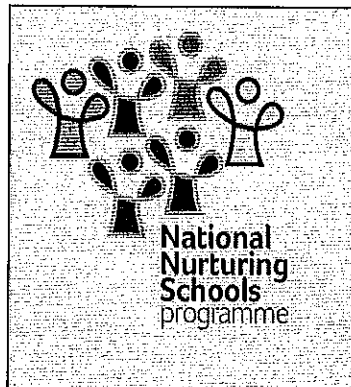


The National Nurturing Schools Programme

Assessment Report



Establishment	Newtown Infant School and Nursery
Head teacher/Principal	Mrs. Julia Antrobus
NNSP trained staff	Mrs. Julia Antrobus, Mrs. Toni East and Mr. Toni Hooper
Assessment date	24 th May 2017
Assessors	Wendy Roden
Trainers	Wendy Roden
Review date	May 2020

1. Stakeholders	
1a.	
1a.1	The social and emotional needs of children is assessed and tracked. Boxall Profile assessments are completed for children who are identified as experiencing difficulties socially and emotionally. Interventions based upon the outcome of the assessments can include for example LEGO BuildToExpress, Talk Boost and time in the Nurture Group.
1a.2	Nurture principles are defined and explained to children. Examples of how this translates in practice were included in the portfolio. For example each classroom has a <i>Cosy Corner</i> where children can sit with soft cushions, children are encouraged to have five people <i>in mind</i> that they can go to if they need help.
1a.3	Pupils are encouraged to develop responsibility for themselves and learn self-efficacy. The school staff have been trained in <i>Growth Mindset</i> . This approach is used throughout the school with each classroom having a developmentally appropriate <i>Learning Pit</i> . Further examples include: <ul style="list-style-type: none"> • Members of the school council are <i>Squabble Busters</i> in the playground assisting in the resolution of minor issues. • Children have a <i>Buddy Bench</i> on the playground which is used if children find themselves on their own at playtimes. Children from the school council as well as the wider school family are encouraged to monitor the benches and invite children sitting on them to join in activities or find playmates.
1b.	Parents and Carers
1b.1	Parents and carers feel valued and welcomed in the establishment. Parents are always made to feel valued and welcomed by all members of staff. The Head teacher and deputy head teacher welcome the parents and children into the playground at the start of each day. This sets the tone of engagement which includes the school having an <i>open door</i> policy, a closed facebook page moderated by a school governor and the head teacher for parents. During the visit, parents comments included: Parent One: <i>'This school is phenomenal, from day one we had support ... it was a partnership ... I love this school, I could not fault it.'</i> Parent Two: <i>'They have gone beyond the call of duty to support my child and me...they did so much and never gave up.'</i> Parent Three: <i>'This school is quite remarkable ...I'm hugely indebted to the school ... Mrs Antrobus is a remarkable person.'</i> Parent Four: <i>'A happy child means a happy parent ... my child has grown in confidence ... I will be eternally grateful for the rest of my life.'</i> Parent Five: <i>'Newtown School is hugely inclusive... it is a privilege to be part of the school.'</i>
1b.2	Nurture principles are defined and explained to parents and carers. Nurture principles are promoted and modelled through school practice. The school plan to include an overview of the principles as part of parent and carer induction session for pupils new to the school.
1b.3	Reports to parents and carers reflect pupils' strengths and areas of need. Tracking data showing progress was included in the evidence file. Parental consultations provide an opportunity to reflect upon children's strengths and needs.
1c.	Staff
1c.1	There are systems and procedures to welcome, support and induct new staff and visitors. The Staff Handbook and policies outline the expectations for all staff in meeting the needs of the children at the school.
1c.2	Nurture principles are defined and explained to all staff. A number of inservice sessions have been held to explain the principles and consider how they are applied in the school. The six nurture principles are displayed in all classrooms and other learning environments and are promoted and modelled through school practice.
1c.3	Staff are given opportunities to discuss, develop and review shared values. There is a weekly staff meeting attended by all teaching staff and weekly key stage meetings held for teaching and support staff chaired by the deputy head teacher and the early year's leader. Suggestions for topics for discussion are taken at the start of each half term and an agenda is generated. Meetings can include some training, strategic planning, CPD and safeguarding updates.

