

Wellbeing Award for Schools (WAS)

Verification Report

School name:	Our Lady of the Rosary School
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WAS coordinator's email:	rosary.admin@trafford.gov.uk
Award verifier:	Jill Tordoff
Award adviser (if applicable):	
Date of verification:	27 th November 2020

Commentary on the evidence provided:

The WAS co-ordinator, who is also the head teacher, has clearly presented an extensive range of evidence for all the KPI's both in the portfolio and on line. There is evidence that well-being is a key element of all four areas of the School Development Plan and evidence also includes a detailed school self –evaluation, high quality visually attractive newsletters, a wide range of photographs including the development of the Forest school area, communication via Seesaw between staff, pupils and parents, the roles of well-being leaders and other pupil leadership roles, community activities, relevant policies, documentation to support awards such as the Youth Sports Trust, staff training power points and strategies to support staff well-being. From the range of evidence presented since lockdown it is clear all staff have adopted a range of innovative approaches to support pupils and their families. Evidence presented demonstrated there was monitoring and evaluation of all KPI's taking place on a regular basis to reflect on achievements and to also identify any areas for further development.

Strengths identified during verification:

Passionate and experienced strategic leadership by the head teacher, who is also an the EWMH co-ordinator, with active support from the governors, the Parish priest, all staff and parents has led to the success of the WAS award. In conversations with all stakeholders it is evident that there is a real drive to promote the wellbeing of not only the staff and pupils but for all pupils' families as well as the wider community. Following the first lockdown the head teacher stated: 'there was a fantastic team effort with staff making weekly phone calls home and relationships between staff and families changed with a we're in this together feeling.' This inclusive approach is exemplified by effective practice which promotes the school mission and values statement Our Journey, Love God, Others First, Respect All and the school places the child at the centre of everything it does by embedding and promoting the importance of 'Persevere to Succeed.' The head teacher is also one of six catholic national leaders involved in developing a Building the Kingdom resource bank.

The chair of governors reported that EWMH is 'a key priority with everything totally interlinked and connected' and 'we are a supportive but challenging governing body, forward moving and fast paced.' The governors are aware how hard the staff work and they recognise that looking after staff well-being is essential since 'if staff are not comfortable and happy in school they cannot effectively support children.' Evidence of this success is demonstrated by a low staff sickness record, positive feedback from staff appraisals, termly head teacher reports to governors, evidence of well-being embracing all areas of the curriculum and school and community based extra- curricular activities. Staff, parent and pupils completed the WAS questionnaires twice and the results demonstrated a percentage increase from an initial high baseline. The school adapted the Was questionnaire to make them more user friendly and comments included 'all teachers are supportive, kind and funny', 'I like being a well-being ambassador' and 'birthday parties each half term are fun.'

Success is evident from a wide range of different sources. Staff spoke about how 'the culture here is amazing' and all staff 'are exceptionally supportive to each other,' 'take care of each other and will always find time to provide support and guidance.' Staff valued training including When the Going Gets Tough and Developing Well-being through Creativity where 'we used everyday objectives to use in our lessons to develop team work.' Parents spoke highly of the school stating: 'I can't say one bad thing about the school', 'they gave me so much support each week and actually brought food to me because it was hard to go out', 'I didn't feel alone at all' and 'it made me realise how much they care.' Parents also appreciated the support with work and said: 'teachers went the extra mile,' 'there is no pressure for my child to do everything' but the 'proper timetable, teacher videos and focused learning is helping my child become much more independent.'

The response to lockdown has been challenging to all schools but the response to support learning and well-being at OLOR is outstanding. The school recognises that the needs of families differ and as well as using Seesaw to share resources on line, the school has provided paper packs of work. This has included creative learning tasks to complete outside, nature log books, boot camps, art projects and extreme reading challenges. One parent described how it was motivating to take her children out into the local community to look for the best rainbow photo, best bench and then record these and send to school. A bake off competition for each year group, promoting Hope, developed increased parental engagement and by asking parents to vote for the best cakes it promoted a positive community ethos.

