The National Nurturing Schools Programme

Assessment Report

Establishment name and address	Bishop Wilson C of E Primary School 10 Craig Croft Chelmsley Wood Birmingham B37 7TR
Headteacher/Principal	Des Ricketts
NNSP trained staff	Leanne Downs and Rachel Jackson
Assessment date	13th October 2025
Assessor	Miranda Collins
Trainer	Carrie Thorne
Review date	October 2028

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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.			✔

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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.			✔

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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.			✔

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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. 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.

There is a sense of true embrace at this school, one member of staff referred to the school as open-armed, and, when asked, all stakeholders used the words *kind*, *safe* and *family* the most to describe the school. With service at the heart of the Christian ethos here, there is a desire to include and support everyone. As the Headteacher, Des Ricketts said, “We help everyone become full participants of the school community.”

Examples of excellent practice include:

Relationships are at the heart of this school. Everyone is welcomed and integrated into the school community. Members of staff spoke about putting children’s needs at the heart of practice and demonstrating warmth and acceptance. When asked what advice they would give a child starting the school, pupils focused on connecting and providing reassurance. One said that they would tell their new friend, “It’s ok if you’re scared, I’ll

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help you through the years." Children could all identify safe and trusted adults who they would be happy to ask for help if they needed it.

Members of staff spoke about being attuned and consistent in their response to children to build confidence, and their pleasure in seeing the fruits of this as children engaged more with adults and peers. They talked of the emotion and jubilation when a child succeeds after a breakthrough. Parents spoke about their welcome in school, commenting on the manners and friendliness of the children as well as being greeted by adults. They appreciate that their wellbeing is asked after and the time that school staff spend with them. Reflecting on the enduring connections made with families, one member of staff said, "You realise how important you are to them."

School staff build friendly and responsive relationships with families as well as children. When one parent found their mental health was negatively impacted by their child's needs, they turned to staff, explaining, "The staff would often become aware of this when dropping off the children in the morning and would offer support with whatever I needed." Members of staff who had been at the school for some time talked about getting to know the "family trees" – who was connected to whom and could use this information to build strong relationships with families.

Relationships are deep between colleagues, with one member of staff saying, "colleagues have turned into friends". Others spoke about the interest that children took in the bonds between adults which are sometimes used to get children to engage. It was explained that when one member of staff covered a class, one child seemed satisfied with the arrangement because of the regard their teacher has for the new adult.

The staff team supports each other. Numerous statements were made about this, including "everyone has someone to lean on" and "we are all somebody's trusted adult or safe space". Colleagues give each other time to listen and offer support – one member of staff said, "It's such a happy place – I love working here."

Collaboration and partnerships demonstrate the school's commitment to forging strong relationships to benefit children and families. Mr. Ricketts commented on the importance of building relationships, "in an area where there is very little for the community". The school and church are a beacon of support and encouragement. Ministers from two local churches help to fill the gap in provision and see their congregations grow and benefit.

A range of community based organisations provide valuable support to children in school, extending the offer the school makes. Organisations also work to provide parents with ideas, strategies and techniques on how to deal with difficult behaviour at home.

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A range of training represents robust links with the Local Authority and charities. Members of staff spoke compellingly about what they had gained from professional development opportunities, which also include support from the school's play therapist. Members of staff agreed that the training and development opportunities they had received helped them to be, "in the child's situation, thinking about how they might feel".

The newly resourced, open and airy community space in the school is used for a range of activities, including meetings with other agencies and space for local agencies to lead workshops for parents in the local community. The community space is also used by the church two mornings a week to provide for parent and toddler sessions.

There is a commitment to the holistic development of each child and an understanding that wellbeing is key to learning. The Boxall Profile® is used routinely by nurture leads and supports the work in their groups. When shared with teachers, they value the deeper understanding of needs and the suggestions of strategies. Learning plans are uploaded to the school's data management system to facilitate easy access for the wider team. The Boxall Profile® is appreciated as a way of seeing progress outside academic outcomes, as often the progress on the Boxall Profile® is much greater than other measures. One member of staff said it helped to "balance the books of emotional need and academic progress".

Alongside the Six Principles of nurture, the Boxall Profile® has given members of staff a shared language and a consistent response. The school environment has been developed to provide calm spaces throughout, including in classrooms. These important spaces create safety and a space for regulation. By having them so visible, children are unfazed if they see a dysregulated child in need of strategies – they understand that help and support will be provided.

Recognising the need for a different type of regulating space, a sensory gym has been installed in the centre of the school. This space with trampets, stationary bikes and a bar for hanging supports children through transitions or to "let off steam" for movement breaks through the day. Children know how to access and use the space when they feel fizzy and in need of a sensory break.

Language assessments determine the starting points of children as part of a whole school approach to supporting language development for all children in the school. Intensive interaction is used as an intervention to support children in Early Years who are developing communication and social skills. A language rich environment is created through a range of interactions and activities.

All groups of stakeholders identify this as a safe school, with elements of emotional and physical safety both highlighted. When surveyed, 100% of children agreed or strongly agreed that they feel safe in school. The children I spoke to could identify a range of safe spaces and key adults to help them. Parents also spoke about the understanding

that is shown to their children and strategies implemented to help them be the best they can be. One spoke about the compassion shown by children to others with needs and felt this was important. Another talked about their son being accepted for who he is, saying, "They treat your child like a special person."

