

The National Nurturing Schools Programme
Assessment Report



Establishment name and address	St Andrews Primary School Station Road Congresbury BS49 5DX
Headteacher/Principal	Fran Martin
NNSP trained staff	Fran Martin & Julie Mayo
Assessment date	28 th January 2025
Assessor	Sarah Gristwood
Trainer	Julie Hall
Review date	January 2028

STANDARDS

1. Stakeholders		1a. Pupils		
Standard		Developing	Establishing	Enhancing
1a.1	The social and emotional needs of pupils are assessed and tracked.			√
1a.2	Nurture principles are defined and explained to pupils.			√
1a.3	Pupils are encouraged to develop responsibility for themselves and learn self-efficacy			√

1. Stakeholders		1b. Parents and Carers		
Standard		Developing	Establishing	Enhancing
1b.1	Parents and carers feel valued and welcomed in the establishment.			√
1b.2	Nurture principles are defined and explained to parents and carers.		√	
1b.3	Reports to parents and carers reflect pupils' strengths and areas of need.			√

1. Stakeholders		1c. Staff		
Standard		Developing	Establishing	Enhancing
1c.1	There are systems and procedures to welcome, support and induct new staff and visitors.			√
1c.2	Nurture principles are defined and explained to all staff.			√
1c.3	Staff are given opportunities to discuss, develop and review shared values.			√
1c.4	There are clear expectations of how all adults in school relate to children when in or out of class.			√
1c.5	Staff are actively involved in The National Nurturing Schools Programme.		√	

1. Stakeholders		1d. The Community		
Standard		Developing	Establishing	Enhancing
1d. 1	The establishment works with stakeholders within the community.			√
1d. 2	Nurture principles are defined and explained to stakeholders.		√	
1d. 3	The establishment is used as a resource within the community.			√
1d. 4	The community is included in development plans.			√

1. Delivery		2a. Meeting Pupils Needs		
Standard		Developing	Establishing	Enhancing
2a. 1	Nurture principles are incorporated in curriculum planning and delivery.			√
2a. 2	The social and emotional needs of pupils are addressed.			√
2a. 3	Behaviour is dealt with consistently by all staff.			√
2a. 4	Pupils are involved in developing and evaluating their learning.			√

2. Delivery		2b. Wellbeing: Pupils		
Standard		Developing	Establishing	Enhancing
2b. 1	Provision and strategies promote pupil welfare and wellbeing			√
2b. 2	Pupils feel safe and secure.			√
2b. 3	Pupils feel valued, respected, included and listened to.			√
2b. 4	Pupils are prepared for transitions in life.			√

2 Delivery		2b. Wellbeing: Staff		
Standard		Developing	Establishing	Enhancing
2b.5	Provision and strategies promote staff welfare and wellbeing			√
2b.6	Staff feel valued, respected, included and listened to.			√
2b.7	Staff access relevant professional development.			√
2b.8	There are opportunities for reflective collaborative problem solving for staff			√

2 Delivery		2c. Environment		
Standard		Developing	Establishing	Enhancing
2c.1	Nurture principles are reflected in the development of the environment.			√
2c.2	The environment is safe and welcoming for all stakeholders.			√

3. Leadership and Management		3a. Policy		
Standard		Developing	Establishing	Enhancing
3a.1	Organisational and curriculum policies reflect and support nurture principles.		√	
3a.2	Stakeholders are involved in the development and review of policies.			√

3. Leadership and Management		3b. Partnership		
Standard		Developing	Establishing	Enhancing
3b.1	Partnership working reflects a nurturing rationale.			√

3. Leadership and Management		3c. Resources		
Standard		Developing	Establishing	Enhancing
3c.1	There are clear development priorities regarding nurture principles and practice.			√
3c.2	Resources are deployed to develop nurturing principles and practice across the setting.			√

3 Leadership and Management		3d. Monitoring and evaluation		
Standard		Developing	Establishing	Enhancing
3d. 1	Monitoring and evaluation protocols include evidence of planning, reviewing and evaluating processes for the National Nurturing Schools Programme (please include attendance and exclusion data from the first self-assessment and in all subsequent self-assessments).		√	

