

The National Nurturing Schools Programme
Assessment Report



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| Establishment name and address | Berrow Primary Church Academy Rugosa Drive Berrow Burnham-on-Sea Somerset |
| Headteacher/Principal | Charlotte Bradley |
| NNSP trained staff | Charlotte Bradley & Kelly Hunt |
| Assessment date | 4th December 2025 |
| Assessor | Suus-anna Harskamp |
| Trainer | Carrie Thorne |
| Review date | 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 |
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| <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>Berrow Primary Church Academy is a small primary school in Burnham-on-Sea, Somerset, with a growing population of just over 160 pupils on roll. The last few years have seen the school undergo significant change and a move to what the school describes as a <i>'friendly, nurturing and loving place with big ambitions'</i>. As a Church school, it has redeveloped relationships with the local community and inspires children through <i>'Lighting up a love of learning'</i>. The school is committed to their strong Christian ethos and the belief in <i>'Getting it Right for Every Child'</i>.</p> <p>It was a pleasure spending time with members of the school community and to see these values in action.</p> |

Examples of excellent practice include:

Leadership vision

"All staff look through all of the principles of nurture through all school life - through all practice".

Charlotte joined the school as Deputy and soon became Acting Head. Kelly followed shortly after, as the school started a journey of significant change. Charlotte described the school when she joined as behind where she wanted it to be. Safeguarding, teaching and learning, and rebuilding trust with the community became the top priorities. The school began a complete restart, from the start, involving children and families in shaping a new identity. Pupils came up with ideas such as the Learning Museum and Classroom Galleries, helping create a more child-led, purposeful and welcoming environment. Leaders explained that focusing on what the children wanted helped families understand the rationale behind the changes, and this stronger connection means families now choose to stay at the school rather than moving on.

Charlotte shared the belief that “although there is hierarchy in roles, everyone is of equal value to the children.” The outcomes of this, and the work undertaken by senior staff, were evident in all conversations throughout the assessment.

Although nurturing approaches were already present informally, staff did not have a shared structure. The National Nurturing Schools Programme gave the school this framework. Charlotte shared, “The roots existed...but this allowed the approach to flourish.” Staff now use the Six Principles to reflect on all school life. Weekly CPD, coaching and wellbeing support help staff feel valued. Staff describe the culture as empowering, one staff member explaining, “I never feel like I’m on the back foot,” and describing the school “... like a family.” Another staff member acknowledged how much working at the school had built her confidence.

Consistency has been key to the school’s improvement. Classrooms use the same visual timetables, regulation stations, safe spaces and calm language. The Glimmer and Trigger routine allows pupils to share positive and difficult moments in a safe way. Over time, children have become more able to talk about their emotions, and staff emphasised that, “When the big behaviours do arise, there is no judgment—only support.” Staff describe normalising emotional language and creating a climate where children feel safe to talk. Restorative conversations, adapted for different ages, are a standard tool across the school.

As a result, suspensions have reduced, and as Kelly explained, children are now “learning to do the right thing because it is the right thing, not because adults have told them.”

Staff wellbeing has also been a focus, especially through the school's transition. Leadership invested in counselling, wellbeing services, weekly training and PPA time for support staff. This means staff feel valued and supported. One staff member described the ethos of teamwork and “helping each other out”. Another said, “You are trusted and safe to learn from mistakes.” One staff member shared personal support she had received and her gratitude for it. SLT's commitment to investment in staff development and developing interests has helped build the staff community and a cohesiveness in working together.

Embedding nurture alongside school values

“When you love something, you care for it—nurture helps us grow.”

Mapping the school's journey through the Six Principles of Nurture highlights an embedded culture of relational practice, emotional understanding and connection. Through consistent expectations, communication, understanding, and a calm, safe environment, the school is a place where children and adults feel valued, supported and able to flourish. One staff member reflected on the journey they had been on and shared that, “it was a different school before—disjointed. Now it feels consistent and child-centred.”

Language—both emotional and relational—is embedded throughout the school. Emotion coaching, restorative conversations and consistent phrases help children understand their feelings and next steps. Staff highlight the progress, acknowledging that “children are now able to use language to express themselves more effectively. They know they will be listened to.” They also describe the importance of consistency as being key. “Children now trust us because they experience predictability every day.”

Children talk openly about the Zones of Regulation and confidently describe physical sensations linked to emotions and talk about their time “in the green zone.” They can clearly share where they go to seek help if they need to. They identify multiple trusted adults and articulate how different strategies help them calm—whether using fidgets, ear defenders, or simply talking with someone they trust.

