

The National Nurturing Schools Programme
Assessment Report



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| Establishment name and address | St Mary's Church of England Primary School Hart Road Byfleet Surrey KT14 7NJ |
| Headteacher/Principal | Jacque Chambers |
| NNSP trained staff | Tiffany Harding and Miranda Masters |
| Assessment date | 15 th June 2026 |
| Assessor | Nicola McAllister |
| Trainer | Nicola McAllister |
| Review date | June 2029 |

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 | |
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| <p>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.</p> <p>Examples of excellent practice include:</p> <p>Strong leadership</p> <p>Driving meaningful change within a school requires a clear vision, unwavering commitment and the ability to bring others with you. This is exactly what Headteacher Jacque Chambers has achieved at St Mary's Church of England Primary School. Since taking up headship six years ago, she has intentionally placed the needs of pupils, families and staff at the heart of the school's development. During assessment day, Jacque reflected on the increasing complexity of SEND and SEMH needs within the school community and recognised the need for the school to evolve in order to meet these changing needs. Through a collaborative and reflective approach, she has successfully balanced the introduction of specialist external support with a strong commitment to developing the knowledge, skills and confidence of staff. By creating a</p> | |

culture of trust, listening and continuous improvement, Jacque established the foundations upon which the school's nurturing journey could flourish.

A key strength of Jacque's leadership has been her steadfast support of the school's National Nurturing Schools Programme Leads, Tiffany Harding and Miranda Masters. Empowered by this vision and support, Tiffany and Miranda have led the programme with exceptional commitment, strategic thinking and purpose. From the outset, they made effective use of the programme's self-assessment tools and audits to gain a detailed understanding of the school's strengths, areas for development and priorities for action. This ensured that nurture has been the thread joining everything and everybody together.

Through their thoughtful leadership and consistent application of The Six Principles of Nurture, Tiffany and Miranda have successfully engaged staff, pupils and families in the school's nurturing journey. Assessment day discussions highlighted not only the significant progress that has been made but also their commitment to ongoing development. Their reflective practice, planning and ability to bring others alongside them have been instrumental in creating an outstanding nurturing offering that supports the needs of the entire school community. It was clear that they viewed this achievement not as an end point, but as part of an ongoing journey of growth and improvement.

Embedding The Six Principles of Nurture

The Six Principles of Nurture are the cornerstone of the National Nurturing Schools Programme and have been used as the bedrock upon which St Mary's Church of England Primary School has developed its whole-school nurturing approach. From the outset of their nurturing journey, staff recognised the importance of ensuring that the principles were not simply understood by, but actively embedded within the culture, ethos and daily practice of the school.

As part of the initial stages of the programme, staff worked collaboratively to evaluate how The Six Principles of Nurture were already being reflected within school life and to identify areas for further development. This process created a shared understanding and ownership of the principles across the staff team. Teachers took responsibility for introducing and exploring the principles with pupils through class-based assemblies and smaller group discussions. This approach enabled children to engage with the principles in greater depth, helping them to understand what each principle meant within the context of their own classroom and wider school experience.

The principles were explored individually, allowing pupils time to reflect upon and engage with each one before moving on to the next. Activities and discussions undertaken in classes contributed to whole-school displays, creating a visible and collective celebration of the school's nurturing values. Using Communication in Print, visual logos were developed for each principle, providing a consistent and accessible

representation that supports understanding for all learners. These symbols are displayed throughout the school and in every classroom.

Importantly, The Six Principles of Nurture are not viewed as a standalone initiative but as a framework that informs decision-making and practice across the school. They are regularly referenced by staff when planning learning experiences, developing curriculum topics and shaping professional development opportunities. The principles form an established part of the collective worship programme. Parents have also been actively involved in the journey through newsletters explaining each principle and its relevance to children's experiences both in school and at home. In addition, the school website contains a dedicated section that clearly explains each principle and demonstrates how it is translated into everyday practice.

A whole school approach to using the Boxall Profile

Since embarking on the National Nurturing Schools Programme, St Mary's Church of England Primary School has made highly effective use of the Boxall Profile as a key tool for understanding and responding to the social and emotional needs of pupils. In recognition of the increasing complexity of need across the school community, leaders made the decision to assess all pupils using the Boxall Profile. As Jacquie reflected, "the use of Boxall Profile has been transformative, measuring impact beyond academic levels."

