

Wellbeing Award for Schools (WAS)

Verification Report

School name:	Reddish Vale High School
School address and postcode:	Reddish Vale Road, Stockport SK5 7HD
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School website:	Reddish Vale High School - Home
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Award verifier:	Jill Tordoff
Award adviser (if applicable):	
Date of verification:	23 rd March 2022

Commentary on the evidence provided:

Since the appointment of the headteacher four years ago the school has undergone significant change and improvement which was recognised in the January 2022 Ofsted inspection. The school has fully committed to the process of the Award and used it to develop staff skills and knowledge to support the emotional well-being and mental health (EWMH) of its community. They have sought to increase opportunities to gain the perspective of pupils, staff and parents to celebrate effective practice and to inform future actions. The paper based portfolio evidence was extensive and well-presented by the business manager. It is clear the school has developed a holistic approach to promoting EWMH and there was evidence of continuous self- reflection to review well-being on an on-going basis.

Strengths identified during verification:

Initially, EWMH was a core area in the SDP and 'it now sits behind everything we do.' The school promotes an inclusive ethos and the values of Respect, Aspirations, Determination and Independence are displayed, shared with all stakeholders and promoted by staff and students. There was evidence of their impact with a student stating 'I have seen language change a lot and we now show respect to each other' and the 'school reputation has been brought up.' The change team includes a cross section of staff and a linked governor who have implemented the EWMH action

plan. A wide range of stakeholder questionnaires have been used, including the WAS evaluations, and their analysis demonstrates that the school has identified what is working well and areas for further development. The headteacher reports on a half termly basis to governors and they are committed to rigorous monitoring and evaluation to ensure that EWMH is embedded and sustained. The school has utilised the skills of governors and they have informed human resources and the health and resources policy. All policies are reviewed annually and the senior leadership team have worked hard to communicate to staff how policies are about providing measures to support the EWMH of staff.

Staff are very positive about the range of strategies that take place to support their well-being and they explained the school 'is a family and community where everyone takes care of each other.' Members of staff appreciated phased returns and flexible timetables after illness or family difficulties, a reduction in workload and distribution of a school calendar, produced by SLT, to ensure priorities are agreed and don't impact negatively on staff. The performance management process for teaching and support staff is now valued by staff and the mid-year review includes a specific support question. Staff also feel they are given opportunities for career development, for example, middle leaders shadow members of SLT to lead INSET's and there is constant self-reflection through coaching opportunities. The school is a member of the South Manchester Learning Trust which supports CPD and there is a service level agreement with Bright Futures who deliver training to 12 ECT's and 6 RQT's. As a result of extensive training including Trauma Attachment, Safeguarding, E Safety, LGBTQ+ and Restorative approaches, staff have an increased knowledge and understanding of how to support pupils EWMH. In addition, the pupil services team has had tailored training on ACE's and additional training for range of specific interventions.

The promotion of EWMH is embedded in the culture of the school and through the RADI behaviour system which reinforces positive behaviours. Other approaches include a well-established PSHE curriculum to prepare students for life and future work, personal development lessons delivered by tutors, well-being weeks, a wide range of extra-curricular activities and assemblies led by staff, students and external visitors to promote key messages. A further strength are the opportunities for student leadership which include ambassadors for sports, performing arts, community and charity, personal development, equality, careers, restorative justice, numeracy and literacy. Representatives from these groups have led assemblies, developed leaflets and provided feedback to inform practice.

Staff demonstrate high levels of awareness of the needs of individual and groups of pupils and information is shared effectively by use of the CPOMS and Class Chart systems. These allow staff to monitor individual needs, and where needs are identified, to allocate appropriate in class, group and individual strategies. SEND students spend time in the Hive base and these, and other students have access to a Be You group to help develop self-confidence. A provision map presents a whole school overview of the allocation of activities and resources and the collation of baseline data and student feedback following support provides evidence of impact. Analysis of need has resulted in the school allocating two learning behaviour mentors to each year group to provide additional academic and pastoral support. The school has adopted some unique interventions including offering therapeutic support at the school farm and an effective partnership has been established with four voluntary life skill mentors who offer 1:1 sessions to students. Student feedback is very positive. In addition, extensive links with a range of external services provide personalised support.

Given the high levels of need in the school the headteacher also attends a range of different local authority groups to raise concerns and to promote the need for early intervention and improved interagency working. She is chair of the Stockport secondary heads who report regularly on aspects

of well-being and she also attends a SEND network, Schools forum and an Emotional well-being group.

Parents report staff to be responsive and supportive and a parent described how the support she had received was 'exceptional' and has 'led to a transformation in my child.' Parents are also appreciative of the ongoing support to students and their families during lockdowns which included the delivery of Easter eggs, daily 'check ins' with families and google classroom to provide academic as well as fun activities and challenges. Increased regular contact has aided good communication between school and home and the school uses texts, emails, virtual and in person meetings, phone calls, the website, newsletters and social media including Twitter, Facebook and Instagram to communicate with parent/carers. There is an active parents forum led by a deputy and parents attend training sessions, parents were also consulted on the PSHE curriculum.

There are well established transition procedures in Year 7 and 11. More recently a transition and leadership project has been developed, in partnership with Vale View primary school, for selected disadvantaged Year 7 students. This involves a 13 week programme led by an external agency, Power 2, and includes discussion on sharing feelings about starting a new school, being a mentor and goal setting.

Impact:

- The WAS framework has helped the school self- reflect on the level of support offered to students, staff and parents and to celebrate effective practice as well as identifying any gaps in EWMH provision
- The award process has raised awareness of the breadth of what well-being means
- Well-being has become embedded and 'is part of everyday business'
- A focus on staff well-being supports staff recruitment which is important in a school striving to change its reputation
- Students see school 'as a safe place'
- Increased pupil, staff and parent/carer knowledge and understanding of the importance of mental health and wellbeing on individual well-being and pupil progress

Areas for development:

- Well-being group to continue to meet to embed further developments in EWMH
- Review the EWMH strategy to update actions and resource allocation for students, staff and parents with agreed expected outcomes
- Continue to promote well-being through the various student leadership roles
- Continue to use the WAS evaluations to celebrate practice and to inform the next steps
- Develop the role of parent well-being champions

Verifier recommendation:

I am delighted to recommend that Reddish Vale High School be awarded the Wellbeing Award for Schools for a period of three years.

Head teacher comments: Thank you for your report, I am pleased that it reflects the positive and proactive efforts Reddish Vale High School has made to support and promote Wellbeing amongst



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our whole school community. Wellbeing is a key priority here at Reddish Vale, we recognise that when people feel their best, they perform their best and naturally become happier and more content individuals. We take Wellbeing very seriously and work hard to ensure everyone understands the meaning of wellbeing, how to spot the signs of someone struggling and what support can be offered. The Wellbeing Award has helped the school self-reflect on the level of support we offer to pupils, staff and parents and to celebrate effective practice, it has also offered additional validation of our recent Ofsted report that stated that Reddish Vale is a place where pupils “feel like they belong”.

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