

**Wellbeing Award for Schools Case Study**

**School name:** Flixton Girls School

**Location:** Flixton, Manchester

**Brief summary of your school:**

We are an inclusive, girls’ secondary school in Trafford, Greater Manchester, providing education for students of all abilities, interests and aptitudes from age 11 to 19 years. We are a member of a multi-academy trust, The Healthy Learning Trust which means we have a holistic approach to developing scholarship through health and wellbeing. The characteristics of our intake are broadly in line with national averages for prior ability, disadvantage, minority ethnic groups and SEN. The Healthy Learning Trust works cross-phase with 28 primary schools through our HLT health and wellbeing partnership.

The Healthy Learning Trust empowers young people to enhance their own lives and the lives of others through our FIVE PATHWAYS to **HEALTH & WELLBEING &** **SCHOLARSHIP.** We secure progression into health-related careers through strategic partnerships with the NHS, universities and health and wellbeing providers to create opportunities for health-related career progression.

**Why did your school decide to take the Wellbeing Award for Schools (WAS)?**

As the lead school in the Healthy Learning Trust, we wanted validation of the work we have undertaken to ensure our health and wellbeing provision for both staff and students is high quality.

We have worked hard at curriculum development ensuring our students are taught how to be healthy individuals and provide them with lots of opportunities to take part in enrichment activities, health and wellbeing lessons, trips and events. Additionally, we believe the wellbeing support we have in place for staff is excellent and wanted the award to confirm this and to enable us to improve further.

**What particular issue(s) did the WAS help you to identify?**

The Healthy Learning Trust is underpinned by five pathways covering different areas of health. These include:

* Academic
* Emotional
* Physical
* Nutritional
* Social and moral

Through the completion of the award, it was clear that the work we were doing within school was high quality and appropriate for the wellbeing of both staff and students and was having a positive impact.

Providing information about our local and national partnerships under the five pathways, as well as sharing processes at an operational level were two areas identified that would enable us to develop further.

Reviewing the WAS action plan regularly was a good indicator of the progress we were making and helped us to ensure that anything we were not doing, we were able to address. It provided us with a good framework to audit our current provision and make any necessary changes.

**What changes did you make as a result of this?**

A working party/change team was set up which included a mixture of staff with areas of expertise in one or more areas of the five pathways. The team met up regularly to share ideas and progress about projects that were running. All members of the school community were given the opportunity to provide their opinions and feedback on our provision through surveys, questionnaires, suggestion boxes and ‘wish walls’.

We also improved our CPD offer for staff enabling more staff to have access to wellbeing-related training. Additionally, our Core Strength Programme was set up encouraging positive exercise and nutritional habits in a pilot cohort of students.

Partnership working also increased due to our work as part of the Healthy Learning Trust as we have worked with an increasing number of schools and delivered CPD to schools across Trafford.

**What impact did this have?**

Setting up a working party helped to build the profile of health and wellbeing across the school and draw on the expertise and experiences of different members of staff. The team allowed for enhanced collaboration, up to date knowledge updates of where we were up to, and the ability to share good practice effectively.

Staff have been provided with additional opportunities to complete online learning courses in the topics of mental health, specific learning difficulties and exercise and nutrition. All teaching staff have also been provided with mental health training through inset days. This has improved staff confidence when dealing with students who are experiencing difficulties.

Seeking feedback from staff, students and parents has effectively enabled us to consider their views and improve our systems, processes, offer and environment to ensure the school community feel listened to and feel their input is valued.

Partnership working has enabled us to grow the Healthy Learning Trust by increasing our contact with a larger number of schools, school staff, agencies, charities and businesses.

**Since achieving the Award, what direct impact(s) has the WAS had on developing parent partnerships and pupil achievement?**

Parental engagement has improved with increasing numbers of parents attending parents’ evenings and school events. Students and parents enjoy receiving our health and wellbeing newsletter which is sent out each term. We plan on asking students to complete the SHU survey again in the near future so we can assess the impact of the work we have done around promoting positive habits in topics such as sleep, nutrition, exercise and mental health. Students now complete set timetabled lessons which cover health and wellbeing related topics. We also have five drop down days throughout the year, each with a different theme.

**What are your next steps?**

* To use the SHU survey annually to inform our provision and planning
* Continue to build partnership working and links with other schools and professionals
* To grow the Healthy Learning Trust partnership
* To add a health and wellbeing section to our school website to provide parents with resources and useful contact details.
* To share with other schools our recording of health and wellbeing data and how this can be analysed to inform provision in school.

**How would you describe the whole experience from start to finish and achieving the award?**

As we opted for the school-led approach, we completed the award independently. However, any queries we had were addressed promptly and efficiently by the staff at AwardPlace.

The award provided us with a positive experience and reassurance that the work we were doing was on the right track and helped us to identify where the gaps were which we are able to address.

**How would you recommend this award to a school thinking about undertaking the process?**

If a school is eager to lead the way in terms of health and wellbeing, I think the award is an excellent idea. It allows schools to conduct a baseline assessment and then identify their areas for development moving forwards. It is also great for the school to be able to receive recognition for the work they are doing.

Working towards the Wellbeing Award helped us to improve our work with the school community as it is a great way to show we take the wellbeing of both our staff and students seriously.

**Lastly, please provide a short testimonial from your headteacher.**

The Wellbeing Award has been an invaluable, independent validation of our approach to the development of a health and wellbeing strategy that underpins all we do. The process for achieving the award was extremely rigorous and involved the verifier gathering direct feedback from students, staff, parents, carers and governors. The reach and extent of our partnership work was also evaluated, and we feel that the breadth and scope of the assessment and validation process enabled us to conduct a very comprehensive self-evaluation for this area.

We have also been able to identify things we could do to improve further and understand how our work could influence and support other schools in the development of a strategic and embedded approach to health and wellbeing.

The verifier was extremely well-informed, professional and approachable making the whole process very useful.

We are delighted to have been credited with the award and would whole-heartedly recommend to other schools.