



# Feedback Report

**Ty Gwyn Special School**  
**Project Number: WAL-23-00207**  
**Practitioner: Jackie Lewis**  
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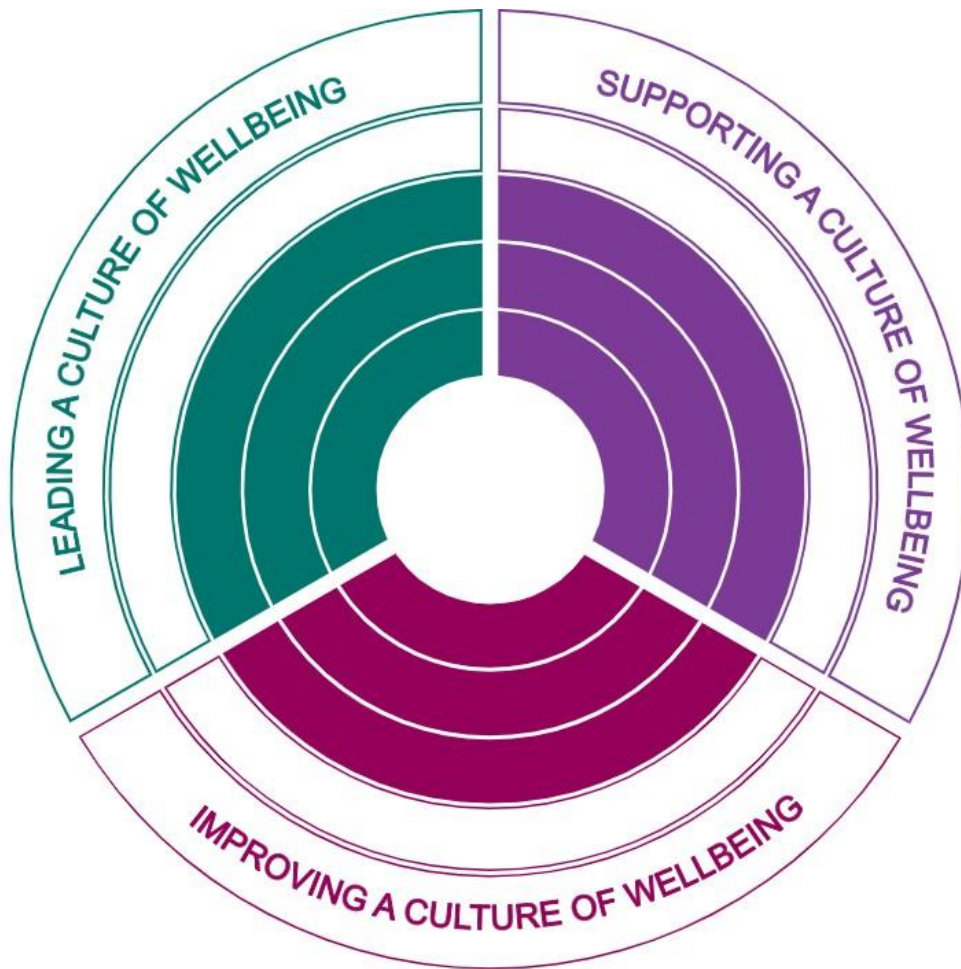
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# Congratulations!

You have achieved **We invest in wellbeing Gold** accreditation.



Let your people know how you did. Recognise them for their hard work and include them in the journey you're on. We'll send you through some great resources for you to use to celebrate and publicise your success, including logos and PR ideas.



## Key dates

Accreditation date	12 month meeting	24 month meeting	Accreditation expiry
26/02/2024	26/02/2025	26/02/2026	26/02/2027

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# Your We invest in wellbeing feedback report

The **We invest in wellbeing** framework is designed for organisations of all sizes and sectors. It is a versatile, non-prescriptive and outcome-based tool. Investors in People doesn't require your organisation to adopt any particular strategy or initiative but seeks to help you develop a culture of health and wellbeing improvement that works for your organisation.

Sitting behind the three indicators of **Leading a culture of wellbeing**, **Supporting a culture of wellbeing** and **Improving a culture of wellbeing** is a four stage Maturity Model. The Maturity Model allows progression through structured levels from Standard to higher levels of accreditation.

Each level, from Developed to High Performing, describes how well the behaviours, practices and processes demonstrated by your organisation can reliably and sustainably produce positive outcomes. So that means we want to know if your people feel supported, who gets involved in activities and what's available to help improve their wellbeing.

The following sections in this report summarise your assessment and rationale for the performance levels achieved. An analysis against each wellbeing indicator has been provided, including assessment survey data, strengths, and potential areas for development. Non-attributable quotes have been included to add colour to the narrative and illustrate perceptions.

## An introduction to your organisation

Ty Gwyn Special School is part of the Western Learning Federation and is unique in that it is the only special school federation in Wales. Ty Gwyn is a sector leading school providing outstanding education and support to children with profound and complex needs. Ty Gwyn has its own strategy and vision which is directly linked to that of the federation - the visions being 'learning together to grow and achieve.' The values and principles are shared and are embedded within the culture of Ty Gwyn. Ty Gwyn has a school development plan (SDP) that outlines its three priority areas for the school as a whole, the actions it is taking and the measures of success on which it will assess the outcomes. The same approach is taken with the wellness and wellbeing strategy which is also supported by the SDP.

Ty Gwyn has a range of awards and accreditations including outstanding feedback from Estyn, third stage of the Unicef Rights Respecting Schools at Gold level, 'We invest in people' accreditation at Platinum level, National Autistic Society accreditation and is widely respected as a best practice school.

The school moved to a new purpose built site around 14 years ago, supporting children from ages 3 to 19 to support children with PMLD and ASD and multiple learning difficulties, it has had four extensions since then due to the huge demand for its specialist services with the last due to be operational from September this year. It currently employs around 150 people which is soon to increase and supports 237 children and again soon to rise further to 251 in September.

