

The National Nurturing Schools Programme  
Assessment Report



Establishment name and address	Selsted Church of England Primary School Selsted Nr Hawkinge Kent CT15 7HH
Headteacher/Principal	Angela Woodgate
NNSP trained staff	Laura King and Angela Woodgate
Assessment date	19 <sup>th</sup> March 2025
Assessor	Carrie Thorne
Trainer	Penny Hermes
Review date	March 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

This report cannot reflect the hard work that goes on at school every day. The school has provided a comprehensive evidence file and related documents as part of the assessment process. This includes attendance and exclusion data, 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.

Selsted Church of England Primary School is a school built on Christian values and a love of learning. The school is situated in the idyllic, rural village of Selsted, Kent. Selsted School was built in 1871 and was initially called 'Swingfield, Wootton and Denton. The school caters for approximately 100 pupils aged 4- 11 years old, in a unique building. The school has a nurturing reputation in both the local and wider community. Parents actively seek this school out due to their nurturing ethos. At Selsted the Six Principles of Nurture dovetail with the ethos of the school. Their school motto is: 'From tiny acorns, mighty oaks grow within the love of God'. They believe in doing everything they can to help their children grow physically, socially, emotionally and academically to prepare them for the next stage in their lives. They use a nurturing approach to ensure success in this area. They provide a happy, safe, nurturing environment where children develop a love of learning. Their children are given a voice and encouraged to develop a sense of resilience and responsibility.

In Summer 2022, the school embarked on the National Nurturing School Programme (NNSP) helping them continue their personal journey towards developing their existing culture of nurture and enhancing established practices. Head teacher, Angela Woodgate, explained, “Nurture has always been the core of what we do, but coming out of Covid, we realised our children needed more of a nurturing approach than ever. The NNSP has provided us with a strong structure. It helped us identify what we were doing really well and what we could firm up.” The school planned to complete the programme quite quickly; however, due to Covid, this was delayed.

### **Examples of excellent practice include:**

#### **The Boxall Profile**

Initially, the school carried out Boxall Profile assessments on a small group of children from each class. This developed quite quickly, all teaching staff are trained and 20% of all classes now have assessments which are used to generate individual and group targets. Pupil progress meetings include the results from the Boxall Profile assessments. In summary, evidence on the assessment visit confirmed there is a cohesive approach to the use of The Boxall Profile and there are plans in place to develop it further so that all pupils have assessments twice per year. It will be used at the whole school level to inform policy and the school development plan.

### **Children are encouraged to foster responsibility for themselves and learn self-efficacy.**

Children at Selsted School are strongly encouraged to develop responsibility for themselves, and building resilience and self-efficacy are the school's foundation. Self-efficacy and responsibility are encouraged through the school's Christian values, PSHE lessons, work around The Six Principles of Nurture, school council and other leadership roles. The school reported a decline in this area after periods of lockdown and has therefore focused on this to ensure success for their children. On the assessment day pupils articulately described some of the processes at the school. Examples included: Peer Mentors, Buddies, Sports Leaders, Eco-reps and Pupil Leaders.

“The school has taught us how to be leaders and help each other. Like being buddies or pupil leaders.”

Outdoor learning is very important to staff and pupils alike; it has helped nurture children and develop self-efficacy. The assessment visit consolidated this further when staff responsible for this area were interviewed.

“Our interventions have changed from purely an academic focus to SEMH support using the Boxall profile to help identify this. We use outdoor learning for this as much as is physically possible.”

### **Children and young people are prepared for transitions in life.**

The school believes smooth transitions are fundamental to children's wellbeing. They therefore prioritise this area, focusing on macro and micro transitions. Staff across the school are well known to all children. Pupils remain with their class for 2 years and are then supported through transition between the year groups. They move up ahead of the summer holiday to reduce anxiety around the transition. Staff liaise with previous staff to ensure smooth transitions from class to class. There are very supportive transition meetings to support new starters. There are detailed meetings with secondary schools. SEND pupils have additional transitions and the SENCO liaises closely with staff, parents and pupils.

Parents interviewed on assessment day explained their gratitude for the level of support given to pupils during transition periods. They cited their concerns are not for their children, who are very well prepared, but for themselves. "I do not know what I will do when I no longer have a child here. I just can't imagine not being part of Selsted."

### **Staff welfare and wellbeing**

Staff wellbeing is high on the agenda at Selsted. There are several initiatives that help maintain staff wellbeing, such as limited expectations on planning, PPA can be taken at home, staff are able to take time for their own children's events such as plays, sports days etc. Staff meetings often relate to wellbeing.

On the assessment visit evidence was demonstrated that the setting regards staff welfare and wellbeing highly and promotes this in a variety of ways. There are regular initiatives to foster staff well-being. The staff room has been redesigned to make it feel welcoming and relaxing. The staff are encouraged to use the staff room, and a variety of sweet treats are often provided by a range of stakeholders to show that the staff are appreciated. A staff wellbeing tree has been created whereby staff take an item to make them feel better. This was built to show how valued the staff are and how important their wellbeing is.