All pupils in school are assessed using the Boxall Profile. The assessment information has been used to identify pupils who would benefit from specialist support, including play therapy, counselling, ELSA provision and interventions delivered through the Mental Health Support Team.

Importantly, the use of the Boxall Profile extends far beyond individual interventions. Teachers analyse their class data to identify key developmental strands requiring support and are provided with bespoke "Boxall cheat sheets" containing practical strategies, activities and resources drawn from Beyond the Boxall Profile. This has enabled staff to embed targeted support within everyday classroom experiences, ensuring that intervention is not limited to specialist provision but becomes part of universal classroom practice.

Staff spoke positively about the impact the Boxall Profile has had on their understanding of pupils' needs. One teacher reflected that the process has enabled her to become more "proactive rather than reactive" in her approach. She also highlighted its value in identifying children whose difficulties may not be immediately apparent and in facilitating meaningful conversations with parents and carers about children's emotional wellbeing and development.

The school's commitment to using Boxall data to inform both individual and whole-class provision has led to measurable improvements in outcomes for pupils. Since the initial assessments were undertaken and subsequent interventions implemented, the school has seen an increase in the proportion of pupils assessed as having no apparent difficulties. At the same time, the percentage of children identified as experiencing both high and low levels of difficulty has reduced.

Meeting pupil's needs

As a result of ongoing assessment through the Boxall Profile, St Mary's Church of England Primary School has developed an increasingly detailed understanding of the social, emotional and developmental needs of its pupils. This has enabled staff to identify needs that may previously have gone unnoticed and to respond with a wide range of carefully considered support. A significant strength of the school lies not only in its ability to identify need, but in the creativity, flexibility and commitment demonstrated in ensuring those needs are met.

The school's approach to wellbeing is embedded throughout daily practice. PSHE is taught daily in every classroom, reinforcing the importance placed on children's social and emotional development. In addition, pupils participate in half-termly life skills sessions with a wellbeing focus. Every classroom contains a Zones of Regulation display, alongside a calm corner and regulation box, ensuring pupils have access to strategies and resources that support emotional regulation throughout the school day.

Provision extends beyond the classroom through a bespoke Nurture and Nature curriculum, which all pupils access throughout the year. This "bespoke curriculum helps children who become overwhelmed in the classroom environment", offering them outdoor exploration. For children who find break times challenging, Woodland Buddies provides opportunities to spend these unstructured times within the outdoor woodland environment, offering an alternative space that promotes regulation, connection and positive social experiences.

The nurturing ethos of the school is further enhanced through the use of wellbeing animals, including a Bernadoodle and two guinea pigs, which provide comfort, companionship and opportunities for positive emotional connection. Pupils are also encouraged to develop leadership skills, responsibility and self-efficacy through a variety of pupil voice groups, including the Collective Crew, Junior Leaders, Librarians and Peer Mediators. The Young Carers group provides essential support and friendship to those who have additional responsibilities at home. These opportunities ensure that children feel valued, listened to and actively involved in shaping school life.

The Six Principles of Nurture are woven throughout children's experiences and learning, providing a consistent framework that underpins relationships, teaching and support.

Children's achievements are celebrated collectively through initiatives such as Stars in the Jar, fostering a strong sense of shared success.

The school's physical environment has also been carefully designed to support children's wellbeing and individual needs. Internally, pupils have access to a sensory room and a striking library space designed as a galaxy, providing a calm and inviting environment for reading and regulation. Recognising that large communal spaces can be overwhelming for some children, quieter alternatives are available during lunchtime and other busy periods. Externally, the expansive grounds provide opportunities for active play, exploration and relaxation. The woodland area includes peace pods, mud kitchens and ensures that children can choose environments that best meet their needs at any given time.

Throughout the assessment day, it was evident that staff viewed meeting needs as a shared responsibility. As one member of staff explained, "It's not a one-size-fits-all at St Mary's. We're very holistic. We communicate amongst ourselves, we look at each child individually, and we are in constant communication with each other."

Support for Families

At St Mary's Church of England Primary School, there is a clear recognition that supporting children's wellbeing and development cannot be separated from supporting their families. The school has therefore invested significant time and resources into creating a culture where parents and carers feel welcomed, valued and empowered. Throughout the assessment day, it was evident that relationships with families are viewed as a key component of the school's nurturing ethos and are central to the support offered across the school community.