# Your wellbeing priorities

You have developed a specific 'Wellness and Wellbeing' strategy that sets out your priorities for the whole school in addition to the overall school strategy, vision, values, principles, and the school development plan (SDP). Your wellbeing priorities feed into the SDP which is a live plan that is regularly reviewed and updated. The values and principles underpin the way you approach wellness and wellbeing throughout the school. You ensure the wellness and wellbeing strategy is communicated to everyone and the SDP that supports its implementation is communicated and visible throughout the school.

You have four key areas of priority:

- To audit progress linked to a range of qualitative and quantitative data for all stakeholders including staff, parents, pupils and governors, you have used the 'Whole school approach to emotional and mental wellbeing' (WSAEMW) evaluation tool, survey results from 'We invest in Wellbeing' and internal pulse surveys and existing data and trending.
- You have reviewed your current wellness and wellbeing strategy and set specific priorities against each group one for staff setting out specific targets and areas of improvement and evaluative methods of assessing progress including external accreditations. This has been replicated for pupils and their families and stakeholders as priorities two and four.

## Assessment methodology

An assessment planning meeting took place with SLT that includes the two Executives who take a lead on wellness and wellbeing following the submission of the proposal. A presentation was given on the new Wellbeing Framework and the assessment approach to all the people at every level working at Ty Gwyn during a twilight session and opportunities to ask questions was given.

A small team discussion then took place with the members of SLT and those specifically involved in leading the wellbeing group, to talk about the approach to their new strategy and the work that was undertaken to assess and develop their priorities. A range of activities were identified that would support the assessment including observation of an SLT daily briefing, all staff morning briefing, welcome of the children into school by staff and a school tour that included looking at facilities and resources for staff.

Evidence reviewed included the overall school strategy with vision, values and principles that guide the ethos of the school, the SDP, data around key measures such as retention, exit data, absence management, support provided around wellbeing and survey data, the wellness and wellbeing strategy, the WSAEMW Self-evaluation tool and the resulting action that were RAG rated, the lowest rating being amber with specific actions and measures outlined against these. Survey data from internal pulse surveys with staff, previous wellbeing assessment results including data and recommendations that have been used and survey data from other stakeholders including partners.

An analysis of the survey data for the wellbeing framework was carried out prior to undertaking informal discussions with people from all teams across the school, teaching, out of class support and administration/support roles and different demographics.

## A big thank you...

Thank you to everyone who engaged with and supported the assessment, from those who greet everyone with a friendly welcome, to those who completed the survey and those who took part in informal discussions. I would also like to thank those who allowed me to go into their classrooms during the school tour and for letting me observe so many activities from the welcome of the children coming into various briefings. Thank you to those who made the arrangements for everyone to be available and all the practicalities of cover and rooms etc.

At every interaction, the commitment and passion to the roles was evident, thank you for making the assessment such an enjoyable and memorable experience.

## What you can be proud of...

Below is a summary of the key things the school is doing well, there is so much that you are getting right and there is certainly progress since your last assessment to your credit:

- Your development of a wellness and wellbeing strategy, which is based on surveys, self-evaluation tools and other data from your people, showing the areas for improvement, with the RAG rating of actions to be considered going forward
- Your development of data collection and analysis, which is enabling you to make better decisions and to measure the success of strategies, new processes, and the impact on the opinions of your people and the introduction of pulse surveys
- Changes made to the structure that are bringing positive results such as out of class roles that support wellbeing, a middle management team, and people taking on health and wellbeing support roles
- Establishing an MLT and specific areas of responsibility to strengthen the reach across a growing workforce, around PBS, ALN, MER and other areas
- Your senior leaders are trusted and considered to be good role models of the values and the behaviour that underpins these, people believe there is a positive culture of support and that both your people and pupils are at the center of your decisions, some exceptional examples were shared during informal discussions
- People are highly motivated by the work they do and the difference they make to the pupils, families, and the communities you serve, this is extremely strong and something the school should be proud of
- Teamwork and support of colleagues is a real strength across the vast majority of the school, the care and support of colleagues including their wellbeing is strong with 93% agreement in the survey for the question “People in my team genuinely care about my health and wellbeing” this is cultural
- Your provision of processes, development opportunities and specialist support around wellness and wellbeing of your people is extensive and is enabling a core of people who are qualified and motivated to provide support to their colleagues
- People at all levels are aligned with the values and principles of the school, and the behaviours and expectations that underpin these are strongly evident and cultural
- You are providing many opportunities for people to help shape wellness and wellbeing, through the many groups that exist, and actively encourage people to bring their ideas and solutions to support improvements going forward



- Your support to organisations external to the school, in relation to supporting the inclusion of ALN and an understanding of working with complex needs to PGCE students, NQTs, charitable and other organisations is to your credit, people are passionate about supporting activities and programmes like this
- Learning is strategically linked to the wellness and wellbeing strategy and the priorities of the school, with specific formal and informal learning linked to wellbeing and development of new approaches to reduce the stresses of working in the challenging context that some of your people do

## What you need to work on...

Below is a summary of the key areas to work on going forward and these will be discussed further during the feedback meeting:

