

**The National Nurturing Schools Programme  
Assessment Report**



<b>Establishment name and address</b>	<b>Claremont Primary School Claremont Road Moss Side Manchester M14 7NA</b>
<b>Headteacher/Principal</b>	<b>Anne Conboy</b>
<b>NNSP trained staff</b>	<b>Anne Conboy &amp; Amy Kileen</b>
<b>Assessment date</b>	<b>6<sup>th</sup> June 2023</b>
<b>Assessor</b>	<b>Julie Hall</b>
<b>Trainer</b>	<b>Carrie Thorne and Marina Postlethwaite Bowler</b>
<b>Review date</b>	<b>June 2026</b>

## 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. The Boxall Profile case study was detailed and interesting in its demonstrating the development of the BPO across the school and the benefits to staff knowledge and understanding of the needs of pupils.

Claremont Primary School is a large school of 640 pupils in the Moss Side area of Manchester. In this busy urban setting, the school is at the heart of their community providing generous open spaces in their outside area which are well used by the school for an impressive range of extracurricular groups and outside learning.

The Head Teacher explained to me her commitment to the NNSP process, *'It gave us the language and understanding to talk about the work we do in the school, it provided a strategic approach, staff skills and consistency.'* She talked about the development of their use of the Boxall profile from a tool for individual pupils and groups, to a tool used by 'nurture' staff and then to a tool used by all class teachers, *'They have ownership of the process, it is built into assessment time.'* She explained the benefits, *'Teachers have a deeper understanding of their learners, a greater empathy.'*

This use of Boxall Profile across the school contributes to the impression that the school knows their pupils very well. They understand the children's learning developmentally. They invest time and resources in meeting the needs of pupils in a range of creative ways. The Head Teacher explained that for children working at an earlier stage, their learning and progress is reviewed using the BSquared Primary Steps approach instead of using the National Curriculum year group programme

of study. Tasks are broken down into smaller steps and multi-sensory approaches are used wherever possible. This approach was echoed by teaching staff who, in talking of an individual child and sensory play, told me *'This is her learning right now.'*

The school understands the importance of language as a means of communication and develops emotional literacy and intelligence through teaching and modelling the skills as well as coaching and scaffolding learning. They have enriched this 'emotional learning' by integrating it into the literacy programme with the clever use of class texts. Support staff commented that in developing words for emotions they could see children using this language in writing tasks. Comprehension, reading and writing and a real depth of learning were highlighted as a benefit of this focus on language as a means of communication. Parents commented that they are aware of their children using language to explain their feelings and problem solve at home. In talking to the children, they could explain 'uncomfortable' feelings and it was a pleasure to hear a child as young as Y2 use 'contented', one of the words of the week, to describe how she was feeling on the day we met.

The school 'notices' behaviours, they know their children, they respond to behaviours and changes in behaviours, noticing even at the school gate when adults from families may need help or support. Through their awareness of inclusion, the importance of creating a feeling of welcome and belonging, they support families at what can be very difficult times of their lives and so support their children as learners. Further to their use of language the school recognises that when they have staff who can be interpreters, families feel welcome, they are included, they belong.

*'Children need to feel school is a place for them, that they feel safe,'* the Head Teacher told me. To support this the school has a clear behaviour system which provides a safe base for children, she told me, *'Expectations and consequences are consistent regardless of which adult is supporting them.'* During my visit the staff repeatedly demonstrated for me their well-developed understanding of nurture in education. They have high standards and with their unconditional regard for all the pupils, provide the support for pupils to meet those standards. I met confident, happy, articulate pupils both in the film the school provided and on my visit. Claremont PS certainly feels like a safe place to learn and grow and at the heart of the community they are a welcoming inclusive place for all.

In summing up the Head Teacher told me that the NNSP and the Six Principles in every classroom and across the school had created a universal offer which met the needs of the majority of pupils in their classroom and so this means more specialist approaches and interventions are particularly

targeted and more manageable. I thought this was a very sound argument for a National Nurturing School Approach and one which they have achieved admirably.

