

The National Nurturing Schools Programme  
Assessment Report



<b>Establishment name and address</b>	<b>Tenterden Primary Federation Recreation Ground Rd Tenterden Kent TN30 6RA</b>
<b>Headteacher/Principal</b>	<b>Mrs Tina McIntosh</b>
<b>NNSP trained staff</b>	<b>Sonya Sault (FLO) / Rachel Peachey (Deputy Head)</b>
<b>Assessment date</b>	<b>11<sup>th</sup> February 2025</b>
<b>Assessor</b>	<b>Carrie Thorne</b>
<b>Trainer</b>	<b>Julie Hall</b>
<b>Review date</b>	<b>February 2028</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.		✓	
1d. 3	The establishment is used as a resource within the community.			✓
1d. 4	The community is included in development plans.			✓

1. 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.

Tenterden Primary Federation is the federated partnership of Tenterden Infant School and Tenterden Church of England Junior School. It is located in a small market town with an aging community and mixed demographic. The infant school has around 150 pupils, and the junior school has approximately 200. Although they are two separate buildings, staff work across the two schools. Their federated approach means they work closely together to provide both a nurturing and enriching education and environment (the children share some outside spaces). They focus on helping every child thrive by tailoring their journey to meet individual needs, supported by a team of dedicated caring practitioners who ensure nurture is at the heart of everything they do.

Staff have reflected upon and refined their federation's culture and ethos throughout the National Nurturing Schools Programme (NNSP) so that nurture permeates all areas of school life.

The NNSP leads, Sonya Sault (FLO) and Rachel Peachey (Deputy Head) explained that "the programme acknowledged what we did because we were already very nurturing with a family friendly feel, but it extended it further; it's a journey we will always be on."

It was a joy to spend the assessment morning with the staff, pupils and parents at Tenterden and to hear about the many ways in which the whole school team supports and cares for each other.

**Examples of excellent practice include:**

### **The Six Principles of Nurture**

It was clear from the assessment visit and the documentation provided that The Six Principles of Nurture are embedded and lived in school every day. They have been shared with stakeholders through: meetings, assemblies, workshops, coffee mornings, leaflets, newsletters and the website. The Nurture principle posters which are displayed around school (classrooms; corridors; reception; hall) were designed by pupils.

Nurture is described by the head teacher as 'the moral compass at our heart which directs us.' It clearly runs through everyone and everything in the school. School leaders were able to identify that, before embarking on the NNSP, there was much in place that aligned with the principles. Working through the standards as a framework to reflect on what was already in place and to identify next steps for them to focus on, they reflected that The Six Principles of Nurture have provided an extra layer to the existing shared language that is in place within the school for the whole school community. The nurture leads described them as "the blood that runs through our school." Staff members reflected that their practice was nurturing before beginning the programme, but that since taking part in the NNSP The Six Principles of Nurture have 'provided a set of non-negotiables' and 'a clearer understanding' of why they do what they do.

The school has reflected on policy and identified ways in which to weave The Six Principles of Nurture into policy (Positive Behaviour Policy, Safeguarding Policy and The Well-being Policy) and processes across the school. This now includes the induction of new staff and new families into the school community, and during these processes they refer to the language of nurture. Governors and wider stakeholders have been an integral part of the school's nurture journey (attending training and meetings), and they now actively use, discuss and monitor the Six Principles of Nurture in regular meetings. The school recognises 'the need to take a drip-drip approach to ensure they remain constant.' and ensure The Six Principles of Nurture remain 'fresh' in the coming years as they embed and deepen the work they have started.

### **The school recognises each child as an individual and meets their needs in a holistic way**

During the assessment morning staff shared how much confidence they have gained while on the nurture journey and how they are confident to adapt systems and approaches so that they meet the needs of all the children that they work with. As a school they understand that all children are at different stages of development; socially, emotionally, physically and intellectually.

“We respond to their stage, not age and by responding to children in this way, with a non-judgemental and accepting attitude we are helping them to feel safe and secure at our school.”

An example of this is that the school uses the Zones of Regulation as a whole school approach to supporting pupils to identify how they are feeling and what they need, but this is adapted in every classroom to meet the social and emotional needs of those working in the room. Pupils know that their classrooms also have a ‘nurture nook’ where there are tools which have been put together to help feelings that can be overwhelming e.g. fiddle toys, headphones, mindfulness books and sensory objects.

The NNSP leads shared that they have had a shift in thinking from focusing on the targeted support that pupils might need, to really considering their universal offer for all pupils. All the teachers have been trained to use The Boxall Profile online. The targets are reviewed regularly and the profile is updated at fixed points in the academic year. It was very important to the school that it was implemented at the whole school level: “We wanted to ensure that all staff understood the importance of this for everyone, not just those working with the individuals because we understand that children do not necessarily stay on the same trajectory of progress and that there can be many things that affect their rate of progress including, trauma, loss and neglect. We see the child as a whole.”

The school has developed a structure of in-house and external agency support for all pupils. The aim is to build self-esteem; a sense of self / a sense of belonging; give pupils’ a strong voice and build resilience. Key phrases are used to help support pupils through the use of restorative justice key questions and emotion coaching. Thus ensuring consistency of approach, inclusivity and predictability which all contribute to the children feeling secure. The school has a FLO who works with families completing the holistic offering.

### **Communication**

Communication within the school and with stakeholders is felt to be strong. School leaders convey current focuses and key priorities, ensuring that everyone is on board. The strength of understanding of nurture by all the stakeholders I met on the

assessment day highlights the efficacy of communication. Staff spoke about the importance of being 'kept in the loop at all times.'

