

# The National Nurturing Schools Programme

## Assessment Report



<b>Establishment</b>	<b>All Saints CE Primary School</b>
<b>Head teacher/Principal</b>	<b>John Davie</b>
<b>NNSP trained staff</b>	<b>Nita Pallister</b>
	<b>Therese Holden</b>
<b>Assessor</b>	<b>Wendy Roden</b>
<b>Trainer</b>	<b>Adele Wilkinson</b>
<b>Review date</b>	<b>December 2024</b>

<b>1</b>	<b>Stakeholders</b>
<b>1a.</b>	<b>Children and young people</b>
<p><b>1a.1 The social and emotional needs of children and young people are assessed and tracked.</b>          The school uses the Pupil Attitudes to Self and School (PASS) self-evaluation survey to detect barriers to learning including social and emotional needs. The Boxall Profile is used with appropriate pupils. Attendance is monitored according to local and national guidance.</p> <p><b>1a.2 Nurture principles are defined and explained to children and young people.</b>          Nurture principles have been considered and explained in child friendly language. Children are clearly supported from nursery onwards to develop emotional literacy with the support of the adults around them. The principles are modelled and articulated through practice.</p> <p><b>1a.3 Children and young people are encouraged to develop responsibility for themselves and learn self-efficacy.</b>          Children are encouraged to develop responsibility for themselves, building resilience and self-efficacy:</p> <ul style="list-style-type: none"> <li>• Growth Mindset is employed throughout the school with the children being encouraged to embrace challenges, persevere and learn from experiences.</li> <li>• The school has a Head Boy and Head Girl appointed through a series of interviews. Deputies and school ambassadors support them.</li> <li>• School Ambassadors are appointed in year six. The role includes monitoring the social and emotional well-being of the pupils. Additional tasks include helping in weekly assemblies and accompanying visitors in the school; and</li> <li>• Forest School provides opportunities for the children to develop social skills, build confidence and self-esteem.</li> </ul>	

<b>1b.</b>	<b>Parents and caregivers</b>
<p><b>1b. 1 Parents and caregivers feel valued and welcomed by the service.</b>          The school has an open door policy with parents and caregivers approaching the school in the knowledge that they will be welcomed and listened to. The sensitivity and attunement of staff assists in their daily interactions with families. The school has excellent relationships with stakeholders allowing them to direct families for help when needed.          Communication is frequent and consistent. The school calendar details the wide variety of events including parents meetings, coffee mornings, classes for parents and caregivers including computing, sporting events, assemblies, concerts and clubs.          Comments from parents and caregivers include:</p> <p><i>“Children are treated as a whole child ... it is safe ..The staff go above and beyond to support the families in this community ...everybody is supported.”</i></p> <p><i>“The school is responsive to needs, questions are always answered, we are listened to... my child is happy so I am happy.”</i></p> <p><i>“Everyone is included, it is like a family .. They see a need and support us. There is really good communication .... They have helped me and I help them as a volunteer.”</i></p>	

**1b.2 Nurture principles are defined and explained to parents and caregivers.**

Nurture principles are promoted, articulated and modelled through practice. Parents and caregivers can see the nurturing ethos in action through interactions with the children and staff at the school.

**1b.3 Reports to parents and caregivers reflect children and young people’s strengths and areas of need.**

Tracking data showing progress was included with the application. Formal and informal reports and meetings provide an opportunity to reflect upon children’s strengths and areas of need, effort and the next steps. There are systems to support children with additional needs and their families.

**1c. Staff**

**1c.1 There are systems and procedures to welcome, support and induct new staff and visitors.**

The policies and documentation included within the portfolio clarify the roles and responsibilities of all staff. There are systems in place to welcome, induct and support new staff, volunteers or visitors including a staff code of conduct handbook.

**1c.2 Nurture principles are defined and explained to all staff.**

There has been additional training and development work in the school following the initial launch of the programme. The focus has been to weave the principles into planning and delivery. Nurture principles have been defined and explained with all staff and governors. They are promoted and modelled through school practice.

**1c.3 Staff are given opportunities to discuss, develop and review shared values.**

Vision, values and aims are clearly articulated. Staff attend regular meetings, briefings, working parties and INSET events. Evidence in the portfolio included briefings, questionnaires and minutes of meetings. Comments from staff include:

*“You feel supported and reassured everyone is happy to help.”*  
*“Relationships are important ... We are like a big family.”*

**1c.4 There are clear expectations of how staff relate to children and young people in all settings and events.**

The policies and documentation included within the portfolio clarify the roles and responsibilities of all staff. This includes a key focus upon safeguarding and inclusive practice.

**1c.5 Staff are actively involved in The National Nurturing Schools Programme.**

It is evident from the portfolio of evidence and through the virtual assessment visit that staff have and continue to be involved in the programme as part of their everyday practice and ongoing developments.

