

The National Nurturing Schools Programme
Assessment Report



Establishment name and address	Christ Church CE Primary School Nelson Street Patricroft Salford M30 0GZ	Lewis Street Primary School Lewis Street Patricroft Salford M30 0PU
Headteacher/Principal	Executive Head: Paula Warding Head of Christ Church: Jane Bailey Head Of Lewis Street: Claire Kinch	
NNSP trained staff	Trudie Ottiwell- EPR & Nurture Lead Dianne Sutton- ERP LSA	
Assessment date	10.7.2025	
Assessor	Carrie Thorne	
Trainer	Adele Wilkinson	
Review date	2028	

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
<p>This report cannot reflect the hard work that goes on at school every day. An evidence file, a range of comprehensive videos and related documents have been provided as part of the re-assessment process by the school. This includes attendance and exclusion data and Case Studies for Partnership, Community and The Boxall Profile. The Reaccreditation Report and assessment visit evidenced the ongoing impact of the Partnerships nurture-based initiatives in alignment with The Six Principles of Nurture.</p> <p>The Executive Head teachers welcome explained, “Partnership provides better opportunities for all children through school to support and challenge.” During the assessment visit ‘challenge’ was the word that was used the most and by all stakeholders. This is poignant as it truly reflects what both schools in the partnership have done since their initial assessment in 2020. It was abundantly clear the nurturing partnerships have challenged themselves to grow and evolve, ensuring that every stakeholder is supported, inspired, and given the best possible start to their learning journey.</p> <p>At the heart of their provision is the mantra ‘love, learn, discover’. They believe that a child needs the right conditions to develop a love of learning and that a child who develops a love of learning is more likely to make progress and carry the skills forward through life. They shared many examples of how the schools provide the ‘right conditions’ for the children to develop at a ‘stage not age approach.’</p>

The schools are located in Patricroft, Salford, Greater Manchester. It is an urban area with a diverse community and a mix of residential and commercial properties. The schools cater for children from Nursery to Year 6. In addition to providing a mainstream education the schools in the partnership also provide Enhanced Response Provisions (ERPs) known as The Acorn and Leaf. In February 2023, a second ERP was opened at Christ Church, catering specifically to Reception and Year 1 pupils with social, emotional, and mental health (SEMH) needs. It is based on Nurture Group philosophy and The Six Principles of Nurture.

The provisions are unique within the Association of Greater Manchester Authorities (AGMA). By working in close partnership with Salford LA, the schools provide exceptional support for Salford pupils identified with SEND and, in particular, pupils with SEMH needs. They respond to well over 200 referrals a year from all 76 primary schools in Salford. This partnership works so well due to transparency, honesty and challenge. It also provides an opportunity for them to share the nurturing approach, Boxall Profile Online and The Six Principles of Nurture to a wider audience. One teacher explained, "It is not just the partnership schools that have benefited from the NNSP, they have been pivotal in supporting others." On the assessment visit I learned of the important role the school plays in supporting, training and nurturing staff across 76 Manchester schools. Staff explained, "We spread nurture far and wide by sending our nurturing practitioners to other schools."

The Quality Assurance Review Report for Lewis Street Primary School stated, "Lewis Street takes the lead within the LA on training and development for SEMH as the Primary Inclusion Team (PIT) is partly based at the school. The PIT works with all 76 primary schools in Salford and has a bespoke programme to work with Year 7 pupils to reduce exclusions, alongside Salford Transition Policy."

Lewis Street and Christ Church schools were two of the first schools in the North West to be awarded the National Nurturing Schools Award in March 2020. Schools buy into packages of support that include coaching/ staff meetings/ interventions/multi-agency work. A programme of training is delivered throughout the year.

Current Context:

Since achieving the National Nurturing Schools Award in 2020 the Partnership has sustained and expanded their nurturing approach, ensuring the social, emotional, and academic well-being of their pupils remains a priority. The schools report seeing a trend of strong academic outcomes and improved attendance data, alongside OFSTED reports acknowledging the "priority placed on pupils' mental health and well-being" and an outstanding SIAMS report highlighting the school "welcomes, nurtures and supports all, regardless of need, enabling pupils to thrive." In addition, Lewis St 2024 OFSTED acknowledged "the thoughtfulness of staff, who provide a nurturing and friendly environment". Furthermore, both schools have achieved SILVER Emotionally Friendly Schools Accreditation (EFS) in 2023. All of which demonstrates the importance they place on and the far reaching impact of their nurture-based approach.

