

Wellbeing Award for Schools (WAS)

Verification Report

School name:	Ormiston Victory Academy
School address and postcode:	Middleton Crescent, Costessey, Norwich NR5 0PX
School telephone:	01603 742310
School website:	http://www.ormistonvictoryacademy.co.uk/
Head teacher:	Miss Palmer
Head teacher's email:	pa@ormistonvictoryacademy.co.uk
WAS coordinator:	Dr Dawn Allen
WAS coordinator's email:	d.allen@ormistonvictoryacademy.co.uk
Award verifier:	Jackie Lamb
Award adviser (if applicable):	
Date of verification:	25 th June 2019

Commentary on the evidence provided:

Ormiston Victory Academy is an outstanding school in terms of Emotional Wellbeing and Mental Health (EWMH). The School obviously sees EWMH as central to its work and has done for many years. They have used the Wellbeing Award for Schools (WAS) process to constructively evaluate what is working well and identify areas to develop and improve even further.

The evidence provided for the verification was clear and accessible and reflected the excellent work being done at this school in terms of EWMH. It was clear that staff, students and families all value the school's focus on the EWMH of the whole community.

SLT, the change team, all the staff and indeed the students I spoke to, demonstrate an impressive understanding of the EWMH needs of all their peers, colleagues and families. Everyone clearly understands the importance of EWMH and are passionate about everyone feeling safe, listened to, welcome and supported within the school. There is evidence throughout the school and in the portfolio that EWMH is about the *whole* person and community, enabling empowerment and supporting resilience.

Strengths identified during verification:

The vision statement of Ormiston Victory Academy describes fully what the school believes in and it is evident that this is put into action every day. It does permeate everything they do.

Ormiston Victory Academy is a welcoming and friendly place to visit; from the moment I arrived and was warmly greeted by the gentleman at the gate. The school quietly 'buzzes with calm enthusiasm' for learning, and caring for each other.

The school demonstrated a detailed understanding of the risk factors relating to EWMH and have a strategic, planned response in place. They have a clear, strong and practical MH statement, with key roles and responsibilities outlined, which is linked to the school policies. EWMH is not an 'add on' at this school, it is part of school life and learning. For example the enrichment programme is second to none, adding to positive EWMH through a range of experiences and raising self-esteem.

Every student at the school is encouraged and supported to find at least one thing they are passionate about and also to identify at least one member of staff they would go to if they needed help (it doesn't have to be a member of staff that teaches them, but someone they identify as a trusted adult). This is written in their planners with the person's email address.

Staff, parents and pupils all praised the school and the ways in which it supports positive EWMH of everyone and has systems in place when individuals need help with their EWMH. The whole school community is regularly consulted on their views and are encouraged to share them and also seek help when required.

The students are well informed about EWMH and actively involved with all areas of school life. They have clearly been involved in the development of the schools EWMH strategy and feel a strong sense of ownership towards the school and its community.

The school has various student led support systems through a range of ambassadors including new wellbeing and anti-bullying ambassadors. Student voice is sought and listened to by all members of staff, including SLT and always acted upon; even if it is to explain why the request is not possible or to discuss compromises.

Partnerships with parents /carers are strong where they exist and the school continues to develop ways to engage parents. There is a range of communications with families using different formats. There are parent-child sessions offered in a range of areas of learning and families clearly feel invested in the school.

Staff are very positive about the school and supportive of each other. They appreciate the range of support they receive with regard to their own EWMH by SLT and their colleagues, for example; an in house counsellor; 'time4U ', peer nominations for Easter Bunny visit; and many more. There is planned and comprehensive CPD training with regard to EWMH with role specific staff CPD in place.

There is evidence of a range of joint working & commissioning involvement, for example: working with the OAT (the assistant principal spoke at OAT East Principal's forum on wellbeing); academy staff and students are involved in 'Rethink CYPMH CAMHS' re-design and commissioning work streams; the assistant principal presented to 5 Norfolk CCGs re redesign of CYP services; working

with the DFE and the Anna Freud Centre, to name a few! The school is well placed to make a difference locally and nationally.

The school has measured the impact of the work carried out during the WAS project and have found that: there is now improved communication with parents about well-being; families & staff are better equipped with knowledge of external agency support and how to access it; the school now has improved role specific training for staff e.g. suicide, self-harm & eating disorder, Mental Health First Aid. There is also an enhanced awareness throughout the Academy of Well-being – more open discussions and well-being programmes/events. And due to the school's input into the re-design of CAMHS & CYP services in Norfolk there is better communication with partners.

Areas for development:

The school has identified its own future plans and areas for development (listed below):

Longer term student well-being and intervention impact case studies to be developed to assess impact of variety of well-being support mechanisms (Dec 2019)

As an alternative to coffee and chat sessions at start of all mandatory CPD, mindfulness sessions will be provided for staff to choose which they prefer to engage with (Sept 2019)

Possible joint project summer 2020 working with Langley Preparatory School on a summer fete for local community groups such as Nelson's Journey, Friend in Deed, Dementia Friends, Care homes etc.

Academy has been invited to take part in research project with UEA in BPD and Self-Harm support programme for students (Sept 2019)

Production of Well-being short film for screen in reception (in conjunction with parent)

DSL invited on to panel of Westminster Education Forum to speak on Multi-Agency working around Mental Health/well-being & Safeguarding (July 2019)

No meeting weeks planned into staff calendar (Sept 2019)

I have nothing to add, except to say, I look forward to this school being able to share this exemplary work with regard to EWMH with other schools across the country. I am hopeful that one day this standard will become the norm.

Verifier recommendation:

I am delighted to recommend that this school be awarded the Wellbeing Award for Schools for a period of three years.

Head teacher comments:

We were delighted to have achieved the Well-Being Award for Schools. The process has supported us in extending the good practice in place to really create something exemplary for our wonderful staff and students. We are very proud and intend on keeping hold of this wonderful status for many years to come!

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