

The National Nurturing Schools Programme

Assessment Report



Establishment	Anderson's Primary School
Head teacher/Principal	Maureen Mooney
NNSP trained staff	Maureen Mooney, Grant Johnston, Sara Neil
Assessment date	Monday, 20 th May 2019
Assessor	Helen Stollery
Consultants	Kirsten Mann
Review date	Summer Term, 2022

1. Stakeholders	
1a.	<p>The social and emotional needs of pupils are assessed and tracked. There are many systems in place to support and track children. For example, staff have been trained on LEGO BtE. I observed a child accessing this intervention during my assessment visit, the member of the support staff had a lovely rapport with the child and the relationship between them was a pleasure to witness. I also met with the counsellor, who said: <i>'We are here to support the school on every emotional level.'</i> She informed me that tracking is carried out using the SDQ and reports. Children are identified through PEF criteria or other social needs. Identified children across the school are assessed using the Boxall Profile. There is a cause for concern system in place, which is used by all staff to note concerns under playground/wellbeing/bullying categories.</p>
1a.1	
1a.2	<p>Next steps – to continue to measure progress of P1 children using the online Boxall Profile, collating evidence on to Boxall Profile tracker. <i>(See areas of development.)</i></p>
1a.3	<p>Nurture principles are defined and explained to pupils. The nurture principles are displayed around the school and in the classrooms. When I interviewed the children, it was evident they understood the premise of the principles. There are whole-school nurture assemblies fortnightly, with a focus on a different principle each time. I was fortunate enough to witness one of these assemblies, which was interactive and fun. Two nurture songs have also been introduced within the school. The pupils also had a good understanding of their own emotions and were aware of how to support their peers.</p> <p>Pupils are encouraged to develop responsibility for themselves and learn self-efficacy. It became apparent during interviews and observations, that the children know when to speak to an adult and they are certain that they will help them to find solutions to any problems. They are encouraged to talk through issues and are supported to help plan ways forward. Rights, respecting principles are established in school. Growth Mindset is a key focus. Other evidence includes: Rights Respecting Schools (gold), School expectations and values, CHIP (Children's Improvement Plan), Buddies, Club leaders, House Captains, Committee leaders. P1-P7 class responsibilities.</p>
1b.	Parents and Carers
1b.1	<p>Parents and carers feel valued and welcomed in the establishment. Parents/carers commented on the welcoming atmosphere in the school and they informed me that they felt valued and listened to. Other comments from parents/carers throughout the assessment visit included: <i>'There has been a massive change with more push towards nurture and knowledge...communication is excellent, I always know who to go to...I'm invited in for a cup of tea...no-one judges me...they give me strategies to help at home...it's a calm school...pupils have a good relationship with their teachers, who are excellent role models for the children...they care about my wellbeing too...staff are approachable, they will come out and speak to me anytime.'</i> Solution-oriented Meeting happen to resolve any issues. The Parent Council worked with the Pupil Council to establish new school values. Parents were invited to evaluate the SIP.</p>
1b.2	
1b.3	<p>Nurture principles are defined and explained to parents and carers. An information station has been set up at parents' nights explaining the six key principles in greater depth. Other ways of informing parents, include: newsletters, information on the school website, Facebook and nurture principle homework.</p> <p>Reports to parents and carers reflect pupils' strengths and areas of need. The staff felt that the report-writing system had to be more child-friendly and they have established a system where children can self assess their own development and record how they feel they have progressed. One parent said the self-assessment of their child was <i>'honest and perceptive'</i>. Other evidence included: Settling-in reports, support plans and SfL mid-session reporting.</p>
1c.	Staff
1c.1	<p>There are systems and procedures to welcome, support and induct new staff and visitors. Evidence includes: HT/DHT orientation walk, CP, Health and safety, confidentiality, GIRFEC files. Mentoring, and regular NQT</p>