1c.	Staff (continued)
1c.4	There are clear expectations of how all adults in school relate to children when in or out of class. <i>The Webster Stratton</i> ethos and framework as detailed in the schools <i>Positive Behaviour and Discipline Policy</i> underpins practice. Whilst observing adults throughout the assessment visit, this was abundantly clear. All staff showed mutual respect towards each other and the children in their care
1c.5	Staff are actively involved in The National Nurturing Schools Programme. Staff have been involved in the development of the programme in the School. Regular Interactive key stage meetings have include staff reflecting upon their own views of what a Nurturing School should be like. Development materials were include in the portfolio.
1d.	The Community
1d.1	The establishment works with stakeholders within the community. Case Study One: The Childrens Centre. The Centre has been managed by the school since 2014. A number of programmes are delivered such as <i>Stay and Play</i> , <i>Super Fit Mums</i> , <i>Family Learning</i> , <i>Baby and You Café</i> and <i>Freedom Programme</i> (for women who have experienced domestic violence). The interventions are aimed at building confidence in vulnerable parents and carers and children. Data provided illustrated the sustained level of engagement within the community. Case Study Two: Fostering and Special Guardianship Community. The school have been working with a number of children who have been removed from birth families and placed with extended family members under <i>Special Guardian</i> orders and then joined Newtown School as part of the living arrangements.
1d.2	Nurture principles are defined and explained to stakeholders. Nurture principles are part of the schools nurture statement and are promoted and modelled through school practice.
1d.3	The establishment is used as a resource within the community. The school makes all efforts to engage with the community. Examples include: <ul style="list-style-type: none"> • <i>Step To It</i> a local dance school use the school hall between three to four times per week for classes • <i>Game On</i> a local sports coaching serive provide school holiday sport activities for children in the area.
1d.4	The community is included in development plans. Ongoing and current developments include working with the Children's Centre, the local juinlor school and the wider partnership of schools in the area.

2	Delivery
2a	Meeting Pupils Needs
2a.1	Nurture principles are incorporated in curriculum planning and delivery. The curriuclum is delivered according to the <i>Teaching and Learning Policy</i> . Lessons have a high level of practical activites with children encouraged to lead their own learning and relect upon the next steps .During the assessment visit, I observed children actively engaging in their learning at the appropriate level of academic ability, with differentiation being evident in all areas of learning within the school.
2a.2	The social and emotional needs of pupils are addressed. Provision during the school day includes a wide range of interventions aimed at supporting and addressing the needs of children.
2a.3	Behaviour is dealt with consistently by all staff. The behaviour for learning policy outlines the expectations of all staff, children and parents. A variety of positive reinforcement strategies are employed including <i>Superstars Assembly</i> , <i>Caring Cup</i> and <i>Lunchtime Superstars awards</i> .
2a.4	Pupils are involved in developing and evaluating their learning. The <i>Growth Mindset</i> approach gives the children the opportunity to speak and be heard without fear of getting the answer wrong, thus encouraging children to value their views and the views of others. Staff use the <i>Tickled Pink and Green for Growth</i> marking strategy. Children in Key Stage One respond to developmental marking comments using green ink.

