

The National Nurturing Schools Programme

Assessment Report



Establishment	Highburton First School
Head teacher/Principal	Gaynor Leadbeater
NNSP trained staff	Joanne Illingworth
Assessment date	11th February 2022
Assessor	Nichala Johansen
Trainer	Adele Wilkinson
Review date	February 2025

1	Stakeholders
1a.	Children and young people
<p>1a.1 The social and emotional needs of children and young people are assessed and tracked. The evidence shows that the Boxall Profile is very much embedded across school. All staff are now trained on Boxall and are now completing Boxall Profiles. They are completed termly for all vulnerable, SEN, pupil premium and children causing concern. The findings are used to identify required interventions and used in writing My Support Plans. This is also a part of Support Staff's Performance management.</p> <p>1a.2 Nurture principles are defined and explained to children and young people. The evidence shows that nurture walks by children with staff enabled them to express where they thought we were nurturing and then areas for improvement. The school council were introduced to the 6 Principles and then planned an assembly based on the principles, this included a PowerPoint presentation, short plays and a question and answer session. During the assessment day children described their school as kind, incredible, compassionate and friendly.</p> <p>1a.3 Children and young people are encouraged to develop responsibility for themselves and learn self-efficacy. The evidence shows that taking part in basic skills week has meant that children have learnt skills such as sewing, problem solving and lighting a fire. During the assessment day I met with 3 Year 2 children who had organised a food bank collection independently. They explained they didn't want people to be hungry at Christmas time and doing the collection made them feel happy. The evidence shows the Befrienders children develop responsibility and are keen to help others independently of staff. During the assessment day, one pupil said it made him feel great 'when they (the other children) give me that special smile'. I know I have helped them. Being a Befriender is great; helping others, 'knowing they have someone.... Knowing someone is behind them'.</p>	

1b.	Parents and caregivers
<p>1b. 1 Parents and caregivers feel valued and welcomed by the service. The evidence shows that the school openly asks for feedback on their practice e.g. end of year reports and questionnaires. Information to parents is frequent with evenings for things such as transition and residential trips. At the start and end of the day, the headteacher goes outside to stand and chat with parents in the playground. During the assessment day parents shared that 'school felt like home' and it is an 'extension to my family'. Parents were keen to share that nothing was ever too much trouble and one parent expressed how their child had 'loved it from day 1'. Parents also paid tribute to the admin staff and senior leaders saying everyone had gone out of their way during Covid lockdown and the 'online learning was out of this world'. A designated email address has also been created for parents to contact staff.</p> <p>1b.2 Nurture principles are defined and explained to parents and caregivers. The evidence shows that an Introduction to the Nurture Schools Programme evening was held at school at the start of the programme to explain the programme, after it was recognised that not all parents were on board. Regular updates via the newsletter to keep all stakeholders involved were sent out. A booklet was also created for parents explaining the Nurturing School Programme in more detail. During the assessment day parents said how useful this had been.</p> <p>1b.3 Reports to parents and caregivers reflect children and young people's strengths and areas of need. The evidence shows that reports to parents are sent out termly from Classroom Monitor and Foundation Stage. These reports highlight a child's strengths but also any targets that are set. The school also encourages parents following this to contact school if they have any concerns. Parents of children with SEND are also encouraged to attend termly reviews and target setting meetings with either the class teacher or SENCO. During the</p>	

assessment day parents noted that 'the communication I've had as a parent has been second to none'. One parent said she wanted to pay tribute to the teachers on the quality of learning.... 'I've been knocked out by it.'

1c. Staff

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

The evidence shows that following a staff meeting the Induction Policy was amended to include requirements from staff regarding the Nurture Principles and that all staff should offer children a safe base, speak to each other with courtesy and model a nurturing ethos. During the assessment day the governors explained the staff buddy system; 'We have a strong regard for the wellbeing of all staff'. The role of Designated Wellbeing lead has also been established.

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

The evidence shows all staff have been included in nurture training and have actively taken part in nurture staff meetings where the 6 Principles in school have been discussed and how these can be further developed. During the assessment day, Joanne Illingworth explained; 'the nurture programme made us look and acknowledge what we do'. She went on to say; 'We are now really proud of our nurture'.

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

During the assessment day staff explained how they shared the principles in meetings, formally and informally. Jo Illingworth said we realised 'we are doing quite a lot..... and look at what we could do now'.

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

The evidence shows the revised induction policy supports staff to understand how to relate to children and the expectations of them in relation to nurture.

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

The evidence shows a clear National Nurturing Schools action plan that includes all staff.

