Llwynypia Primary School - Parents
Whole School Approach to Emotional and Mental Well-being

**You said, we did…**

At Llwynypia Primary School we are committed to using feedback from all stakeholders to improve the experience of all. We have collected the views of our students and their families, staff and governors to help us identify where we can improve our provision, to share our areas of strength and celebrate success.

Thank you to all the parents who completed our Whole School Approach to Emotional and Mental Well-being (WSAEMWB) survey this term. Thirty-seven parents completed the survey; therefore, **one parent equates to 2.7%.**

**There were several strengths that were shared with us including:**

- Understanding needs of Learners
    - The school collects feedback from parents / carers regularly – 94.6% said they strongly agreed/agreed
    - The school responds to events that pose a threat to our children's emotional and mental well-being e.g. Covid – 91.9% said they strongly agreed/agreed
    - The school treat pupils with respect –97.3% said they strongly agreed/agreed
    - The school takes part in national and local campaigns to promote emotional and mental well-being e.g. Mental Health Awareness week – 91.9% said they strongly agreed/agreed

- Involvement and Engagement
    - The school gives parents / carers opportunities to be part of school development through surveys, parent/carers evenings, and questionnaires for example. – 100% said they strongly agreed/agreed
    - The school listens to parent /carer voices. – 91.8% said they strongly agreed/agreed
    - The school communicates with parents / carers in different ways e.g. text, email etc. – 100% said they strongly agreed/agreed
    - The school invites different visitors to the school to promote emotional and mental well-being e.g. Young Minds, School Nurse etc. – 94.6 % said they strongly agreed/agreed

- Relationships
    - The school works with the whole school community e.g. pupils, parents/carers, to resolve issues and promotes positive relationships. – 97.3 % said they strongly agreed/agreed
    - The school deals with conflict in a consistent manner. – 97.2 % said they strongly agreed/agreed
    - Parents / carers understand the school's approach to developing a positive environment for pupils in the school – 94.6 % said they strongly agreed/agreed
    - The school understands the importance of equality and human rights for emotional and mental well-being – 94.6 % said they strongly agreed/agreed

- Help and Support Services
    - School staff listen to parents concerns and know how to support us when we need help – 97.3 % said they strongly agreed/agreed
    - The school's shares information with parents/ carers to support our children when they need additional help. – 94.6 % said they strongly agreed/agreed
    - Parents know who to go to in the school for help if we need it – 94.6 % said they strongly agreed/agreed

- School Environment
    - The school has a range of physical spaces and environments that support the children e.g. quiet spaces, gardens, playground zones, pleasant canteen to eat lunch and socialise – 94.6 % said they strongly agreed/agreed

- Curriculum
    - The curriculum is supported by resources that support emotional and mental well-being– 97.3 % said they strongly agreed/agreed
    - The school values participation in sporting events both in and out of school – 100 % said they strongly agreed/agreed
    - The school values participation in creative arts e.g. drama, music etc. both in and out of school– 97.2 % said they strongly agreed/agreed
    - The school offers our children a range of opportunities to engage with the arts, culture and sport. – 97.2 % said they strongly agreed/agreed
    - School staff promote the positive impact on emotional and mental well-being through participation in the arts, culture and sport. – 94.6 % said they strongly agreed/agreed

**Main themes and actions**

Below is a summary of the main themes from the responses we received and the actions we have or will be taking.

| Area/Indicator | You said… | We did… |
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| Section A: Leadership in School | ➢ The school has a named staff member / team to support emotional and mental well-being and I am aware of who they are<br>➢ The staff regularly discuss the importance of emotional and mental well-being with parents / carers<br>➢ The staff communicate the school's emotional and mental well-being targets with the parents / carers<br>➢ The staff show commitment to supporting pupils' emotional and mental well-being in school | ➢ Mrs Chinnock is the is the Health and Well-being lead – Information on curriculum leads will be shared on the school website and via our school newsletter.<br>➢ The findings from the whole school approach questionnaires will be shared with all stakeholders in a 'You said, We did' document.<br>➢ The Whole School Approach action plan will be shared with parents/carers.<br>➢ Our school has already signed up to work with Do-BeMindful – We will be completing staff development and |

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| | ➢ The school has a range of resources to support pupils' emotional and mental wellbeing<br>➢ The school shares its policies with parents / carers to help us understand the school's approach to emotional and mental well-being. | implementing a mindfulness approach into our curriculum.<br>➢ We have an Emotional Literacy Support Assistant (ELSA) in school.<br>➢ We work closely with the SHINE team.<br>➢ Rachel from SHINE is holding parent/carer support/training sessions.<br>➢ The school policies are available on request. Some policies are also available on the school website. |
| Section B: Understanding needs of learners and staff | ➢ The school provides help to pupils who need it e.g. extra support for academic work, emotional support | ➢ We have an Emotional Literacy Support Assistant (ELSA) in school who also provides Lego Therapy sessions.<br>➢ We work closely with the SHINE team.<br>➢ Rachel from SHINE is holding parent/carer support/training sessions.<br>➢ Pupils undertake a number of assessments throughout their time in our school. These include:<br>✓ Wellcomm to identify children who are experiencing barriers to speech and language development – Nursery<br>✓ DEST evaluates areas known to be affected in dyslexia – Reception<br>✓ Language Link - Improving speech and language outcomes - Years1-6<br>✓ PERMA - understanding wellbeing – Years 3-6<br>✓ Salford Reading Tests – Years 1-6<br>✓ Basic Numeracy Tests – Years 1-6<br>✓ Schonell spelling – Years 2-6<br>✓ Personalised one to one or small group interventions are timetabled according to individual needs. |
| Section F: Help and Support Services | ➢ The school provides easy access to a range of support services when families need additional help. | ➢ School staff can refer pupils to the following services when necessary:<br>✓ Resilient Families<br>✓ Speech and Language<br>✓ Occupational therapy<br>✓ Learning support service<br>✓ Educational psychologist<br>✓ Behaviour Support Service<br>➢ We work closely with the SHINE team. |

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| | | ➢ Rachel from SHINE is holding parent/carer support/training sessions. |
| Section H: Curriculum | ➢ Parents have the opportunity to talk openly about their emotional and mental well-being with members of staff<br>➢ Parents have the opportunity to express their ideas to support the school<br>➢ Extra-curricular activities promote positive self-esteem and well-being for our children | ➢ We operate an open door policy where parents are able to talk to staff as and when needed.<br>➢ Support to acquire vouchers for food banks.<br>➢ Staff are available on the playground before the start and at the end of the school day<br>➢ Parents are invited to share ideas through the use of questionnaires and during parents meetings<br>➢ We have a well established PTA<br>➢ Pupils are able to attend extra-curricular activities including Glee, Activity and Sports Clubs. |

Additional comments:

- ➢ Better outdoor facilities for the junior children including potentially changing the flooring of the junior yard to multi-sport use or installing play equipment similar to the infant yard.
- ➢ The playground zone for junior children is not engaging!
- ✓ A grant for £1,500 has been secured and an order placed with Touchline for floor markings/games in the bottom yard.
- ✓ Budget has been allocated, and we are awaiting a quote from Sovereign for new structures for all yards.

- ➢ It would be positive to see sport teams outside of the year 6 group being formed.
- ✓ School staff are working with our cluster schools to further develop sporting events for different year groups in the future.