- One of the biggest areas highlighted for improvement that came out of the discussions and linked to some of the survey results, is the challenges around core resources and space, the increase in the complexity of needs and an increase in caring verses teaching responsibilities, what can be done to influence this as the school continues to grow and your services for complex needs increasing
- A desire for increased one to one time with line managers to discuss the health and wellbeing impact of the role, could this be integrated into more regular one to one's where 'how are you' is the initial focus? Or could people request a wellbeing catchup?
- Consider involving people more in how health and wellbeing is supported, what is it they really want that is not currently available, many are very happy with the support they are getting, could this be in the next pulse survey or a topic for a wellbeing focused twilight, it is potentially linked to how different people manage from the feedback provided by a few people
- Continue to measure and track trends within the data to see if targeted areas are being improved such as a small number of people taking the burden of dealing with challenges and the risks of burnout, is some of the preventative work being undertaken having the desired impact, the data is showing initial positivity, continuing to review this is key
- There is a positive culture of being supportive from senior leaders and through all levels of the school, work might be focused on understanding where emotional boundaries are needed, when people might not have the capacity to support others or need some space 'time out' or change of activity for a short time, this does happen in some teams
- People were incredibly positive about the dancing that had taken place recently, might it be helpful occasionally to have a new dance move or chair yoga exercise in staff briefings or twilights between activities or topics for instance, utilising the internal skills and capabilities that exist
- You have broadened the demographics in the survey compared to your last assessment and this has brought some additional insight, it might be useful to include manager levels at your next assessment
- For those newer to the school, they are extremely positive about their onboarding, some seem less sure about support around health and wellbeing, is this something that could be reinforced through a one pager when they start and maybe a wellbeing focused informal chat in the first six months
- You have a one pager for the SDP, could there be a one pager for the key wellbeing goals that are displayed around the school, with a link or QR code to where ideas for improvement or request for support could be made



- Your ideas around additional support for those who are in roles supporting emotional and mental wellbeing to have access to professional support appropriate to their roles would be beneficial
- You have highlighted that it might be helpful to look at some twilights specifically for those people who are providing the emotional and mental wellbeing support in recognition of the work they are doing. You might consider utilising some of the skills internally and looking at ways to get additional external support in a cost-effective way.

A visit could be arranged to an organisation that has been doing something similar on a low budget which I am sure could be mutually beneficial. Could you have a 'trade off' with providers of additional training that might support your wellness and wellbeing strategy for the use of your facilities as with the Pecks training?

## What's next?

Gaining accreditation is a brilliant achievement, and a definite reason for celebration. But it is not the end of the journey. Your accreditation will last for three years, and we will help you create an action plan for what changes your school's going to make over that time. We'll check in with you regularly to find out how it's going and measure the effect your changes are having.

When you've had a chance to read this report, we'll explain your results in our [feedback meeting](#) booked for April 2024.

Together, we'll discuss any queries arising from this report and consider potential areas for development to support action planning for continuous improvement.

To keep your accreditation, you need to:

- continue to meet (or exceed) the requirements of your award.
- engage with us 12 and 24 months down the line. We won't be assessing you again, but it'll give us the chance to chat through progress against your action plan.
- be reassessed no more than three years from the date of accreditation.

## Don't forget to celebrate!

Let your people know how you did. Acknowledge them for their hard work and include them in the journey you're on.

# Assessment result

## Your performance level by theme

This table shows the levels attained for the nine themes within the framework showing how Ty Gwyn has performed against the wellbeing maturity model.

Indicator	Theme	Developed	Established	Advanced	High Performing
LEADING a culture of wellbeing	Shaping	✓	✓	✓	
	Owning	✓	✓	✓	
	Living	✓	✓	✓	
SUPPORTING a culture of wellbeing	Connecting	✓	✓	✓	
	Aligning	✓	✓	✓	
	Engaging	✓	✓	✓	
IMPROVING a culture of wellbeing	Measuring	✓	✓	✓	
	Enhancing	✓	✓	✓	
	Sustaining	✓	✓	✓	

<b>Developed</b>	<b>Established</b>	<b>Advanced</b>	<b>High Performing</b>
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Health and wellbeing plans and practices are in place, communicated and understood

People and leaders are actively engaged in health and wellbeing activities

Positive outcomes are actively driven; people and leaders take ownership for health and wellbeing

Health and wellbeing practices are fully embedded and are producing consistent positive results; people and leaders are accountable and continuously looking to improve.

You need to meet all 3 indicators and themes at a developed level to gain accreditation

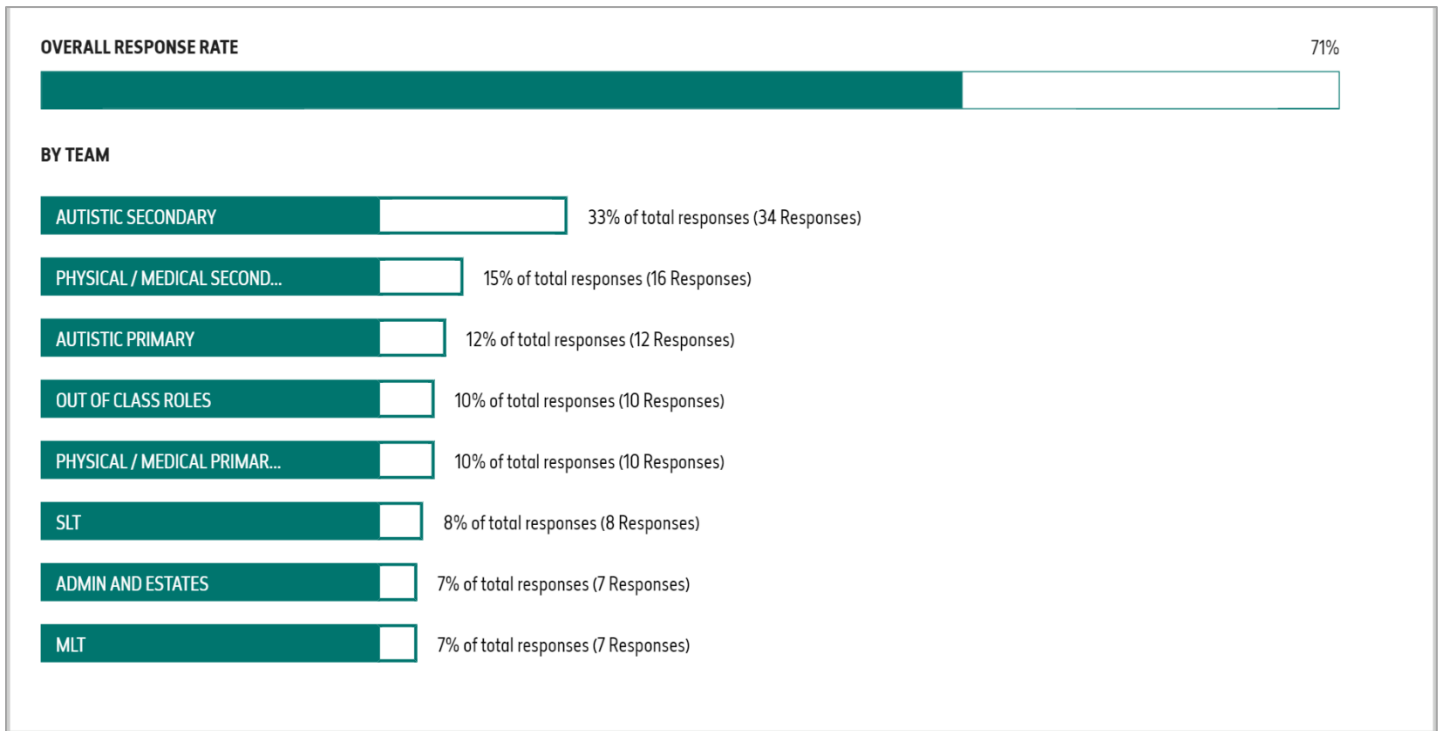
You need to meet all 3 indicators and themes at developed and established levels for SILVER accreditation

