

Wellbeing Award for Schools (WAS)

Verification Report

School name:	Wetherby Kensington Pre-Prep
School address and postcode:	4 Wetherby Gardens, London, SW5 0JN
School telephone:	0203 910 9760
School website:	www.wetherby-kensington.co.uk/wetherby/
Head teacher:	Helen Milnes
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WAS coordinator:	Hannah Sheldon
WAS coordinator's email:	hannah.sheldon@wetherbykensington.co.uk
Award verifier:	Joanna Feast
Award adviser (if applicable):	Judith Nelson
Date of verification:	01/07/20

Commentary on the evidence provided:

All evidence is in place and shows the work that the school has committed to since starting the award process. Navigating the evidence has been simple, owing to the very well-organised system put in place by the WAS Lead. There is ample and varied evidence for each Key Performance Indicator, showing how much the school provides to promote and protect mental health and emotional wellbeing.

Strengths identified during verification:

- Clear, intelligent and thoughtful wellbeing leadership from the WAS Lead, with a pragmatic and bespoke approach to pupil support, which meets pupil needs proficiently and sensitively.
- Professional, well-informed and well-trained staff teams who support the students and each other and enjoy being in school. Staff are very willing to develop themselves professionally and undertake as many training opportunities as possible. The staff team is a real strength of the school, and they are led by a pragmatic and knowledgeable head teacher.

- Consistent and cohesive messages across the school, which is supported by well-evidenced training programmes, particularly in mental health, with further training opportunities planned for later in the school year.
- PSHE delivery is a particular strong point of the school: staff have implemented and embraced a new PSHE programme since starting the award, and have incorporated a new way of delivering life skills to their pupils, with a focus on resilience, in order to best meet the needs of the pupils.
- Staff wellbeing is crucial to the head teacher and she has worked very hard to implement consistent strategies to support her dedicated and enthusiastic team, mindful of maintaining appropriate boundaries between school and home life.

Impact:

Impact of the award has been most notable on staff development. Senior leaders in school and in the wider school group have invested heavily in staff development; resources have been purchased, all staff members have been trained on delivering PSHE more effectively and for working with the emotional needs of young children. This has enabled a more professional and aligned approach across the school.

Before the award process began, there were pockets of good practice going on in the school, but not everyone was aware of them, and there was a sense of disconnect evident in different class approaches. Having worked through the objectives, the leadership team noticed how to bring together good practice, to share it more consistently and to have a universal understanding of wellbeing that everyone now acknowledges.

Staff are very enthusiastic and knowledgeable about how they can support not only the pupils but also each other. Non-teaching staff continue to play a vital role in ensuring wellbeing remains high-profile.

The school enjoys a lively and nurturing atmosphere, mindful of the obligation to provide a truly compassionate environment, which goes hand-in-hand with the school's motto of 'Care, share and be fair'.

Key points:

- Pupil, staff and parent/carer voice is routinely and consistently considered, and everyone reports that they feel acknowledged and valued.
- Staff development is a huge focus of the school, and people feel like they are worth investing in. There is ample opportunity to develop careers.
- Pupil wellbeing is given priority, which is reflected in the enthusiasm and commitment shown by staff members. The school's unusual site means that regular activities are more difficult to navigate, but the staff team's unending enthusiasm mean that pupils have the very best opportunities to promote and protect their wellbeing. Small changes have made big differences to children's agency and sense of belonging. The opportunities available to children to learn about wellbeing and health are considerable, and children report that the messages are received clearly.

Verifier recommendation:

I am delighted to recommend that Wetherby Kensington receives the Wellbeing Award for Schools. Many congratulations on the impressive work that you have put in place for staff, families and pupils!

Head teacher comments:

At Wetherby Kensington we are passionate about the boys' mental health and well-being. We believe that our boys' well-being is central to each boy's success from both academic and pastoral perspectives. The quality of this provision has a huge impact on boy's academic, vocational, social, emotional and behavioural development. We believe wholeheartedly that all boys should be happy, well-rounded and confident learners who are respectful, thoughtful and motivated Wetherby Ambassadors. The qualities of integrity, kindness and good manners are at the heart of what we do. The aim of our school is to create an atmosphere of care both in and out of the classroom. This is all incredibly important for everyone in our community as well. The staff work incredibly hard on a daily basis and are fully committed to ensuring that Wetherby Kensington boys have the best learning opportunities and the support that they need to flourish. This can be a highly demanding profession as we know, and I feel so privileged to have such an amazing team at Wetherby Kensington who value the importance of well-being within our community.