



Intent, Implementation, and Impact Statement for Personal Development and Wellbeing

Introduction

This document outlines an outstanding approach to Personal Development and Wellbeing in Wood Ley Community Primary School, aligning with the criteria outlined in Ofsted's most recent inspection framework. The statement focuses on the intent, implementation, and impact of Personal Development and Mental Health and Wellbeing provision within the school.

Intent

The school's intent in delivering outstanding Personal Development and Wellbeing is to provide every pupil with the skills, knowledge, and attitudes required to thrive both academically and personally. The school aims to foster a positive and inclusive atmosphere where all pupils feel safe, supported, and valued. Embedding healthy habits, positive relationships, resilience, and empathy are central to the school's Personal Development and Wellbeing curriculum.

1. Create a Positive and Inclusive School Culture

The school fosters a positive and inclusive culture through promoting our core school values, such as respect, resilience and understanding. The curriculum encourages pupils to appreciate and celebrate diversity, empowering them to challenge discrimination and prejudice. Opportunities for pupils to contribute to decision-making processes are provided, through school council, peer supporters and sports leadership programme, giving them a sense of ownership and responsibility within the school community.

2. Develop Pupils' Social and Emotional Skills

The school places a strong emphasis on developing pupils' social and emotional skills, enabling them to navigate relationships and cope with challenges effectively. Regular PSHE (Personal, Social, Health and Economic) lessons are implemented to provide a structured approach to this aspect of Personal Development and Wellbeing. Lessons cover topics such as emotional intelligence, conflict resolution, resilience, and mental health awareness,

incorporating relevant and age-appropriate resources and materials. The PSHE curriculum is delivered through Jigsaw, a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to successfully manage their lives – now and in the future.

3. Nurture Pupils' Physical Wellbeing

The school recognizes the importance of physical wellbeing in supporting pupils' overall development. By offering a varied and enriching PE (Physical Education) curriculum, supplemented by regular physical activities and opportunities for exercise, the school promotes a healthy and active lifestyle. Moreover, the school actively encourages a balanced diet, providing nutritious meals and educating pupils on healthy eating habits.

Outdoor learning is at the heart of the school, it encompasses and permeates the whole curriculum at Wood Ley School. We believe that spending time outdoors is essential to the development of the whole child and this is reflected in the things we offer both as part of curriculum lessons and our specific Forest School sessions. We strongly believe that feeling and being connected with nature plays an important part in children's intellectual, social and emotional development.

4. Promote Mental Health and Wellbeing

The school prioritizes mental health and wellbeing by creating a supportive environment where pupils feel encouraged to express their emotions and seek help when needed. Wellbeing support services, such as counselling, pastoral care, nurture groups and therapy are readily available and accessible to all pupils. The school also works closely with parents and external agencies such as MHST (Mental Health Support Team) and Greenlight to provide a comprehensive tiered network of support, as outlined in [Appendix 1](#).

5. Foster Positive Relationships

The school actively promotes positive relationships among pupils, staff, parents, and the wider community. Through regular class discussions, circle time, and collaborative activities such as the Community Archie Project, (Dementia Awareness and Support Programme) pupils are encouraged to develop empathy, understanding, and kindness towards others. Opportunities for parents and carers to engage with the school, such as Parent Forums or workshops, are also facilitated to foster positive home-school partnerships.

Implementation

1. Well-Structured Personal Development and Wellbeing Curriculum

The school has implemented a carefully planned and sequenced Personal Development and Wellbeing curriculum, which is fully integrated across the wider curriculum. The curriculum is aligned with national guidelines and encompasses a diverse range of topics, ensuring both breadth and depth in the learning experience. Pupil progress is carefully tracked, and

interventions are implemented when necessary. The school graduated offer is detailed in [Appendix 2](#).

