

The National Nurturing Schools Programme

Assessment Report



Establishment name and address	Bridgelea Primary School Bridgelea Road Withington M20 3FB Bridgelea Withington	Bridgelea Primary School Plymouth Grove West Longsight M13 0AQ Bridgelea Longsight
Headteacher/Principal	Kelly Eyre	
NNSP trained staff	Kelly Eyre and Caroline Gibson	
Assessment date	Monday 20 th June 2023	
Assessor	Nicola McAllister	
Trainer	Yvonne Monaghan, Adele Wilkinson	
Review date	June 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.			✓

1. Stakeholders cont.		1d. The Community		
1d. 3	The establishment is used as a resource within the community.			✓
1d. 4	The community is included in development plans.			✓

2. 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

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.

Current Context:

Since achieving the National Nurturing Schools Award in 2019 there have been considerable changes at Bridgelea Primary School. Partnerships and Senior Leadership Teams have been restructured, the original Nurture Lead has moved on and there has, and continues to be, significant movement within the staff. Half of the current teaching staff were new to the school last year and this fluctuation is due to continue this coming year. There have also been numerous maternity leaves and a high turnover of agency staff. Throughout all this change and uncertainty, the consistent factor is the delivery of a curriculum and quality of experiences that continue to have nurture at their very core. Despite the challenges Kelly Eyre, Head Teacher, and Caroline Gibson, Assistant Head Teacher, has continued to be fully committed to developing and consolidating the National Nurturing Schools Programme at Bridgelea Primary School.

Areas for development from initial assessment:

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

These areas for development have been a focus for Bridgelea with a view to building on the nurturing practice that was already evident. Through the Self-Assessment, evidence provided and the Assessment Day it was clear that Kelly and Caroline have worked hard with all their stakeholders to address these areas. Examples are outlined on the next page.

Examples of excellent practice include:

- **A strong and committed leadership team.** There have been incredible challenges for the Leadership Team which has impacted on how they would have liked to develop their work around The National Nurturing Schools Programme, but their commitment and passion have been unwavering. Kelly's opening comments on assessment day were, "You can't take it away, it's who we are and what we do, it's non-negotiable." It is this strong mindset that has not only kept nurture alive at Bridgelea Primary School but has enabled it to grow from strength to strength. All new staff are trained in The Six Principles of Nurture and the use of The Boxall Profile. There is a clear development path as The National Nurturing Schools Programme sits alongside Rights Respecting School and ELKAN to provide a holistic offering in understanding and meeting children's needs. Kelly is already implementing plans to embed nurture even deeper through the development of Thinking Skills and Metacognition. Looking forward to the next reaccreditation in three years, she commented, "We now need to develop resilience in learning." The positive energy from Kelly and Caroline is contagious throughout the school. Teaching and Support Staff are clearly invested in the National Nurturing Schools Programme. One teacher told me "This is the school that has given me the most professional pleasure." This was reiterated by a support member of staff who said, "We're all part of the same team, there's a really good support network, and we get a lot of help from SLT." It is not just Bridgelea that has benefited from Kelly and Caroline's strong leadership, they have been pivotal in supporting 22 other schools to embark on their nurturing journey.
- **Embedding The Six Principles of Nurture within policy and practice.** All policies at Bridgelea are developed using The Six Principles of Nurture. The school's values have also been rewritten using The Six Principles of Nurture as a framework to include other complementary interventions. It was clear from the evidence provided and conversations on assessment day that these policies are translated and embedded within daily practice and interactions. While speaking to staff, they reflected on, and related to, all the work that they do which derives from The Six Principles of Nurture. When talking about nurture within Bridgelea a teacher said "It's truly embedded within us now." It is not only the pupils that are considered when focusing on The Six Principles of Nurture but they are also used to support the needs and wellbeing of staff when considering factors such as transitions, feeling safe or learning and development.