1d. The community

1d.1 The school works with all stakeholders.

Case Study 1 –

Food for Life's Roast Dinner Day is a national day for schools to open their doors to parents, grandparents and members of their local community to enjoy a delicious roast dinner together. The school has taken part for at least the last five years and has invited the senior citizens from their local senior citizens group where it has been welcomed very positively.

Throughout the duration of the school hosting Roast Dinner Day Senior citizens from their local community group have been invited to join the children with their lunch. The senior citizens have had a 'buddy' from year 5 to be their host and to sit and enjoy their dinner with them. The children and senior citizens both enjoy this and listen to stories and are shown around school. They are then invited back at Christmas to watch the Key Stage 1 Nativity which again is very positively welcomed.

Both children and adults enjoy this dinner day and the school has very positive feedback from both parties. The adults enjoy listening to the children and vice versa. The community benefits from this as there is a recognition between the senior citizens and the children who ordinarily may be quite wary of each other. This promotes some of the school values of respect and friendship and brings them into the school community. Children are very welcoming and spend time showing beautiful manners and respect.

Case Study 2 –

It was identified by the Middle Schools (Yrs 6 to 8) and Shelley College (Yrs 9 to 11) that the disadvantaged children's attainment and progress gap was widening across the Pyramid as pupils progressed through their secondary phase of education. Discussions took place to formulate a plan to address this. Data was collected from First schools to assess the situation during the primary phase. A working party was established with a view to reducing this gap in order to give disadvantaged pupils the best possible opportunities and chances. Gaynor Leadbeater, Headteacher Highburton First, is a member of the working party.

First School data was analysed by the working party and it was established that outcomes across the First Schools varied. Schools were split into smaller groups of 3 schools. The Heads from each school would undertake a review visit to each of their group of schools and feedback to the pyramid with findings.

The areas to investigate and questions were drawn up in order that investigations and reports are consistent across schools.

In essence, the main factor that impacts on the progress of disadvantaged students is their teacher. Although intervention, pastoral support, curriculum etc influence progress, it is the quality and expectations of the classroom teacher that has the biggest impact. The working party developed plans for disadvantaged pupils to ensure pupils are confident and comfortable with moves between phases.

During the assessment day, the Deputy Headteacher, Graham Booth spoke about continued and expanded work to be done with the Pyramid group that included both staff and children. He said 'the Pyramid is like a family as well.'

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

The evidence shows a parents information evening has been implemented for parents and the local community, with governors also being involved during the meetings. The school newsletter included an invitation to the Nurture Parent information meeting and nurture updates.

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

The evidence shows the school is used for Burton After School club (when their building is unavailable), small businesses use the school at school fairs, it is used as a base for family photographs, TAF meetings, children led community fundraisers, such as a bun sale for a charity and by the local Brownies. The school organised for money to be put on the local Coop food card for vulnerable families during Covid.

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

The evidence shows during the development of the Forest School the community were invited to come along and help alongside their children. Stakeholders were invited into staff meetings to discuss plans/ideas for the Nurture room development. The younger siblings of children in school were allowed to attend during Covid to support families with child care.

2	Delivery
2a.	Meeting the needs of children and young people
	<p>2a.1 Nurture principles are incorporated in curriculum planning and delivery.</p> <p>The evidence shows that key dates such as World Mental Health Day are included in curriculum delivery and planning. The PSHE curriculum is very much embedded across all year groups and is planned and recorded weekly.</p> <p>Following a pupil safeguarding questionnaire staff in Y3-Y5 held PSHE sessions where they addressed issues that were brought up. The school is also planning for a specific pupil, using the Nurture Principles incredibly closely, as they have severe SEMH. The curriculum has been adapted to his needs which is following a play based principle, including Play Therapy.</p> <p>During the assessment day staff spoke about 'Nurturing Homework', this was when activities were suggested such as planning a fun event, watching a movie together, going on a new walk to support the pupils' wellbeing and that of their families.</p>

2a.2 The social and emotional needs of children and young people are addressed.

The evidence shows the Boxall Profiles are embedded in termly routines. Support staff who are consistently with the class complete them, overseen by HLTA. The results and strategies are collated and feedback is given to staff who all work together in delivering highlighted strategies. Staff are now working on completing whole class Boxall Profiles. Staff are very sensitive to the needs of all the children as individuals and tailor how they speak and act to each child taking into consideration any additional needs that day.

During the assessment day staff explained how they had supported the wellbeing of the children by allowing cameras off at times, or hoods to be up so children could still engage safely in the online learning tasks.

