

The National Nurturing Schools Programme
Assessment Report



Establishment name and address	St Peter's Church of England Primary School The Durlocks, Folkestone, CT19 6AL
Headteacher/Principal	Mrs Toni Browne
NNSP trained staff	Ali Tuckett Mel Wynn
Assessment date	10 th July 2025
Assessor	Nichala Johansen
Trainer	Suus-anna Harskamp
Review date	July 2028

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>St. Peter’s Church of England School is a small, close-knit primary school in Folkestone, Kent, with 101 pupils across five classes and supported by a dedicated team of 16 staff. The school was recently inspected by Ofsted, who recognised its commitment to nurture, stating, “Pupils are happy and enjoy learning at this nurturing and inclusive school.” During the assessment day, Headteacher Toni Browne, reflected on the unique benefits of being a small school, sharing, “Everyone knows each other by name” and describing the school community as “one big family.” She added, “We are really proud of what we do here.”</p> <p>This was a sentiment that was echoed throughout the day by everyone I spoke to. It was a privilege to meet the staff, children, and parents/carers of St. Peter’s and to hear their genuine enthusiasm for a school where nurture is not just a concept, but a lived value embedded in every aspect of school life.</p>	

Examples of excellent practice include:

Children's learning is understood developmentally

Staff at St. Peter's use a wide range of strategies to support children in learning in their own way and at their own pace. These include fiddle toys, sensory seats, weighted scarves, ergonomic pencils, pens and cutlery, as well as ear defenders. Classrooms are thoughtfully equipped to create an inclusive and supportive learning environment for all pupils.

Headteacher Toni Browne shared how classrooms have become more inclusive of the needs of all children, and explained how she encouraged staff to "trust the research," which she believes has "opened staff's eyes further". It is clear that this has been a developmental journey, one that the entire staff team has embraced with commitment and enthusiasm.

Class provision maps are now well-established and learning environments across the school are visibly responsive to the needs of individual pupils. During the assessment day, one child shared, "The school is very welcoming when people join. If they have a different learning ability, they get the help they need." This thoughtful and inclusive attitude was echoed by all of the children I spoke with, who were confident in explaining how their learning is supported throughout the school.

All behaviour is communication

During the assessment day, all staff highlighted a significant shift in their thinking: a deeper understanding that all behaviour is communication. They described how training had sparked meaningful conversations and reflections, leading to a more thoughtful, responsive approach. Ali Tuckett, SENCo and nurture lead, spoke about how all staff are now more likely to "anticipate behaviours, pause before reacting, ask why a behaviour is occurring, and regularly take a step back to reflect".

The school actively promotes this same understanding among pupils through the shared language of emotional regulation. Both staff and children explained how the inclusion of animals and their associated stories has elevated the teaching and learning around emotional regulation. This approach has given children a valuable framework to explore, understand, and express their emotions and to recognise how these emotions may influence their behaviour.

Nurture is important for the development of wellbeing

Throughout my conversations with stakeholders, it was clear that well-being is deeply valued across the whole school community. Staff at St. Peter's are committed to ensuring that all children, families, and colleagues feel safe, supported, and cared for. Staff spoke warmly about the small, but meaningful gestures that contribute to their own well-being, such as being given time off to attend their children's plays and sports days, enjoying treats in the staffroom and sharing meals together. Children also described their own

experiences, including access to safe spaces and the care staff take to ensure they feel supported and included. For example, one child shared how staff made sure they had a really great time on the residential.

The school employs a counsellor, Michelle, three days a week. She provides counselling for both children and parents, as well as supervision for staff. Her work is highly valued by the whole school community. Staff and parents alike spoke positively about her impact, and Michelle herself shared how much she values working in a setting where nurture is at the heart of the culture. As she put it, “I trust the staff that when I send the children back, they are going back to a really safe environment.”

Language is a vital means of communication

Staff at St. Peter’s recognise the vital role that language plays in children's development and learning. The school often welcomes a high proportion of pupils who start with below-average language skills, as well as many who speak English as an additional language. To help close these gaps, the NELI programme is used in Reception, alongside Language Link and Speech Link interventions. Staff also work closely with the Link Speech and Language Specialist to ensure their skills remain up to date and effective. Workshops have been delivered for parents, and the school benefits from a highly skilled HLTA who supports children with language difficulties. She has also provided training for staff in the use of communication boards, which are now embedded as a tool to support speech and language development across the school.