Assessors Summary	
<p>This report cannot reflect the hard work that goes on at St Andrews Primary School every day. A comprehensive evidence file and related documents have been provided as part of the assessment process by the school. This includes attendance and exclusion data and Case Studies for Partnership, Community and The Boxall Profile along with a clear understanding of The Six Principles of Nurture, evidenced in the application and Principles into Practice report.</p> <p>St. Andrews Primary School is a 1 form entry church school in Congresbury, North Somerset. The school serves a mixed community and has above average numbers of pupils from a Gypsy Roma Traveller background. The school’s vision statement is ‘Growing Together’ and through this they “work to unlock pupils’ potential to thrive, developing character and encouraging inclusivity”. The school aims to nurture growing together “inwardly, outwardly and in service”.</p> <p>The school began their nurture journey in September 2023 when they embarked on the National Nurturing Schools Programme to further embed a whole school approach to supporting the social, emotional and mental health of the whole school community. Headteacher Fran Martin recognises what a key role the staff team play in their nurturing approach and how their ‘Growing Together’ vision is also lived out within the staff team. On the assessment day I met with a variety of staff, children and parents. All members of the school community were welcoming and shared their pride in the school.</p>	

Staff spoken with during the assessment morning reflected that the nurturing journey they'd been on had benefitted everybody and had a positive impact on all of their practice. The Six Principles of Nurture have supported the school to identify what they already did well, and their next steps. The staff team felt there had been the most significant developments in the consistency of how staff understand and respond to behaviour.

Examples of excellent practice include:

Children's learning is understood developmentally and the use of The Boxall Profile to support this principle

There is much in place at St Andrews Primary School that is reflective of everyone being unique. The school runs three SEMH provisions on-site: The Haven is a traditional model nurture group with groups currently running for children in the year 1 and 2 classes; The Nest is a nurturing intervention for children in Key Stage 2 and The Chalk Room is a low stimulus space for individuals needing a low sensory environment to support regulation. The school can recognise the impact that The Haven has had in its first term of operation, and staff spoke positively about the progress that has been seen for children within The Haven and also back in their classrooms.

The Boxall Profile was originally used for a small group of children receiving intervention support. This has been developed, initially being used as an assessment tool for a whole class of children, to now being completed regularly for every child in the school. The school has taken a well-planned, considered approach to rolling out the use of the Boxall Profile in manageable, scaffolded steps for staff. Every class in the school has 2 Boxall Profile targets that they are working towards, and these are displayed and referred to in classes regularly. Nicola Gee, year 1 teacher, spoke positively about how the Boxall Profile has supported a consistency in approach between her classroom and The Haven.

Staff from across the school shared that they are able to use flexible, adapted approaches with their pupils as they know them so well through the relationships they develop with them. They take a carefully planned, deliberate approach to deciding next steps for individuals, small groups and the whole school.

The importance of transitions in children's lives

The school recognised this principle as one they wanted to focus on through the National Nurturing Schools Programme and they took time to reflect carefully on what was already in place and what they wanted their next steps to be. Parents and staff spoken to as part of the assessment morning highlighted the procedures and systems in place to support the transition from year 6 to year 7 as a real strength of the school.

All stakeholders spoke enthusiastically about the welcome and support that families receive when they are joining the school in the Reception class. Parents shared that they found the home visits incredibly supportive, and they were highly appreciative of the quality 1:1 time this provided for their child with the Reception staff. The Saturday morning stay and play session for new Reception families provides an opportunity for them to come together and enjoy bacon butties and forest school activities. The cards sent to the new Reception pupils over the summer holiday are another example of the recognition of the importance of supporting key transitions.

The school has taken their focus on transitions further and have developed their support for children transitioning between other year groups in the school. They provide more opportunities for connection between the new class teacher and their pupils through regular activities such as playing games and reading stories together. There has also been a focus on transitions across the school day, and many members of staff spoke about the effort they have put into their visible consistencies across the school. This includes classroom environments, display boards and expectations of behaviour through the school rules.

Members of the leadership team and class teachers are on the playground before school every day and parents value this opportunity for them and their children to connect with the school staff and the wider school community. A further development around in-school transitions has been on the preparation for the end of play and lunchtimes, when an extra whistle is now blown to signal that those times are coming to an end. This has helped make the transition from the playground into the classroom more settled for all.

Language is a vital means of communication

Feeling heard and listened to was something that shone through the assessment morning. All stakeholders shared that they are encouraged to share their views, they feel actively listened to and their suggestions are acted upon. The parents described the school as having an open-door policy that is lived out every day. They feel confident that the school will give them the time and support they need.