2a.3 Consistent advice is given on supporting improvements in behaviour and emotional wellbeing.

The evidence shows that following a school council meeting the children raised their concerns on the consistency of how the behaviour policy was being implemented by all staff. This was brought to a staff meeting where staff evaluated the policy and reinforced that consistency needed to be adhered to, as children found this disconcerting.

2a.4 Children and young people are encouraged to be involved in developing and evolving their educational achievements.

The evidence shows that post-it notes were put around school where children could put their ideas for the curriculum and their learning. Following the implementation of a new maths scheme the children were asked to give their feedback at the end of the year. This was then fed back and discussed with staff. School implemented catch up learning on return to school following lockdown allowing for developmental learning opportunities.

During the assessment day, a celebration assembly was observed where children were encouraged to share their growth mindset achievements.

2b. Wellbeing: Children and young people

2b.1 Provision and strategies promote the welfare and wellbeing of children and young people.

The evidence shows that the school council are more involved with the development of policies within school than previously and consult the school population in order to get their feedback. The School council are also involved in informing the children about the six principles of nurture through school assemblies that they plan and deliver.

There are interactive areas throughout school and reflective areas in each class which again give the children opportunity to talk and give opinions.

During the assessment day, a tour of the school by the children showed these areas and the children explained how they were used. One child said they are good because, 'we can talk about it, so not bottling it up inside.'

2b.2 Children and young people feel safe and secure.

The evidence shows that each classroom has a safe space for the children to access at lunchtime as a refuge; blinds are down, soothing music and low lighting. The school also provides a link on Purple Mash to allow the children to express themselves more privately. Children were also allowed to speak to each other via teams to share emotions and seek friendship and support.

During the assessment day the children shared how they felt about the nurture room saying it was 'a nice quiet room, where you could go if you felt sad or needed to calm down.'

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

The evidence shows that there are regular School Council meetings where the children give feedback to their class and then to staff. The School council is involved with the development of the school and its grounds. Children went on a nurture walk around school and they highlighted areas that they thought were nurturing and then areas where they thought improvements could be made. Lunchtime chefs also personally help/make something specific for children who are getting upset about lunchtimes.

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

The evidence shows 'Hand to Mouth' (a Christian Group) come into school to deliver workshops with children. These workshops enable them to talk about transition worries. Hand to Mouth also comes into school during the term and the children take part in activities and again are encouraged to talk about any transition worries. Following feedback Transition week is followed throughout the whole of the school and Pyramid. The last week of term is spent in a new class or school. This alleviates some of the worries that children have at the beginning of the year. Extra sessions are set up for SEN/vulnerable children who staff feel, along with parents, would benefit from extra support.

2b.	Wellbeing: Staff
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2b.5 Provision and strategies promote staff welfare and wellbeing.

The evidence shows that in order to minimise time planning, several different schemes have been implemented. Nurture has been placed as a standing point on the staff meeting agenda and nurture has a very prominent place on the SIP. 'Wellbeing Buddies' have been introduced amongst staff in school. During the assessment day staff commented on the positive aspect of the Buddies scheme; saying staff relationships are really strong, 'you are always looking out for someone'. New policies and procedures are regularly discussed with staff and their feedback is sought. New interventions introduced and discussed with support staff first as they are the ones delivering and therefore their opinion is very much needed. During the assessment day the governors spoke about staff wellbeing as a stand-alone subcommittee as they felt it was that important and that as a governing body they tried to implement new workplace policy as soon as possible, giving the new menopause guidelines being implemented as an example of this. There is a notice board in the staff room where staff say 'thank you' to other members of staff for kindness or thoughtfulness. Staff completed a 'Classroom Environment' walk and gave constructive feedback about each other's environment. Yoga has been arranged for staff who would like to attend.

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

The evidence shows staff are recognised as working extra after school e.g. film nights, discos, sporting activities etc. and less staff meetings allow teachers time back to help with their wellbeing. Staff wellbeing questionnaires are completed annually and reported to governors. During the assessment day staff and governors spoke about a 'Wellbeing Day' for staff to take in recognition of their commitment to the children and their families. Jess Glossop said 'It was a lifeline. It felt like a massive gift.' Following the success of this initiative the governing body have agreed to make it part of the staff wellbeing offer this year too.

2b.7 Staff access relevant professional development.

The evidence shows that CPD is regularly attended by all members of staff and fed back to each other in staff meetings. Staff meetings are held three times weekly to ensure that staff get the opportunity to attend at least one in order to not miss vital information but also have the time to discuss amongst ourselves solutions/ideas for school development. The new Designated Wellbeing and Mental Health lead will be attending a two year training course.

