

The National Nurturing Schools Programme  
Assessment Report



Establishment name and address	Ide Hill C of E Primary Sundridge Rd Ide Hill Sevenoaks TN14 6JP
Headteacher/Principal	Miss E Alexander
NNSP trained staff	Alison Daniels, Sara White (left the school) & Olivia Rose-Wilson
Assessment date	03/04/25
Assessor	Penny Hermes
Trainer	Dr Suusanna Harkamp
Review date	April 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	
<p>Ide Hill Church of England Primary School is a small village school with a nurturing ethos embedded deeply within its culture and daily practice and their key values of respect, love and responsibility. The December 2024 Ofsted inspection reported:</p> <p><i>"Pupil's bubble with excitement when they talk about their opportunities at this happy and friendly school."</i></p> <p><i>"Relationships across the school are warm, nurturing and kind."</i></p> <p>As part of the assessment for the National Nurturing Schools Award, a comprehensive portfolio of evidence was submitted, including attendance and exclusion data, Boxall Profile analysis, and case studies demonstrating strong partnerships with families and community engagement. It is important to note that while this report outlines key findings, it cannot fully capture the extensive daily work and commitment shown by the school in its application of the Six Principles of Nurture.</p> <p><b>School Summary</b></p> <p>The ethos of Ide Hill C of E Primary School reflects a whole-school commitment to the emotional wellbeing of all pupils, staff, and families. The school's vision and values align with the Six Principles of Nurture and are visible not only in policy but in day-to-day</p>	

interactions with all stakeholders, in the classroom practice, and the physical environment of the school.

The leadership team has prioritised emotional literacy and inclusion, creating a safe, welcoming, and consistent environment that supports each child's development. The staff, pupils and parents involved in the assessment day were welcoming and spoke from the heart about their school and their experiences. It was a pleasure to be part of this assessment day.

## **Key Strengths and Examples of Excellent Practice**

### **Whole-School Approach to Nurture**

The nurturing ethos is consistently reinforced across all areas of school life. Staff have a shared understanding of the Six Principles of Nurture, which are displayed, discussed regularly, and embedded within the curriculum and school routines. This was summed up nicely by this quote:

*'Nurture is not something extra; it is who we are. It runs through every part of what we do at Ide Hill.'*

Staff training has been comprehensive and ongoing, enabling both teaching and support staff to use consistent language and approaches when supporting pupils, this is clearly demonstrated in the quote below:

*'There is a common language used by staff and children and a consistency of approach which ensures children feel safe, valued, and supported.'*

The Nurturing Schools programme has supported the staff to make changes in their school and it has empowered them: *'to be brave, we need to change in order to help.'*

### **Safe and Inclusive Learning Environment**

The school has created spaces that promote emotional safety, including 'nurture nooks' within classrooms that support self-regulation. Plans are in place to expand these supportive environments outdoors, so that the outdoor environment mirrors the safe indoor environment.

*'We have developed an inclusive environment with safe spaces and nurturing nooks that allow for self-regulation.'*

Classroom environments are calm and structured, with visual timetables and routines designed to reduce anxiety and build confidence. Zones of Regulation and emotional check-ins are consistently used across all classes. Children say *'I like how teachers make lessons fun and how they care about us.'*

### **Transitions and Individualised Support**

Transitions are a particular strength at Ide Hill. From home to school transitions to internal moves between year groups, pupils' individual needs are considered and supported through proactive strategies such as buddy systems and personalised induction plans.

*'We ensure that children and families are supported at key transition points with individualised planning and communication.'*

Case studies provided evidence of thoughtful transition planning, including transition programmes for vulnerable pupils and those joining the school mid-year. Children moving from the nurture sessions also have careful transitions which makes them successful and they become ambassadors supporting each other.

Parents talked highly of the staff's knowledge of the pupils - *'they know everyone, they know all their needs.'* This helps in building the right plans throughout the school day.

### **Staff and Pupil Wellbeing**

The school demonstrates a strong commitment to the wellbeing of both pupils and staff. Wellbeing initiatives are regularly reviewed and shaped through feedback from the school community. Staff describe feeling valued and supported.

*'We believe that staff who feel valued, supported and listened to are best placed to support the children in their care.'*

This investment in staff wellbeing has directly influenced the positive emotional climate of the school and supports the wider culture of nurture.

### **Family and Community Engagement**

The school has built strong relationships with families, underpinned by clear, compassionate communication.

Initiatives such as family learning sessions and regular newsletters help families feel involved in school life.

*'We work closely with parents, offering a range of ways to engage, listen, and work together to meet the needs of our children.'*

Collaboration with external agencies and local services further strengthens support networks for pupils and their families.

### Conclusion and Recommendation

Ide Hill CE Primary School offers an excellent example of a whole-school nurturing approach, with the Six Principles of Nurture underpinning policy, practice, and ethos. The evidence provided demonstrates the school's commitment to emotional wellbeing, inclusive practice, and the development of strong relationships across its community.

The positive impact of the programme is reflected in both qualitative feedback and quantitative measures, such as improved attendance, engagement, and reduced behavioural incidents.

### Quotes from the assessment day:

*"Everybody is included. Children aren't seen as different."*

*"She (my daughter) can just be herself at school. Everyone knows her and her needs."*

*"They help them (the children) feel empowered."*

*"They are supportive not just for the child but for the home – always checking in – How can we help?"*

*"I'm so lucky to work here, it's my safe space."*

*"We are empowered to look into the behaviours more to ensure we get the right support for our children."*

*"The teachers are kind and learning is fun."*

*"It's just the best school to go to."*

*"I couldn't speak my feelings but now I can."*

### Recommendation

**We recommend Ide Hill C of E Primary School for the National Nurturing Schools Award**



Areas for development	Timescale
<p>The Boxall Profile. Continue to use:</p> <ul style="list-style-type: none"> <li>• In specific cases as a tool for those needing additional external social or emotional support; for groups of pupils where necessary</li> <li>• On a case-by-case basis, considering the pupil's individual profile.</li> </ul> <p>Develop the use of the Boxall Profile online to assess further cohorts of pupils leading to whole school use.</p>	Ongoing
<p>Nurture Principles.</p> <ul style="list-style-type: none"> <li>• Continue to promote and embed nurture group principles throughout the provision for pupils and staff.</li> <li>• 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.</li> <li>• Further the development of nurture through the use of the outdoor spaces.</li> </ul>	Ongoing
Develop a safe and inclusive outdoor learning environment (as planned), that supports self-regulation outdoors.	2025/26
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