

# The National Nurturing Schools Programme

## Assessment Report



<b>Establishment</b>	Bridgelea Primary School
<b>Head teacher/Principal</b>	Mr. Phil Hoyland
<b>NNSP trained staff</b>	Nichala Johansen Kelly Eyre
<b>Assessment date</b>	16 <sup>th</sup> October 2019
<b>Assessor/s</b>	Kirsten Mann
<b>Consultants</b>	Adele Wilkinson/Yvonne Monaghan
<b>Review date</b>	16 <sup>th</sup> Oct 2019

1. Stakeholders	
1a.	<b>The social and emotional needs of pupils are assessed and tracked.</b> Boxall Profile assessments are carried out on each pupil bi-annually and this data is used to track general trends as well as planning to meet individual needs.
1a.1	<b>Nurture principles are defined and explained to pupils.</b> Displays in each class are used to explain and expand on the meaning of the nurture principles. Pupils know there are safe spaces within each class and around the school that can be used to help them regulate. Children have a communication chart and profile to explain their needs to staff.
1a.2	
1a.3	
1a.3	<b>Pupils are encouraged to develop responsibility for themselves and learn self-efficacy.</b> Pupils are encouraged to share their views and influence the life of the school through school council meetings where they have been asked about of a number of issues from what attendance awards they would like to achieve to how football nets can be used safely. Use of scripts for individual pupils encourage them to take more ownership over strategies that help them to manage their thoughts and feelings.
1b.	<b>Parents and Carers</b>
1b.1	<b>Parents and carers feel valued and welcomed in the establishment.</b> Feedback from questionnaires indicate that parents do feel welcome and commented that they found staff to be friendly and polite. The parents I spoke to on the visit day both in person and via phone calls commented on the differences Bridgelea had made not only to their child, but also to family life. One parent recognised the significant reductions in instances of physical interventions at school over the past two years and said that her son was able to take knockbacks and regulate his feelings better. There was a view that staff went above and beyond to support their children. One parent commented that Bridgelea staff were, <i>“more loving towards him”</i> than in his previous school. Another parent said, <i>“I love the staff, I feel I can talk to them and they don’t judge you. They understand you”</i> . Although many pupils are transported by taxi to school, the parents I spoke to felt that communication was effective.
1b.2	
1b.3	
1b.3	<b>Nurture principles are defined and explained to parents and carers.</b> There is a two-sided leaflet that explains more about Bridgelea and expands on the nurture principles. Feedback from questionnaires and from the parents I spoke to also indicated they had an understanding of the six principles. <b>Reports to parents and carers reflect pupils’ strengths and areas of need.</b> Annual reports include staff and pupils views. There is a flexible approach to maintaining contact and communication including regular phone calls, home school diaries, class blogs, home visits and transport offered to parents to support attendance at meetings.
1c.	<b>Staff</b>
1c.1	<b>There are systems and procedures to welcome, support and induct new staff and visitors.</b> There is a very comprehensive staff induction policy and programme that includes a mentor, a settling in meeting and timescales for review. The staff handbook clearly sets out the expectations on staff and their responsibilities to maintain high standards of professionalism at all times.
1c.2	
1c.3	<b>Nurture principles are defined and explained to all staff.</b> The nurture principles have been shared and discussed with staff. Evidence from staff feedback data shows that staff have a good understanding of the nurture principles. Related CPD including Elklan, de-escalation training and Wellbeing Toolkit 2 supports and enhances their understanding of the principles. Work to support pupils has also enabled staff to put the principles into practice.
1c.4	
1c.5	
1c.5	<b>Staff are given opportunities to discuss, develop and review shared values.</b> Following rapid expansion over the past two years, all staff have taken part in a training day to share and update the vision, mission statement and values - these are all underpinned by the nurture principles. <b>There are clear expectations of how all adults in school relate to children when in or out of class.</b> There is a clear behaviour policy, expectations are set out in the staff handbook and use of individualised scripts help to ensure a child-centred, consistent approach to support all pupils.

	<p><b>Staff are actively involved in The National Nurturing Schools Programme.</b> There is extensive evidence of how the school has supported staff through the two years of the NNSP and the progress that has been made as a result of this. As the school has expanded and moved from three buildings into two, there has been a sustained commitment to the NNSP.</p>
<b>1d.</b>	<b>The Community</b>
<b>1d.1</b>	<p><b>The establishment works with stakeholders within the community.</b> The development of the Early Help Hub programme enables Early Help Practitioners, based at Bridgelea to support families. This has had a very positive impact and in some cases it has prevented further referrals to social care and 76% of the pupils in families that have been supported, have made improvements in the <i>unsupported development</i> strand of the Boxall Profile.</p>
<b>1d.2</b>	
<b>1d.3</b>	<p><b>Nurture principles are defined and explained to stakeholders.</b> The nurture principles have been shared comprehensively with school governors. Governors have also been informed about how the principles link to the UNCRC articles as well as the wider work of the school, including teaching and learning. The school governor I met spoke about how the six principles are included in every meeting and provide a framework for decisions.</p>
<b>1d.4</b>	<p><b>The establishment is used as a resource within the community.</b> Staff have developed training and support for local school staff on Harmful Sexualised Behaviour which has resulted in more appropriate referrals being made for further assessment – (see <i>Community Case Study 1</i>). Bridgelea continues to share practice with the City of Manchester Learning Community and other schools within the local area. The school is keen to develop this especially in light of the recently developed city wide Inclusion Strategy – see <i>areas for development</i>.</p> <p><b>The community is included in development plans.</b> Information regarding how the nurturing approach is used at Bridgelea was shared with the School Management Board in preparation for federalisation with a secondary school. The school has also helped to support the swimming teacher with his understanding of how to support pupils as described in <i>Community Case Study 2</i>.</p>