Children are actively encouraged to express themselves and staff take care to ensure that every child feels heard and that their ideas are valued. It was particularly impressive to hear how staff consistently model emotional literacy language as part of everyday interactions helping children to understand and articulate their emotions and to recognise the connection between feelings and behaviour.

Transitions are important in the lives of children

Staff at St. Peter’s place great importance on both macro and micro transitions to support pupils’ emotional security and readiness for change.

Every classroom features a task board to break learning into manageable steps, along with a daily visual timetable. Some children also have personalised timetables to help them anticipate and adapt to any changes in routine, supporting a calm and predictable environment.

The school is part of a local cluster of schools that work together to enhance transition experiences for Year 6 pupils. These children now benefit from extended transition days, moving from a single morning to a full-day visit. As part of this process, each child creates a one-page profile to support a smooth and personalised transition to secondary school.

For Reception starters, the transition process is equally thoughtful. Children are invited to attend several storytelling sessions, visit the coastal park with the current Reception

class, and are also visited at home ensuring they build familiarity and positive relationships before starting school. Staff shared how the use of the Transition Toolkit has led to more intentional and well-structured transition planning. One teacher noted how well thought-through transitions are now, reflecting the school's commitment to making every stage of a child's journey as supportive as possible.

The classroom is a safe base

During the assessment day, children spoke confidently about how 'safe' they feel in their classrooms. Staff described these spaces as quiet, purposeful environments designed to promote emotional security and readiness to learn. Every classroom includes a range of supportive tools: worry monsters where children can share their concerns, calm reading corners to encourage co- and self-regulation, and easy access to emotional regulation boards, task boards and daily timetables. These consistent features help create a predictable and nurturing atmosphere that fosters a strong sense of safety for all pupils. Parents echoed this sentiment, sharing how the consistency and routine provided by the school has helped their children feel secure and settled.

The use of the Boxall Profile

The Boxall Profile has had a significant and positive impact on St. Peter's whole-school approach to well-being. Identifying whole-class areas of need has allowed staff to implement targeted interventions directly into everyday classroom practice. Nurture groups have been thoughtfully developed to meet the specific needs of children, and staff reported that nurtureuk resources have been particularly helpful when planning and delivering these sessions.

During the assessment day, Toni highlighted how staff really loved that it became clear where the difficulties are once the Boxall Profile was completed. Staff consistently spoke about how valuable the tool has been in building a deeper understanding of each individual child, every class and the wider school. The Boxall Profile is now fully embedded across the school, and staff are enthusiastic about continuing to explore the full range of nurtureuk resources to support their children and create the best possible conditions for them to thrive and learn.

Staff should feel incredibly proud of the way they have embraced and embedded the Boxall Profile. Across all discussions, it was clear that the insights gained through this process are making a meaningful and positive difference for every child at St. Peter's.

Thank you to everyone at St. Peter's CofE Primary School for the warm welcome I received. I wish you all the very best as you continue on the next stage of your nurture journey.

Quotes from the assessment day:

- 'I couldn't do my job without my wonderful staff.' Headteacher
- 'The teachers always make sure we have a safe space.' Child
- 'Our school is fun, safe, caring, perfect.' Children
- 'The teachers always do things really well.' Child
- 'Everyone is really caring and accepting of each other.' Nurture trained staff
- 'Nurture is our thing – we have always prided ourselves on our offer.' Nurture trained staff
- 'The layers within nurture have made us more aware of the children's needs.' Nurture trained staff
- 'Toni, the headteacher, is really supportive.' Teaching staff
- 'We can talk to anyone about anything.' Support staff
- 'Our counsellor, Michelle, is amazing.' Teaching staff
- 'Communication is brilliant. There is a culture of respect here.' Parent/carer
- 'Everyone is treated equally – the non-judgemental attitude of the staff is fantastic.' Parent/ carer

Recommendation

We recommend St. Peter's Church of England 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"> ● Twice a year for all children who attend St. Peter's ● The Beyond the Boxall Profile resources to embed next step strategies and support for staff and children 	<p>Ongoing</p>
<p>The Six Principles of Nurture.</p> <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 e.g. 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. 	<p>Ongoing</p>

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