You need to meet all 3 indicators and themes at developed, established and advanced levels for GOLD accreditation

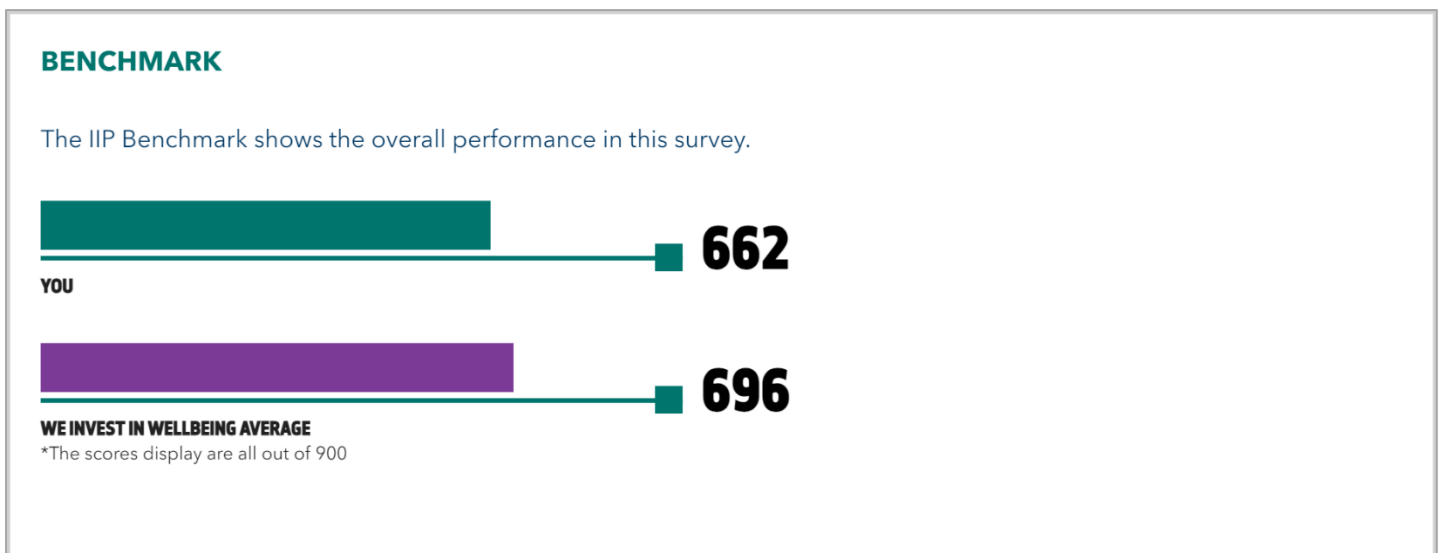
You need to meet all 3 indicators and themes at developed, established, advanced and high performing levels for PLATINUM accreditation

# Survey headline points

Your survey response rate was positive with 71% responding and all teams met the required minimum response level to enable analysis and reporting by team.



The benchmark data is live, so correct as of 05/03/2024. As this is a new wellbeing framework recently launched, benchmarking within your sector is not currently available. This however can be reviewed at our regular catchups as more organisation's are assessed against the new wellbeing framework.



Your team analysis shows a difference in scoring levels that supported key lines of enquiry in the informal discussions and can be seen in the overall analysis by team graphics later in the report.

# Survey headline points

Your highest scoring overall questions in the survey in relation to levels of agreement across all groups are highlighted below:

- The people in my team genuinely care about my health and wellbeing averaging 6.14 with 93% agreement
- 82% agree 'I know how to respond if a colleague approaches me with a health and wellbeing issue'
- 76% agree 'My organisation is a supportive and safe place to work'
- 74% agree 'I feel able to balance my work and personal life'
- 72% agree 'The leaders of my organisation champion health and wellbeing' and 'I feel my contribution to the organisation is valued and appreciated'
- 72% agree 'I have the information and support I need in my organisation to look after my health and wellbeing'
- 71% agree 'My line manager is effective at supporting my health and wellbeing'

Your lowest scoring overall questions in the survey in relation to levels of agreement across all groups are highlighted below:

- 27% disagree that 'I have regular opportunities to talk to my line manager about my health and wellbeing'
- 22% disagree that 'I have a say in how health and wellbeing is supported in my organisation' the only question averaging below 5 at 4.94
- 22% disagree 'My organisation meets my health and wellbeing needs'

# 1 Leading a culture of wellbeing

The commitment to improving people’s health and wellbeing is defined and understood. Leaders and managers have the skills, confidence and competence to support the health and wellbeing of others.

