

The National Nurturing Schools Programme
Assessment Report



Establishment name and address	Kemsing Primary School West End Kemsing Sevenoaks TN15 6PU
Headteacher/Principal	Mr Tom Hardwick
NNSP trained staff	Sarah Rogers TA, ELSA Rebecca Jackaman, SLT, Assistant Head Teacher
Assessment date	Thursday 27 th June 2024
Assessor	Nichala Johansen
Trainer	Jenni Moore
Review date	June 2027

STANDARDS

1. Stakeholders		1a. Pupils		
Standard		Developing	Establishing	Enhancing
1a.1	The social and emotional needs of pupils are assessed and tracked.			X
1a.2	Nurture principles are defined and explained to pupils.			X
1a.3	Pupils are encouraged to develop responsibility for themselves and learn self-efficacy			X

1. Stakeholders		1b. Parents and Carers		
Standard		Developing	Establishing	Enhancing
1b.1	Parents and carers feel valued and welcomed in the establishment.			X
1b.2	Nurture principles are defined and explained to parents and carers.			X
1b.3	Reports to parents and carers reflect pupils' strengths and areas of need.			X

1. Stakeholders		1c. Staff		
Standard		Developing	Establishing	Enhancing
1c.1	There are systems and procedures to welcome, support and induct new staff and visitors.			X
1c.2	Nurture principles are defined and explained to all staff.			X
1c.3	Staff are given opportunities to discuss, develop and review shared values.			X
1c.4	There are clear expectations of how all adults in school relate to children when in or out of class.			X
1c.5	Staff are actively involved in The National Nurturing Schools Programme.			X

1. Stakeholders		1d. The Community		
Standard		Developing	Establishing	Enhancing
1d. 1	The establishment works with stakeholders within the community.			X
1d. 2	Nurture principles are defined and explained to stakeholders.			X
1d. 3	The establishment is used as a resource within the community.			X
1d. 4	The community is included in development plans.			X

1. Delivery		2a. Meeting Pupils Needs		
Standard		Developing	Establishing	Enhancing
2a. 1	Nurture principles are incorporated in curriculum planning and delivery.			X
2a. 2	The social and emotional needs of pupils are addressed.			X
2a. 3	Behaviour is dealt with consistently by all staff.		X	
2a. 4	Pupils are involved in developing and evaluating their learning.		X	

2. Delivery		2b. Wellbeing: Pupils		
Standard		Developing	Establishing	Enhancing
2b. 1	Provision and strategies promote pupil welfare and wellbeing			X
2b. 2	Pupils feel safe and secure.			X
2b. 3	Pupils feel valued, respected, included and listened to.			X
2b. 4	Pupils are prepared for transitions in life.			X

2 Delivery		2b. Wellbeing: Staff		
Standard		Developing	Establishing	Enhancing
2b.5	Provision and strategies promote staff welfare and wellbeing		X	
2b.6	Staff feel valued, respected, included and listened to.			X
2b.7	Staff access relevant professional development.			X
2b.8	There are opportunities for reflective collaborative problem solving for staff			X

2 Delivery		2c. Environment		
Standard		Developing	Establishing	Enhancing
2c.1	Nurture principles are reflected in the development of the environment.			X
2c.2	The environment is safe and welcoming for all stakeholders.			X

3. Leadership and Management		3a. Policy		
Standard		Developing	Establishing	Enhancing
3a.1	Organisational and curriculum policies reflect and support nurture principles.			X
3a.2	Stakeholders are involved in the development and review of policies.			X

3. Leadership and Management		3b. Partnership		
Standard		Developing	Establishing	Enhancing
3b.1	Partnership working reflects a nurturing rationale.			X

3. Leadership and Management		3c. Resources		
Standard		Developing	Establishing	Enhancing
3c.1	There are clear development priorities regarding nurture principles and practice.			X
3c.2	Resources are deployed to develop nurturing principles and practice across the setting.			X

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).		X	

Assessors Summary
<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>Kemsing School is a welcoming, inclusive village school with seven classes. Over the last two years, staff have focused on creating a nurturing environment for all stakeholders.</p> <p>During the assessment day, Sarah Rogers, the nurture lead explained the catalyst for this shift included the arrival of a new Headteacher and the development of the school Inclusion Team. The Hive, the Inclusion Team hub, was constructed in the centre of the school and is accessible for all children, parents and staff and demonstrates the importance of inclusivity at Kemsing School for all stakeholders.</p> <p>On the assessment day I met with a variety of staff, children and parents. All members of the school community were welcoming and shared their pride in the school. It was a pleasure to meet all the stakeholders and Tom Hardwick, the Headteacher captured the ethos of the school when we spoke; 'Inclusive practice is for everyone. Everyone is heard, we respect everyone.' During the assessment day parents also spoke about how inclusive the school was, 'As a parent I feel very much part of the school community,' and they also shared the high profile of nurture across the school, ' they have bought into being a nurturing school completely.'</p>

Examples of excellent practice include:

- **The vision and resilience of the Headteacher and Nurture Lead**

During the assessment day I spoke with Tom Harwick, Headteacher and Sarah Rogers, Nurture Lead. They were both unwavering in their belief that using an approach developed around The Six Principles of Nurture and The Boxall Profile gave them the framework they needed to shift to a fully nurturing, inclusive provision. They spoke passionately about their vision for the school and it was clear that their drive and ambition was empowering their whole school community on their nurture journey. All the staff and parents spoke highly of Tom and Sarah and it was clear their resilience to keep pushing had inspired others to be empowered too.