1c.2	meetings open to staff. The school's staff handbook reads: <i>'...you can always come and ask for support/advice from SMT at break/lunch. Indicate that you would like to speak in private and SMT will leave the staff room and speak with you in the staff base.'</i>
1c.3	Nurture principles are defined and explained to all staff. Staff are aware of the nurture principles and these are displayed in classrooms and around the school. A whole day of inset was given to staff on the NNSP and the six key principles of nurture, defining and explaining what they mean and the benefits of them. The school handbook will focus on these principles in the future.
1c.4	Staff are given opportunities to discuss, develop and review shared values. Staff have had opportunities to discuss and feedback on any concerns they have (see above 1c.2 staff handbook comments). Staff contribution includes: consultation of RRS anti-bullying policy, staff meeting agenda, creating the school values, nurture principles song (sang by all).
1c.5	There are clear expectations of how all adults in school relate to children when in or out of class. It was evident on the day of the assessment visit that there is a consistent approach throughout the school with clear visual reminders of behaviour expectations. Training for staff includes: visually supportive school, sensory and LEGO BtE. Staff are actively involved in The National Nurturing Schools Programme. It is evident from the NNSP file that staff have been involved in developing activities relating to the programme. It has been embedded through meetings and training – HT, Maureen Mooney, DHT, Sara Neil and SfL teacher, Grant Johnston all attended the NNSP training, highlighting their commitment to the programme and understanding the benefits of it. When asked about the programme, Mrs Mooney said: <i>'The framework helped us to focus on what was important, the audit was an eye-opener, but showing us what we already do a lot of.'</i> One member of staff said: <i>'Watching staff, I can see it embedded in school and I will learn more as we go through the year.'</i> Also, one staff member out-with the implementation team, wrote and recorded a song for each of the six principles. These songs are being used as school songs and are (have been) being introduced to the Nurture Committee.
1d.	The Community
1d.1	The establishment works with stakeholders within the community. The school prides itself in the work it does with the local community. Evidence included: Active Schools, Public Health Team, Swimable, RDA, Children's 1 st , Rotary through Rotakids, Social Work, Arrows, Women's Aid, Credit Union (I witnessed Credit Union in action on the day of the assessment – it was a very humbling experience). Annotated photographs in the file of evidence also included: Anderson's Garden Club (I spoke with two representatives from garden club, who said: <i>'This school encourages children to understand how things grow'</i>), Piping Hot, Carol Singing at the local Co-op and Beautiful Town competition. The school was also the first in Moray to achieve the Rights Respecting School Award – Gold Level.
1d.2	Nurture principles are defined and explained to stakeholders. The school is committed to sharing and promoting the principles and the progress on the nurturing schools programme have been shared with stakeholders. The school's next steps (and those already carried out) include: You Tube clips, newsletters, digital/press committee to raise awareness through newspaper articles.
1d.3	The establishment is used as a resource within the community. See above. The school is used across the week for a range of clubs. Also, see Case Study One: Princes Trust and Case Study Two: Rotakids . I spoke to one of the representatives from Rotakids, who proudly informed me that: <i>'This (Anderson's primary school) is an extremely community-minded school.'</i>
1d.4	The community is included in development plans. Community needs are always taken into account. The school will continue to look for further opportunities to include the community in development plans.

2	Delivery
2a	Meeting Pupils Needs
2a.1	Nurture principles are incorporated in curriculum planning and delivery. The nurture principles feature within the school's overall general ethos. They are incorporated in planning through H&WB, RRS and Mindfulness.
2a.2	Boxall Profiles are used to set targets for specific pupils requiring additional support. There are charters in every classroom, concentrations stations strategically placed throughout the school and visual timetables are used to great effect. Support plans and child plans are in place.
2a.3	The social and emotional needs of pupils are addressed. As previously mentioned, the school has invested in a counsellor, whose support is greatly appreciated. The settling-in reports identify children who may be struggling with transitions and are then followed up with support. There are committees created from children's requests, check-in charts, and CRISP (behaviour plans) as well as risk assessments.
2a.4	<p>Behaviour is dealt with consistently by all staff. The principle 'All Behaviour is Communication' was looked at in detail at a whole day staff inset to build understanding where behaviours come from and how to respond more compassionately to negative behaviour. Almost all staff, almost all of the time follow current guidance. All staff have been trained in restorative approaches and given a restorative Questions card. Children are encouraged to take responsibility for their behaviour and the school uses a positive approach to reinforce good behaviour by displaying good work and verbal praise from all staff is part of the nurturing ethos and culture – which was witnessed during the assessment visit.</p> <p>Pupils are involved in developing and evaluating their learning. On the day of the visit I observed children discussing their learning and they were encouraged to feedback on their level of understanding. Other evidence mentioned in the school's self-assessment included: Self/peer assessment, snapshot of learning, PLPs, learning conversations, (almost all classes setting success criteria). The next steps will be to support children and expand pupil involvement in the success criteria and choice in learning. (Anderson's self-assessment page 5.)</p>
2b	Wellbeing: Pupils
2b.1	Provision and strategies promote pupil welfare and wellbeing. Staged intervention processes are followed and there are GIRFEC files in each class. The roles for SfL are used effectively and timetabling of support
2b.2	assistants is manageable and responsive to the needs of the children. As previously mentioned, a counsellor is bought in using PEF and Skillsforce PEF resources. The next steps will be incorporate Boxall Profile data.
2b.3	Pupils feel safe and secure. The pupils I spoke to said that staff were very supportive and make them feel safe. A letter evidenced within Standard 1b.1 from a perspective parent after a tour of the school, wrote: <i>'We as a family would like to thank you, staff and the children for a most enjoyable and comforting experience...it has a strong feeling of family and warmth. Which makes it easy for us as parents to feel secure in choosing your school.'</i>
2b.4	<p>Pupils feel valued, respected, included and listened to. Pupils are given opportunities to share their thoughts and feelings regularly throughout the day. I witnessed this during the assessment visit, observing children, who were confident to approach members of staff relating to any of their needs. Other evidence included: CHIP, pupil voice through the class charter, pupil councils, and assemblies, working together board, lunchtime clubs and HT suggestion box.</p> <p>Pupils are prepared for transitions in life. There is a great deal of support around all transitions throughout the school, which include: Pre-school to P1 programme, P7-S1 programme, enhanced transition to S1 for identified pupils, summer programme for identified P7s, Saturday transition day for all P7s. To highlight how important and sensitive the school is towards this important principle, evidence within the application form states: <i>'In response to a pupil with sensory issues, finding transition between classroom and playground challenging, we now manage this in a quieter way; no bells ring to signify the end of teaching blocks of time, a hand bell is rung to indicate the end of playtime/lunchtime and various sittings of school meals. At the end of the school day, a bell does not ring, classes are dismissed and children then walk to the cloakroom.'</i></p>

