

Wellbeing Award for Schools (WAS)

Verification Report

School name:	The Ladies' College, Melrose
School address and postcode:	Les Gravées, St. Peter Port, Guernsey, GY1 1RW
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School website:	www.ladiescollege.com/our-school/melrose
Head teacher:	Elaine Ozanne
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Award verifier:	Andy Taylor
Award adviser (if applicable):	School-led approach
Date of verification:	13 th November 2019

Commentary on the evidence provided:

- The portfolio evidences a range of comprehensive and well-organised documentation reflecting a school which strongly believes in the vital role it has in supporting the emotional wellbeing and mental health of all. The key performance indicators of all the objectives have been evidenced and therefore meet the requirements of the award.
- All stakeholders are well informed about the award. Newsletters and other documentation provide stakeholders with ongoing information.
- Leaders use a range of audit tools to review the school's provision. As a result, the school's action to bring about further improvements are borne from a firm evidence base.
- The school's action plan has been regularly reviewed to ascertain progress towards the award.
- Through a range of activities, supported by a bespoke PSHE curriculum and sessions run by other providers, pupils have a better understanding of mental health. Furthermore, pupils have access to a counselling service if the need arises.
- Teachers have supplemented their work with a range of age appropriate texts. "The Diary of a Brilliant Kid" containing an amusing poem entitled "The Glow Worm Song" is one such example.
- Systems in the school, to both record and share information, are in place. Consequently, pupils are well looked after and supported.
- The school has invested in high quality training for staff and as a result they feel more confident supporting the needs of the pupils.

Strengths identified during verification:

- The Wellbeing Award (WAS) co-ordinator has been highly effective in her role. Because of this effective management, staff feel both involved and well informed about developments towards the award.
- The school's core values encompass the importance of supporting emotional wellbeing in order that pupils can succeed. The promotion and celebration of these values is evident in the day to day life of the school. The pupils are developing a tangible resilience and are not afraid to make mistakes.
- The learning environment is highly effective and pupils are fully engaged in their learning. Relationships between staff and students are very strong. There are many opportunities for pupils to learn in the outdoor environment which greatly contributes to their overall wellbeing.
- Governors have a wide range of skills which are used to support the work of the school and its leaders. They have a clear view about the impact of leaders' actions.
- Through focussed professional development opportunities, leaders have developed the expertise amongst staff to support pupils.
- The pastoral support provided by the school is effective. There are well developed links with a wide range of external agencies and there is an in-house counselling provision.
- The parents really value the school. Referring to mental wellbeing, parents felt that there was no stigma attached and pupils are encouraged to be open and talk about their feelings.
- Parents celebrate that staff recognise the individual needs of the pupils and provide personalised support.
- The school has really focussed on developing pupils' resilience. "Don't worry, I will get this..." was a pupil's reply when she was working through her homework. Her grandmother was delighted that the school's focus on resilience was having an impact.
- The pupils to whom the assessor talked are very proud of their school. They highlighted the provision within the school where support was readily available.
- Pupils are proactive in identifying charities and other communities for which they want to raise money. Staff facilitate this and pupils gain a real sense of pride raising money for those less fortunate than themselves.
- Pupils have a very good understanding of how to keep themselves healthy and how they can support their own wellbeing. They value the way in which the staff support them and reflecting the views of the group, one pupil stated, "... teachers are always there for you, they encourage you and help you believe that you can do it..."

Impact:

- Leaders have used the WAS framework to benchmark the school's practice and to ensure the most effective practices are being employed.
- A culture of mutual respect has resulted in a team whose morale is high.
- Pupils feel safe and trust adults to help them with any issues. They feel that the staff genuinely care about their wellbeing.
- Pupils are enthusiastic about their learning because of the broad and exciting curriculum. PSHE and wider curricula opportunities really develop the overall confidence of the pupils.

Areas for development:

- To continue to develop key policies to support the wellbeing provision within the school.
- Further develop the school's approach to the "Brilliant Schools" initiative.

Verifier recommendation:

- Ladies College Melrose to be awarded the Wellbeing Award for Schools for a period of three years.

Head teacher comments:

We are extremely pleased with this report and believe that it truly reflects our commitment as a school community to supporting wellbeing.

The framework of the award provided us with a clear structure to reflect and evaluate on where we were at and what we wanted and needed to do to further develop our provision. Through this award we have a clear vision moving forward. It has been a very valuable and worthwhile experience and I am glad that we embarked on it.

May I also take this opportunity to thank Andy Taylor, our verifier, for being thorough, informative, extremely professional and above all friendly with all he met.

Elaine Ozanne

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