- **The school as a safe base for children, staff and families**

The staff have given a significant amount of thought to the environment at Kensing School and listened to the children from the very start of the nurture journey. From this pupil voice Nurture Nooks and emotion check-in stations were created in each classroom. They provide calm, comfortable spaces for children experiencing big emotions during the school day. The nooks also contain simple steps to follow and a variety of tools to help the children in managing their feelings. The characters used in the nooks and emotion check in stations were chosen by the children during a nurture assembly.

During the assessment day parents shared that the school was 'absolutely fantastic' and all of the staff have 'been so attentive, nothing is too much trouble'. Sarah spoke about there being a 'shift in thinking' and that the inclusion team know that 'working with families is now the way forward.'

- **Whole school understanding of all behaviour is communication**

During the assessment day Tom spoke about how the programme had 'shifted the school culture towards the Six Principles of Nurture and how using the Boxall Profile had helped staff understand what was behind the behaviour. A staff member explained how 'the Boxall Profile made us dig deeper into finding those children who weren't obvious to us – what we found blew my mind.'

The school has introduced soft starts, which has resulted in a calmer and more welcoming start for all children. During the assessment day the children spoke about how the nurture nooks and the feelings boards had really helped them, but also how they had helped them to see how their friends were feeling too.

The staff shared how they included emotional literacy learning and teaching throughout the day and had 'removed the need to be green' for all children. They have created 'a mutual understanding of trust' between the staff and the children, who are encouraged to use a range of learning and emotional aids including wobble cushions, pencil grips, anxiety rings, stretchy men and additional tools they have created as part of individual ELSA interventions. Regular movement breaks, sensory circuits and mindfulness activities are also used as part of their daily routines.

- **The development of the Nurture Ninjas team**

The school has developed a team of Nurture Ninjas who provide support to their peers during play and lunchtimes as well as promoting the nurture principles across the school. They have created a wellbeing walk and garden for children needing a calmer space during lunchtimes.

During the assessment day Sarah shared how the children have actively taken on the role of Nurture Ninjas and the children shared how they had created posters of the Six Principles of Nurture in their own words. They spoke about how they now understood their brains and their emotions and how this was helping them to feel safe and ask for help when needed. It was a real privilege to hear the children speak so eloquently about their understanding of nurture and to see how it was helping them to understand themselves and others.

- **Nurturing wellbeing for all stakeholders**

The children have been included in the school's nurture journey from the start with regular nurture assemblies, a display of their feedback and the implementation of their ideas. Access to Friendship Club, Breakfast and Afterschool Club and a variety of after school activities all contribute to their overall wellbeing. Staff introduced a whole school hand-breathing exercise which the staff and children practise during nurture assemblies.

During the assessment day parents spoke about being taught to use hand breathing at home and how the children could share strategies they were learning at school. They explained that this was having a positive impact on all family members.

School has also reflected on the staff's wellbeing with senior leaders understanding that to care for the children, staff need to feel happy and relaxed too. During the assessment day support staff spoke about being 'one big happy family.' They shared that there 'are so many benefits to the nurture approach.' Staff shared how the staffroom has become the main hub for communication with a news board for updates, requests for help as well as personal messages. A wellbeing basket provides treats and self-care whilst an outdoor space has been created for members of staff needing some quiet and fresh air during breaks and lunchtime.

Thank you to everyone at Kemsing for the warm welcome I received and I wish you all well on the next stage of your nurture journey.

Quotes from the assessment day:

'Staff drop everything to help.' (family)

'We can see a definite wind of change. They are really amazing teachers who have driven nurture.' (family)

'The ripple effect of nurture into our home has been amazing.' (family)

'We feel he is really listened to.' (family)

'Sarah is incredible, she has led this so well. She is amazing.' (Headteacher)

'Inclusive practice is for everyone.' (Headteacher)

'The Nurture Ninjas are so enthusiastic. They have taken over. The children have really run with nurture.' (nurture lead)

'Building daily check-ins for the children has been really powerful.' (nurture lead)

'Nurture has given what we are doing a name and a structure.' (teaching staff)

'I really wanted the school to be a safe base.' (Senco)

'We notice the children. They are kept in mind.' (teaching staff)

'Our school is safe.' (pupil)

'Nurture nooks are good. They are the most helpful thing for me.' (pupil)

'The teachers really help. I always feel better afterwards.' (pupil)

'All the adults and children feel they are there for each other.' (support staff)

'Nurture has become much more visible.' (support staff)

Recommendation

We recommend Kemsing Primary School for the National Nurturing Schools Award.

Areas for development	Timescale
The Boxall Profile. Continue to use: <ul style="list-style-type: none"> ● In specific cases as a tool for those needing additional social or emotional support considering the pupils individual profile. ● For groups/ cohorts of pupils where applicable 	ongoing
The Six Principles of Nurture. <ul style="list-style-type: none"> ● Continue to promote and embed The Six Principles of Nurture throughout the provision for pupils and staff. ● Continue to familiarise your families and community with the Six Principles of Nurture, 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. 	ongoing
Continue to develop the wellbeing offer to staff including completing the Staff Induction booklet	ongoing
Continue to monitor and evaluate nurturing 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.	2027