Leading a culture of wellbeing	BASE QUESTIONS	STRONGLY AGREE	AGREE	SOMEWHAT AGREE	NEITHER AGREE NOR DISAGREE	SOMEWHAT DISAGREE	DISAGREE	STRONGLY DISAGREE
	My organisation is committed to creating an environment that supports people’s health and wellbeing	16.3%	31.7%	26.9%	9.6%	7.7%	3.8%	3.8%
	I am aware of the health and wellbeing goals for my organisation	10.6%	31.7%	22.1%	17.3%	8.7%	7.7%	1.9%
	The leaders of my organisation champion health and wellbeing	15.4%	29.8%	26.9%	12.5%	6.7%	5.8%	2.9%
	I have a say in how health and wellbeing is supported in my organisation	11.5%	22.1%	23.1%	21.2%	8.7%	7.7%	5.8%
	My organisation meets my health and wellbeing needs	14.4%	26%	25%	12.5%	7.7%	8.7%	5.8%
	My line manager is effective at supporting my health and wellbeing	26%	28.8%	21.2%	6.7%	4.8%	8.7%	3.8%
	My organisation is a supportive and safe place to work	21.2%	31.7%	23.1%	11.5%	5.8%	1.9%	4.8%

*“What keeps me at Ty Gwyn is that I love the atmosphere, it’s fun and friendly, a happy place and lots of friendships, there is humour and a laugh after an awful day. Xxx (SLT) also has a sense of humour and xx hasn’t changed. Very consultative, diplomatic, and really listens, waiting for things to be clarified before sharing. Wants it to be the best it can be and always looking to make it better. XX is not afraid of criticism and always looking for ways to improve and be the best as a whole. SLT are always happy to try new ideas and drive forward when they work. You can freely join any team and give your thoughts, whatever is your special interests”*

*“This is the most complex needs school in Wales, and the wellbeing offering for staff has to be really good because what they do is incredible, and we have to look after their emotional health and wellbeing needs as well as the pupils”*

*“Leadership is strong here and they have been brilliant, you couldn’t ask for a better team, I can’t thank them enough, they get how important communication is too”*

*“XX has absolute integrity and trust him, he always listens and gives you time, he is an excellent Head of School and a great person”*

Leading a culture of wellbeing is supported by a wellness and wellbeing strategy, which is linked to the overall school strategy and the school development plan. The priorities have goals around continuing to improve wellness and wellbeing, fostering a culture of high expectations and a focus on skill development in behaviour and attitudes to learning for staff and all stakeholders. You actively encourage a collaborate approach to the growth and success of learners, staff, and all stakeholders. The goals are shared in communications such as staff daily briefings, twilights, informal discussions and are visible across the school. Specific responsibilities for wellbeing have been given to an Associate member of SLT ensuring training is provided to all new leaders and a whole school approach to emotional and mental wellbeing. During discussions with people they confirmed they trusted leaders, felt comfortable and safe approaching them with any wellbeing, other support issues or making suggestions. 72% of people agreed that SLT champion health and wellbeing.

To encourage participation of all your people and to understand key challenges around wellness and wellbeing, the WSAEMW self-evaluation tool was implemented across the whole school and the resulting feedback with the supporting metrics were analysed. Actions to support improvements were outlined using RAG rating. One of the areas identified being around people having more of a say in decisions that can impact on wellness and wellbeing. You have set actions to involve people in further policy development and in working groups on areas such as new build extensions, playground designs where all staff were involved and whole school consultations in staff briefings around big topics like new build extensions. There is a wellbeing group that has representation from across the school and people are able to join groups in which they have an interest. Pulse surveys are also used to gain insight into people’s views and opinions and from assessments that the school undertakes. During informal discussions with individuals and small teams people confirmed they felt listened to and could talk about changes that have been made as a result.

The values and principals are cultural, during discussions with people, everyone felt personally aligned with the values and could talk about how that impacted on the way they work with their colleagues, team, and the children they support. People feel encouraged to ask for help if needed and know who to talk to, people overwhelmingly talked about the impact of their own teams in positively addressing wellbeing needs of themselves and others, the end of day debrief being a space to do this. SLT talked about positive partnerships that support the wellbeing of any of their people experiencing emotional and mental wellbeing problems to enable them to access appropriate help and support. Such as the acorn room with designated staff support, with those

designated being suitably qualified and selected for this provision. There is signposting to other sources of support such as a training for staff to recognise the signs of stress and supported by the coaching strategy across the school.

Leaders also talked about other things they are considering, such as improved information for new starters as part of the onboarding process, and plans to have further support for staff who undertake specific roles in relation to emotional and mental wellbeing, having access to professional support appropriate for their role such as supervision outside of performance management. You are also working to train a wider pool of people who can support others going forward and reviewing additional ways of recognising the work these people do and options around this are being considered. You are additionally looking at developing additional people to work in the most challenging classes/support particularly in ASD, to reduce the impact on the smaller number who do this type of work.

Analysis of trends is a key part of the wellness and wellbeing development plan, where key impacts for the staff are reviewed by senior leaders such as resourcing levels across all roles, absence trends and where these are identified, contact and support that is needed. Improving short term absence cover instead of using agency workers, having a team of people recruited and trained to be that cover reducing the impact on the wellbeing of your people and the learners, with a target to reduce the impact of short-term absence.



## 2 Supporting a culture of wellbeing

Health and wellbeing is central to everything the organisation does. People are enabled to think and act in a positive way about the work they do, the people they work with and the organisation they work within.