2. Highly Trained Staff

All staff members receive regular training and professional development opportunities to enhance their understanding of Personal Development and Wellbeing. This ensures that they are equipped with the necessary skills to deliver outstanding provision and effectively support pupils' wellbeing. Staff well-being is also a priority, promoting a positive and nurturing environment for both adults and pupils.

3. Engaging and Responsive Learning Environment

The school creates a stimulating and responsive learning environment, specifically designed to support Personal Development and Wellbeing. It incorporates displays, resources, and interactive activities that facilitate pupils' understanding of themselves and the world around them. The school also recognizes the importance of outdoor learning, with ample opportunities for pupils to engage in nature-based activities.

4. Holistic Approach to Assessment

The school employs a range of formative and summative assessment strategies to ensure a holistic understanding of pupils' Personal Development and Wellbeing progress. Assessment methods include self-reflection and teacher observation, all aimed at capturing the wider skills, attitudes, and dispositions that contribute to pupils' overall personal development, an example can be seen in [Appendix 3](#)

Impact

1. Positive Pupil Outcomes

The school enables pupils to develop a strong sense of self-worth, confidence, and resilience. Pupils consistently demonstrate positive attitudes towards themselves and others, and they display emotional intelligence and empathy in their interactions. Academic progress is supported by pupils' positive mental and emotional well-being, resulting in excellent student achievement across all subjects.

2. Improved Attendance and Reduced Exclusions

The school's outstanding approach to Personal Development and Wellbeing is reflected in improved pupil attendance rates. Pupils understand the significance of their well-being and recognize the importance of regular school attendance for their personal success. As a result, exclusions are extremely rare at our school, as we feel it is crucial that all pupils have access to a positive learning environment.

3. Positive Impact on Wider Community

The school's commitment to Personal Development and Wellbeing has a positive impact on the wider community. Pupils become active citizens who contribute positively to their local community and beyond. By nurturing emotional intelligence, empathy, and understanding, the school prepares pupils to thrive in a diverse and global society, promoting a culture of respect and acceptance. This is evident through our School of Sanctuary work which has been woven into the curriculum, an example of work can be seen in [Appendix 4](#).

In conclusion, this Intent, Implementation, and Impact Statement outlines an outstanding approach to Personal Development and Wellbeing in a Primary school, aligned with Ofsted's inspection framework. By prioritizing positive and inclusive school culture, social and emotional development, physical wellbeing, mental health support, and positive relationships, the school fosters pupils' personal and academic growth, nurturing resilient and well-rounded individuals.

Appendix 1

Personal Development, Mental Health and Wellbeing Offer

Identified Need	Intervention	Staff / Timetabled
Emotional Support KS1	Nurture Groups	EK Thursday
Emotional and Social Support KS1	Nurture Group	CD Thursday
Resilience LKS2	Nurture Group	HW Tuesday
Self Esteem and Confidence LKS2	Nurture Group	DP Wednesday
Emotional Support UKS2	Nurture Group	LB Monday
Emotional and social Support UKS2	Nurture Group	SR Friday
Self-Regulation and Self Esteem UKS2	Green Light Mentoring	Tuesday
Mental Health Support	Assessment and Family Support	MHST
Self Confidence and Emotional Regulation	Read2Dogs	KW Thursday
Functional Communication and Social Skills	SMILE Therapy	SR / DP Friday
Resilience and Self Care KS2	ELSA	SR – Thursday / Friday
Resilience and Self Care KS1	ELSA	CD Friday
Self-Regulation	Stormbreak Shine Pathway	SR Thursday / Friday

Appendix 2

School Personal Development , Mental Health and Wellbeing Graduated Offer

Individual Support Wave 3

- Drawing and Talking Therapy
- ELSA / Smile Therapy
- Stormbreak Pathway
- Greenlight Mentoring
- MHST referral support programme

Group Support Wave 2

- Read2Dogs
- Group Drawing and Talking Therapy
- ELSA group support
- Nurture Group

