

Wellbeing Award for Schools (WAS)

Reassessment Report

School name:	Rockmount Primary School
School address and postcode:	Chevening Road, Upper Norwood, London SE19 3ST
School telephone:	020 8653 2619
School website:	www.rockmountprimaryschool.co.uk/
Head teacher:	Helen Carvall
Award coordinator:	Donna Rankine / Waseela Umar
Award verifier:	Mark Jennett
Date of reassessment:	3 June 2026

Commentary on the mini-portfolio of evidence:

The evidence was clearly presented and addressed the KPIs closely. It was helpful to see material such as the detailed SWOT and stakeholder feedback analyses and accountability framework and the extent to which Emotional Wellbeing and Mental Health (EWMH) is embedded across key areas of planning.

Stakeholder feedback is positive, both from the surveys conducted for the Award and the school's own. Rockmount's focus on wellbeing has been recognised both by Ofsted and the local authority with whom the school has worked closely on a borough-wide resource designed to support EWMH.

Commentary on the tour of the school:

The school buildings are attractive and well maintained. Displays are of a very high standard and there are all sorts of exciting objects and images to be discovered as one walks around the school. There are wellbeing corners and Zones of Regulation displays (see below) in every classroom.

Outside areas are zoned so that children can be active or enjoy a number of more secluded and quieter spaces. Outdoor learning areas include a garden, pond and barbecue area. A separate wellbeing room is available for interventions as well as 121s with parents. The staff room is attractive and includes wellbeing related information.

Commentary on discussions with stakeholders:

Staff say that leaders and colleagues are supportive and regularly check in with each other. They also appreciate the variety of social opportunities on offer. EWMH features strongly in appraisals and other line management processes and taking time off for family events etc is encouraged and supported. Staff clearly know their children and families well and described, for example, how colleagues conduct detailed handover/transition discussions as children move through the school.

I met several confident, friendly pupils who shared lots of idea about how they could support their own and others' wellbeing. They told me about Zones of Regulation, calm corners, fidget toys and breathing techniques and how adults are always available to help them if they need it, including when they are finding their work challenging.

Parents say that the school communicates effectively about wellbeing, including via newsletters and the website. The SENDCo is always quick to respond to concerns and admin staff are helpful. They appreciate opportunities to share their views including via the parent/carer forum. All those I spoke to were really positive about how school and its staff support their children, and in particular those with SEND. They say that the school is helpful around issues like attendance and that they never feel 'judged'.

Strengths identified during reassessment:

Rockmount has continued to develop its provision since the last reassessment – for example, by providing additional CPD linked to increased needs including work on trauma and ELSA training. All staff have been trained on the use of Zones of Regulation which are employed throughout the school. Parents have also received information about Zones both via a dedicated event and at parents' evenings.

The school has worked closely with Croydon LA on the production of a resource to support wellbeing. Rockmount pupils not only created illustrations for the materials but were also involved in developing a Makaton video and contributed to the accompanying audiobook. The school received the borough's wellbeing mark in 2025, scoring significantly above average on most criteria. Staff have also further developed links with the local MHST leading to the provision of an arts practitioner who works with children as well as additional outreach support for parents.

Staff wellbeing initiatives have included a coaching programme for senior leaders, an EAP and regular social activities.

The school has worked with an external provider to mentor select students, including those with low self-esteem or who have poor attendance. And evaluation of this included in the evidence showed some impressive outcomes for those involved. A group of pupils also took part in a Turing Scheme-funded arts project which culminated in a trip to Sweden. Parents I met spoke highly of the impact of this and other initiatives on their children's confidence and self-esteem.

Parents are actively involved in the life of the school via the parent/carer forum and attend regular monthly community events where they also help out with looking after the school garden etc. In particular, they have been involved in discussions around work to raise awareness and challenge

stigma about neurodiversity. The school has also introduced additional mailboxes for reporting concerns including directly to the SENDCo. A termly wellbeing newsletter includes useful hints and tips and regular coffee morning events support SEND parents.

Rockmount now uses CPOMS as its main tool for recording wellbeing issues and, in discussion, staff agreed that this has made it easier both to identify trends and triangulate concerns for individual children. The school has a broad range of interventions available and clear links and referral pathways to external agencies.

In addition to the termly newsletters, the school website also contains extensive wellbeing content including detail on the roles of pupil wellbeing ambassadors whose responsibilities include both providing feedback to staff on related initiatives as well as promoting positive EWMH across the school by leading assemblies as part of World Mental Health and Kindness Day celebrations and signposting children to relevant support.

Areas for development:

While stakeholder feedback is generally positive, a minority of children report that staff don't always notice if they feel worried or unhappy and that they don't feel comfortable talking about their feelings. Explore with pupils why this might be and seek to identify which children (e.g. by age, gender, SEND needs etc) are most likely to belong to this group. You could also investigate, for example, whether pupils are more likely to feel this at certain times, such as break or lunchtimes etc. Depending on the findings, consider additional support such as increasing consistency around wellbeing check ins (e.g. via Zones of Regulation), providing additional support to key groups etc.

Parents I spoke with noted that enquiries sent to year group mailboxes can sometimes be missed. Consider how these could be more effectively triaged. They also expressed a wish for more 'advanced' learning opportunities around SEND. Think about canvassing them regarding what would be useful and consider SEND Q&A session that are led by parents' interests.

Verifier recommendation:

I am delighted to recommend that Rockmount Primary School receive the Wellbeing Award for Schools for an additional three years.

Head teacher comments:

We are delighted to receive the Wellbeing Award for Schools for a further three years. This recognition reflects the unwavering commitment of our staff, pupils, parents and wider community to ensuring that emotional wellbeing and mental health remain at the heart of everything we do at Rockmount Primary School.

We are particularly proud of the inclusive and nurturing environment that has been highlighted throughout this assessment, where children feel valued, supported and empowered to develop the

skills they need to thrive. The report recognises the strong partnerships we have built with families, external agencies and the local authority, as well as the dedication of our staff in continually developing their expertise to meet the evolving needs of our pupils.

We are grateful for the constructive feedback provided and will continue to build on our strengths while addressing the identified areas for development. Our aim remains to ensure that every child, family and member of staff feels seen, heard and supported within our school community.

I would like to thank everyone who contributes to making Rockmount such a caring, inclusive and inspiring place to learn and work. This award is a testament to the collective effort of our whole school community.

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