The school has invested a lot of time in embedding the Zones of Regulation as a tool for supporting children to be able to talk about how they are feeling. This is closely linked to the PSHE curriculum, and staff and pupils shared the positive impact this has had on developing a more consistent language across the school and in providing children with the words to be able to describe how they are feeling. The school has recognised that the next stage of their journey is to further embed the strategies and tools that children can use when they have identified which zone they are in.

School staff recognised that there has been much hard work on ensuring there is consistency of language and expectations around the school. This has included

embedding 4 school rules that are consistently referred to and applied everywhere- this has especially helped on the playground. There is a positive use of scripts to support children with their regulation, for example 'I notice that' and 'I wonder if' and the children themselves demonstrated their understanding of what it means to have a growth mindset when they shared that at St Andrews "mistakes are marvellous".

Sense of community

It was particularly enjoyable to hear about the 'Treetop groups' from every stakeholder group during the assessment morning. Every child from year 1 to 6 at St Andrews is part of a treetop group, and these are mixed age. They meet every fortnight, led by pupils in Year 6 who form the treetops council, and it provides an opportunity for every pupil to have a voice and to contribute to school life. The Year 6 pupils welcome the responsibility this provides them with, and the parents value the opportunity for their children to spend time with younger and older children from across the school which they feel has led to positive interactions between them outside of school.

The school invests purposeful time into play opportunities, and these also contribute to the sense of community that exists at St Andrews and the opportunities for pupils to take on extra responsibilities. The older pupils lead Positive Energetic Play (PEP) sessions with the younger children, and parents spoke highly of this saying it "enriches children's lives in and out of school". There is a whole school permission to play day in the summer term, and this year the pupils will be taking the lead on planning this.

There was lots shared during the assessment morning about how the staff team looks out for each other and how they support each other. The staff felt confident that if they needed any extra support, they would always receive it, often without asking for it as others around them would notice when they weren't quite themselves. Staff reflected that there are good communication procedures in place which support their well-being, and they appreciate the regular gestures and social opportunities that support their connection as a team.

Fran summed up the sense of family and community that exists at St Andrews when she explained, "if a child needs a bit more at a certain time, then the whole school team comes together to ensure there is a great big hug around the child".

Thank you to everyone at St Andrews Primary School for the warm welcome I received, and I wish you all well on the next stage of your nurture journey.

Quotes from the assessment day:

- They provide a safe, loving environment (parent)
- We are confident that the school is a safe place for our children (parent)
- The school cultivates a rich and compassionate community (parent)
- I am safe in the knowledge that my voice will be heard (parent)
- The school feels welcoming, warm and comfy - a bit like a second home would (parents)
- In our treetop teams we can all take part and share ideas (pupil)
- Mistakes are marvellous (pupil)
- At Forest School we can let our imaginations go wild (pupil)
- In class you are surrounded by everyone you trust (pupil)
- We know there is always a reason for behaviour and sometimes talking to a child is enough (staff)
- Relationships underpin everything (staff)

Recommendation

We recommend St Andrews Primary School for the National Nurturing Schools Award

Areas for development	Timescale
<p>The Boxall Profile</p> <ul style="list-style-type: none"> • Continue to embed the whole school approach to using the Boxall Profile, and how the information from this is used at both a whole school development and in-class level. 	<p>Ongoing</p>
<p>Nurture Principles.</p> <ul style="list-style-type: none"> • Continue to promote and embed nurture principles throughout the provision for pupils and staff. • Continue to familiarise your families and community with the Six Principles, for example, mention them in reports, on letters and emails, in Newsletters and keep updates on your website and social media platforms to ensure all stakeholders are familiar with their meaning and impact. 	<p>Ongoing</p>

<ul style="list-style-type: none"> Consider how to take the focus on transitions even further - for example could the welcome cards home be extended from the Reception classes to all children who join the school; could home visits be introduced for all new children? 	
<p>Continue to review the different nurturing provisions in place and gather impact data in order to be confident in the way they are run and to share impact with other partners</p>	<p>Ongoing</p>
<p>Continue to monitor and evaluate the provision within your setting completing the National Nurturing Schools self-assessment on an annual basis.</p>	<p>Ongoing</p>
<p>Engage with the re-accreditation process for the National Nurturing Schools Programme.</p>	<p>2027</p>