	Wellbeing: Staff
2b.5	<p>Provision and strategies promote staff welfare and wellbeing. The school ethos of understanding personal circumstances and flexibility within the team is extremely important. There are posters encouraging opportunities to refer to counsellors and other relevant agencies. There is also an absence policy in place to protect and advise all staff.</p> <p>Staff feel valued, respected, included and listened to. Staff commented that there is an open ethos within the school. They have the opportunities to contribute to agendas for meetings. Evidence included in the file for 2b.6 included: completed questionnaires, which showed positive results. One member of staff said: <i>'I think there is already a good staff morale at Anderson's Primary School, with everyone being supportive of each other.'</i></p>
2b.6	<p>Relevant professional development for staff. Staff have access to a wide range of CPD opportunities out of school and through collegiate school improvement sessions. There is also evidence through CLPL, PR&D. During discussions with the team, it became apparent that CPD is an area of great importance to the SMT. Staff are aware that <i>'All Behaviour is Communication'</i>.</p>
2b.7	<p>There are opportunities for reflective collaborative problem solving for staff. The evidence demonstrates that staff are consulted on proposed changes. The staff I spoke to felt that there were opportunities for them to work together to focus on supporting the pupils and each other. One member of staff commented that Anderson's Primary School is a <i>'special place where everyone goes above and beyond for the pupils'</i>. Other evidence within the file included: working parties, staff meetings, moderation meetings, training days, inset days, informal break-time chat and a working time agreement is now in place.</p>
2b.8	
2c.	The Environment
2c.1	<p>Nurture principles are reflected in the development of the environment. During the assessment visit, I had the opportunity to visit many areas of the school, including the classrooms and school grounds. As previously mentioned, it is the staff, children and parents who have created the environment, which feels safe, secure and happy. The principles permeate throughout the whole school community and other evidence within the file included: Jellyfish room, concentrations stations, mindfulness posters, positive/inspiring statement displays, the trophy cabinet, visual timetables and the nurture songs, which are sung regularly during assemblies.</p>
2c.2	<p>The setting has a welcoming and safe environment for all stakeholders. A representative from Credit Union (Jane) wrote a heartfelt, honest email to Mrs Mooney; in part, it reads: <i>'...I didn't much care for it then (when she attended the school)...the discipline was hard...only the academically-minded were lauded. (NOW) a visit to the school is a joy...all staff are friendly, helpful, kind and deep breath – fun. They set a huge and courteous example to their young charges...I salute all the work that's being done there.'</i> 'What makes Anderson's Anderson's?' questions to staff asking for examples of the qualities of the school, included: <i>'keeping parents informed, reputation with wider community, and fair, nourishing, flexibility within SMT to cater for personal/family needs...'</i></p>