Universal Offer Wave 1

- Class Stormbreak (embeds mental health benefits through movement)
- Whole school SMSC and Mental Health days (termly)
- PSHE curriculum and SMSC curriculum
- Zones of Regulation school approach delivered through assemblies and class activities
- Mental Health and Wellbeing assemblies
- Growth Mindset strategy across the school linked to school values
- School of Sanctuary philosophy embedded into lessons
- Forest Schools
- Active playtimes with sports leaders
- Healthy Food / Healthy Me lessons and workshops

Appendix 3

Personal Development / Wellbeing Assessment Example

Pupil Voice – Wellbeing (collate as % of class)

Thoughts and Feelings

1: I feel happy at school

ALL THE TIME	MOST OF THE TIME	SOMETIMES	HARDLY EVER	NEVER
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2: I feel happy at home

ALL THE TIME	MOST OF THE TIME	SOMETIMES	HARDLY EVER	NEVER
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3: I usually feel comfortable, calm and in the green zone

ALL THE TIME	MOST OF THE TIME	SOMETIMES	HARDLY EVER	NEVER

Life Satisfaction (how you think and feel about your life)

4 My life is interesting and I feel excited about the day ahead.

ALL THE TIME	MOST OF THE TIME	SOMETIMES	HARDLY EVER	NEVER

5: I feel I do well at school

ALL THE TIME	MOST OF THE TIME	SOMETIMES	HARDLY EVER	NEVER

6: I feel I do well at home

ALL THE TIME	MOST OF THE TIME	SOMETIMES	HARDLY EVER	NEVER

Self Care / Healthy Me (how strong, active and energetic you are)

7: I have lots of energy to do things

ALL THE TIME	MOST OF THE TIME	SOMETIMES	HARDLY EVER	NEVER

8: This week I have woken up, rested and ready for the day ahead

ALL THE TIME	MOST OF THE TIME	SOMETIMES	HARDLY EVER	NEVER

Hope and Optimism

9. I have felt the things I do are important

ALL THE TIME	MOST OF THE TIME	SOMETIMES	HARDLY EVER	NEVER

10. I think good things will happen to me in my life

ALL THE TIME	MOST OF THE TIME	SOMETIMES	HARDLY EVER	NEVER

11. I feel that other people care about me and like me.

ALL THE TIME	MOST OF THE TIME	SOMETIMES	HARDLY EVER	NEVER

12. I feel excited about my future

ALL THE TIME	MOST OF THE TIME	SOMETIMES	HARDLY EVER	NEVER

Resilience (how quickly you recover from difficulties:

13. I have kept going when things have been difficult

ALL THE TIME	MOST OF THE TIME	SOMETIMES	HARDLY EVER	NEVER

14. I have friends and family who help me to keep going and encourage me.

ALL THE TIME	MOST OF THE TIME	SOMETIMES	HARDLY EVER	NEVER

15. I have tried my best and feel happy with my efforts

ALL THE TIME	MOST OF THE TIME	SOMETIMES	HARDLY EVER	NEVER

Self-worth (how much you feel your life has meaning and is important) .

16. Over this week I feel that the things I have done have meaning and have been important to other people.

ALL THE TIME	MOST OF THE TIME	SOMETIMES	HARDLY EVER	NEVER

17. This week I have been able to take part in activities that are important to me.

ALL THE TIME	MOST OF THE TIME	SOMETIMES	HARDLY EVER	NEVER

18. Over this week, I have felt happy with who I am.

ALL THE TIME	MOST OF THE TIME	SOMETIMES	HARDLY EVER	NEVER

Relationships

19. Over this week, I have felt that I have time for myself.

ALL THE TIME	MOST OF THE TIME	SOMETIMES	HARDLY EVER	NEVER

20. Over this week, I have felt that my family have time for me.

ALL THE TIME	MOST OF THE TIME	SOMETIMES	HARDLY EVER	NEVER

21. Over this week I have had grown ups that I can talk to.

ALL THE TIME	MOST OF THE TIME	SOMETIMES	HARDLY EVER	NEVER