Supporting a culture of wellbeing							
BASE QUESTIONS	STRONGLY AGREE	AGREE	SOMEWHAT AGREE	NEITHER AGREE NOR DISAGREE	SOMEWHAT DISAGREE	DISAGREE	STRONGLY DISAGREE
Health and wellbeing is important to people in my organisation	23.1%	46.2%	9.6%	11.5%	2.9%	4.8%	1.9%
I have regular opportunities to talk to my line manager about my health and wellbeing	14.4%	29.8%	15.4%	13.5%	9.6%	9.6%	7.7%
My line manager considers my health and wellbeing when we are setting my objectives	16.3%	29.8%	25%	13.5%	2.9%	6.7%	5.8%
I feel my contribution to the organisation is valued and appreciated	19.2%	33.7%	19.2%	11.5%	9.6%	3.8%	2.9%
I am encouraged to make use of the organisation's health and wellbeing activities	11.5%	27.9%	30.8%	15.4%	4.8%	5.8%	3.8%
I have the information and support I need in my organisation to look after my health and wellbeing	14.4%	30.8%	26.9%	13.5%	5.8%	3.8%	4.8%
I know how to respond if a colleague approaches me with a health and wellbeing issue	21.2%	41.3%	19.2%	11.5%	1%	3.8%	1.9%

*“I had a stressful number of years personally, support from SLT and others has been unbelievable, I couldn’t have asked for anyone to be more supportive, it’s hard to put into words how amazing the support was, we’ve grown but at our core is how much people care, caring and supporting colleagues is cultural, so close knit”*

*“Support here is incredible, I have not been well and they have been great with me, given me as much time as I needed for appointments etc. and my team were very supportive, I was given light duties and had the confidence to approach leaders who maintained confidentiality and listened, and listened again and gave me time, it made me feel really valued”*

*“I love working at Ty Gwyn and value the support from SLT and staff, we have a laugh and there is a Ty Gwyn family feel, I never wake up and don’t want to go to work, the work life balance is really good”*

*“SLT definitely behave in line with the values, behaving in a good way and have the pupil and people interests at the heart of decision making, they show kindness and respect and confidentiality when I have had personal issues and spoken to them, it’s really helped”*

*“We have feedback in our performance management and its useful and when it is done well, I think it impacts positively on people and gives them a lift, I think some are not quite there on the balance yet”*

*“Seeing the children respond positively is what makes me feel appreciated the most, its why I come to work every day and the appreciation I feel within my team”*

Wellness and wellbeing are of high importance across the school, the challenging nature of the complex needs can have an impact on wellbeing and there is ongoing monitoring of what is in place and what needs to improve. Observation activities confirmed that the culture of wellbeing is demonstrated and led from senior leader level.

You ensure that managers and colleagues are supported through training, coaching, mentoring and professional guidance to help each other and themselves for their own health and wellbeing. You implement wellbeing twilights termly to develop, raise awareness and provide opportunities for downtime and socialisation amongst all your people. Examples of recent socialisation have included a book group, pub quiz, SLT serving teas and coffees, an event for someone retiring including a dance by SLT (mentioned by a high number of people during discussions). There are a number of groups led by different people and often linked to skills and interests that are available such as circuit training on a Wednesday, sporting activities such as racquet ball, exercise classes, laughing yoga (you have trained people internally to deliver this), use of the gym facilities and outside areas such as the sensory garden. Development around wellbeing has included 7/11 breathing techniques,

Your wellbeing group has encouraged people to put their ideas and opinions forward on what else could be done. In October you initiated a whole school approach to what impacted wellbeing such as moving classes and giving as much notice as possible and some pre buddying up in the team. Joint teaching has been another strategy teaching with them while support staff swap and learning from each other, sometimes the change of scene helps and enables people to reflect on their own practice and replace formal observation. This also support collaboration and information sharing with areas of the school people are not in such close contact with and provides additional support. Coaching has developed further, and people are sharing the specialism they would like to be coaching others in and where they would feel confident.

You have a culture of conversation, where people are freely asking for help or support around what’s going on in the class and critical incidents. As part of your structure changes, you have

one of your people in an out of class role, taking a lead on this. Using debriefs after incidents that enable people to talk about how they are feeling in a safe environment and additional support can then be provided if it is needed such as counselling and checking back in with people and following through on any actions needed. This lead is also made available for behaviour related meetings and feedback from people during discussions confirmed this is very helpful, people talked about this being psychologically safe and where they can be really open and honest. During discussions people talked about the right people being selected for the roles of supporting them and people overwhelmingly felt comfortable (82% in the survey) that they knew how to respond to team members or colleagues outside of their team who approached them about their health or wellbeing and who to refer them to if additional support was needed.

Personal safety is another area where strategies are in place and an open door policy to discuss any concerns or support needs, these are supported by wellness action plans with physical or mental health and one of the questions is around personal safety, and any adjustments needed are made such as moving class with regular check-ins in to ensure people are physically and mentally safe.

You have a process for performance management that enables conversations to take place with line managers and how are you, is a key part of the discussions and the wellbeing of each individual. During discussions people said they felt comfortable approaching people if they needed to have a conversation and senior leaders who they say have been extremely supportive at times of personal challenge, many positive examples of over and above support were provided. Some felt that the discussions around PM could be more regular throughout the year. 71% of your people agreed their line manager is effective at supporting their health and wellbeing in the survey.

People talked about feeling valued and appreciated within the school, with over 72% agreement in the survey to this question, people talk about the main things that make them feel valued including making a difference to the children they support, feeling valued for the work they do by their team and others, feeling listened to and supported with 72% in the survey agreeing that they have the information and support they need in my organisation to look after my health and wellbeing. Others talked about being recognised for demonstrating the values, shout outs in staff briefings, informal recognition in one-to-one conversations.