- **Use of the Boxall Profile as an assessment and planning tool.** The Boxall Profile is now a well-established tool at Bridgelea. All teachers and support staff are trained in how to assess children and analyse the results, and new members of staff are given training as part of their induction. Involving the team around the child is seen as really important, a Support Assistant told me “different people see different things.” While speaking to the staff on assessment day there was a sense of confidence and competence around using The Boxall Profile. Children are assessed three times a year. Caroline told me it’s less about tracking progress and more about looking at where the developmental gaps may lie at any given time. She stated that “things change, there are peaks and troughs”, staff have the understanding that there are many external factors that may impact on a child’s development. She made it clear that they don’t just gather the data but use the data to plan universal and targeted interventions. This has enabled staff to develop a curriculum that is based around their children’s needs. This was reinforced by a Support Assistant who said, “Depending where they are on the chart, depends on the intervention.” Information from the Boxall Profile is also shared with other professionals as part of the team around the child.
- **Meeting children’s needs.** Supporting the development of language has been a key focus at Bridgelea. Through ELKAN staff have developed language friendly approaches and the use of scripted language. Parents are experiencing a positive impact at home. One parent commented, “The way they use language at school has taught me a lot.”

Many children attending Bridgelea have missed out on quality early years experiences of interactions and play. This has been recognised as an area for development. A teacher spoke of pupils responding to situations as a toddler would as, “they haven’t had the opportunity to play. We are focusing on our play offering, going back to basics, and have learned loads.” This was reinforced by a Support Assistant who spoke about children coming into school who were “not understood well but we put the pieces together really quickly, they don’t have the social or communication skills.” Staff use communication charts to help them to work out what a child’s behaviour might be communicating. Meeting the diverse range of needs at Bridgelea is also supported by a curriculum that offers Forest Schools and swimming lessons as well as partnership support from NSPCC and Police. Kelly was reflective about unsafe situations that the children may find themselves in, she said, “Our children are risk takers, they engage in risky behaviours, we need to think about how we can support them.”

- **Family support and engagement.** Staff at Bridgelea are very mindful that children don't exist in a vacuum, and they ensure that support offered from the school is extended beyond the pupils. Anne stated, "We are meeting the complex needs of our children and families, both are connected, we have to work hard with our families for them to see us as a support." Parent voice is gathered regularly at review meetings and the school has an established parent working group. A parent commented, "It's nice to be involved and have a voice, give your views. It's opened my eyes to the choices that J has." To support vulnerable families, Early Help Practitioner roles have been established. The practitioners can provide more "instantaneous and flexible" support to families covering everything from benefits to housing to behaviour management. Kelly said that the service has "stopped care referrals." A parent commented "It's like a family, they care about every aspect of our kid's life, they genuinely care for families."
- **Pupils.** The evidence gathered from pupil voice, parents and from assessment day demonstrated that the children are benefiting from the implementation of The Six Principles of Nurture and the use of The Boxall Profile. Children were able to identify what it feels like to be in a nurturing school and what staff do to make them feel safe and valued. There were lovely interactions between staff and pupils, and it was clear that developing positive relationships with children is of the utmost importance at Bridgelea.

Quotes from the assessment day:

- "The Nurture Principles become who you are as a leader." (Head Teacher voice)
- "Our staff come with solutions, it's our culture and ethos." (staff voice)
- "There is always someone to talk to, someone will always make time for you, everyone looks after each other." (staff voice)
- "In this workplace people are really aware of how everyone is doing." (staff voice)
- "There's lots of work being done but there is still more to be done." (staff voice)
- "We just keep trying, striving to be better." (staff voice)
- "It's like going to work with a family." (staff voice)
- "Relationships with staff, families and children are special." (staff voice)
- "It's an environment where you won't be judged, you are supported so that you can support the children better." (staff voice)
- "Being the calm in the storm." (staff voice)
- "They are the best people on the planet." (parent voice)
- "Communication is amazing, I feel I can text Caroline and she'll be there for me, it feels like home." (parent voice)
- "I couldn't ask for a better school." (parent voice)

When asked what a nurturing school looks like children responded:

- Fun
- Displays
- Tidy
- Activities
- Creative
- Free time
- Colourful
- People being happy
- Kids being safe

Recommendation

We recommend Bridgelea Primary School for the National Nurturing Schools Award.

Areas for development	Timescale
The Boxall Profile. Continue to use: • 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
Nurture Principles. • 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
Continue to monitor and evaluate the provision within your setting completing the National Nurturing Schools self-assessment on an annual basis.	Ongoing
Continue to develop planning and support around transitions.	Ongoing
Engage with the re-accreditation process for the National Nurturing Schools Programme.	2026