A significant strength of the school's provision is the role of Laura Merrick, Home School Link Worker. Laura works closely with identified families, providing practical and emotional support tailored to their individual circumstances. In addition to this direct work, she has developed a dedicated section on the school website that offers a wealth of information and guidance for parents and carers. Covering topics such as toileting, separation anxiety and building resilience, these resources provide accessible support that families can access whenever they need it. The school's website as a whole offers a vibrant and extensive range of information that extends far beyond day-to-day school communication, reflecting the school's commitment to supporting families at every stage of their parenting journey.

The school has also established a strong network of parent representatives, with each class having a nominated representative who helps facilitate communication between families and the school. Jacquie, the Headteacher, actively participates in the class representative WhatsApp group and described this as an important mechanism for empowering parents, gathering feedback and strengthening partnerships.

The strength of these relationships is further reflected in the school's exceptional attendance at parent meetings, which currently stands at 100%. Jacquie attributes this success to "relentless reaching out" to families and removing barriers to participation. Meetings are offered in a variety of formats, including face-to-face, telephone and online options, enabling parents to engage in ways that are most convenient and accessible for them.

Conversations with parents during assessment day highlighted the significant impact of this approach. Parents consistently described the school as supportive, welcoming and accommodating. Words such as "family" and "community" were frequently used when discussing their experiences. Parents spoke positively about the school's open-door policy and emphasised that they felt listened to and respected. Many reflected that they never felt judged when seeking support and that the school provided an additional network of care during challenging times. There was a strong sense that parents viewed themselves as part of a wider team working collaboratively to support children.

Parents were also aware of the extensive opportunities and additional support available through the school. They valued receiving key dates well in advance and highlighted the importance of regular newsletters and bulletins in helping them stay informed and connected. The school's active Parent Teacher Association further strengthens this sense of community. Despite its relatively small size, the PTA makes a significant contribution to school life, organising events such as the Christmas Fair, Bonfire Night celebrations and school discos. Funds raised have supported a range of initiatives, including the purchase of one of the woodland peace pods and the continuation of the school's Stars in the Jar reward system.

Overall, it was evident that St Mary's has created a culture in which families feel welcomed, valued and genuinely included. Parents described relationships with staff as "authentic" and "supportive", with one parent summarising the school's approach by stating, "The school is incredibly supportive. You always feel like you're heard. They are supportive of everyone, including the parents. They're not just there for the kids."

A positive staff culture

When reflecting on what it feels like to work at St Mary's Church of England Primary School, Miranda captured the essence of the school's culture perfectly: "There is a sense of staff togetherness and kindness. It's a special thing about St Mary's. The staff team is like a big family. It's all-encompassing."

This sentiment was consistently echoed throughout assessment day and was evident in conversations with staff across all roles within the school. There was a strong sense that staff feel valued, supported and respected as individuals. Staff spoke openly about knowing that there is always someone available to listen, offer guidance or provide

support when needed. The nurturing ethos that underpins the school's work with pupils and families is equally evident in the way staff are cared for and supported.

This positive culture has been intentionally developed and nurtured through the leadership of Headteacher Jacque and the wider Senior Leadership Team. Staff consistently described leaders as approachable, supportive and responsive. Importantly, it was evident that leaders do not simply listen to staff views and concerns but actively act upon them. A clear example of this can be seen in the school's approach to workload and staff wellbeing. Leaders regularly review systems and policies to ensure that they are effective whilst remaining manageable and sustainable for staff. Adaptations have been made to the marking and feedback policy to reduce unnecessary workload, and there is no expectation for formal paper-based planning. The school has also adopted a coaching model for performance appraisal, reducing administrative demands while increasing staff ownership over professional goals and development.

Professional development is viewed as an ongoing priority and is carefully planned throughout the school year. Staff are provided with opportunities to develop their professional knowledge and skills, whilst also engaging in learning that supports their personal wellbeing. Access to an Employee Assistance Programme allows staff to receive free counselling and wellbeing support, whilst additional sessions focusing on areas such as Heart Health and understanding the impact of stress help staff develop strategies to maintain their own wellbeing and reduce the risk of burnout.

The school's commitment to staff wellbeing is also reflected in the practical measures taken to create space and balance within the working week. Once each month, staff benefit from "Marvellous Mondays", where no staff meeting takes place, and colleagues are able to leave earlier than usual. Staff spoke positively about initiatives such as these and highlighted the ongoing efforts of the Senior Leadership Team to identify ways of reducing unnecessary pressures and demands.

