

Wellbeing Award for Schools (WAS)

Reassessment Report

School name:	Peterhouse School
School address and postcode:	Preston New Rd Southport PR9 8PA
School telephone:	01704 506682
School website:	https://www.peterhouseschool.com/
Head teacher:	Calvin Wallace
Award coordinator:	Conny Brandt
Award verifier:	Alex Roper
Date of reassessment:	5 th November 2025

Commentary on the mini-portfolio of evidence:

- Evidence for reassessment was submitted on AwardPlace prior to the school visit. The evidence covered all the reassessment Key Performance Indicators and therefore continues to meet the requirements of the award.
- The online evidence was supplemented and corroborated by the visit to the school which involved a presentation from the Wellbeing Award Coordinator and the Headteacher, a tour of the school, and discussions with groups of staff, pupils and a parent.
- The evidence presented confirmed that the school has had a continued focus on the Emotional Wellbeing and Mental Health (EWMH) of the whole school community. Since the previous reassessment there has been a change of leadership and the new headteacher is fully committed to the ideals of positive EWMH.
- The school has used the tools from the Wellbeing Award for Schools (WAS) such as the stakeholder evaluations and SWOT analysis to support ongoing developments.

Commentary on the tour of the school:

- Since the previous visit the school has undergone refurbishment and redecoration. The environment is well maintained and appears brighter. Many classrooms now have their own sensory spaces, with a large 'Zen Den' sensory room available to all classes. Display boards are well presented and include references to wellbeing.

- The school is calm and feels safe. Staff work well together to manage any incidents or upsets. Throughout the school there are breakout spaces which allow for individualised care of pupils and to support the safety of other pupils and staff when incidents occur.
- Outside the school there are play and recreation spaces for each key stage. These areas are accessible and safe and provide opportunities for pupils to play, socialise and 'let off steam'.

Commentary on discussions with stakeholders:

- All stakeholders were very positive about wellbeing in the school.
- Pupils clearly enjoy being at Peterhouse School. They feel well supported in their wellbeing and know that they can ask any member of staff for help if they need to. Pupils enjoy time with their personal tutors each week, using this time to chat informally and build positive relationships with adults at school. When asked what was the best thing about their school the overwhelming response was "the staff!"
- Staff are proud of their school and feel well supported in their EWMH. They feel able to ask for help when they need it, and know that they can approach leaders through the 'open door policy' or ask for support from any of their colleagues. There is a strong team spirit and staff contribute to the wellbeing of the school through the Wellbeing Team, Pastoral Team and as Employee Champions. Staff feel able to recognise the signs of negative mental health in children and are able to respond appropriately. They appreciate the support initiatives and actions that have been put in place to support wellbeing such as: access to the school counsellor; the Employee Assistance Programme (EAP); Medicash; free lunches and beverages; EWMH training and development; wellbeing days; time off for medical appointments/family commitments etc.
- It was only possible to speak to one parent during the visit. She was very positive about the support both she and her son receive from the school staff and outside agencies. She feels that the school responds promptly and effectively to parents and that communication is good. She explained what a positive impact joining the school had had on her son and how, as a result, her own wellbeing had greatly improved too. She said "this school is more than just a school".

Strengths identified during reassessment:

- The headteacher, senior leadership and governors are committed to the wellbeing of the school and actively endorse the WAS programme. Whilst there have been some challenges post Ofsted, the school has found opportunities to continue to develop strategies to support the wellbeing of stakeholders. EWMH of pupils is at the forefront of the work of the school.
- The WAS Co-ordinator has been pivotal in continuing to meet the requirements of the WAS programme. The evidence provided is of high quality, in particular, the policy audit and the school's Values and Aims. The co-ordinator has provided effective leadership for the programme and for the ongoing development of EWMH across the school community.
- Developments from the previous verification report have been successfully actioned.
- The school knows each pupil well. Staff are able to respond to their individual needs and communicate effectively with each other and with parents. There are range of interventions available to support children, both internally and through external agencies.
- Since the previous verification visit the school has developed its Values and Aims and a Staff Charter with stakeholders, both are clearly linked to supporting positive EWMH.
- The school has a Wellbeing Team, a (staff) Pastoral Team and Employee Champions with a clear focus on EWMH.
- There is a school council and opportunities for children to have their say.

- The school continues to invest its budget for EWMH through: staffing; improvements to the environment; the EAP; staff membership of Medicash; counselling; a range of pupil support interventions; hospitality for staff etc.
- The Staff Charter values are embedded within the school's appraisal process. Staff and managers agree an objective to support these values relating to Kindness, Integrity and Team First (KIT).
- The school website has been updated and includes information and signposting for EWMH.
- A wide range of staff training and development for various aspects of EWMH has been accessed by the whole staff and targeted training for those in specific roles.

Impact:

- EWMH is given a high profile across the school and as a result all stakeholders talk openly about the importance of EWMH and their contributions to it.
- Stakeholders feel that communication between the school and parents is effective and relationships are good. Parents feel supported by the staff at the school and are able to ask for help when they need it.
- Pupils feel that their EWMH is well supported and can ask for help. They enjoy being at school and are safe there.
- After an unsettled period, staffing is more secure and there is ongoing positive action for recruitment and retention. Staff enjoy being part of the Peterhouse School team and are supportive of the children and each other.
- The physical environment of the school is warm and welcoming and supports positive EWMH.
- EWMH is visible within school policies.

Areas for development:

The school should continue to build on the excellent provision for wellbeing within the school community. The school is recommended to consider:

- How to combine the actions of the Wellbeing Team, the Pastoral Team and the Employee Champions so that there is clarity of roles and a co-ordinated offer for EWMH across the school to minimise any duplication.
- Using information and data from the WAS process and school development planning to create a concise EWMH action plan (for 1 to 3 years). Agree a small number of priorities for development (e.g. staff workload) and agree who will lead on specific actions. Continue to embed the current effective practice for EWMH across the school.
- How to streamline the use of questionnaires and surveys so that they include aspects of EWMH which will help to improve the efficiency of capturing stakeholders' views and encourage greater participation.

Verifier recommendation:

Peterhouse School to be awarded the Wellbeing Award for Schools for a period of three years.

Head teacher comments:

I am delighted to share that Peterhouse School has successfully achieved reassessment for the Wellbeing Award for Schools, demonstrating our continued commitment to the emotional wellbeing and mental health of our entire school community. The most heartwarming feedback came from our pupils themselves. Pupils clearly enjoy being at Peterhouse School. They feel well supported in their wellbeing and know that they can ask any member of staff for help if they need to. When asked what was the best thing about their school the overwhelming response was "the staff!" I am pleased the report recognised the continued priority the school has placed on the wellbeing of all of our stakeholders.