**1d. The community**

**1d.1 The school works with all stakeholders.**

**Case Study One:** The school offers volunteer placements for students from local colleges and sixth forms. Each applicant is invited into the school for a pre-placement interview. If successful they are invited back for a tour of the school meeting their class. Safeguarding procedures, health and safety and general housekeeping are vital elements of the induction and support process. The applicant is supported by the class teacher and volunteer co coordinator.

**Case Study Two:** *Stay and Play* was established in response to research and identified needs of children within the early years. The school has targeted parents and caregivers of pre-nursery age children. One morning per week parents and caregivers bring their toddlers and have the opportunity to interact with each other, build friendships and share experiences. For the past six years this has been open to the whole community.

**1d.2 Nurture principles are defined and explained to stakeholders.**

Nurture principles are promoted, articulated and modelled through practice.

**1d.3 The school is used as an established resource for stakeholders.**

The school makes all efforts to engage and raise the profile of what the school does to support children and families in the diverse community.

**1d.4 The school is responsive and inclusive to their stakeholders.**

The school is continually striving to work proactively within the community. This is reflected in their active and varied partnerships.

<b>2</b>	<b>Delivery</b>
<b>2a.</b>	<b>Meeting the needs of children and young people</b>
<p><b>2a.1 Nurture principles are incorporated in curriculum planning and delivery.</b> Children’s learning is understood developmentally. The school strives to implement ambitious plans for the children to secure progression. The starting point for every child in every subject or area of development is built upon through formative and summative assessments including their social and emotional needs. Nurture principles are reflected across the curriculum, including interventions and enrichment activities.</p> <p><b>2a.2 The social and emotional needs of children and young people are addressed.</b> The school has a graduated approach to the social and emotional needs of the children.</p> <p><b>2a.3 Consistent advice is given on supporting improvements in behaviour and emotional wellbeing.</b> Advice and support are allocated based on the severity of needs, for example pupils can receive support from the Hub or learning mentors for social skills and developmentally typical factors including friendship circles. If the difficulties escalate to a degree where they interfere with learning, they are then referred to the nurture provision.</p> <p><b>2a.4 Children and young people are encouraged to be involved in developing and evolving their educational achievements.</b> Pupils receive a curriculum that is attuned to their needs and builds social interaction and emotional resilience. Pupils are encouraged to contribute towards planning and to reflect on their learning at a developmentally appropriate level.</p> <p><b>2b.1 Provision and strategies promote the welfare and wellbeing of children and young people.</b> The school provides appropriate support for children to develop their self-esteem, confidence, social collaboration and expression.</p> <p><b>2b.2 Children and young people feel safe and secure.</b> Staff use their knowledge of the children to cater for their needs and support them in an appropriate manner. During the virtual assessment it was evident that the children felt safe and secure in the setting.</p>	

**2b.3 Children and young people feel valued, respected, included and listened to.**

The school places a very high importance on listening to the pupil and encouraging pupil voice through means appropriate to everyone. A wide range of interventions are used. Children are respected and given a means to communicate their needs, wishes and feelings. Comments from children include:

*“All the teachers are kind, caring and always there to help.”*

*“No matter where you come from you will feel that you belong here and will be welcomed and cared for.”*

*“They are all superheroes to me.”*

**2b.4 Children and young people are prepared for transitions in life.**

Transitions are planned and managed to cater for a range of pupils' needs employing a number of strategies such as visual timetables, enhanced transition, meetings with parents and caregivers and support plans.

<b>2b.</b>	<b>Wellbeing: Staff</b>
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**2b.5 Provision and strategies promote staff welfare and wellbeing.**

The wellbeing of staff is taken seriously, and the genuine care of staff was evident throughout the virtual visit. Even online the strong sense of cohesion, cooperation and genuine concern for each other was evident. The Senior Leadership Team has an open-door policy and provides comprehensive pastoral support to all staff members.

**2b.6 Staff feel valued, respected, included and listened to.**

During discussions it became clear that all staff are proud of their school, the children they care for, the relationships and partnerships they have fostered within the school community. Relationships appear to have been strengthened throughout the last year in response to the pandemic. Practice has evolved with elements that proved to be of benefit to the school being included in practice moving forward.

<b>2b.</b>	<b>Wellbeing: Staff (continued)</b>
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**2b.7 Staff access relevant professional development.**

Continuing professional development for **all** staff is a priority as outlined in evidence portfolio and during the assessment: Staff training is ongoing throughout the year.

**2b.8 There are opportunities for reflective collaborative problem solving for staff**

There are several systems in place to ensure that staff can reflect and communicate with each other, for example: an open-door policy, whole staff, team and individual meetings.