The school embraces the approach that all behaviour has meaning, and staff describe behaviour as “the tip of the iceberg”. Through nurture-informed practice, they have created opportunities allowing supportive, constructive conversations. Emotion coaching is used by staff, enabling children to understand their feelings, articulate needs and apply strategies for regulation. Interventions such as ELSA and pastoral support are embedded, and children receive stickers like “I have been with my ELSA today”, prompting positive dialogue with adults around the school.

The Boxall Profile is used across the school for specific groups and targeted pupils. Staff complete it twice a year and use it to guide planning, pastoral support and interventions. One staff member praised the process for “reducing guesswork” and helping staff understand children more deeply.

Transitions have seen a significant improvement since the school embarked on the NNSP and joined the Trust. Parents emphasise that “transitions are much better—they are consistent and familiar.” Nurturing transition practices begin in pre-school, where extended visits and gradual introduction of routines help younger children build security. For children with SEND or SEMH needs, additional opportunities are provided to meet new adults, explore classrooms, and rehearse expectations. Staff use Boxall information, previous class insights, and personalised plans to ensure children are supported as they move through the school. One parent commented that their daughter's transition has been “seamless”.

Pupil Parliament, buddy systems, and opportunities to connect with older or younger peers help children feel anchored during changes. Staff also use positive postcards over holiday periods to maintain connection with those who may find breaks difficult.

Relationships are a priority

“Meeting children's needs is really important to staff—what the children need is what they get.”

The pupil feedback session clearly highlighted the school's relational approach and showcased Kelly's knowledge about the children. Children began the session by sharing how they felt, reflecting on emotions and nervousness, and then were able to engage in a collaborative circle activity to discuss questions. They described valuing learning about Parliament, rules, friendship, and teamwork, while enjoying school through supportive teachers, fun lessons, playtime, and building activities. Nurture is seen as helping growth, care, and skill development, and lunchtimes are enjoyed for socialising, playing,

and spending time with friends. The children were articulate and clearly able to share their views, speaking positively about their academic learning opportunities.

The commitment to pupil voice is strong and plays a key part in school practice. Pupil Parliament, led by Year 6, helps develop presentation skills, confidence and understanding of rules and democracy. One child explained, “We learn about friendship and why rules are important.” Another reflected that Parliament is important because, for Year 6, it helps to grow confidence and teamwork. Children speak proudly about their learning experiences, describing lessons as fun and varied.

Families feel welcomed and valued, saying staff are “keen to help” and that the school feels “friendlier — a different vibe.” Parents of children with SEND noted the importance of the consistency they experienced, acknowledging that although their son's needs had always been met, now the spaces and expectations are consistent across the school, “meaning you don't have to start again each year”. Another parent shared how school staff supported her son to transition into school after some tricky previous experiences. “Each staff member he met gave him a puzzle piece, and by the end of the day, he had a full puzzle. He was so happy—they understood him.” Parents shared the impact on their children’s happiness and acknowledged the strength of the communication they received from school, including the Nurture Newsletter.

The school’s community links have also strengthened through partnerships with the church, the Men’s Shed, PPA activities and shared local projects. When the church partnership was interrupted through loss, the school felt it deeply—demonstrating how valued that relationship has become.

Another significant point of note is the school’s approach to celebration assembly. All parents and carers are invited, but not informed when their child will receive an award. This ensures that every family celebrates every child, and every child has adults cheering for them, even if their own family cannot attend.

Quotes from the assessment day:

- Staff: *The Six Principles are focused on but broken up really clearly and reflected in how we work.*
- Staff: *We are privileged to know our children and what they need.*
- Parent: *The staff get him. They understand what he needs to feel safe.*
- Parent: *My daughter told me I love playing with my friends. I can see her now racing around in the playground with the biggest smile - she obviously feels safe and happy.*

- Parent: *As parents, we are much more welcomed in now. You don't feel like a burden if you need to ask a question.*
- Pupil: *My favourite thing about school is that I get to see my teacher in the morning because she helps me learn.*
- Pupil: *Nurture is about protecting so things can grow.*

| Recommendation |
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| We recommend Berrow Primary Church Academy for the National Nurturing Schools Award |

| Areas for development | Timescale |
|---|-----------|
| The Boxall Profile. Continue to use: <ul style="list-style-type: none"> ● In specific cases, as a tool for those needing additional external social or emotional support, for groups of pupils where necessary ● On a case-by-case basis, considering the pupil's individual profile. ● As a whole school tool to understand, recognise and respond to the needs of the full cohort | Ongoing |
| Nurture Principles. <ul style="list-style-type: none"> ● Continue to promote and embed nurture group principles throughout the school for pupils, staff and families. Ensure understanding of their meaning, importance and impact. ● Continue to familiarise your families and community with the Six Principles, for example, mention them in reports, on letters and in your Nurture Newsletters | 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 |