All staff have undertaken extensive research on their area of responsibility and this has informed personal ownership as well school development. Some of the additional strengths identified include:
-The Forest area development includes a den, climbing area, maze, cabin and wild life area. This area supports outdoor learning and promotes physical fitness by providing a valuable area to enjoy at playtime. A range of schools are visiting to observe developments.

- Physical activity supports positive well-being and this is encouraged on a daily basis. The school was successful in gaining the Gold Sports Award in 2019 and a key factor has been recognising that staff role modelling is essential to encourage children to engage in activities. Staff Bootcamps have encouraged engagement and Family Bootcamps are now actively supported by 32 families and their children.
- During lockdown staff filmed themselves on Zoom undertaking challenges and parents and children were encouraged to beat the teachers' score. This competitive element increased engagement. As part of Trafford Schools Partnership midday supervisors and pupils received joint training to encourage active engagement at lunchtimes. A video of this effective practice is to be shared nationally via The Youth Sports Trust.
- A journey of Hope was introduced to replace the annual visit to Spain. This was in the form of a virtual journey and staff, children, and families were encouraged to cycle or run with each individuals' tally added to the overall mileage. The journey was such a success it was extended into Africa and for the return journey back to school. All proceeds raised were sent to the charity CAFOD.
- The school regards engagement with parent/carers as essential to ensure the well-being of each child and an extensive range of communication methods are used including Seesaw, Zoom, email, texts, phone calls, Twitter, home visits and high quality visual and easy to read newsletters. These include updates from each class as well as important information and resource links for parents.
- A range of different events including Health and Happiness days, Share a Talent week, after school RSPB school watch to promote the importance of nature supporting an individual's well-being.
- Supporting charities to encourage children to make connections and think about others. For example, the Cornerstone project supports the homeless and pupils help organise a prayer service, visit the homeless, organise an appeal to provide shoe boxes. There is evidence of many other pupil leadership roles and as the head teacher stated: 'pupil leadership underpins everything we do and if the children come up with an idea we try to make it happen.'
- EWMH evidence based interventions are included and bespoke work packs are available. The annual review for SEND pupils includes a video of content the teacher is proud the child has achieved. Social stories and videos also helped support pupils cope with change following lockdown and their return to school.

Impact:

- Strong leadership with regard to EWMH has ensured practice is evidence based, embedded in whole school policy and implementation to 'ensure we go deeper and higher for all children.'
- Positive attitudes to learning and pastoral support are demonstrated by high levels of attendance and pupil progress
- Pupil well-being ambassadors and other pupil leadership roles enable pupils to inform and develop well-being policy and practice
- Lockdown has presented unique challenges and as result the school has reflected on how the promotion of different aspects of well-being can be adapted to promote staff, pupil, parents and community EWMH. It has led to an increased involvement by all parties and many successful strategies will be sustained
- A broad understanding by staff of what well-being encompasses and how it can be promoted has ensured EWMH is embedded in all areas of the curriculum
- Increased communication with parents and the local community has developed 'a culture of trust'

Areas for development:

Continue to share the head teacher's expertise by identifying aspects of EWMH within the Building the Kingdom resource bank.

Enable staff to share EWMH practice, using the WAS framework, with other schools both locally and nationally

Develop the role of parent well-being champions/ambassadors

Verifier recommendation:

I am delighted to recommend that Our Lady of the Rosary School be awarded the Wellbeing Award for a period of three years.

Head teacher comments:

Completing the Optimus Wellbeing Award during one of the most challenging years faced by schools, has ensured the wellbeing of all in OLOR's community is priority. The last 12 months have provided an abundance of opportunities for reflection and growth as a school. OLOR has continued on its journey of improvement, with many of the challenges that the COVID-19 pandemic presented, turning into creative opportunities to further develop. OLOR's team have thought 'outside the box' and addressed each challenge as a positive way to move forward – 'Where there is a will, there's a way!' has become our motto.

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