Areas for development from initial assessment:

- To continue to expand on the use of the Boxall Profile to include whole-class assessments, the Beyond the Boxall Profile for Whole Class Strategies book might help to embed this.
- Complete the National Nurturing Schools self-assessment on an annual basis including annual staff and pupil questionnaires to reflect the ongoing impact of the nurturing focus.
- Continue to promote and embed nurture principles throughout the whole school including further work with parents' awareness of the six principles, for example, adding them to reading diaries, newsletters or the schools' social media etc, as discussed.
- Re-engage reflectively with the self-assessment process expanding on the standards to reflect where the school is at currently.

These areas for development have been a focus for both schools in the Partnership with a view to building on the nurturing practice that was already evident. Through the Self-Assessment document, evidence provided and the assessment visit it was clear that the head teachers and their staff teams have worked hard with all their stakeholders to address and achieve these areas and many others. In fact, staff couldn't decide which area had seen the most development.

"I think it is the amount of nurture CPD that has kept our nurture journey alive and growing, continually upskilling staff enables this to happen."

"Nurture is now truly the driving force at the school, the nurture aspect is the starting point of every single day. I think that is the biggest development."

"I believe the biggest development is staff wellbeing. Wellbeing is placed firmly on the agenda meetings. Staff voice is high. We are given time to attend family events. PPA is offered at home or in a quiet office to support head space and supervision is offered on a half termly basis. All of which is really appreciated."

Examples of excellent practice include:

A strong and committed staff team.

All the staff, under the strong leadership of Executive Head teacher Paula Warding, provide a nurturing approach to all stakeholders. Paula has joined the school since the initial assessment. One staff member shared, "The new exec head made us even more nurturing and I didn't know we could be as we were already so nurturing, she brought in new nurturing initiatives such as supervision and apps. She has brought consistency to the schools and a higher level of nurture for the staff."

The Senior Leadership Team/Nurture Team have used nurture to support them throughout some staff/role changes. They have continued to be fully committed to

developing and consolidating the National Nurturing Schools Programme across the two schools. The team wanted to ensure that the nurturing and inclusive nature of the schools remained at the heart of what they do but also allow the unique qualities of each school site to shine. They have continued with the gusto I witnessed on my visits to the school many years ago.

The change to the Leadership/Nurture Team has impacted on the development work around The National Nurturing Schools Programme as it has provided frequent opportunities for reflection and growth. Trudi (who attended the original training) has been an integral part of the nurture journey and the reassessment process. It has allowed her to demonstrate and share her deep commitment and passion to the nurturing approach, reflect on practice and procedure while identifying areas to develop and strengthen. Trudi's opening comments on assessment day were, "Nurture and the Six Principles are at the very heart of this school." However, during the interview, she proudly shared, "I don't feel I'm the driving force anymore. It's evolved and it's now the ethos running throughout both schools. If I left it would now carry on."

All new staff are trained in The Six Principles of Nurture. There is a clear development path as The National Nurturing Schools Programme sits alongside the school's values, aims and ethos, supporting children's PSHE and SEMH learning to provide a holistic offering in understanding and meeting children's needs. It is displayed proudly on the website. It was clear from the vitality and determination displayed by the whole staff team why the programme has grown and will continue to develop.

"The programme gives us a concrete structure to pin all the nurture practices on."

The original report stated a real strength of the school was the Senior Leadership Team: "Both school's senior leadership teams are passionate about the nurturing approach for staff as well as pupils. The systems put in place for staff wellbeing are excellent and interviews with teachers indicated high levels of motivation, cohesion and a tangible sense of belonging within the staff team" This remains true and I met both Heads of school who shared their passion, energy and dedication to adopting a nurturing approach. However, it is important to acknowledge that it was evident that all teaching and support staff are very clearly invested in the National Nurturing Schools Programme. I also heard about other staff across the school such as the school cook and office staff who are highly dedicated professionals committed to providing a nurturing approach in their job role.

"This is a whole staff approach including, office staff, caretaker and the new school cook who is so loving and has a calming effect. She knows all children by name and their idiosyncrasies."

Environment

The self-assessment states, "It is vital to recognise that some of our children do not have a consistent safe place; their home life can often be unstable." Therefore, the schools

place great emphasis on their environments. On the videos and in the evidence provided I saw many examples of both physical and emotional safe and caring environments, which benefit all stakeholders. As highly reflective professionals, Paula and her team have carefully developed the environments as a result of stakeholder responses, identified needs and always with The Six Principles of Nurture in mind.

The schools are committed to developing their outdoor spaces and have transformed their grounds into dynamic, inclusive areas that inspire curiosity, creativity, and wellbeing. From outdoor classrooms, imaginative play zones and quiet reflection areas, these spaces are designed to support a stage not age approach and emotional needs. By investing in their outdoors, the schools promote physical health, social interaction, and deeper connections.

