

The National Nurturing Schools Programme

Assessment Report



Establishment name and address	Holy Trinity CE Primary School Capstan Street, Blackley, Manchester M9 4DU
Headteacher/Principal	Ms Liz Fenlon
NNSP trained staff	Ms Liz Fenlon, Ms Melanie Borrell
Assessment date	Friday 10th June 2022
Assessor	Nichala Johansen
Trainer	Carrie Thorne, Marina Bowler
Review date	June 2022

STANDARDS

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

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

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

1. Stakeholders		1d. The Community		
Standard		Developing	Establishing	Enhancing
1d.1	The establishment works with stakeholders within the community.		X	
1d.2	Nurture principles are defined and explained to stakeholders.		X	

1d. 3	The establishment is used as a resource within the community.	X		
1d. 4	The community is included in development plans.	X		

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

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

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

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

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

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

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

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).		X	

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. 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.

Examples of excellent practice include:

- **Leadership**

During the assessment day, Liz Fenlon the headteacher spoke about the nurture journey the school had been on and it was clear her leadership was key to the success of the National Nurturing School Programme. She also acknowledged that 'Mel (Nurture Lead and AST) has been a huge part of driving the programme forward.' Liz also spoke about 'the commitment of the staff and the leadership team' to moving the nurturing ethos of the school forward.

It was clear during the assessment day that all staff felt some leadership responsibility in supporting and modelling The Six Principles of Nurture and that they had worked incredibly hard to develop a nurturing approach across the school for all stakeholders.

- **The Boxall Profile**

The school assesses all children in school using the Boxall Profile. During the assessment day staff discussed that they had had whole school Boxall Profile training reminding them of the purpose of the Boxall Profile assessment and how to use it to inform QFT and how to report on Boxall Profile data in pupil progress meetings. The school has developed Boxall Profile Assessment Leads, who support class teachers with class plans and ILP's with regular reviews scheduled over each term. The staff shared, 'The Boxall Profile Leads have been super helpful. They have given us amazing support.' They also expressed, 'The Boxall Profile has been a real benefit for us to be able to understand all our children.'

A number of teaching and support staff explained how they use the different strands of the Boxall Profile assessment to meet the needs of the children during their sessions, including Forest School, safeguarding support and speech and language interventions. It was clear that all staff have a detailed understanding of the elements of the Boxall Profile and this is embedded into their practice across the school. During the assessment day it was a pleasure to hear staff explain how this was supporting pupils in so many areas across the school.

- **The Six Principles of Nurture**

The Six Principles of Nurture underpin the inquiry-based provision learning being developed in KS1 which supports teaching, learning and pupil outcomes and allows the school to understand learning developmentally. Further development of the school environment has led to more safe and quiet spaces and also spaces that allow pupils to learn in a wider variety of ways. These include the Reception shared space and the introduction of a working kitchen, the KS1 shared space transformed into a learning space for the IC group and the new outdoor classroom in the KS2 playground which is used at playtime and throughout the day. Nurture Principles are also shared weekly through assembly time with a whole school book focus. The SEMH nurture library has been established with books shared across the school linked to each Principle and a whole school display in the KS1 hall and KS2 corridor reflects the school's work on The Six Principles of Nurture. Within classes, there are displays using the emotional barometer and The Six Principles of Nurture. The school has also established

Nurture Leaders from Year 1, 2, and 4 who act as advocates and mentors. During the assessment day, Liz Fenlon, Headteacher spoke about how The Six Principles of Nurture fitted alongside all the work the school has been doing and continues to support the mental health and wellbeing of all stakeholders. She said, 'We have always worked on the all behaviour is communication model, even before we knew of the Six Principles.' Staff shared, 'you can feel them as you walk around' when talking about the Six Principles of Nurture.

- **The mental health and wellbeing of all stakeholders**

The school has developed a consistent approach to pupil voice with a consistent range of questions used throughout the year to better understand pupil voice and be able to better plan strategies to promote pupil welfare and wellbeing. There is also a whole school mental health and wellbeing policy developed to support pupils. Pupil voice on wellbeing and The Six Principles of Nurture show that pupils feel safe in school and they are beginning to understand the five areas of wellbeing. There is an E-safety agreement in place in each class which each pupil subscribes to, to ensure the classroom offers a safe space. A full wellbeing audit has been carried out by the wellbeing team to establish a current baseline and plan for the next steps.

