

Wellbeing Award for Schools (WAS)

Reassessment Report

School name:	D'Eyncourt Primary School
School address and postcode:	Mullett Rd, Wolverhampton WV11 1DD
School telephone:	01902 558778
School website:	https://www.deyncourtprimary.org
Head teacher:	Mrs Danielle Darby
Award coordinator:	Sarah Ford
Award verifier:	Caroline Scotcher
Date of reassessment:	15/10/25

Commentary on the mini-portfolio of evidence:

A comprehensive and well-organised portfolio was presented on the day. The portfolio, along with the presentation delivered by Sarah Ford (Award Coordinator) and Danielle Darby (Head Teacher), clearly demonstrated how the school has addressed the areas for development identified in the previous verification while continuing to meet all Key Performance Indicators of the award. Supporting emotional wellbeing and mental health (EWMH) remains integral to the life of the school, and the presentation provided a detailed overview of how EWMH is promoted across the school community, highlighting ongoing progress since the initial verification. The evidence within the portfolio showed how EWMH is embedded within the school ethos and systems. School have actively listened to stakeholders, improved communication and built trusting relationships, ensuring the school community experiences a sense of belonging. The WAS Co-ordinator has been proactive in using the programme materials, including action plans and stakeholder surveys, to further support and develop EWMH initiatives, demonstrating the school's ongoing commitment to enhancing mental health and wellbeing for pupils, staff, parents, and the wider community.

Commentary on the tour of the school:

The tour of D'Eyncourt demonstrated a welcoming and purposeful environment where wellbeing is clearly prioritised. Displays, classrooms and shared areas reflected the school's inclusive ethos and calm atmosphere. The "Be the BEST" values were visible throughout and understood by pupils, showing a strong link between wellbeing and learning. The introduction of a nursery has created a smooth transition for younger children, who already benefit from early wellbeing support. Pupils confidently described their use of worry boxes and the new Friendship Stops, showing that emotional expression is encouraged. Staff interactions with pupils were positive, and wellbeing messages were naturally embedded into routines. Resources for staff were accessible, and spaces such as the staffroom promoted collaboration and care. The presence of external partners on noticeboards and in discussion showed a clear network of support for mental health across the school. Overall, the physical and emotional environment at D'Eyncourt reinforced a sense of belonging and mutual respect, creating a school community where everyone is valued and supported.

Commentary on discussions with stakeholders:

Conversations with staff, pupils, and parents highlighted a strong collective commitment to maintaining wellbeing across the school. Staff praised the open-door approach of senior leaders and described a culture of trust where concerns are listened to and acted upon promptly. Parents noted improved communication, particularly through online platforms and regular face-to-face sessions that make them feel informed and involved. Pupils spoke confidently about their ability to access support and the positive role of Wellbeing Champions in promoting friendship and inclusion. Feedback showed that wellbeing is seen as everyone's responsibility rather than a separate initiative. External partners commended the school's proactive use of their services and its willingness to adapt support to individual needs. Governors were well informed about ongoing developments and viewed wellbeing as integral to the school's improvement plan. Overall, discussions reflected a unified understanding of wellbeing as central to D'Eyncourt's culture and an ongoing partnership between home, school, and community.

Strengths identified during reassessment:

The reassessment confirmed D'Eyncourt's consistent progress since achieving its wellbeing award in 2022. A clear strategic process underpins the school's success, incorporating stakeholder voice through regular evaluations, surveys, and feedback. This evidence is analysed using a structured SWOT approach, allowing the leadership team to identify priorities and shape a clear, sustainable wellbeing strategy. The plan is shared across the school, ensuring transparency and collective ownership, and is reviewed regularly to maintain relevance and responsiveness. The wellbeing lead demonstrates exceptional passion and attention to detail, maintaining thorough and concise records that guide decision-making and support accountability. Alongside this strategic framework sits a deeply relational and nurturing culture that values trust, empathy, and connection. This combination of strategic clarity, stakeholder engagement, and genuine care defines D'Eyncourt's approach and stands out as one of its key strengths.

Impact:

The positive impact of D'Eyncourt's wellbeing strategy is visible in both outcomes and attitudes. Pupils show resilience, kindness, and enthusiasm for learning. The collaborative work with external agencies has reduced response times and improved early intervention. The school's nurturing environment promotes emotional safety, allowing pupils to thrive academically and socially. Staff report that wellbeing initiatives have enhanced teamwork and morale, and governors recognise wellbeing as a driver of whole-school improvement. The sustained focus on kindness and inclusion has normalised conversations around mental health, creating a culture where seeking help is viewed positively.

Verifier recommendation:

I am delighted to recommend that D'Eyncourt Primary School retain the Wellbeing Award in Schools for a further period of three years.