

**The National Nurturing Schools Programme
Assessment Report**



Establishment name and address	Sundridge and Brasted Primary School Church Road Sundridge Kent TA14 6AE
Headteacher/Principal	Mr Tom Hardwick
NNSP trained staff	Suzi Langran and Rachael Sharrad
Assessment date	19th July 2023
Assessor	Nicola McAllister
Trainer	Jenni Moore
Review date	July 2026

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>Examples of excellent practice include:</p> <ul style="list-style-type: none"> • Strong leadership of The National Nurturing Schools Programme. <p>Rachel Sharrad and Suzi Langran , Nurture Leads, are passionate about nurture being at the core of everything they do at Sundridge and Brasted Primary School. Due to the size of the school, only 62 pupils and 13 staff, Suzi told me that they had a “good starting point as the school has always been nurturing because it’s so small.”</p> <p>They have used The Six Principles of Nurture to put a framework around what they do. They have ensured that the whole school community has been involved in developing and understanding the concept of nurture. They looked at each principle individually at assemblies, breaking them down and really exploring what they mean to both children and staff.</p>	

The Six Principles of Nurture are displayed throughout the school and included in newsletters to parents. A number of support staff said “it’s all about inclusion, everyone has been involved, we’re so proud of Rachel and Suzi.” Tom Hardwick, Head Teacher, recognises and values the need for a nurturing approach in his school he stated, “at the core, we want our children and families to succeed, we’ve been able to think about all the amazing stuff that the staff do and put it down on paper.”

- **Focus on wellbeing and relationships**

Although the Assessment Day was carried out virtually, the warmth of relationships and the sense of compassion throughout the school was evident.

A parent said, “it’s the energy and how people vibe, it makes my child feel comfortable and safe.” The atmosphere is informal and relaxed, Tom said, “all connections come from a place of relationships.” Staff spoke of the sense of community and feeling like a “family”. A teacher said, “we’re a good teaching team, we support each other, Tom is the best head I’ve ever worked with, he’s the nicest, most patient person.”

Pupil wellbeing is seen as paramount, staff are very perceptive and notice when children are having a hard time and are very responsive to this. There are lunchtime friendship and wellbeing clubs, lots of areas throughout the school offering quiet calm places, a nurture dog, ELSA, buddies and Zones of Regulation which has been adapted by the pupils. Parents feel assured that their child’s needs are being met, “they’ve been incredible, they’ve listened to his needs, using emotional language and check ins, helping self-regulation and talking to me every day.”

- **Use of the Boxall Profile to assess and meet pupil's needs.**

The Boxall Profile is being used as a whole school assessment and planning tool to meet children’s needs. All staff have been trained and those that I spoke to feel really confident in using it. Protected meeting time is ring fenced to complete profiles. A class teacher said, “it’s helpful for me as a teacher to understand the gaps and work out how to fill them.” Support Staff also spoke of their role in assessing pupils, they “have an input to each child” which they feel is very important as they have strong relationships with children and understand their needs in a different way to a class teacher.

The Educational Psychologist has also been involved in the staff training and delivery of the Boxall Profile. They have worked closely with Rachel and Suzi to coach staff through the process.

- **Engaging with and supporting parents and carers.**

Building positive relationships with parents is seen as a priority at Sundridge and Brasted Primary School. The parents that I spoke to on Assessment Day couldn’t speak highly enough of the level of support that they and their children receive from the school. One parent said, “the school may be there for the child but they’ve held our hands.”

The level of emotion exuding from the parents goes beyond partnership working, the school is seen as an extension of home, and staff are firmly part of the support network. Parent and toddler Stay and Play sessions take place every week in the school hall. This was developed by Suzi to support socialisation and play for the children while giving the adults an opportunity to get together and build friendships. Suzi is present during the sessions and is on hand to chat to parents and offer support. The Head Teacher is always present at the beginning and end of the day, at the school gates, to talk to parents and has an open door policy, he said, “we try to do everything in a relaxed manner, parents need to feel supported, not judged.” The newsletters sent to parents are filled with information, advice, celebrations, photographs and reflects what has been happening in nurture throughout the school.

- **The school environment promotes nurture.**

Although Sundridge and Brasted is a very small primary school, staff have been very considered in the use of space. The outdoor space has opportunities for children to access different types of activities that may meet their needs at different times, from a small football pitch to games boxes, climbing frames to quiet areas.

Inside of the school there are many engaging wall displays not only reflecting The Six Principles of Nurture but also promoting wellbeing, positive relationships and celebrating children’s achievement. Isabelle, Head Girl, took me on a fabulous virtual tour of the school, highlighting all the amazing work that has been undertaken by pupils and staff.

All classrooms have emotional regulation boards that are used for daily emotional check ins by both pupils and staff, as well as worry monsters/boxes and cosy areas. There is also a quiet lunch area for those children who struggle with the noise of the dining hall. A room has been converted into The Burrow, which is a nurture room accessible to all children in the school, it provides them with a calm and comforting environment when the classroom has become overwhelming.

- **Pupils**

Rachel led the discussion with the pupils on Assessment Day. It was wonderful to witness how open, honest and relaxed the children were with her. There was lots of chat, giggles and reflection. It is clear that the children feel comfortable and confident acquiring the support and help of adults in the school. One child said, “It’s really good because it’s a small school and there’s lots of teachers you can talk to.” They also spoke about feeling safe in school. Each child has filled out a safe map of the school environment and were able to talk about some of the places in school where they don’t feel as safe. This is then acted upon by staff.

Children were also able to identify places they could go to activities and they can access when they are having a difficult time, and they understand that different children need

different things. Things that help some of the children I spoke to were: music, chill out time, going into the cloakroom to chill and lying down on a beanbag.

Quotes from the assessment day:

- “Everything we do is nurture, it’s constant, we don’t think about it, it’s natural.” (staff voice)
- “If anyone has a down day, we can always talk to someone.” (staff voice)
- “I feel privileged to work with children and adults and do the best I can.” (staff voice)
- “I feel honoured to work here.” (staff voice)
- “If well-being isn’t high enough in the room, I stop and do something else.” (staff voice)
- “We’re a good teaching team, we support each other.” (staff voice)
- “It’s a lovely community, everyone is so special.” (Head Teacher voice)
- “It makes me incredibly proud, something new to be proud of every day. We weather every storm with a smile.” (Head Teacher voice)
- “They make us feel so comfortable, they’re always there on hand” (parent voice)
- “I thank my lucky stars, I will do anything for this school.” (parent voice)
- “These guys get it.” (parent voice)
- “It’s like an extended family, nobody is left out, parents and siblings too.” (parent voice)
- “You get looked after and learn lots here.” (pupil voice)
- “There’s lots of different people we can go to” (pupil voice)

When asked to describe one word to describe how they feel in school pupils replied:

- Joyful
- Mad!
- Nice environment
- Wonderful
- Excited
- Relaxed

Recommendation

We recommend Sundridge and Brasted Primary School for the National Nurturing Schools Award

Areas for development	Timescale
<p>The Boxall Profile. Continue to use:</p> <ul style="list-style-type: none"> • In specific cases as a tool for those needing additional external social or emotional support; for groups of pupils where necessary • On a case-by-case basis, considering the pupils individual profile. 	Ongoing
<p>Nurture Principles.</p> <ul style="list-style-type: none"> • Continue to promote and embed nurture group 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. 	Ongoing
<p>Continue to monitor and evaluate the provision within your setting completing the National Nurturing Schools self-assessment on an annual basis.</p>	Ongoing
<p>Engage with the re-accreditation process for the National Nurturing Schools Programme.</p>	2026