Children are encouraged to take on roles and responsibilities here. They represent their class on the School Council, are Collective Worship Councillors or Peer Listeners. Ideas fed through the School Council are carefully considered and acted upon. Recently, children expressed a wish for an indoor space with quiet activities at lunchtimes and the Quiet Room was established. Peer Listeners are nominated at the start of an academic year by their peers. The children are trained to understand wellbeing needs and offer advice, considering also what needs to be referred on to an adult. They are supported in this by a member of staff.

Drawing from a Bible verse, service is a key concept here and is integrated into all aspects of school life. Everyone is encouraged and supported to consider their unique gifts and how to use them in service of others. When asked to explain what children felt about being Peer Listeners, they talked about it being an honour to help classmates and younger children in the school.

Reflection is the norm in this school. Based on continuous evaluation of the current cohort's strengths and needs, the question *What do we need now?* is often asked. This ensures that provision is well matched to the needs of stakeholders. Similarly, data is scrutinised to drive understanding of groups and individuals. Members of staff were fluent in explaining the reasons behind a rise in behaviour incidents for a particular child and outlining what was then put in place. This level of reflection is crucial to enable everyone to thrive.

Without strong systems, procedures and people to underpin what you do, maintaining this level of inspirational practice can be challenging. Here, there is an operational robustness alongside a strategic vision. The school's development plan is reviewed to reflect current priorities which have included nurture and wellbeing. Nurture remains an important priority but which now moves to be integrated in a focus on spirituality.

A wellbeing provision map sets out what support is available to children and families within and outside the school. This is shared with parents during consultation evenings and on social media. Referral systems have clarity, whether for internal interventions, such as the play therapist who works to support identified children or to external professionals, where children need more than the school offers. Regular meetings with allocated workers to discuss the progress children are making or to triage where children have not yet been referred. Updates and resources are shared proactively with school staff.

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There are clear lines of responsibility for support. A member of the leadership team is the identified lead for behaviour, attendance and safeguarding and another leads on SEND. A recently employed pastoral lead works to support children at playtimes and lunchtimes, overseeing two play leaders to offer an expanded range of opportunities for children. This team offers safe adults who are easily accessible to children at times of need.

Within clearly defined responsibilities all members of staff are involved. Every member of school staff attends the back to school briefing in which Mr. Ricketts reinforces the message of "who we are and why we're here" so everyone has an understanding of the part they all play in the school's work. The site manager gives an important message of value by keeping the site clean and safe. This important impression carries through the school building where the site team works to develop and decorate inviting and inspiring spaces. The dedicated space for parent meetings communicates a warm welcome and efforts to put them at ease. Redecorating this to feel more like a living room with drinks and toys for younger children communicates a care for their wellbeing too.

Lunchtime supervisors are trained in appropriate responses and strategies to support neurodiverse children, in particular. Classroom and pastoral staff support them with developing scripts and visuals for greater consistency with classroom practice. This has led to better lunchtime practice and greater enjoyment by all children. The school's office staff understand the value of a nurturing approach for children and families. They know the power in how they respond to parents and realise that their calm response is appreciated by families.

Mr. Ricketts said, "We employ good people who embrace what we're doing." It is clear that the staff team are strong advocates for and believers in nurture. The members of staff I met and heard about are truly gifted in what they do and are committed to the wellbeing of the whole school family. Indeed the word family was used a great deal during the assessment. One member of staff said, "We are the child's family for as long as they are in the school building." All stakeholders expressed a view that children, families and members of staff are all linked by a "family feeling" which is evident. Thank you for letting me be part of it for a short while, and for all you do to serve and nurture your community.

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Quotes from the assessment day:

- We help everyone become full participants of the school community. (Headteacher)
- We are the child's family for as long as they are in the school building. (member of staff)
- You have to have that want for the children. (member of staff)
- Everyone has someone to lean on. (member of staff)
- We are all somebody's trusted adult or safe space. (member of staff)
- It's a really good school. (young person)
- It's such a happy place – I love working here. (member of staff)
- Colleagues have turned into friends. (member of staff)
- The children and adults are all linked – there is such a family feeling here. (member of staff)
- I can't fault the school – it's very understanding. (parent)
- It's the best school in the area. (parent)
- They treat your child like a special person. (parent)
- We balance the books of emotional need and academic progress. (member of staff)
- We value how the children feel. (member of staff)
- You realise how important you are to parents. (member of staff)
- We are inclusive in every single way possible. (member of staff)

Recommendation
We recommend Bishop Wilson C of E Primary School for the National Nurturing Schools Award

Areas for development	Timescale
The Boxall Profile® ● Continue to use to understand the needs of individual children and identified groups of children. ● Ensure that classroom staff have expertise to complete and interpret assessments themselves to build capacity. The teachers I spoke to really value the insights from the assessments. ● Consider how Boxall Profile® assessments may support other intervention groups. ● Continue to integrate Boxall Profile® learning plans onto CPOMS to ensure that the information is available to all.	Ongoing
The Six Principles of Nurture ● Continue to promote and embed nurture group principles throughout the provision 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. ● Consider introducing the Six Principles to visitors as they arrive perhaps through an addition to the safeguarding leaflet they receive. For example – "Did you know we are a nurturing school? This means... You can support us with this..."	Ongoing
Build on the work that your play therapist is doing for individuals by introducing play and playful learning more into the classrooms throughout the school. This will support your stage not age approach and provide opportunities to progress targets from the Boxall Profile®. It will also complement the work of your recently employed play leaders for lunchtimes and support the intergenerational work through a range of play activities.	Ongoing
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.	2028

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