Assessment day revealed a staff team who genuinely enjoy working together. There was warmth, humour and camaraderie evident in interactions throughout the day. Staff spoke about supporting one another through both successes and challenges and reflected on the strength of relationships that have developed over time. Despite experiencing some significant difficult times as a school community in recent years, there remains a strong sense of collective resilience, compassion and mutual support.

Pupils

It was an absolute pleasure to spend time, albeit virtually, with pupils from St Mary's Church of England Primary School. The children spoke enthusiastically about their experiences in school, sharing their favourite activities, places and achievements with confidence and pride. Throughout these conversations, it was evident that The Six

Principles of Nurture are not simply displayed around the school but are experienced and understood by pupils as part of their everyday lives.

Pupils demonstrated a clear understanding of where to seek support when needed, identifying not only trusted adults but also peer mediators, ambassadors and pupil leaders as part of their support network. Perhaps most significantly, the pupils' voices reflected the same themes that emerged from conversations with parents and staff: belonging, support, respect and connection. This common thread runs throughout the entire school community and provides compelling evidence that St Mary's Church of England Primary School has successfully embedded a genuine whole-school approach to nurture.

Quotes from the assessment day:

- “I changed their world and kept everyone on the bus; there was lots of listening and collaboration.” (Headteacher voice)
- “I’m really lucky with my team; they’re like a huge family.” (Headteacher voice)
- “St Mary’s is my happy place; it’s a very happy community.” (Headteacher voice)
- “Having the six principles to hang everything on helped us drill down into our values.” (Voice of NNSP Lead)
- “Staff togetherness and kindness- it’s a special thing about St Mary’s; the staff team is like one big family.” (Voice of NNSP Lead)
- “The vibe here is really positive.” (Staff voice)
- “It’s a community; everyone is in it together, everyone knows what each other is going through.” (Staff voice)
- “We’ve all been on a big journey in our own lives; everyone is supported and safe.” (Staff voice)
- “Laughter, there is a lot of laughing; we end up having a good giggle.” (Staff voice)
- “It’s not a one-size-fits-all; it’s very holistic; we look at each child individually.” (Staff voice)
- “There’s something magical about our staff.” (Staff voice)
- “Everything is very joined up, parents involved, pupils involved, staff voice.” (Staff voice)
- “It’s very authentic; it comes naturally and happens organically.” (Staff voice)
- “The school completely adapt to what your child is able to do.” (Parent/carer voice)
- “You feel like you are a team; we swap tips; they are like his school parent.” (Parent/carer voice)
- “The Hive after-school club is really inclusive.” (Parent/carer voice)
- “They are super supportive, always scaffolding.” (Parent/carer voice)
- “Teachers always ask how we are and check in on the family.” (Parent/carer voice)

- “It’s a happy, friendly school; there’s always a smile.” (Parent/carer voice)
- “You can use some of the activities in the ‘back to green’ box to help you get back in the green zone.” (Pupil voice)
- “We learn about the principles at assemblies; we talk about them.” (Pupil voice)
- “In art therapy I could show my feelings in any way I wanted, and that made me feel better.” (Pupil voice)
- “(Woodland Buddies) there are lots of things to do and play, it’s loads of fun.” (Pupil voice)

When children were asked how they feel when they are in school, they replied:

- “Absolutely fantastic.”
- “It’s fun.”
- “Amazing”
- “The best thing ever.”

Recommendation

We recommend St Mary’s Church of England Primary School for the National Nurturing Schools Award

| Areas for development | Timescale |
|--|----------------|
| <p>The Boxall Profile. Continue to use across the whole school:</p> <ul style="list-style-type: none"> ● To assess class groups to develop and implement class plans that support developmental needs ● To assess individual needs of targeted pupils to provide specialist support and interventions ● To assess the impact of support and interventions ● Upskill and support new members of staff in the use of The Boxall Profile | <p>Ongoing</p> |
| <p>Nurture Principles.</p> <ul style="list-style-type: none"> ● Continue to promote and embed The Six Principles of Nurture throughout the school 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. | <p>Ongoing</p> |

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| Continue to monitor and evaluate the provision within your setting completing the National Nurturing Schools self-assessment on an annual basis. | Ongoing |
| Engage with the re-accreditation process for the National Nurturing Schools Programme. | 2029 |