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

The SIP shows evidence of collaborative working around curriculum development and reflective practice. The evidence file shows Peer Learning walks and staff giving constructive criticism and support for each other.

2c.	The environment
<p>2c.1 Nurture principles are reflected in the development of the workplace environments.</p> <p>The evidence shows all classrooms have a reflection area where children are encouraged to visit. The communal areas reflect Nurture principles. During the assessment day the children shared these areas and explained how the activities could be used.</p> <p>Collective worship allows discussion about or to reflect upon nurture. The children's perspective is sought on what nurture means to them and how the school reflects nurture (nurture displays). The development of the nurture room where children visit at times of stress or in order to just have quiet time has been a positive for the school. This area is also used by adults in school and other stakeholders.</p> <p>Children completed a nurture walk to identify areas where they think the school is doing well and areas where improvements need to be made.</p> <p>During the assessment day children shared the positive areas in school and talked about the awards they receive and how this success is displayed e.g. the courage book, house points board, thought box, Pets Wall.</p> <p>2c.2 The environment is safe and welcoming for all stakeholders.</p> <p>The evidence shows a nurture board where all stakeholders are encouraged to write comments regarding the environment.</p> <p>During the assessment day the worship group spoke about being a Christian school but also about other faiths and how children were taught to understand others opinions. One child said; 'We say listen respectfully.'</p> <p>The parents spoke about staff including senior leaders being accessible at the beginning and end of the day and they felt safe to ask any questions or share concerns with them.</p>	

3	Leadership and management
3a.	Policy
<p>3a.1 Organisational processes and service development policies reflect and support nurture principles.</p> <p>The evidence shows policies are beginning to have sections in which reflect the Nurture Principles. The school has shown that these are being included as policies are renewed.</p> <p>The Induction policy was rewritten following staff feedback and is now more reflective of a nurturing approach.. A Forest School Policy has been written. This involved the support of all staff, especially the lead for the Forest School. Staff looked at the Nurture Principles and made the ethos of them explicit throughout the policy.</p> <p>During the assessment day, a discussion with the deputy head, the Senco and the Designated Wellbeing and Mental Health lead who is attending a two year training course, outlined how the school intends to implement policy and practice development linked to nurture over the next few years.</p> <p>3a.2 Stakeholders are involved in the development and review of policies.</p> <p>Staff and governors review policies and are asked to contribute to any changes or additions. This can be seen in the changes to the Induction Policy.</p> <p>During the assessment day the governors spoke about 'always adopting the most recent advice' in relation to policy development. Susan Middleton, chair of governors said, 'work (school) was somewhere where staff could be given support and understanding.'</p>	

3b.	Partnership
<p>3b.1 Partnership working reflects a nurturing rationale.</p> <p>The evidence shows that outside agencies were asked if they could comment about the school environment and whether they felt welcomed. They were also asked if they could comment about any areas that they thought improvements could be made. These were collated and brought to a management meeting.</p> <p>Case Study 1 –</p> <p>The additional needs partnership meeting was initially started in another pyramid but after a group of the SENCO's got together it was decided that it would be a good idea to start one locally to further support the children by sharing good practice.</p>	

The group of SENCO's meet together every term along with an Educational Psychologist and as a group the staff discuss anonymised children with their parent's consent. Together they share ideas and experience of similar children and put together action plans or next steps. The Educational Psychologist will also offer advice. On returning to school the Senco feeds back to parents through having a mutually convenient meeting and shares steps that the school will put into place that will hopefully support both child and family. The meetings are incredibly beneficial as they offer ideas that school might not have otherwise thought of. This means that both children and family benefit from increased knowledge. It also means that the child is highlighted to the Educational Psychologist who may follow up the meeting by having an Initial Consultation with staff, parents and child. All potentially improving the outcomes for the child and supporting the family.

Case Study 2 –

Highburton First School decided to keep bees to help promote environmental awareness and caring for living things throughout school. Funding from a local agriculture organisation was applied for to help with the initial setup costs. Once staff were trained they were able to buy a hive and equipment needed to set up the school's Bee Corner for the bees to settle and work. After a couple of weeks of settling in, staff were able to start an after school beekeeping club which allows children to learn and work alongside the bees. This was three years ago and the children have thoroughly enjoyed the experience every year. The lead beekeeper maintains an information page on the school website which has led to the school becoming 2019's Regional Winner in the Totally Clued Up category for Northern England in the Better Energy Schools Award.