2b	Wellbeing: Pupils
2b.1	<p>Provision and strategies promote pupil welfare and wellbeing. The school provides appropriate support for children to develop their self-esteem, confidence, social collaboration and expression. When pupils appear to be struggling within the mainstream setting, a Boxall Profile is completed to assess individual needs and plan appropriate interventions. For example:</p> <ul style="list-style-type: none"> • The school use <i>Mindfulness</i> to help the children self-regulate and self-sooth. Mindfulness is undertaken in class, in the nurture group and in an after school club. • Children who are experiencing difficulties or worries can work with the <i>Children's Ambassador</i> to complete some reflective work which can take many forms including art and craft, drawing or reading.
2b.2	<p>Pupils feel safe and secure. During the assessment visit it was evident that the children felt safe and secure in the setting. There are many opportunities to talk to a variety of known staff and access support if needed. Pupils complete an annual survey and are asked if they feel safe at the school. <i>Safety Week</i> at the beginning of the academic year is an opportunity for children to learn and discuss their <i>Five Finger Friends</i> which is a strategy to help children identify who they can turn to if they have a problem. One pupil stated that, "...staff keep us safe... the school is like a home... you feel safe without your mum and dad."</p>
2b.3	<p>Pupils feel valued, respected, included and listened to. The school have a school council with a representative from each class. The <i>Children's Ambassador</i> (member of staff) runs the school council.</p>
2b.4	<p>Pupils are prepared for transitions in life. The school feel strongly that transition both within the school and between schools is extremely important:</p> <ul style="list-style-type: none"> • Children have 'meet the new teacher' sessions at the end of each academic year. • In the early years department children work with an adult to complete a Reception to Year 1 transition booklet helping them to process thoughts and form a reference guide. • The school run a residential trip in the local area for year two children.
Wellbeing: Staff	
2b.5	<p>Provision and strategies promote staff welfare and well-being. The welfare and wellbeing of staff is taken seriously. The head teacher has an open door policy. Some of the additional strategies include:</p> <ul style="list-style-type: none"> • The head teacher can grant staff an occasional day • Every week <i>toast time</i> is held for all staff in the nurture room • Teachers are encourage to take their PPA time off site
2b.6	<p>Staff feel valued, respected, included and listened to. During discussions it became clear that all staff are proud of their school, the children they care for and the relationships they have fostered within the school community.</p>
2b.7	<p>Relevant professional development for staff. There are opportunities for CPD and staff are encouraged and supported to access training and academic studies. Examples include:</p> <ul style="list-style-type: none"> • Key Stage One staff have attended <i>Growth Mindset</i> and <i>Behaviour for Learning</i> training. • The Early years staff have attend <i>Five to Thrive</i> training. • <i>Webster Stratton</i> training has been provided for all classroom staff.
2b.8	<p>There are opportunities for reflective collaborative problem solving for staff. There are several systems in place to ensure that staff can reflect and communicate with each other, for example: an open door policy, whole staff, year group and individual class meetings.</p>
2c. The Environment	
2c.1	<p>Nurture principles are reflected in the development of the environment. The school feels safe and the children are confident and happy during leassons, transition periods and informal times throughout the day. The staff model positive relationships and there is a sense that everyone genuinely cares for each other. Displays in the classrooms, corridors and communal areas reflect and celebrate the children's achievements.</p>
2c.2	<p>The setting has a welcoming and safe environment for all stakeholders. Safeguarding for the children, staff and community is a priority. There are a variety of systems in place at entrances and exits and at transition times. Both indoor and outdoor space is used creatively with areas for children and staff to work flexibly on individual, pair, group or class activities.</p>