<b>2</b>	<b>Delivery</b>
<b>2a</b>	<b>Meeting Pupils Needs</b>
<b>2a.1</b>	<p><b>Nurture principles are incorporated in curriculum planning and delivery.</b> It is clear from the development work of the school that the nurture principles are well embedded in curriculum planning as well as the wider work of the school. The evidence shows there has been a recent focus on a rights-based approach and the school currently holds a Silver RRS Award, support for language and communication through ELKAN training and the Communication Friendly Schools Award and a focus on anti bullying. Provision is flexible to meet pupil needs and the school has developed “retreat rooms” which are responsive to needs. Staff or pupils can refer on a weekly basis and pupils will have timetabled sessions to support specific short term academic and /or social/emotional needs.</p> <p><b>The social and emotional needs of pupils are addressed.</b> These are addressed through planning informed by the Boxall Profile for all pupils and support via the use of support plans that include effective strategies for individual pupils and scripts for staff. Staff have developed thematic plans that have specific activities for classes based on strands from the Boxall Profile.</p> <p><b>Behaviour is dealt with consistently by all staff.</b> There is a very clear behaviour policy that includes the development of the retreat rooms on each floor. The policy is based on the principle that all behaviour is communication and supports pupils to understand and manage their feelings. Staff are expected to consider the underlying reasons for behaviour and support this in an appropriate and proportionate manner. Records of</p>
<b>2a.2</b>	
<b>2a.3</b>	
<b>2a.4</b>	

	<p>significant incidents including racist incidents towards pupils or staff are kept, as are the number of physical interventions. The school is aiming to reduce the number of physical interventions and to this end annually updates staff on de-escalation strategies.</p> <p><b>Pupils are involved in developing and evaluating their learning.</b> Evidence in the file demonstrates that pupils are given opportunities to feedback on their learning within the class. Pupil voice surveys as well as pupil council meetings provide more formal opportunities for feedback.</p>
<b>2b</b>	<b>Wellbeing: Pupils</b>
<b>2b.1</b>	<p><b>Provision and strategies promote pupil welfare and wellbeing.</b> Comprehensive safeguarding policies and procedures are in place, this was commented on in the school's most recent Ofsted Report and which I observed on my visit day. A nurture breakfast and lunch are provided and additional support such as the Early Help Hub is sought for pupils and families when needed.</p>
<b>2b.2</b>	
<b>2b.3</b>	<p><b>Pupils feel safe and secure.</b> Pupil voice surveys indicate pupils feel safe and secure. The pupils who gave me a tour of the school were aware of the different spaces around the school they could access for quiet time.</p>
<b>2b.4</b>	<p><b>Pupils feel valued, respected, included and listened to.</b> Evidence from pupil surveys and pupil council meetings indicate that pupil views are respected and acted on where appropriate.</p> <p><b>Pupils are prepared for transitions in life.</b> A transition policy is in place to reflect the procedures of formal transition. All staff are aware of the significance of transitions within the school day. In addition, staff have developed policy and procedures to better support pupils moving out of Bridgelea to new schools. The school has identified that it could improve the experience for pupils transitioning into Bridgelea from other schools – see <i>areas for development</i>.</p>
	<b>Wellbeing: Staff</b>
<b>2b.5</b>	<p><b>Provision and strategies promote staff welfare and well-being.</b> Staff complete an annual wellbeing questionnaire. Staff report that there is a good ethos where they informally support each other. There is a <i>no blame</i> culture within the school which helps to promote this ethos. Formal supervision is now in place and has been very popular – all sessions have been filled for this term. The staff I spoke to value this time and the fact that it is ring fenced in order that it remains a priority.</p>
<b>2b.6</b>	
<b>2b.7</b>	
<b>2b.8</b>	<p><b>Staff feel valued, respected, included and listened to.</b> The staff I spoke to felt their views were listened to and that their contribution to the team was valued. This is backed up by evidence from the staff wellbeing questionnaire.</p> <p><b>Relevant professional development for staff.</b> New staff are supported through the comprehensive induction process. There is a clear CPD pathway for staff depending on their roles and responsibilities and staff are encouraged to engage in career development opportunities.</p> <p><b>There are opportunities for reflective collaborative problem solving for staff.</b> There is a very solution focused approach within Bridgelea where staff work together to problem solve and to respond effectively to meet pupil needs.</p>
<b>2c.</b>	<b>The Environment</b>
<b>2c.1</b>	<p><b>Nurture principles are reflected in the development of the environment.</b> I visited both sites and although very different, consideration has been given to flexible use of spaces including outdoor space. Both sites are warm and welcoming and classrooms are set up to meet the developmental needs of pupils.</p> <p><b>The setting has a welcoming and safe environment for all stakeholders.</b> The Plymouth Grove site has been recently renovated but both sites are bright and comfortable working environments for staff. One staff member at Plymouth Grove commented on how much she appreciated access to boiling water. This made it much easier to take a five minute break without waiting for a kettle to boil. This is important as staff work through until the pupils leave at 2pm before they have an official break.</p>
<b>2c.2</b>	

