

# The National Nurturing Schools Programme

## Assessment Report



Establishment name and address	Snainton Church of England Primary School Pickering Road Snainton Scarborough YO13 9AF
Headteacher/Principal	Mr Matthew Davies
NNSP trained staff	Mr Matthew Davies Ms Karen Nicholson (no longer at the school)
Assessment date	10 <sup>th</sup> April 2024
Assessor	Miranda Collins
Trainer	Adele Wilkinson
Review date	April 2027

## 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>In describing his school, the headteacher, Matthew Davies, used the words loving, relational and uniqueness (celebrating the individuality of each person). There were many examples of this ethos throughout the assessment day and many memorable quotes, including this from a member of staff who commented that she had never worked in a school where “the staff know the children so well.”</p> <p><b>Examples of excellent practice include:</b></p> <p><b>Genuine love, compassion and welcome for all stakeholders</b> – Relationships are truly at the heart of this school. There were several references to the school feeling like a family and it is clear that the staff team goes to great lengths to understand the children and know the families. Staff said that the Covid lockdowns had opened the door to engage with families differently and that the school had built on this afterwards.</p>

This has been successful as two examples were given where families were confident enough to ask the school for help. On one occasion, a parent was not able to manage their anxiety sufficiently to leave the house to get their children to school. They called the school and asked for help, and a member of staff walked to the house and collected the children. Another time, Matthew went to collect the children from a neighbouring village when the family had car trouble and was unable to get the children to school. The responses from schools demonstrate a can-do, collaborative attitude.

One of the parents explained that in a small school, “we all know each other, and support one another. The children reflect this dynamic.” Efforts are made to convey how much parents are valued by considering the availability of parents and the convenience of events that are offered, and by asking what types of information and support sessions they want.

The PTA is very active and parents feel confident to bring a range of ideas to Matthew as they feel he is “open to them”. They are regarded as partners.

The school operates a dog-friendly playground which is valued by families and creates a welcoming environment. The children also commented on this, saying that it made the playground more fun.

Staff members talked about the strong relationships between adults and children, stating how this resulted in them being able to spot the small signs that help may be needed. They felt that this happens naturally in a small school but acknowledged that the National Nurturing Schools Programme (NNSP) had given a framework for it – “the Boxall Profile and the Six Principles of Nurture help us to be clear why we’re doing what we’re doing”.

**An ethos which is completely embedded** – Although children, parents and school staff operate as a team, it is clear that Matthew’s strong leadership is vital – his vision and beliefs set the tone for the nurturing and relational approach in the school. He spoke about the 19 pupils in the school when he first started at Snainton and wanting those families to feel as if it was the best school for their children. After five years, the number of children has risen and Matthew’s commitment that each one is nurtured in all their uniqueness remains steadfast.

When offered the opportunity to take part in the NNSP, he saw it as an opportunity to align the Christian ethos of the school with what it means to be a nurturing school. Staff members talked about many of the principles of nurture and standards being evident when you walk through the school and that there were many aspects of nurture in place already. This process has enabled all these elements to be joined up in the Snainton way.

There is a strong focus on collaboration as referenced already with the PTA and the section below will detail some powerful actions arising from the School Council.

Such in the confidence with which Matthew regards the day to day life of the school, that the recent Ofsted inspection (January 2024) was, “one of the calmest and least stressful experiences of inspection” one staff member had seen. Staff members were encouraged to carry on as normal because they knew what they were doing and why.

**Empowering children with a genuine regard for their views** - In this school, the value placed on pupil voice and leadership is truly authentic. The portfolio of evidence contained two very striking examples of this.

The older children in the school were involved in a discussion on the impact of the increased cost of living. They came to understand how some people in their village community may be struggling with scarcity and observed that much of the support was focused on the larger town nearby. The School Council, supported by school staff, convened a meeting with local representatives from the village church, Women’s Institute, local charity and Parish Councillor. Two ideas were discussed and actions agreed.

