

**The National Nurturing Schools Programme
Assessment Report**



Establishment name and address	Haveley Hey Community School Nearbrook Rd, Wythenshawe, Manchester M22 9NS
Headteacher/Principal	Kat Price
NNSP trained staff	Rebecca Mitchell/Jane Cairney
Assessment date	23rd June 2023
Assessor	Julie Hall
Trainer	Marina Bowler
Review date	June 2026

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.		✓	

1. Stakeholders cont.		1d. The Community		
1d.3	The establishment is used as a resource within the community.		✓	
1d.4	The community is included in development plans.		✓	

2. 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. 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 interesting 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.

Haveley Hey Community School is a primary school of 430 pupils in Wythenshawe in Manchester. Well respected by the community it serves, they aim to create a secure, nurturing atmosphere where all children can flourish. Their values of building resilience, ambition and respect and their long-standing commitment to the UNCRC as one of the first Rights Respecting Gold award schools in Manchester, sit perfectly with the Six Principles of Nurture. *'The NNSP helped us to think about how we meet these rights,'* the Head Teacher told me, *'it helped us to formalise the approaches already existing within the school and build on them.'*

The most striking feature of the application and my visit to the school was the number and breadth of approaches employed by the school to help pupils, settle and learn, make progress and develop as individuals. From Growth Mindset, emotional coaching, 'I need a break' cards to the embedded Place 2 Be practice, from visuals, scripts and communication charts to wellbeing champions and the outdoor classroom the children are offered creative strategies in a well-planned and coordinated way. *'We are all about inclusion,'* the SENDCo told me, *'We work as a team to solve anything getting in the way of learning. We use Quality first teaching, age not stage, and SEND Pathways, adaptive teaching where resources such as visuals and experiential learning, task bags and sensory toys are available for all, whatever a child needs for whatever length of time, anything to support learning.'* They identify early help as essential, the right support at the right time. *'We found the nurture approach really useful for structure and helpful in conversations with parents.'*

Time and thought have gone into taking staff along on the journey. A Relationships Policy, quality staff development and opportunities for leadership have created a movement, a whole school ethos which staff support and feel part of. With support from SLT and supervision offered by Place 2 Be and the use of staff surveys it is clear that the wellbeing of staff is recognised as key to their being able to support pupils and their learning to such a high level.

The importance of nurture for the development of wellbeing is important to the school and is supported by the impressive Wellbeing Champions, even their recruitment encourages the development of skills and abilities as they are ably supported by key members of staff. From the work the Champions do within the school to the Pupil Parliament out with the school,

high standards and expectations are developing impressive levels of confidence and communication in the children taking part.

Altogether I enjoyed a wonderful visit to the school, the range and number of approaches and the levels of empathy, understanding and support for pupils in the school was very, very impressive. The enthusiasm and cheerfulness of staff as we talked and reflected on their nurture work left a deep impression on me. The Senior Leadership Team and NNSP trained staff have indeed used the NNSP to integrate and develop nurturing approaches in the school and the skill and effort this entailed cannot be underestimated. I wish the leadership and staff of Haveley Hey Community School continued success in their nurturing journey.

Examples of excellent practice include:

- The pupils of Haveley Hey school. Articulate and enthusiastic they told me about '*campaigning*' on subjects which were important to them such as anti-bullying and mental health and Pupil Parliament activities and UNCRC Articles. They talked articulately about their ideas and their favourite things in school such as the classroom, the allotment, Place 2 Be and the nurture room. They were able to express to me that they are safe, valued and challenged to do their best.
- The staff in the school. Highly motivated and understanding the broader meaning of nurture, they adapt their teaching to give all pupils the tools to access the curriculum. Support staff are skilled and experienced, they are attuned to pupils and support each other to meet pupils' needs. Staff feel valued and enjoy their work. In their enthusiasm they spoke to me of anti bullying, kindness jars, drink stations, compliment stations, drop everything and dance, yoga and wellbeing lunch clubs and coffee mornings and events in the nurture group which are changing relationships with parents.
- Parents praised the communication with school saying that the school understands that everyone communicates differently. They feel supported and appreciate the help they have had for pupils past and present. They talked of strategies employed by the school before their child had a diagnosis because the school knew the children as individuals. '*Support is tailored to what each family needs, I have seen him going from me being his voice to having his own voice.*' Families recognise the work done in the school on emotional literacy, they see the effects at home. '*My son is so in tune with his emotions he will communicate straight away, he had cards for this before he talked.*'

- Partnership working. The school project manager for Place2Be told me, *'Haveley Hey staff understand the importance of nurture and wellbeing to a child's emotional resilience and regulation, and how it contributes to their development and learning. They put this nurturing approach at the forefront of their work with the children.'* She went on to say, *'There is a focus on communication and relationships to drive growth and support and they take time to understand what children are trying to communicate through their behaviour.'* Likewise, the Educational Psychologist commented, *'Staff at Haveley show an excellent understanding of the impact of environment and adversity on learning and plan activities and support to include developmentally enriching experiences. The development of the Beehive and Mini beehive show the schools commitment to supporting children's development through enrichment, play and carefully planned activities.'*

Quotes from the assessment day:

- *'The NNSP helped us to think about how we meet these rights (UNCRC), it helped us to formalise the approaches already existing within the school and build on them.'*
- *'Haveley Hey staff understand the importance of nurture and wellbeing to a child's emotional resilience and regulation.'*
- *'The development of the Beehive and Mini beehive show the schools commitment to supporting children's development through enrichment, play and carefully planned activities.'*
- *'Support is tailored to what each family needs, I have seen him going from me being his voice to having his own voice.'*
- *'We found the nurture approach really useful for structure and helpful in conversations with parents.'*
- *'We work as a team to solve anything getting in the way of learning.'*
- *'We use Quality first teaching, age not stage, and SEND Pathways and adaptive teaching, whatever a child needs for whatever length of time, anything to support learning.'*

Recommendation

I recommend Haveley Hey Community 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"> • In specific cases as a tool for those needing additional internal and external social or emotional support. • To gather information on group and class wellbeing needs 	Ongoing
<p>Nurture Principles.</p> <ul style="list-style-type: none"> • 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. 	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>	2026