

Wellbeing Award for Schools (WAS)

Verification Report

School name:	Timothy Hackworth Primary School
School address and postcode:	Byerley Road, Shildon DL4 1HN
School telephone:	01388 772959
School website:	https://www.timothyhackworthschool.co.uk/
Head teacher:	Mrs Lynn Boulton
Head teacher's email:	
WAS coordinator:	Clare Shepherd
WAS coordinator's email:	timothyhackworth@durhamlearning.net
Award verifier:	Colin Noble
Award adviser (if applicable):	
Date of verification:	4 th July 2022

Commentary on the evidence provided:

The written evidence, of a consistently high nature, was contained partly in the School's e-portfolio on AwardPlace and partly as hard copies available in school. The story outlined by the written evidence was amply and handsomely triangulated by the presentation given by the Head Teacher and the Award Coordinator, by a tour of the School and by discussions with staff, pupils, parents and a governor. The Year 2 and Year 5 pupils were very clear about some of the School's major investments in emotional wellbeing such as Place to Be, zones of regulation and the quiet or reflective areas in classrooms. This clear-sightedness was repeated by the parents who testified to the effectiveness of zones of regulation. The governor, an unrepentant Shildon proselyte, was both very knowledgeable about the local community and about the strategies and programmes employed by the School; and this community link was palpable in school through such things as attending the Mayor's tea party and support of the Shildon Community Garden. The high profile of the School in the community is both a reflection of its understanding of the social genesis of wellbeing but also has a price as it becomes the hub of public enquiries about a wide range of issues – from financial worries to rat-catching! Parents felt that the School had done an excellent job in supporting their children's development through the PSHE curriculum, the Let's Think, Let's Talk programme and Place To Be. They were also very appreciative of the support given both to their children and to themselves as individuals.

Staff were effusive in their description of how the School supports their emotional wellbeing and mental health, with one of them describing the School as 'home' - by which was meant that she really belonged there. This is an outstanding endorsement of the culture and ethos of a school protecting and promoting emotional wellbeing and mental health.

Strengths identified during verification:

The School has numerous strengths. Perhaps the most potent is its commitment to, and understanding of, Rights Respecting Schools. This gives it a set of principles and a moral framework into which emotional wellbeing and mental health fits seamlessly. The School's production and widespread use of the 'Timothy Hackworth Child' is inspirational and helps to inform both adults and children about the School's direction of travel, its moral foundation and its vision.

Another great strength is the heavy investment made in Place to Be, with its attendant counsellors. This is clearly something really valued by all stakeholders and huge credit must go both to the Place to Be staff and the School for the way it has deployed and housed them. This connects to another strength of the School - which is the number of intervention rooms and spaces it uses. It is unusual for a primary school to have such a large number. The use of a variety of approaches e.g. play therapy, lego-therapy and talking therapies means that pupils' needs are more likely to be met as there is a rich menu of support available to them. Place to Be is also available to staff who may feel the need of support.

Every classroom makes use of zones of regulation which are well understood by staff, pupils and the parents who were interviewed. The parents suggested it would be a good idea if all parents and carers were helped to optimise the use made of zones of regulation.

The School has made good use of noticeboards around its buildings to raise and maintain issues of emotional wellbeing and mental health - such as the imposing Wellbeing Champions Board (two pupils from each class), the 'Picture Yourself Being More Active Board' - which makes the link between physical activity and wellbeing - and the Aspirations Tree.

Impact:

The impact of working on emotional wellbeing and mental health issues for the Award have been:

- 1 more adults and pupils are more willing to talk about and to share their feelings, issues and problems
- 2 more of them are willing to ask for help
- 3 more of them are willing to support others

Areas for development:

The School, is invited to consider the following points for development:

- 1 formalise its appraisal protocol by inserting a specific question about staff wellbeing. There is no doubt that this already occurs, alongside daily supervision, but it would help to 'future-proof' this practice.
- 2 explore the possibility of extending the understanding and use of zones of regulation to all parents and carers
- 3 develop the work of, and with, the fledgling Emotional Wellbeing Locality Team.

Verifier recommendation:

I recommend that Timothy Hackworth Primary School be awarded the Wellbeing Award for Schools for a period of three years.

Head teacher comments:

As a school community, we are incredibly proud to achieve the Wellbeing Award for Schools. This is wonderful news and endorses our work to support the wellbeing of everyone in our school community.

Our children, staff, parents and local community are delighted; we shall, of course, continue our journey to strive to provide further support for the wellbeing of all involved in our school.

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