

The National Nurturing Schools Programme  
Assessment Report



<b>Establishment name and address</b>	Christ Church CofE Primary School Baker Street Weston – super – Mare North Somerset BS24 0DY
<b>Headteacher/Principal</b>	Kerry James
<b>NNSP trained staff</b>	Rachael Clarke and Leanne Bryant
<b>Assessment date</b>	1 <sup>st</sup> October 2025
<b>Assessor</b>	Miranda Collins
<b>Trainer</b>	Julie Hall
<b>Review date</b>	October 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 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>Caring, supportive and friendly were the words used most often to describe this small school. Situated in a coastal town, the school serves a unique demographic with a high proportion of families with English as an additional language and children coming into school having had a range of experiences. The Headteacher, Kerry James explained that the National Nurturing Schools Programme (NNSP) had unified the team around a shared ethos and allowed them to “pick apart and plan for success for each child”.</p> <p><b>Examples of excellent practice include:</b></p> <p><b>There has been authentic integration of the existing faith-based ethos with the NNSP and related training.</b> The Six Principles are embedded in systems and culture here. At the end of the Nurture policy, this statement highlights the cohesion of ideas, “Through nurture, we help every child discover their own light and empower them to shine into the</p>	

world.” This draws from the school’s chosen Bible verse. One of the children said, “Nurture lets their light shine so they are safe and can show kindness”.

Members of staff spoke about an increased curiosity about behaviour, understanding that it “paints a picture” and a shift in the language used. One gave the example of moving from a more traditional response to *What do you need?* or *Can I help you?* noting that children felt listened to rather than defensive.

Integrating the Zones of Regulation approach has enabled children to understand their emotional state better and “empowered them to solve their own issues”. Using this after transitions has resulted in children who are more emotionally literate but who also settle better to learning.

Refocusing play at break and lunchtime provision using the OPAL framework has been transformative. A wider range of activities outside and increased staffing, alongside peer play champions has resulted in fewer behavioural incidents and a notable increase in togetherness. Older children play with younger ones, adapting the way of talking to them to include them in games. Children with EAL are able to access play and build relationships with peers through activities such as den-building which are less reliant on language. One member of staff said, “You can see communication and confidence grow.”

Younger children also benefit from a continuous provision in Year 1 allowing their continued exploration of concepts, problem solving and language development in a developmentally friendly way. The recognition that each child develops at their own pace and in unique ways was foremost in the portfolio of evidence.

The school is intrinsically connected to the Church and local parish. They are frequently at church for special services such as Harvest, Christmas, Easter and the leavers service in the summer. The Vicar delivers a service in school every week and is very interested in the school’s work to nurture wellbeing. An outreach group from the church provides wellbeing sessions to identified groups of children. The Puppeteers run the Puppet Heroes group to increase confidence and self-esteem. They are aware of the Six Principles so they can reflect them in their groups.

Training has been effective to equip members of staff with essential knowledge underpinning the NNSP. The concrete outcomes of training are seen in the routines set out in the Trust’s behaviour curriculum and the support for children and families with EAL. A stage not age approach is supported by a consistent understanding of the impact of early experience.

The school’s consistent and integrated approach has created a compassionate and safe environment for children to be open about their needs with their peers. For example, a child with Tourette Syndrome gave a presentation on their condition to ensure that

others would understand and support them. Parents spoke about their children being confident to express their needs and expect support.

**Reflection, review and pragmatism are hallmarks of this school.** The curriculum is developed from a simple premise – what do our children need when they join us in September? Whether these are needs relating to SEND, being newly arrived in the area (or country) or from EAL, the school meaningfully seeks to understand their cohort and plan for the needs identified. This takes the form of enhancing cultural capital and securing the foundation of skills.

One of the teachers spoke about “deliberate botheredness” which he explained as being invested in understanding and caring about the needs of individuals here. It also captures the can-do attitude. An example was given of a child whose mother had just had a new baby. To ensure that the child could maintain good attendance, two members of staff walked to the house every morning to bring the child in.