<b>2c.</b>	<b>The environment</b>
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**2c.1 Nurture principles are reflected in the development of the workplace environments.**

During the virtual visit there was ample evidence to show that the school environment reflects the schools aims and values. The environment is creative and stimulating with displays of children's work and multiple examples of wellbeing, nurture, growth mindset, planned transitions, clear expectations and consistent approaches.

**2c.2 The environment is safe and welcoming for all stakeholders.**

Safeguarding for the pupils, staff and community is a priority. Repeatedly during the virtual visit staff, children, parents and caregivers highlighted the safe and welcoming environment of the school.

<b>3</b>	<b>Leadership and management</b>
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<b>3a.</b>	<b>Policy</b>
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**3a.1 Organisational processes and service development policies reflect and support nurture principles.**

There is a commitment and passion to place the needs of the pupils at the heart of school practice. The ethos and organisation promote mutual respect and celebration of the community.

**3a.2 Stakeholders are involved in the development and review of policies.**

A wide range of meetings for parents and carers, school staff, governors and pupils inform plans and procedures.

<b>3b.</b>	<b>Partnership</b>
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**3b.1 Partnership working reflects a nurturing rationale.**

The school works with a wide range of professionals.

**Case Study One:** Partnership working with Social Services has increased over recent years. Children have more awareness about keeping safe and self-care through NSPCC workshops, pastoral care and PSHCE lessons. A case study detailing the support and development work with a family was included in the submission.

**Case Study Two:** The introduction of ESOL classes has enabled parents and caregivers to learn English in the community room. The school environment is familiar and accessible with a supportive woman only policy in response to the needs within the community. The classes are run every week. Once the course is complete cohorts change but the option for some parents to stay is available. The ESOL classes have provided attendees an insight into education and developed their self-confidence. This has been reflected by their ability to communicate more effectively with staff and their children and benefit from additional opportunities such as volunteering.

<b>3c.</b>	<b>Resources</b>
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**3c.1 There are clear development priorities regarding nurture principles and practice.**

The school's vision and mission statement place an emphasis upon the importance of the child being at the heart of the school. There is an understanding of the processes and commitment by the staff who attended the NNSP training.

**3c.2 Resources are deployed to develop nurturing principles and practice.**

Evidence throughout the assessment and within the portfolio include interventions and strategies to support the diverse and changing needs of the community.

<b>3d.</b>	<b>Monitoring and evaluation</b>
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**3d.1 Monitoring and evaluation protocols include evidence of planning, reviewing and evaluating processes for the National Nurturing Schools Programme.**

The evidence within the file and the understanding of the importance of monitoring the impact that the programme is having on the whole school. There are clear communication systems in place as to how the programme is progressing, with reports to governors on a regular basis.

### Assessors Summary

The school has embraced the NNSP journey as an additional tool for their self-evaluation and continuous improvement approach. The virtual visit, detailed folder of evidence, self-evaluation audit and application for the award displayed their knowledge, understanding and application of nurture as an educational approach. From pupils, families, staff and wider partnerships All Saints Primary School have made impressive progress during the National Nurturing Schools Programme.

This report cannot possibly reflect the work that goes on at the school every day.

I would like to thank the school for going ahead with the accreditation visit on the virtual platform at a time when the school and staff are managing the challenges associated with the pandemic. Their optimism and enthusiasm shone through.

Highlights of the evidence portfolio and virtual assessment include:

**Relationships:** There is a focus upon the quality of relationships. The staff are aware of the diverse nature of the pupils' needs. It was clear that there was a clear commitment to do the best for all children, their families, staff and other stakeholders at the school.

**Support for pupils and families:** There is a focus on how best to support all pupils and their families. This is flexible and adaptive to meet specific needs.

**Supportive staff:** Staff are open and welcoming and feel part of a team. There is clearly an unwavering, supportive ethos within the team

**School Leadership Team:** The school leadership team has a clear vision that the nurturing approach is central to all their work.

The staff understand the importance of having a holistic approach towards the children in their care and within their community. There is a clear vision for the future at All Saints Primary School

***'a united and caring community of learners'***

### Recommendation

**We recommend All Saints CE Primary School for the National Nurturing Schools Award**

Areas for development	Timescale
Continue to monitor and evaluate the provision within your setting completing the National Nurturing Schools self-assessment on an annual basis.	Ongoing
Reflect on the use of the Boxall Profile alongside other appropriate assessment tools, in meeting the needs of children, tracking their progress and evaluating the impact.	Ongoing
Continue to promote and embed nurture group principles throughout the school.	Ongoing
Continue addressing the needs of all stakeholders: children, staff, parents, caregivers and the community collating examples of practice and outcomes evidenced to the standards.	Ongoing
Continue to share and develop practice with partners.	Ongoing
Engage with the re-accreditation process for the National Nurturing Schools Programme.	2024