A Food Exchange was established at the school to provide provisions for those who may be in need within the village or school community. The second idea was to create a warm space for village residents to gather weekly with the offer of a hot drink, cake and toast. The Community Café is now an established resource within the village. Year 6 children chose to go to the Community Café to celebrate their termly achievements and made a thank you card for the members of staff running it. I asked the older children how they felt about having driven such a change in their community and they talked about their pride in helping others who needed it.

Older children in the school take a leading part in recognising members of staff who are leaving the school and ensure that a card is signed by all the children.

Staff talked about the family feel of the school, with older children helping in nursery on a rota. The whole school has their Forest School session on a Monday afternoon, all together. The children are grouped vertically with all ages of children represented. One of the parents talked about how supportive and enjoyable her daughter in Year 2 found being with the older children as well as peers.

**Engagement with community and stakeholders** – Snainton Primary is keen to bring their nurturing approaches to all those in the community and previous sections have also highlighted where this is the case.

The Food Exchange and Community Café are wonderful examples of how well the school seeks to engage with a range of stakeholders. As stated, this development

engaged a range of individuals and organisations from the community in a shared purpose, with a profound impact.

The parents I spoke to talked about Family Film Nights where families come to share snacks and the big screen on blankets and cushions, and fish and chip lunches where parents can join their children for lunch occasionally.

They also shared that the school is able to provide each family a hamper and each child an Easter Egg thanks to the generous support of a family in the community, who although local to the school have no further connection with it other than wanting to support the nurturing, inclusive ethos of Snainton Primary.

One of the members of staff said:

“I’m proud of this school , really proud” and I can see why.

**Congratulations** to all at Snainton CE Primary School, and thank you for all you do to enable everyone in your school to be at their best.

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

- A lot of schools are performance led – this school is child led. (parent)
- My son wants to come to school; he has friends; he has been helped by staff and the environment to build strong bonds. (parent)
- Nurture is part and parcel of what we do – it’s like second nature. (teacher)
- This school is caring, uplifting and respectful. (child)
- I’ve not worked in a school where the staff know the children so well. (teaching assistant)
- We look after each other and help each other out. (teaching assistant)
- I’m proud of this school , really proud. (teaching assistant)
- It’s been a really lovely experience to reflect on everything we do. (teacher)

#### **Recommendation**

**I recommend Snainton CE 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"> <li>• In specific cases as a tool for those needing additional external social or emotional support; for groups of pupils where necessary</li> <li>• With your Reception cohort to prepare for a successful transition to KS1. You may also wish to use the Boxall Profile for three year-olds in the Nursery where you are aware of adversity or trauma. This will enable you to provide specific support for children as they start in Reception.</li> </ul>	<p>Ongoing</p>
<p>Nurture Principles</p> <ul style="list-style-type: none"> <li>• Although the Six Principles are evident throughout the work of your school, they need to be much more obvious on the website, in policies and within the curriculum. Alongside your Christian values, they will form the ethos of your school and set the tone for all you do.</li> <li>• You assessed yourself as enhancing in the standards pertaining to the Six Principles but I think there is more work to do to ensure that all stakeholders understand the principles completely. Examples for this could be to mention them in reports, on letters and emails, in newsletters and communications from the school. Your School Council could create child friendly versions of the Six Principles or a Six Principles song.</li> <li>• Teachers can highlight where the principles are relevant to the curriculum. For example – in KS2 Spring 1 plan – link the text The Windrush Child to Transitions are important in the lives of children – what does it feel like to make such a change/could the character be scared or sad or excited/what kind of journeys have you been on like this character...</li> <li>• You could have a focus on a principle every half term in assemblies or in class. You could keep updates on your website and social media platforms to ensure all stakeholders are familiar with their meaning and impact. These are some ideas, but do whatever is right for your setting so that they become front and centre outwardly to complement the obvious inward use of the principles in school.</li> </ul>	<p>Ongoing – you have spoken about needing to review the vision statement for the school so it would be great to think that considering the principles of nurture alongside this could start prior to the next academic year.</p>

<ul style="list-style-type: none"> <li>• Make sure that the blend between the principles of nurture and your Christian values are evident on your website.</li> </ul>	
Engage with the re-accreditation process for the National Nurturing Schools Programme.	2024