Work with the Bell Foundation has been integral to ensuring that children with different home languages (and their families) are welcomed and supported into the school community. Members of staff create safe spaces for sharing experiences such as a child who brought their Koran to school and spoke about attending the Mosque on Saturdays. One member of staff reflected on this saying, “This is the first school I’ve taught at where they do genuinely want to bring in the home language and celebrate it.”

Translators are often used to support families if needed, and the newsletters for families are translated to remove barriers to acquiring information. They can also gain support through World Coffee Mornings where they learn English through fun activities like playing Scrabble.

Parents spoke about the efforts made to enable children with additional needs to engage in school trips, delegating an extra member of staff to go along so a child could access the activities. One commented on the provision made to enable their child to undertake SATS tests, saying, “I believe the individual accommodations made here were key to their success.”

As part of the OPAL development, the school has recognised that not all children will enjoy outdoor, physical activities so has introduced Calm Club so they can enjoy a more peaceful lunchtime. This provision allows all children to have the play experience that is right for them.

**Systems are strong here and that enables the consistently inspirational ethos and provision to shine.** Nurture is enshrined in the School Development Plan to ensure that it continues to be a priority, with the aim of “every teacher walking the path”. This is supported by headteacher peer review to scrutinise the impact of initiatives. A robust

monitoring programme keeps the pot boiling through an ongoing timetable of professional development and liaison with Governors and the Diocese.

The clear behaviour curriculum, devised by the Trust which oversees the school, draws from a range of sources. This aims to enable all children to gain a clear understanding of the behavioural expectations.

The Boxall Profile® is used effectively throughout the school. Members of staff have been trained to use the assessment tool in order to understand the composition of need in their classes and to implement strategies to create a firmer foundation of skills for learning. Teachers talked about building “a picture of the child” to enhance existing provision. One said that the Boxall Profile®, “made me look deeper and adopt whole class strategies”, whilst another commented that it had been, “eye-opening to see how strategies are beneficial to more than just individuals”. In addition to the Boxall Profile®, language assessments are used effectively to determine language starting points. From assessment data, interventions are implemented to ensure that young learners acquire appropriate communication skills.

Every additional need is supported with care and compassion, delivered by a skilled team. Parents were positive about how the school implements support for their children. One said, “The school is really good at understanding needs” while another said, “My child has SEN but you wouldn’t know because their needs are met so well.” Again, a pragmatic approach was highlighted by a parent who said, “They will listen and understand” and another who said, “Forget all the labels; they just provide what is needed.”

Transition procedures for children and staff have been carefully considered. On admission, the process is spread over three days to give sufficient time for practical tasks, like uniform shopping as well as emotional adjustment. It also allows for relationship building.

**The community.** Beyond having a strong faith connection, the community is dedicated to the school. Individuals who may have attended the school as children volunteer to support the current cohort of learners. The community Foodbank is supported by the school’s Harvest collection and business owners are keen to reciprocate by offering vouchers for school fairs. One member of staff reported businesses say the school, “looks so lovely and has a good feeling”. Another talked about a restaurant wanting to provide curries for the children to experience.

**Nurture for everyone, by everyone.** At this school, everyone is involved. They also feel that their wellbeing is nurtured. The staff team is inclusive and everyone attends training to support their interactions with children. Colleagues in the office are the first responders of the school and provide a welcome that “goes above and beyond”. The site manager is not in school when the children are but they understand his important

contribution to keeping the school site secure and making sure that the equipment supports safe playtimes. The catering team is employed by an external company but they embrace the life of the school providing cooking workshops in class for children and their families. They work hard to learn each child's name and food preferences.

The environment has been carefully considered to support staff wellbeing. The staffroom is now a safe and calm place to relax. While teachers are encouraged to take their PPA at home, a room has been decorated as an inviting space in which to work, if colleagues choose. Mr. James noticed that some members of staff enjoyed sitting outside on their breaks and provided a picnic bench to enable them to be more comfortable.

