforts of the school to support wellbeing in its most holistic sense. When new initiatives are introduced, they are given time and space to work and, if they don't work, other ideas are floated to try to solve issues.

Staff report how the school offers lots of individualised support for each member of the team, depending on their needs. They noted how support needs to be asked for, as it is not the school's job to pick up all unmet needs: staff need to communicate these needs and allow support in. The

support for staff in terms of their workload is upheld, and staff appreciate how SLT offers time to meet deadlines and plan for the future.

The new wellbeing team for staff has helped the school develop its wellbeing offer for staff and, coupled with proactive leadership, most staff members now feel that the 'grass isn't greener elsewhere'. They recognise that the issues of the education system are bigger than the school alone can solve, but they understand how much the school leadership team does to ease the way for them and develop them professionally. They feel that the SLT 'has their corner'.

Parents and carers were unendingly enthusiastic about the school and how much it supports them and their children, who love coming to school and complain when the holidays are too long. The staff team go further to offer support than parents would expect, and this supports children to feel safe and able to learn. They believe school feels more like a family than a school. They appreciate how the clear boundaries that are in place and fully understood by children help to facilitate a safe and positive learning and playing environment.

Kindness is a major part of the school's focus, and parents report that teachers 'wrap around' children to support them at their own pace. They report how they and their children feel they belong in school – they don't have to be anyone else but themselves. Staff learn very quickly about children's needs and create connections with them to support learning and development.

The physical wellbeing of children is attended to as well, with their healthy habits work and OPAL emphasis. The opportunities for fresh air and developing social health are paramount. Emma in the kitchen works very hard to ensure children's dietary requirements are met, without trouble.

The governors continues to champion well-being for staff in particular and are aware of the high level of need presented by pupils and their families, making it ever more important that the support the staff team receives is of the highest quality.

Pupils' relentless positivity about the school is infectious: they appreciate so many aspects of school life and are very eager to share their positive experiences that occur on a daily basis, not just with special events and punctuation points. They enjoy how safe they feel in school, down to staff efforts and The Rainbow Promise. The school's code of conduct helps them to understand their rights and their responsibilities, and they can explain why that is important and how it is helpful for them and others. They love their teachers and share how teachers give them the tools they need to thrive.

Strengths identified during reassessment:

It must be recognised that the school was already operating at a very high standard of provision for emotional well-being and mental health promotion and protection, and this standard has been maintained and added to.

Safety is the by-word for everything the school advocates: if children feel safe, they are better able to learn and develop. Staff wellbeing has continued to develop and grow, in understanding and in practice.

A compassionate and realistic understanding of what drives positive mental health and emotional well-being are what set this school apart: they are fully cognisant of the needs of their community and how they can respond to those needs with the resources they have available. Context is vitally important to the school's vision.

The focus on wellbeing is implicit in that the term 'wellbeing' isn't mentioned as explicitly as it might be, and this feels like an authentic way to incorporate it into school life. It is this realisation that ensures Jennetts Park truly understands wellbeing, rather than view it as an add-on.

Impact:

The most significant impact that was noted during the visit was how much the school has done to promote safety and belonging across the school, and how it is felt and experienced by all stakeholders. Staff are highly trained and supported, to enable them to embed evidence-based safety principles in everyday life.

Parents/carers continue to speak extremely highly of the school and all the efforts made by staff to ensure their children are given the best possible wellbeing education and nurturing care. They report how their children always feel safe and how staff feel 'like family', particularly in times of need.

Staff feel like they matter and that their voices are heard; therefore, they recognise the difference between what 'school' can offer and what the 'education system' means to their daily lives.

A range of practical workshops for parents/carers have enabled families to come into school on a more informal basis and learn from professionals about how to meet children's needs more effectively.

The school continues to place wellbeing at the heart of everything they do, and they apply this to all new guidance, strategy and initiatives that emerge over time, as long as they can recognise how this promotes and supports their community feel.

Areas for development:

The school plans to continue its outdoor provision and OPAL opportunities.

Verifier recommendation:

I am delighted to recommend that Jennetts Park Primary School is re-awarded the Wellbeing Award for Schools. Many congratulations on your tireless efforts to promote and protect wellbeing, and your consistency and insight into your community. It is a pleasure to revisit and see how far you have come. Well done! I hope you find time to celebrate.

Head teacher comments:

We are thrilled that Jennetts Park Primary School has been re-awarded the Wellbeing Award for School- it reflects the dedication of our staff, pupils, parents, and governors in making wellbeing central. The report highlights our commitment to creating a safe, inclusive environment where everyone feels they belong. We are proud that pupils feel happy and secure, and parents see our school as a supportive community. We will continue to build on these foundations, enhancing provision and maintaining opportunities for play and social development. Thank you to everyone who makes Team JP a place where wellbeing thrives. Liz Savage Headteacher

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