# 3 Improving a culture of wellbeing

There is an environment where wellbeing is integrated into day-to-day practices. Peoples’ views, opinions and feedback is actively sought and acted upon. Leaders review and compare the investment in health and wellbeing with its impact in real terms.

Improving a culture of wellbeing							
BASE QUESTIONS	STRONGLY AGREE	AGREE	SOMEWHAT AGREE	NEITHER AGREE NOR DISAGREE	SOMEWHAT DISAGREE	DISAGREE	STRONGLY DISAGREE
Health and wellbeing considerations are part of day-to-day practices in my organisation	12.5%	25%	25%	15.4%	13.5%	5.8%	2.9%
My organisation uses measures to shape future health and wellbeing plans	10.6%	28.8%	19.2%	25%	6.7%	6.7%	2.9%
My organisation actively seeks feedback from people about how to improve health and wellbeing	16.3%	25%	21.2%	20.2%	8.7%	6.7%	1.9%
My organisation offers learning and development activities that focus on health and wellbeing	11.5%	24%	28.8%	22.1%	3.8%	6.7%	2.9%
I feel able to balance my work and personal life	18.3%	34.6%	21.2%	8.7%	2.9%	9.6%	4.8%
My organisation values and promotes the benefits of health and wellbeing	14.4%	26%	30.8%	18.3%	3.8%	4.8%	1.9%
The people in my team genuinely care about my health and wellbeing	47.1%	28.8%	17.3%	4.8%	0%	1%	1%

*“We reduced the supply cover as a result of stakeholder feedback, we now have a pool of six people to cover, it’s had a positive impact on people resourcing enabling more consistency and skills for cover, better for the pupils and better for the people who work with them”*

*“We have a PBS team and system in place, we collate info and data throughout the school, crisis moments and what it looks like before that and changes at a low level and on the system evident, we can then intervene at an earlier stage and have strategies and ways of supporting that, modelling, coaching, RSE input in those classes. It really helps the staff too with strategies to use and when”*

*“Data is there now, and trends are reported on, mental health is one of the higher areas and mental health first aid training has been implemented and other support. We have definitely improved in supporting people and there is less mental health absence this year than last year”*

*“Love it here it’s a great place to work, we always know what needs to improve and we work on it, we help shape decisions and there is always scope to learn”*

*“We are collaborating all the time I am part of three classes supporting some intensive support currently, it’s the collaborating and sharing of information and understanding of what is working that is making this a success”*

*“I love my work, the job variety I feel very fortunate to work in a place like this I’ve been supported to take on other interesting work, you can also ask someone to take over when you need to or swap in the team, it’s safe to say that in a team you trust”*

*“I can also get involved in things outside of my role like groups or taking an idea forward and that’s encouraged in briefings we are always being asked “What do you think about this and let us know if you have ideas or want to be involved?””*

*“Working here is so rewarding although it can be hard, here people are treated with dignity and respect and this is why I love what I do I am passionate about it, seeing the small step forward for a child today that’s what it’s about”*

*“Look at the progress with PBS and how that is impacting how we support the pupils it will make a big difference”*

You have a range of measures that are used to assess the impact of the strategies and changes you are implementing around wellness and wellbeing and in your SDP you highlight the success criteria you are expecting around wellbeing initiatives, support services, mental health resources including training, a positive and inclusive culture, recognition and celebration of achievements, collaboration and engagement, continuous improvement, communication and feedback, skill development in behaviour and attitudes to learning. The evaluation of your progress and impact is used to help shape your wellness and wellbeing strategy and linking into the SDP.

You are involving your people and all stakeholders in the data collection, through progress against initial benchmarking such as the WSAEMW evaluation RAG indicators and tracking your progress against these, pulse surveys with your people, parents, pupils and governors, and other surveys with stakeholders such as partners, where you can measure progress being against improvement areas such as:

- Supporting your people to reduce workload and impact of the support they provide. The impact on people specifically working with challenging behaviour was identified through pulse surveys, through the introduction and impact of PBS for instance, showing that early triggers are now being tracked and shared, to identify developing challenges at an earlier stage, this data is continuing to grow and provide valuable insight.

- The impact of using agency staff for short term cover on your people (lack of knowledge and therefore their ability to support and it taking more time to train them and its short term) and the pupils (people they don't know and that don't understand their needs), and having a target to reduce the impact of short term absence, the recruitment of a pool of people who are trained to cover short term absence, positive impact on cost reduction so a return on your investment and improved provision, this was supported by improved processes around absence management and tracking of trends. The data from monitoring types and occurrences of absence is enabling the tracking of progress and showing that there is a positive impact with reduced absences.
- Training and support interventions to better identify signs of stress or burnout in others and themselves, changes to strategies around this and creating space to take some time out or swap activities. Further strengthening the skills and capabilities of people specifically qualified to support people with health and wellbeing. Changing some key roles to support some of the new approaches such as debriefs, attendance at behaviour meetings and the positive feedback that is receiving
- Changing the MER process to be more supportive and working through the process with teachers one to one, NQA's buddied up with TLR holders with weekly checking with their teacher buddy and preparation ahead of moderations for instance

Investors in People and wellbeing survey data, that you are able to compare with previous data sets and identify where improvements are needed and in which specific areas or demographics, it is evident that you have been acting on recommendations from previous assessments such as:

- The development of a middle management team (MLT) to support a growing school and pressures and stretch with more people at SLT, now have a team of eight with specific areas they lead on such as PBS, ALN etc.
- Introduction of pulse surveys to have ongoing temperature checks of how people are feeling and the links with their wellbeing
- Having clear goals for wellbeing that are shared and measured
- Confidence of people to talk about their wellbeing and support others - with 82% agreeing in this survey that 'I know how to respond if a colleague approaches me with a health and wellbeing issue' and 93% about others caring about and supporting their wellbeing
- Working on some of the pressure points around workload that was one of your lowest scoring areas at your last assessment, with 74% agreeing 'I feel able to balance my work and personal life' at this survey

During informal discussions people provided positive feedback about the changes highlighted above, in addition to data confirmations, it is impacting, and people are now confident to give their opinions and say what needs to improve next, this was more developed than at your last assessment. People are positive about the wellbeing initiatives that exist and the support available, people also mentioned the development opportunities and having a much better understanding of how to assess their own and others health and wellbeing.