Members of staff are fulsome in their appreciation of their workplace. One said, "I love working here" while another explained their willingness to do tasks over and above the expectation, "because you are so appreciated". One member of staff said, "There's lots of laughter and food!" Special birthdays are celebrated and baby showers help to support the transition for colleagues becoming parents.

Parents spoke about the school's impact on their own wellbeing. They appreciate the ease of communication with school staff, valuing the opportunity to chat with school leaders on the gate every morning. They are impressed that Mr. James knows everyone's name and that he (and others) can tell if families are a little down.

The recently opened Nurture Hub responds to the needs of identified children and is welcomed by families as an important addition to the provision here. Parents reported that their children were excited about the progress of the build and feel positive about the provision in school.

Children look after each other, whether older children playing with younger ones on the playground, or friends helping their EAL peers with communication – one parent of a child with SEN said, "My child is looked after by their friends who are supportive in a child's way."

I so enjoyed my time in this nurturing and inclusive school – wellbeing is an integral part of school life and relationships are a key part of teaching and learning. Thank you for all you do to nurture children, families and each other.

#### **Quotes from the assessment day:**

- We felt the upwards trajectory through the programme – we could hear it in the language used in school. (member of staff)
- I love teaching at this school! (member of staff)
- This is the first school I've taught at where they genuinely want to bring in the home language and celebrate it. (member of staff)

- The children are very accepting and tolerant of the needs of other children. (member of staff)
- You do so much because you are appreciated. (member of staff)
- We see so much kindness here. (member of staff)
- My child has SEN but you wouldn't know because their needs are met so well. (parent)
- It is good for my wellbeing to know that school knows your child. That makes me feel safe.(parent)
- I really like the school – the smallness and the values – everyone knows everyone. (parent)
- I used to get angry but now I have better patience. (young person)
- Nurture lets their light shine so they are safe and can show kindness. (young person)

**Recommendation**

**We recommend Christ Church C of E Primary School for the National Nurturing Schools Award**

Areas for development	Timescale
<p><b>The Boxall Profile®</b> Continue to use:</p> <ul style="list-style-type: none"> <li>• In specific cases as a tool for those needing additional external social or emotional support and for groups of pupils where necessary</li> <li>• Develop your use of the Boxall Profile® to understand the composition of need in classes and support the implementation of strategies with this resource <a href="https://www.nurtureuk.org/product/beyond-the-boxall-profile-whole-class-strategies/">https://www.nurtureuk.org/product/beyond-the-boxall-profile-whole-class-strategies/</a></li> </ul>	Ongoing
<p><b>The Six Principles of Nurture</b></p> <ul style="list-style-type: none"> <li>• Continue to promote and embed the Six Principles throughout the school for pupils and staff, ensuring that distinct strategies, such as short mindfulness sessions to support transitions after play and lunchtime are adopted consistently across the school so all children experience them.</li> <li>• Continue to familiarise your families and community with the Six Principles, for example, mention them in reports, on letters</li> </ul>	Ongoing

<p>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> <ul style="list-style-type: none"> <li>• Encourage your clergy and Puppeteers to make links with the Six Principles when they lead services or groups. Perhaps, in time, your nurture group could invite your Reverend to hear them explain the principles over snack time!</li> <li>• Encourage members of staff to find and make the links between the Six Principles of nurture and topics in the curriculum or texts read.</li> </ul>	
<p>Ensure that relevant policies include explicit reference to the Six Principles of Nurture and the Boxall Profile®. Where policies are given to you by the MAT and cannot be altered, consider a one page addendum, specific to your school, setting out how the Six Principles and Boxall Profile® are pertinent – a “light the way” document, if you will.</p>	<p>As relevant policies are due for review</p>
<p>Encourage continuing conversations around diversity and difference so that children understand why some children may access the Nurture Hub, ensuring that children who don't <b>need</b> nurture provision are invited to the room on occasion, perhaps for a one off session to see what nurture is like.</p> <p>Consider how this provision and/or other nurturing interventions may be used for children will moderate, perhaps less obvious needs.</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>2028</p>