I thoroughly enjoyed my visit to Claremont PS and want to thank the school for sharing their enthusiasm for nurture with me.

**Examples of excellent practice include:**

- Calm areas have been developed in classrooms which provide a low stimulus, quiet area for children who may be having difficulty regulating emotions. Alongside the use of calm areas, each classroom has a calm kit which includes resources to support children to regulate emotions; the kits include ear defenders, stress balls, colouring books and pencils and Lego kits. Children have been involved in the development of the calm kits through completing pupil voice activities and identifying activities and resources that will help them at school. Children are reminded that they can access the calm areas and calm kits throughout the school day. Children in the film and on my visit talked about how to use these. Staff explained how they developed the effective use of these through teaching and modelling.
- The use of outside space. There are a range of spaces, carefully designed using natural materials. There are play areas, quiet areas and garden spaces supported by gardeners and also a large field. In showing me the garden on the film a Y1 pupil confidently demonstrated how the garden has developed his language and knowledge of plants.
- Partnership working. Significant thought and resources have gone into creating a team of partners to work with the school and meet the needs of pupils and families. Partners feel part of the school, that their work is valued and that they can be effective. Examples of the high-quality partnerships are the Play Therapist and SALT who work closely with the school. The family support worker, ably and with commitment, supports families. *'We know what services are out there, anything we can be part of or buy into for our pupils and families we will do,'* she told me.
- Extracurricular activities. The school recognises the importance of enriching pupils' experiences through a wide range of activities open to all. The children talked about their enjoyment of music and sport, learning the ukulele and steel drums and of playing these at home and in the community.

- Parents talked about the support they had had both for themselves and their children. They praised the school for their inclusion and understanding of their children as individuals, they appreciated the support they had received in transitions and diagnosis and were delighted at the progress their children had made. *‘We make a really good team,’* one mother said, *‘they go to lengths to hear parent voices such as interpreters, the language is in the school.’*
- Teaching staff talked knowledgeably about emotional literacy, emotion coaching and extended conversations to support the growth of emotional intelligence and strong positive relationships. They were conscious that their good practice provides a model for NQTs and students. They know they are building skills for pupils to take on to High School and future life. *‘As a staff group we are very self-aware so we can ask for support.’* they told me. They talked enthusiastically about literacy and the use of language within the school, an example being the School Text which helps in the pupils’ transition to High School.

**Quotes from the assessment day:**

- *‘Nurture is about building relationships and making them feel safe. Structure and routine are planned proactively.’*
- *‘We know that pupils have multiple ways to communicate their feelings.’*
- *‘I trust them a lot, particularly the SENCo , there is good communication.’*
- *‘I was nervous when he started school, but the support has been amazing. I have made the right choice in sending my boys here.’*
- *‘Like a stick of rock, Claremont PS would say inclusion right through the middle.’*
- *‘A behaviour is just something which exists, staff think about it with curiosity, and I think this is wonderful.’* (Governor voice.)

**Recommendation**

**I recommend Claremont Primary School for the National Nurturing Schools Award**

Areas for development	Timescale
The Boxall Profile. Continue to use: <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>• Across the school, continuing to equip all staff with the understanding and strategies to meet the learning needs of their pupils.</li> </ul>	Ongoing



<p>Nurture Principles.</p> <ul style="list-style-type: none"> <li>• Continue to promote and embed nurture group principles throughout the provision for pupils and staff.</li> <li>• Continue to familiarise your families and community with the Six Principles, for example, by mentioning 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.</li> </ul>	<p>Ongoing</p>
<p>Continue to monitor and evaluate the provision within your setting completing the National Nurturing Schools self-assessment on an annual basis.</p>	<p>Ongoing</p>
<p>Engage with the re-accreditation process for the National Nurturing Schools Programme.</p>	<p>2026</p>