Environmental checklists ensure consistency across the classrooms. Every classroom is expected to be clutter-free, have visual timetables, clearly labelled resources, celebrate children's work and feature a quiet/reading area that children can access at any time, providing a calm space for self-regulation. In addition, every class has a sensory needs box containing a core set of resources, which teachers often further customise to suit the specific needs of their pupils.

The physical environment is important but the schools also focus on the emotional environment and creating a sense of safety. Staff shared, "We create a welcoming atmosphere by greeting all children at the door as they enter the classroom. Our Pastoral and Leadership Teams are highly visible on the playground, greeting and engaging with children and families on a daily basis, thereby fostering a sense of school emotional safety, belonging and deepening the sense of community." The pupils shared, "There are lots of areas to help us feel safe in our school like the reading library. If we are getting really mad there are areas where you can calm down inside the classroom and outside the classroom."

The schools actively seek opportunities to provide their pupils with different environments. Being situated in an urban area they look to create opportunities for children to engage in outdoor learning so they can experience new environments. The school makes weekly visits to the local woodland, and holds interventions: 'Where The Wild Things Are', 'Wild Tribe' and 'Forest Crew'.

The partnership case study demonstrated how the schools have worked in partnership with The Castle and Foundation92 to "make good the green space behind Cosmo Bingo. Thanks to this effort, we have a high-quality sports field and woodland area for use by both the schools and a local Under 11s football team".

For staff the staffroom has been developed to make it feel more relaxing and sociable. Staff appreciate the space, reading corner and coffee machine! All areas of the environment have been considered and the impact on all stakeholders was clear. Lewis Street and Christ Church remain highly nurturing environments to be in.

Pupils

I had the privilege to meet the confident, expressive groups of pupils from across the two schools (24 children in total) - who reflected on the meaning of nurture and the impact of being a pupil in a nurturing school.

"The qualities of school councillors and pupils in this school are respect, compassion, kindness, caring and being supportive and it is very important not to be rude."

"I like how we include everyone, especially new people. It's pretty cool to have people from other countries because we can learn from each other."

Pupil voice is really strong in the school. There is a strong feeling of belonging. The pupils were confident that their voice was heard. "There is a lot of pupil voice, and responsibility opportunities for us such as school council, prefects and head and deputy. We feel heard and take control. We wanted cleaner air so we made no smoking posters."

They talked about The Six Principles of Nurture with confidence and ease, "We learn at different paces and that's ok. There is always someone to help you if you're stuck."

"They do lots of work to help us through tough times and help us feel prepared- that's transition principle."

When asked to describe their school using one word they chose: safe, inclusive, as-one, protective, kind, respectful, caring, friendly, responsible, nice, best, nurturing, peaceful, welcoming, helpful, loving, thoughtful and challenging. There were lovely interactions between staff and pupils, and it was clear that developing positive relationships and celebrating achievements with the children is of the utmost importance. "Assembly is the best because we get together and celebrate. We celebrate a lot. The singing makes me feel calm inside."

The pupil interview reflected the trust of the staff in their children. I was impressed by the maturity of both groups of children. I would like to thank them for their honesty, energy and enthusiasm.

Family support and engagement.

I was particularly impressed by the measures taken by the schools to engage families. Staff at the schools who work in this particular role are humble and modest about their achievements. As such it was other members of staff who highlighted their valuable work and the contributions they make to the lives of the families. It was clear they don't seek attention or praise, but focus on doing everything that is possible to support, while always treating the families with respect and a non-judgemental approach. The staff stated, "We nurture parents even more now. Parents know there is no judgement and we are always thinking what we can do."

Parents are regularly welcomed into school for termly events and there are many opportunities to further their knowledge and understanding, volunteer (in fact many

volunteers become staff) and celebrate achievements. They are regularly informed of the nurture offers and support within the school community. The parent's voice is gathered regularly and acted upon. All parent's contributions are valued. The case study highlighted the important role of a father in supporting the fishing intervention – “Fishing for Schools.”

Parents comments reflect the hard work that goes on at the school,

“The school has such a homely feel; we are all welcome.”

“Despite the amount of diversity, you don’t feel different, everyone is included and treated the same.”

“The school really prioritise communication.”

“Obviously there are posters around the school about nurture but you just feel nurture here, you don’t need to read it.”

Community

The schools in the partnership are proud to be part of a very active community. There is a strong community spirit and collaboration. With support from the local church they promote the Christian faith, the local vicar is a regular visitor into school. They recreate the Easter story and even have a donkey!