	One of the parents I spoke to also commented on the warm and friendly welcome she receives from office staff as soon as she enters the building.
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<b>3.</b>	<b>Leadership and Management</b>
<b>3a.</b>	<b>Policy</b>
<b>3a.1</b>	<b>Organisational and curriculum policies reflect and support nurture principles.</b> This is a particular strength – the nurture principles as well as the identified UNRC articles are clearly reflected in policies and procedures.
<b>3a.2</b>	<b>Stakeholders are involved in the development and review of policies.</b> It is clear from speaking to staff and a school governor that all stakeholder are involved in policy development.
<b>3b.</b>	<b>Partnership</b>
<b>3b.1</b>	<b>Partnership working reflects a nurturing rationale.</b> The school has developed a strong link with Speech and Language Therapy – see Partnership Case Study 1. The impact of the work which includes a screening assessment of pupils and staff training over a number of years was evident to me on the visit day. The long-term partnership and commitment to maintaining and extending expertise and has had a direct impact on pupil progress in speaking and listening. The Early Help Hub (Partnership Case Study 2) has also had a significant impact for the targeted families – see comments earlier in this report. I spoke to a SENCo from another school who valued the input from Bridgelea’s outreach service. This was initially focused on one pupil, but has developed into a partnership where she is in regular contact with Bridgelea staff who offer both formal and informal support and advice.
<b>3c.</b>	<b>Resources</b>
<b>3c.1</b>	<b>Clear development priorities regarding nurturing principles and practice.</b> These are reflected within school development priorities. Nurture leads have been appointed and evidence from the interview process demonstrated that questions were aimed at eliciting knowledge and understanding of nurturing principles and practice.
<b>3c.2</b>	<b>Resources are deployed to develop nurturing principles and practice across the setting.</b> There has been a significant investment in time and resources to support this throughout the school. Examples include provision of a range of CPD pathways for staff, development of outdoor learning and play, retreat rooms and the continued support of Speech and Language therapy.
<b>3d.</b>	<b>Monitoring and Evaluation</b>
<b>3d.1</b>	<b>Monitoring and evaluation protocols include evidence of planning, reviewing and evaluating processes for The National Nurturing Schools Programme.</b> My discussion with the senior leadership team indicated that there was a significant commitment to sustaining the programme whilst moving towards a federation of schools. The nurture principles are a feature of classroom monitoring observations and are also included in the performance management targets of some staff.

### Assessor's Summary

This report cannot reflect the 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. During my visit I identified the following highlights:

- **School ethos:** There was a warm, calm and friendly welcome throughout the school from both staff and pupils. The pupils I met enthusiastically showed me round the school and were clearly comfortable and safe in their setting. I sat with a class of pupils at lunchtime who had an excellent relationship with staff members. When pupils were distressed, I observed this being dealt with in a calm, consistent and low-key manner.
- **Commitment of staff:** The staff were highly committed to supporting the pupils and each other. It was evident that they were very solution focused in their approach.
- **Understanding of language and communication:** Through the process of achieving Communication Friendly School status, the school has developed a thorough understanding of language development and using language that meets pupils' stage of development and understanding.
- **Commitment to the six principles of nurture:** It was evident that **all** the principles were considered, understood and are a core aspect of policy and procedures. This has a positive impact on the way pupils, staff and other stakeholders interact and approach their work

The Head teacher, Phil Hoyland, gave the following definition of what nurture means in Bridgelea:

*"Nurture principles permeate everything we do at Bridgelea, decisions we make, actions we take at Bridgelea. From school governance to curriculum organisation. Nurture helps us 'To understand People', which is the schools mission statement."*

### Recommendations

We recommend Bridgelea Primary for the National Nurturing Schools Award.

The following areas for development were agreed in consultation with the school Senior Leadership Team.

Areas for development	Timescale
Focus on how the City of Manchester Inclusion Strategy is implemented, ensuring there is a focus on nurture.	<b>By Oct 2022</b>
Share Bridgelea's specialisms with other schools in the local area.	<b>ongoing</b>
Continue to embed nurture in the school's work with parents.	<b>ongoing</b>
Continue to focus on transitions particularly for pupils transitioning into Bridgelea from other schools.	<b>ongoing</b>
Consider how to integrate knowledge and expertise in early language development with play experiences especially for Key Stage 1 pupils.	<b>By Oct 2022</b>
Continue to maintain evidence of improvement with a view to applying for NNSP reaccreditation.	<b>By Oct 2022</b>