

Wellbeing Award for Schools (WAS)

Reassessment Report

School name:	Camrose Primary School
School address and postcode:	St Davids Drive, Edgware, Middlesex HA8 6JH
School telephone:	020 8952 3272
School website:	www.camrose.harrow.sch.uk/
Head teacher:	Sharon Crick
Award coordinator:	John Courtney
Award verifier:	Mark Jennett
Date of reassessment:	30 November 2023

Commentary on the mini-portfolio of evidence:

The evidence portfolio and discussions with leaders confirmed that Camrose remains a school which is passionate about supporting the wellbeing of all its stakeholders. It has invested in further developing its staffs' skills and benefits from having an ELSA specialist and qualified psychotherapist who is also the pupil wellbeing lead. Staff wellbeing is the responsibility of the Deputy Head and wellbeing is a standing item on both SLT and phase meeting agendas. Leaders and staff understand the needs of the children and families they serve exceptionally well.

Commentary on the tour of the school:

The school feels calm and welcoming throughout. There are many attractive displays and posters promoting EWMH and information about where to go for support. Zones of Regulation are used across the whole school and leaders have cleverly utilised small areas as break out spaces. There is an attractive, dedicated ELSA room and a designated counselling space. The well-equipped playground has a rainbow bench which is monitored by wellbeing champions who check in with children and make sure that everyone has someone to play with at break times.

Commentary on discussions with stakeholders:

Children have lots of ideas about strategies they can use to support their own and other's wellbeing. They can describe how they talk about feelings and emotions in PSHE and how Zones of Regulation are used across the school. Wellbeing champions are proud of their roles and pupils have regular opportunities to feed into wellbeing provision and PSHE planning.

Staff say that leaders and colleagues are supportive. Staff wellbeing is a regular part of phase meetings and appraisals. SLT are flexible and "know we all have lives out of school". Several colleagues described how they have been given time off at short notice when required. All are entitled to paid 'appreciation days'. They have received CPD about looking after their own EWMH as well as their pupils'. Adult wellbeing champions check in with colleagues, signpost to support and act as advocates. There is a staff worry box – which is hardly ever used because all staff feel able to ask for help directly.

Unusually, parents also have access to their own worry box in the school lobby. They say that staff always respond very quickly to any concerns. Several commented on how their children had benefitted from excellent targeted support. Of particular note are the Parents Empowering Parents (PEP) who work with the EAL lead and act as a bridge between the school and its diverse families. They meet weekly to share concerns and also run workshops with and translate for other parents and support individual EAL children. Parents also spoke enthusiastically about the Jigsaw Families programme (see below).

Governors see EWMH as a key priority for the school and have a good understanding of the needs of all stakeholders.

Feedback from the stakeholder forms conducted for the Award was exceptionally good with all statements scoring more than 4 out of 5 from children, staff and parents.

Strengths identified during reassessment:

As outlined above, leaders and staff know their stakeholders very well. As a team, they have high levels of both specialist and general knowledge and confidence around supporting EWMH. There is a wide range of interventions available and these are effectively monitored - for example, through the use of PASS surveys and, more generally through analysis of MyConcern records.

EWMH is embedded in the school's vision and this is reflected throughout the building in everything from displays, the positive and supportive 'good to be green' approach to behaviour management, and the thoughtful analysis of its SWOT and risk factors related to EWMH that the school undertook as part of its reaccreditation for the Award. EWMH is also referenced in detail in the SDP.

Relevant programmes such as PSHE and Zones of Regulation are effectively led by designated members of staff and the whole team are confident to deliver them. All staff have received relevant training and phase leaders have also had support around appraisals etc in order to better support staff wellbeing. Staff also have access to supervision from the school's therapist and to an EAP.

A range of mechanisms ensure that pupils, staff and parents have regular opportunities to feed into discussions about EWMH provision and planning.

There are clear referral routes and the school has developed links with a wide range of local forums that support their work on EWMH.

Alongside the PEP, another strong feature of the school's provision is the Jigsaw Families programme where parents and children in need of additional support work together. Parents described how their relationships with children have benefitted from the strategies they have learned as part of this work. Families can also be referred to a parenting programme.

Verifier recommendation:

I am delighted to recommend that Camrose Primary School be awarded the Wellbeing In Schools Award for a further period of three years

Head teacher comments:

As a whole school team, we ensure that mental health and wellbeing is prioritised and recognise the importance of this for our staff, the pupils and their families.

I am extremely pleased that we have been reaccredited with the Wellbeing Award in recognition of the supportive work we offer to all stakeholders.

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