A teacher wellbeing survey has been carried out to try to work out strategies to manage workload and wellbeing. Low staff turnover reflects how happy the staff are. Staff talked about an 'Open door policy' to senior leaders, which they greatly appreciated. SLT are very flexible and staff spoke about the support they receive with any personal and professional needs. Access to a wide range of training and always having somewhere to go and someone to speak to helps with staff wellbeing.

The support staff interviewed on the day described in detail the care from staff, both from leadership and teammates

."We have each other's back, and it's like being part of a big family."

A relaxed management style, open door policy, all members of SLT being approachable, combined with regular formal and informal meetings, were all cited in the staff feedback given on the assessment day as being crucial to staff wellbeing.

“We know our opinions matter and our work is valued.”

During discussions with stakeholders, it became clear that staff are proud of their school, the children they care for and the relationships they have built within the school community. On the assessment day, the feeling of family and belonging from all stakeholders was incredibly strong.

“Working here is like one big happy family.” Support staff voice  
“I’m going to be here until I retire.” Support staff voice

### **The environment is safe and welcoming**

The school environment is safe and welcoming. Outside agencies comment on how ‘accessible and welcoming’ the environment is. Interviewees on assessment day supported this view.

The virtual tour was a highlight of the assessment process, and the nurture principles were evident in the environment. It was possible to see how lovely the school environment is. The outdoor space is a real strength of the school and they utilise this area exceptionally well. Selsted staff have reflected on the whole school environment through an audit and made adjustments accordingly, i.e. calm spaces, sensory areas, library, outdoor areas and staff areas. The environment is in line with the nurture principles and evidence clearly showed that classrooms had similar themes and resources for wellbeing, nurture and a feeling of safety for pupils.

### **Strong support from Senior Leaders and Luna.**

Although it was very clear that this was a whole staff effort, an honourable mention should be given to Angela, Laura and Luna (the school dog). They are strong advocates for the NNSP programme and all things nurture within the school. Not only in terms of ethos and values but also in terms of impact and strategy. They are extremely reflective people. All stakeholders commented on their passion and commitment. Respect and admiration for them were obvious when talking to staff. The pupils and families at Selsted are at the heart of everything they do. They are the heart of the school.

“If I’m sad, I go to Luna or Miss Woodgate and they make everything ok.”

### **Pupils.**

The evidence gathered from staff, pupil voice, parents and from the assessment day demonstrated that the children are benefiting from the implementation of The Six

Principles of Nurture and the use of The Boxall Profile. Children were able to identify what it feels like to be in a nurturing school and what staff do to make them feel safe and valued. There were lovely interactions between staff and pupils, and it was clear that developing positive relationships with children is of the utmost importance at Selsted. They summed it up perfectly:

“It is just lovely to be a pupil at Selsted”

I would like to say a huge thank you to all the school community at Selsted Primary School for their warm welcome during the assessment day and congratulate them on their success fostered by an enthusiastic approach to nurture.

**Quotes from the assessment day:**

“We are extremely lucky to be situated in an amazing environment that we use as much as possible to support the children’s learning.” Staff Voice

“Our children are our strength.” Staff voice

“Our children know they are loved.” Staff voice

“Relationships are the key to nurture. We know who needs support.” Staff voice

“We are a big Selsted family and we are really proud of it.” Staff voice

“We are a small school so there is no hierarchy. We pride ourselves on being accessible.” Staff voice

“Positive caring relationships are modelled daily so the children see it out into practice.” Staff voice

“We have space if we need it.” Pupil voice

“I know Selsted is a nurturing school because they help us step by step.” Pupil voice

“All of the staff at school and Luna nurture us.” Pupil voice

**Recommendation**

**We recommend Selsted Church of England Primary School for the National Nurturing Schools Award**

Areas for development	Timescale
<p>The Boxall Profile.</p> <ul style="list-style-type: none"> <li>• Continue to use for the identified 20% of pupils within each class but consider widening this out to whole classes to support with transition and intervention planning.</li> <li>• Explore the new features of the online tool.</li> <li>• Ensure staff remain upskilled by adding to your annual training cycle and induction programme.</li> </ul>	Ongoing
<p>Nurture Principles.</p> <p>Although embedded into school and staff are familiar with The Six Principles consider:</p> <ul style="list-style-type: none"> <li>• Making them more explicit with the children. Perhaps turning them into child speak and creating a song for the choir.</li> <li>• Continue to familiarise your staff with them by adding them to the induction programme, transition periods and annual training events.</li> </ul>	Ongoing
<p>Continue to monitor and evaluate the provision within your setting completing the National Nurturing Schools self-assessment on an annual basis.</p>	Ongoing
<p>Engage with the re-accreditation process for the National Nurturing Schools Programme.</p>	2028