3.	Leadership and Management
3a.	Policy
3a.1	Organisational and curriculum policies reflect and support nurture principles. The school prides itself on the nurturing and inspiring ethos which promotes mutual respect and celebration of the diverse and vibrant community it serves aiming to, "... nurture and develop well rounded, caring, confident and capable individuals." Nurture culture is embed throughout the school, enhancing teaching and learning and promoting healthy outcomes for the children, all by focusing on emotional needs and development as well as academic learning in a whole-school environment.
3a.2	Stakeholders are involved in the development and review of policies. Questionnaires and a wide range of meetings for parents and carers, school staff and children inform plans and procedures.
3b.	Partnership
3b.1	Partnership working reflects a nurturing rationale. The school have capitalised upon opportunities to work in partnership. Case Study One: Partnership work with parents and carers. The school aims to develop secure, trusting and meaningful relationships with children. The comprehensive case study outlines how the work includes the families and wider stakeholders. Case Study Two: Partnership work with a family. A comprehensive case study outlined how working with parents and staff has developed through the experience of working with a family.
3c.	Resources
3c.1	Clear development priorities regarding nurturing principles and practice. There was an understanding of the process and commitment by the staff who attended the NNSP training and structures and systems have been followed and adhered to during the two year period.
3c.2	Resources are deployed to develop nurturing principles and practice across the setting. Evidence throughout the assessment visit and within the file include interventions and strategies delivering improved mental health and wellbeing for the children, staff and the community with strategies such as: School Council, Assemblies, LEGO BuildtoExpress, Mindfulness, Emotional Literacy Support and work with the Childrens Centre..
3d.	Monitoring and Evaluation
3d.1	Monitoring and evaluation protocols include evidence of planning, reviewing and evaluating processes for The National Nurturing Schools Programme. The evidence within the file and the understanding of the importance of monitoring the impact that the programme is having on the whole school is ongoing. There are clear communication systems in place as to how the programme is progressing, with reports to governors on a regular basis.

Assessors Summary

This report cannot reflect the work that goes on at the school every day. A very comprehensive evidence file and related documents have been provided as part of the assessment process. Examples of practice include:

- **Arrival at School:** The Head teacher and deputy head teacher welcome the parents and children into the playground at the start of each day. This sets a very inclusive tone to the start of each day. It was a pleasure to see the interaction between staff, parents and carers and children.
- **Assembly:** On the day of my visit the children walked into and left the hall for assembly singing. They were engaged with the whole process and very reflective on the theme of *The Big Day for Change* for UINCEF. Every Friday morning there is a *Superstars Assembly* celebrating effort and achievement. Every class teacher nominates 4-5 children. Parents and carers are invited to attend the assembly. Children are awarded a Superstar head teacher sticker and well done pencil and are applauded by the whole school. The *Caring Cup* is also awarded for work towards a specific behaviour for example listening really carefully.
- **Lunchtime:** A wide range of play activities are routinely provided including for example football, climbing frames, skipping, construction toys and dressing up. I was accompanied by Spiderman and two princesses during the lunchtime break!
- **Lessons:** Transitions from small group work to whole class sessions onto lunchtime and into assembly flowed from nursery through to year two.
- **Nurture Group:** In the afternoon I was able to join the nurture group for activities and snack time with Mrs T East and Mr T Hooper. They worked well together and responded consistently with an obvious clear understanding of the needs of each individual child.
- **Transition:** The school have a residential trip for year two pupils to a site in the local area. Planning includes work with parents' carers and children.
- **Principles:** As a part of the application process information has been provided as to how the school delivers the six nurture principles. The case studies provide a very detailed accounts of how the six principles are addressed.

The staff understand the importance of having a holistic approach towards the children in their care and within their community. The staff have actively engaged with the programme. There is a clear vision for the future at Newtown School.

Recommendation	
We recommend Newtown Infant School and Nursery for the National Nurturing Schools Award.	
Areas for development	Timescale
To continue to monitor and evaluate the provision within your setting.	Ongoing
Complete the National Nurturing Schools self-assessment on an annual basis.	By June 2018 By June 2019
To continue addressing the needs of all stakeholders: children, staff, parents and carers and the community.	Ongoing
To continue to promote and embed nurture group principles throughout the whole school.	Ongoing
To continue developing approaches to support transitions with all stakeholders.	Ongoing
Collate examples of practice and outcomes.	Ongoing
Continue to share practice with schools.	Ongoing
Engage with the re-accreditation process for the National Nurturing Schools Programme.	Ongoing to be completed by June 2020