Many parents, during the interview, commented on communication as a real strength claiming that face to face communication facilitated by an open door policy, Class Dojo, newsletters, an informative detailed website and regular emails had really made them feel part of their child's education. One parent commented that 'communication is spot on, there is such a high level of interaction.' TEPTA, (the school's PTA) works with school staff fundraising for the school. A parent forum also facilitates effective communication with parents.

Parents are regularly welcomed into school for events such as assemblies, plays, sports days, picnics, BBQ's, coffee mornings and workshops (which can be accessed online). All of these are deeply appreciated and the parents I met at the assessment spoke highly of them all. Especially the termly invite into school for a book look, 'it's not a parents evening but a chance to pop in and see what our child is learning.' However, it was the opportunity to participate in special lunches which was highly valued. Parents explained these events are talked about years after the event.

"The father's day breakfasts and the mother's day lunches are so special. I really value the opportunity to go into school and have lunch with them on their birthday."

Achievements and attainments are celebrated through weekly celebration assemblies and termly newsletters. Celebration certificates are given to pupils each week to celebrate achievements. Parents are invited to attend these assemblies.

Communication with other stakeholders is also strong. In addition to the head teacher's reports, which keep governors informed and updated, governors make frequent visits into school. The SEND governor attended coffee mornings. So that she was aware of the information being delivered to parents. In this way they remain up to date with all school initiatives and can easily communicate with parents and staff.

There is a clear programme of student leadership programmes, including school council, sports leaders, peer mentors, worship leaders, librarians and house captains. The highly successful peer mentor programme was positively cited by all stakeholders and clearly demonstrates nurture in action. "The Peer mentors help nurture us if we need it on the playground." High levels of communication is clearly the key to the success of these groups.

In meetings with stakeholders, many words were used to describe the school. The words captured a sense of nurturing and support, but the words used most often showcased communication as a strength: informing, reporting, sharing, listening, encouraging and relationships.

## **Transition is a real strength of the school**

This is an area the school invests heavily in. They understand the impact transitions can have on the wellbeing of all their stakeholders. Therefore, macro transitions are supported for staff, parents and pupils. Robust strategies and structures ensure micro transitions are also carefully considered.

Before children start in Reception they are invited to 'Stay and Play' sessions in school and are visited at their nursery or pre-school. Each child also has an individual home visit where they meet their class teacher and TA in their own environment. Children and parents are then invited to a number of induction events. Staff report, "by the time the children begin in September, most are feeling comfortable and settled at school. For those that need a more gradual start to their school life, we will meet with parents/ carers to discuss a longer part time timetable." This flexibility allows children to adapt and transition at their pace.

Soft starts are offered so children can have some quiet time, mindfulness, breakfast and colouring before they move into their classrooms. This has been a very successful provision for EYFS and KS1. Children who need it at KS2, complete a sensory circuit or a transition activity before joining their class for lessons.

In preparation for secondary school transition meetings are held, Pupil Passports updated and the children attend transition days. When pupils move to a new year group they all receive a transition booklet with details and photos of their new class and a visual timetable is used across the school.

I would like to thank the staff for the warm welcome I received and offer congratulations to all at Tenterden Federation especially Sonya and Rachel. Although it was very clear that this was a team effort, an honourable mention should be given to the advocates for the NNSP programme within the school. The application form, the case studies, and the self-assessment that they submitted were detailed and presented a clear picture of the schools. I wish you all every success moving forward.

### **Quotes from the assessment day:**

"After school clubs are really good. There is a wide offering of extra-curricular clubs which change termly. They are all free too!" Parent Voice

"My children come into school happy and come home happy – what more can I ask for?" Parent Voice

"They make my son feel safe here." Parent Voice

"Whatever the school puts in place is really working. We see a positive impact at home." Parent Voice

"The support I feel from all staff is amazing, I feel listened to." Parent Voice

"I really appreciate the many opportunities there are to come into school." Parent Voice

“There is such a happy feel to the school, so much confidence and happiness.” Parent Voice

“The Boxall is the first place we go to on a child we know needs support.” Staff Voice

“They are there for us as parents also.” Parent Voice

“We are active listeners.” Staff Voice

“Children interview staff and their opinions are welcomed.” Staff Voice

“Our school is very calm and very safe. It feels very happy.” Staff Voice

“A good example of pupil voice was when children were asked what texts they would like to see in the library when it was re-vamped and we responded to reflect this.” Staff Voice

“All our classrooms offer the same nurturing spaces we have nurture nooks with visual reminders, the zones of regulation and the golden rules. But importantly we also offer the same language rooted in restorative justice and emotion coaching.” Staff Voice

“Mrs Sault and Mrs Peachey are absolutely fantastic.” Staff Voice

“We are really lucky where we are located, the community spirit is really strong.” Sonya Sault

### **Recommendation**

**We recommend Tenterden Primary Federation for the National Nurturing Schools Award**

Areas for development	Timescale
<p>The Boxall Profile.</p> <p>Continue to use:</p> <ul style="list-style-type: none"> <li>• In specific cases as a tool for those needing additional external social or emotional support.</li> <li>• To inform the selection of pupils for specific intervention.</li> <li>• To monitor the impact of an intervention on groups of pupils.</li> </ul> <p>Consider using with whole classes at key points across the school to inform their SEMH needs. For example, Reception, Year 2 and Year 4</p>	<p>Ongoing</p>
<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 so that they remain a focus and become a common language.</li> <li>• Continue to familiarise your families and community with the Six Principles, for example, set them as homework, 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 implications to school practice.</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>2028</p>