Beekeeping club works with 15 children every week giving them the opportunity to learn about bees, their role in the world and how to care for them. Staff and children spend time at the hive observing the bees and providing them with anything they may need. Staff and children have also harvested honey from them which we were able to jar up and sell at the Christmas fair. The beekeepers are responsible for every step of the process, from removing the honey from the frames to designing a label, pricing up the jars and selling them on the day. The children also learn about the equipment used for beekeeping and have been involved with making frames, cleaning the hive and even getting wax from the hive.

All children in school have been taught about the importance of bees through whole school collective worship. They have shown a great interest and fascination in the environment and the preservation of bees as pollinators. The beekeepers specifically have been educated in how pollinators benefit the planet, how to care for them and the plants needed. Beekeeping has taught the children to have a deeper respect for the planet and their vital role in helping preserve and protect all living things.

During the assessment day Jess Glossop remarked that 'our children are full of compassion.'

During lockdown and following the partial and full return to school further partnership and community working has taken place. This was shared on the assessment day including Adopt a Grave, Clothes for the Disadvantaged and wider work with the church community.

3c. Partnership

3c.1 There are clear development priorities regarding nurture principles and practice.

The evidence shows the nurture room is under development. All staff are now trained on completing Boxall and are all responsible for implementing strategies. One member of staff has put herself forward for developing further the support staff role and has taken a nurture lead. Time has been allocated for the completion of Boxall Profiles so that all support staff completing Boxall can help one another and offer support.

During the assessment day the deputy headteacher, Graham Booth, said, 'We genuinely care about each other and the children, we are a unit.'

There is a clear Nurturing Schools Programme action plan and nurture is clearly identified in the SIP.

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

The evidence shows the Nurture Principles are prominent on the SIP which is reviewed regularly to ensure progress is being made towards it. Play Therapy is aimed towards children who are meeting the criteria. The HLTA has been given time to ensure that Boxall Profiles, interventions and Nurture Principles/strategies are applied throughout the whole of school.

3d. Monitoring and evaluation

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

The evidence shows an action plan has been produced and reviewed regularly to ensure progress has been made towards the SEF which has also been regularly reviewed. The school has moved forward as a result of the programme.

Assessors Summary

This report cannot reflect the hard work that goes on at the school every day. A comprehensive evidence file and related documents have been provided as part of the assessment process by the school. Examples of excellent practice include:

- Excellent Nurture Leadership**
 Graham, Jess and Joanne all spoke passionately about nurture during the assessment day. Parents spoke highly of the leadership team; 'Leadership is really important, it stands out a mile. It's a safe place to be.' The governors spoke about the dedication and the commitment of the staff to a whole school nurturing approach.
- Staff wellbeing**
 This is a real strength of the school. All staff are valued equally. The staffroom is available for all staff as are nights out, the staff shoutout board and the wellbeing basket. The dedicated staffing and wellbeing committee also shows the governor's commitment to staff wellbeing. During the assessment day Jo and Graham shared their thoughts; 'We all genuinely really care about each other and the children.'
- Pupil responsibility and self-efficacy**
 Another great strength of the school. During the assessment day children were keen to show all aspects of their school and explain the role they had within it. A number of children spoke about being trained as Befrienders and how important this was to them. The worship group spoke about the responsibility they had and how important collective worship was in building self-esteem. Laura Brown, parent governor, spoke about how the school was always 'looking at the development of the whole child.'
- Work with stakeholders and community links**
 Throughout the assessment day the staff, governors and parents shared a number of initiatives where the school uses the ethos of the 6 Principles to work with Stakeholders and the community, including Adopt a Grave, the Covid Quilt, Church and School Newsletters, Santa visits and charity work throughout the year. The governing spoke about the schools strong links to the church and how the school had reached out to them during Covid, sharing videos and school updates.

Recommendation

We recommend Highburton First School for the National Nurturing Schools Award.

Areas for development	Timescale
<p>The Boxall Profile;</p> <ul style="list-style-type: none"> • In specific cases as a tool for those needing additional external social or emotional support). • On a case-by-case basis, considering the pupils individual profile. 	Ongoing
Nurture Principles; Continue to promote and embed nurture group principles throughout the provision for pupils and staff.	Ongoing
Continue to monitor and evaluate the provision within your setting completing the National Nurturing Schools self-assessment on an annual basis.	Ongoing
Mental Health and Wellbeing Lead; Continue to develop this role across school	Ongoing
Engage with the re-accreditation process for the National Nurturing Schools Programme.	February 2025