3.	Leadership and Management
3a.	Policy
3a.1	<p>Organisational and curriculum policies reflect and support nurture principles. The school has come a long way regarding the nurturing principles, for example, RRS/anti-bullying policy in place in 2018, curriculum planning folders, pupil voice. Next steps: update curriculum rationale and relational schools policy to be in line with RRS/nurture principles.</p>
3a.2	<p>Stakeholders are involved in the development and review of policies. Stakeholders are given the opportunity to shape anti-bullying policy and school values. Staff and children are fully involved in the process.</p>
3b.	Partnership

3b.1	<p>Partnership working reflects a nurturing rationale. Partnerships with a nurturing focus have been established and continue to flourish. See Case Study One - Building Relational Schools. Also, see Case Study Two – Other Agency Working. Partnerships are encouraged and welcomed at Anderson’s Primary School and the SMT and staff recognise the benefits. Other identified areas include: Support systems in place are underpinned by GIRFEC, for example - Credit Union (as previously mentioned), which supports the development of children’s skills and responsibilities.</p>
3c.	<p>Resources</p>
3c.1	<p>Clear development priorities regarding nurturing principles and practice. The nurturing approach is central to the school’s current improvement plan and future developments, reflecting the implementation of nurture principles - SIP/CHIP.</p>
3c.2	<p>Resources are deployed to develop nurturing principles and practice across the setting. The school uses resources effectively to provide a flexible approach to support pupils and families. The Nurture Committee continues to run successfully and Mindfulness training has been given to all staff (I observed this intervention being carried out in a positive manner, with staff embracing the process and children being actively involved). A sensory room has also been created, giving access to all children who need it.</p>
3d.	<p>Monitoring and Evaluation</p>
3d.1	<p>Monitoring and evaluation protocols include evidence of planning, reviewing and evaluating processes for The National Nurturing Schools Programme. It is clear from the evidence provided that there has been ongoing and evolving practice in relation to the Nurturing Schools Programme. As previously mentioned, PEF money has been used for counselling services and other important interventions. There are regular working party meetings to evaluate progress and identify next steps.</p>

Assessor's Summary

This report cannot reflect the work that goes on at the school every day. A comprehensive evidence file and related documents have been provided as part of the assessment process. During my visit I identified the following strengths:

- **School environment:** There is a child-centred focus, observed during the assessment visit, which created a warm and welcoming environment achieved through effective and positive relationships amongst all stakeholders.
- **Six Key Principles:** During a tour of the school with four of the pupils, I was drawn towards the six key principles displays. The children were very proud of the displays, and wanted to discuss them with me. Also, during assembly, it was encouraging to witness how the school acted out what the displays mean to the children and how they interpreted them. This was more evidence of how the principles permeate throughout the whole school.
- **Supportive staff:** Staff are open and welcoming and feel part of a team. There is clearly an unwavering, supportive ethos within the school, which demonstrates a highly positive ethos, where inclusion is at the heart of all they do.
- **Senior Management Team:** The senior management team have a clear vision for the future of the school and their nurturing approach is central to meeting the needs of the whole-school community.

Headteacher, Mrs Maureen Mooney, gave the following definition of nurture at Anderson's Primary School:

'The National Nurturing Schools programme has been instrumental in making Anderson's Primary School a safe, fun and caring place to learn and grow. The way the whole community pulled together to support our aims has been inspirational. I'm so proud of all the children and staff – Anderson's is amazing and I'm absolutely delighted!'

Recommendations	
Nurtureuk recommends Anderson's Primary School for the National Nurturing Schools Award	
Areas for development	Timescale
Reflect on the use of the Boxall Profile, matching its need and implementation with more members of the school community accessing it and tracking progress thereafter, with P1 cohort of children	As soon as possible/Ongoing
Reflect on the use of the Boxall Profile, providing opportunities for those children referred to the counsellor as a referral and evaluation tool and those children accessing LEGO BtE (as per SIP)	Ongoing
Develop the staff handbook further for all staff and visitors, incorporating the six principles of nurture	Ongoing
Continue to build on the school's approaches through monitoring and evaluating the impact that the NNSP is having on children and staff, by carrying out the NNSP self-assessment on a yearly basis	Ongoing/Yearly
Apply for re-accreditation for the Nurturing Schools Award.	Spring Term 2022

I would like to take this opportunity to thank Maureen, Sara and Grant for their honesty whilst completing this application and self-assessment and throughout the assessment visit on the 20th of May 2019.

HELEN STOLLERY