Ensuring all interactions with the community are nurturing ones means community links have continued to be strengthened and new ones built. A beautiful community case study was shared which perfectly represents the symbiotic nurturing relationships that exist in this community. Patricroft Community Group CIC, also based on Lewis Street, runs The Castle Community Centre in partnership with The Castle and Ivy Park Community Association. They have recently begun to work in partnership with both schools to ensure the space is used fully by the schools and the community. Children are regularly seen out in the local area. The staff take responsibility for the resources on offer by the local community members enhancing their subjects and enriching the curriculum offer. For example, the science lead ensures every child gets to visit the RHS Gardens. This link has been explored further and the team have been into school to advise on the development of a pond.

A parent explained, “The school has strong links with the local community, especially the centre – The Castle. They offer courses which we can do.”

It is fair to say that in the last three years they have extended their nurturing approach with the community far and wide for the benefit of many.

Supporting the Wellbeing of Stakeholders

Nurture still plays a crucial role in the development of well-being across all areas of school life. However, they have strengthened their staff well-being offer. It is a high priority and this can best be seen through the comments shared by staff,

“Everybody needs nurture, especially us staff, it underpins everything we do. Our wellbeing is well looked after.”

"The walk around every morning from the head Clair to check our wellbeing makes me feel valued. We show up for the children, they show up for us."

"Having the trust to do your job really helps. and it shows SLT show up for us."

"Wow moments are shared and celebrated in the staffroom."

"We have a new staffroom and it makes us really happy, that's good for our wellbeing."

"Families are prioritised by SLT, so we can be mums and daughters as well as teachers."

I would like to say a huge thank you to both the schools for a warm welcome. What a hugely pleasurable experience it was. Warmth and enthusiasm radiated throughout the morning. I'd like to congratulate them on their inspiring and dedicated approach to nurture.

Quotes from the assessment day:

Staff:

"You can feel the love as you walk around the school."

"Everyone is so genuinely kind."

"The training changed my path – my job role has changed my path – my job role has changed and developed because of it."

"The Six Principles are on the list of non-negotiables to be displayed around school and on Power points so that when training links can be made between a delivery and the principles."

"The Six Principles are an area we need to continually work on, especially with the parents."

"Staff retention is high – we only lose staff for career development, on occasion they leave but they come back, such is our magic."

"The schools have such a warm welcome as you walk in. The schools are very different feeling, Christ church is a single form entry and Lewis St is 2 form entry. But we share knowledge, expertise and resources."

"We are a family a really close knit family."

"We are not just colleagues, we are friends."

"The staff is full of love, thoughtful, compassionate and kindness."

"I wouldn't go anywhere else. If I don't work here I won't work anywhere."

"This school knows their people. They go above and beyond. You never feel on your own."

"We want staff to feel happy and safe, the children will do too."

"The collaboration of the schools really helps us especially in terms of nurture."

"We look out for each other."

"The main changes are that behaviour has gone from strength to strength."

"Nurture has expanded and grown to encompass a new provision."

"Consistency across the environments has been tightened. Ensure all children receive the same offer."

"We have new children all the time so consistency is really important."

Parents

“I find it easy to talk to the school if there are any issues. The See Saw App is helpful.”
 “The relationship with staff is so easy.”
 “The difference to our family. We have been on such a journey with the school.”
 “The staff go above and beyond. The staff work with us and are so approachable.”
 “Do you know having a staff member on the gate to welcome you into school makes a difference? You can talk about anything.”

Recommendation

We recommend Christ Church CE Primary School and Lewis Street Primary School for the National Nurturing Schools Award

Areas for development	Timescale
<p>The Boxall Profile.</p> <ul style="list-style-type: none"> Continue to use within The Acorn and Leaf provisions to inform the developments of the curriculum, resources and environments. Consider widening the use to support whole classes with high levels of need in the main primary settings. Explore the ‘Whole Class Learning Plan’. 	Ongoing
<p>The Six Principles of Nurture</p> <ul style="list-style-type: none"> Continue to promote and embed nurture principles throughout the Partnership for pupils and staff. Continue to familiarise your families and community with the Six Principles, especially new families and when you make new community links. 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. Ask subject leads to review their curriculum area for where the Six Principles may fit with texts and topics and add reference to them to the overview. Ensure that, where appropriate, your clergy are familiar with the Six Principles and can make links and references within worship. 	Ongoing
Continue to monitor and evaluate the provision within your setting completing the National Nurturing Schools self-assessment on an annual basis.	Ongoing

Explore opportunities where The Six Principles of Nurture, The Boxall Profile and the NNSP can be shared to support and strengthen transition work across the authority when children are progressing onto secondary school.	Summer 2026
Engage with the re-accreditation process for the National Nurturing Schools Programme.	2028