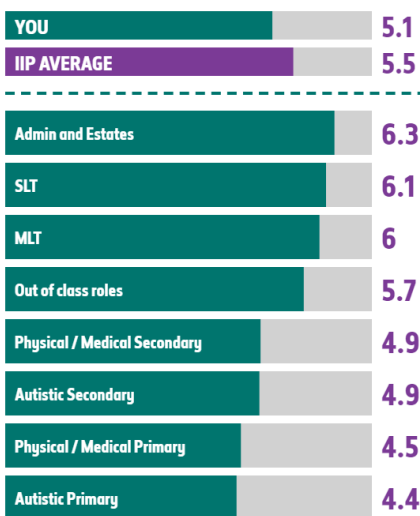


# Survey Graphics by Team

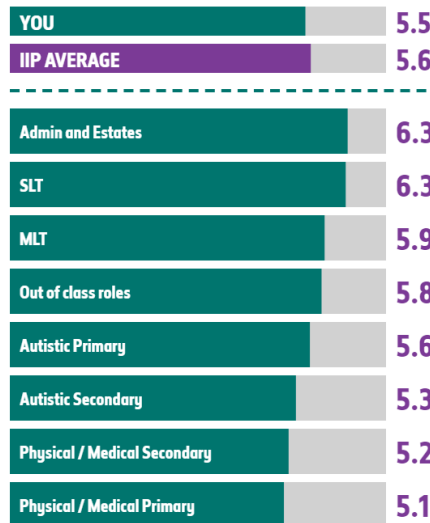
## Teams Benchmark

Differences between teams and demographics are vital in understanding Ty Gwyn’s performance as a whole school. Comparisons of one team to another helped explore where high level results are being achieved and to drill-down to enable the exploration of responses from specific teams during one to one and small team discussions. The analysis of this data supported the key lines of enquiry.

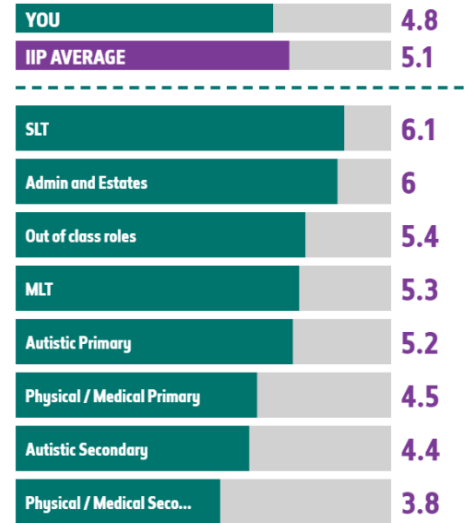
### LEADING A CULTURE OF WELLBEING



### SUPPORTING A CULTURE OF WELLBEING



### IMPROVING A CULTURE OF WELLBEING



## Key insights from the Teams

- Your highest scoring teams out of 7 were admin and estates 6.20, Senior leaders (SLT) 6.14, Out of class roles 5.53, Middle leaders (MLT) 5.51 and Autistic Primary 5.02, there is a high level of scoring across these groups with the exception of a couple of areas.
- Your lowest scoring teams were Autistic Secondary 4.71, Physical/Medical Primary 4.69 and Physical/Medical Secondary 4.51. One of the key reasons provided was the impact on resources from the growth of the school and therefore less spaces to take people who need to be out of the class or space for them to go when they need it. Another area highlighted as an impact is the increase in the level of care being provided verses teaching to the children, they support particularly around complex needs. Some people also mentioned the need for more regular one to one catchups talk to line managers.
- All teams talked about the incredible support they get from the people in their teams and wider colleagues, that was backed up in the survey data.
- Good practice examples were identified in specific teams that provides insight of what is having a positive impact within teams.



# Survey analysis by Demographics

The demographic data provided additional insight into where differences exist within different categories, the key aspects of which are outlined below, and some were explored further during one to one and small group discussions.

## Key overall insights from the demographic data:

- You have broadened the demographics selections within the survey this time which has been useful.
- Overwhelmingly the 'prefer not to say category' in every demographic area is significantly lower than people linking to a specific category, looking at the level of individuals disagreeing this could be a small number of people and nothing significant supported this during informal discussions.
- In the age demographic your happiest groups are between 45 to 65+ ranging between 6.14 and 5.58 overall, 35-44 closely follow with a 5.19 average and 16-24 group with 5.08, the lowest scoring age group being 25-34 with 4.88 scoring lower particularly on having a say on how health and wellbeing is supported and the 16-24's scored very low for having regular opportunities to talk to their line manager about health and wellbeing and the school seeking feedback from people on wellbeing. Overall, across ages opportunities to talk to their line manager about health and wellbeing was the lowest scoring.
- Employment type showed part time people scored the highest closely followed by full time, with very low scoring from prefer not to say, the only area coming out in discussions was some uncertainty about temporary positions
- In gender, males scored the highest, closely followed by female and slightly lower for non-binary. Nothing emerged around this in informal discussions.
- In length of service, the happiest group are those with more than 5 years' service, closely followed by 3-5 years and then less than 6 months where the information they receive in the first 6 months seems to more than meet their needs and people were positive about their onboarding process.
- The two groups slightly lower were less than 1 year and 1-3 years. Looking at the survey results these groups seem less aware of some of the support in place and during informal discussions this could be impacted by the busyness within the team such as the level of challenge taking place within that team in the support being provided to children and therefore time to talk about those aspects.



Want to get in touch?

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