An induction system is in place to support new staff to settle into Holy Trinity which includes regular review meetings and check-in. Staff 1:1 sessions are planned across the year with staff able to choose a member of SLT to meet informally and Peer and SLT / other professional support including supervision and coaching are also available. During the pandemic staff check-in's took place in the form of regular phone calls and face-to-face meetings with a team leader. A rolling program has been established for staff CPD and Wellbeing Toolkit training is tailored to meet the needs of staff. CPD for the wider leadership team on coaching is taking place in order to support the wider staff team and there is a staff wellbeing offer half termly which includes a raffle and display board.

During the assessment day staff spoke about having really good experiences of staff wellbeing and that they always have people looking out for them. They expressed that the SLT were really great if you have any personal issues. The children said that there was always someone to talk to about their feelings and they had lots of relaxing spaces inside and outside school. Parents expressed how much they appreciated all the support their children received and that the whole family received too. All stakeholders shared examples of how they had been supported by the school and by individuals. It was wonderful to hear how embedded the approach was across the whole school.

- **The building of strong relationships with families**

The school launched the Connect Project to mark the end of lockdown and pupils and families returning to school. This supported them to re-establish 'Our School Family' and begin talking about the challenges lockdown had brought. A visitor book has been introduced and is shared with the school team half-termly. A parent group has been established to introduce The Six Principles of Nurture and to begin to establish a network for parents. The Community Case Study highlighted how Holy Trinity is able to provide immediate short-term relief to families within the school when they are at crisis point. Pupils are able to come to school and have the safe space that the school offers and they have food to eat that week.

Families are successfully referred to Early Help and other services and the school works closely with agencies to support assessments, applications for funding, grants, etc. The families at crisis point have a growing team of professionals driven by Safeguarding and

Pastoral Leads, providing much-needed support. The school aims to establish support networks with the local community to support schools and families in filling a gap that Manchester City Council has due to budget cuts and to work with 14 schools with shared priorities, concerns and long-term goals. All this work will help the school further develop strong and supportive relationships with their families.

During the assessment day, parents shared how the school had gone over and above to provide for them as a family, not just individual children and the difference this had made. All parents said the school 'had gone over and above'. Staff were rightly proud of the offer for families and said 'the nurture offer for our families is really strong.' I couldn't agree more, it was a privilege to hear all the stories and to see the impact they were having on children and their families.

Quotes from the assessment day:

- 'The nurturing approach gave us a different way of understanding what's behind the behaviour.' Liz Fenlon, Headteacher
- 'We now have a cohesive approach that can be clearly defined by everyone.' Liz Fenlon
- 'The Boxall Profile raises the recognition of emotional readiness, are the children ready to learn?' Liz Fenlon
- 'This process has consolidated our work. It has become part of our strategic approach.' Mel Borrell, Nurture Lead, AHT
- 'I really learned about transitions from the Six Principles of Nurture and I adapted my approach.' Jen Henderson, Safeguarding Lead.
- 'We have developed trust through the way we behave and lead through the principles.' Jen Henderson
- 'I am really impressed with the school, my experience has been really good.' Parents
- 'School have gone above and beyond, they understand the needs of my family.' Parents
- 'Getting a place at Holy Trinity has been the best thing for my family. I am so happy.' Parents
- 'The teaching team all have the same approach. We have high expectations and we are all consistent.' Staff Team
- 'The wellbeing days have had a huge impact on staff. Mine really lifted me.' Staff Team
- 'All the staff training we have had shows. The staff really understand The Six Principles of Nurture.' Staff Team
- 'The teachers are great, they always help you.' Children
- 'The teachers give us chances.' Children
- 'The teachers help us work things out for ourselves.' Children
- 'Everyone is really friendly here and everyone helps our families too.' Children

Recommendation

**We recommend Holy Trinity CE Primary School for the
National Nurturing Schools Award**

Areas for development	Timescale
The Boxall Profile. Continue to meet pupils SEMH needs by further embedding the use of The Boxall Profile to support all aspects of teaching, learning and the school's curriculum offer	Ongoing
The Six Principles of Nurture. - Further embed The Six Principles of Nurture into your leadership style, interactions and strategic planning to ensure you are modelling the principles in all you do. - Further embed The Six Principles of Nurture with all adult stakeholders including staff, parents/ carers and the wider school community so that they do not just understand them in relation to the pupils but also for their own SEMH and wellbeing.	Ongoing
Continue to monitor and evaluate the provision within your setting completing the National Nurturing Schools self-assessment on an annual basis.	Ongoing
Engage with the re-accreditation process for the National Nurturing Schools Programme.	2025