

The National Nurturing Schools Programme
Assessment Report



Establishment name and address	Windy Arbor Primary School Woodlands Way Chelmsley Wood Birmingham West Midlands B37 6RN
Headteacher/Principal	Joanna Curry
NNSP trained staff	Fiona Edwards and Laura Woods
Assessment date	18 th September 2025
Assessor	Sarah Gristwood
Trainer	Carrie Thorne
Review date	September 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

This report cannot reflect the hard work that goes on at Windy Arbor Primary 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.

Through the National Nurturing Schools Programme (NNSP), the school found a synergy between life at Windy Arbor and the Six Principles of Nurture. They reflect that the greatest impact of the NNSP has been on the pupils, who are now more literate around the principles and what nurture means to them. School staff feel that the pupils are now more able to recognise what others need and more tolerant of each other. The child-friendly version of the Six Principles of Nurture sits at the heart of this understanding, and the pupils were confident and assured in their explanations of what the principles are and what they mean for life at Windy Arbor. The school council has been pivotal in bringing the Six Principles of Nurture into classrooms and they spoke resolutely about their role being to “make school a better place for everyone”.

Examples of excellent practice include:

The school provides a safe base for everyone

The idea of the whole school providing a safe base for pupils, families and staff has been brought to the forefront over the course of the NNSP, and the school has valued taking time to explore and reflect upon what a safe base really means for them. This has aligned with the work the school has done on their behaviour policy which has a greater focus on co-regulation between adults and pupils, and how this is rooted in safety.

The school is working hard to support attendance, and this work is based upon a key adult approach with a member of staff from across all roles (leadership, teaching, support, admin and kitchen staff) in the school being a link for individual pupils. These key adults check in with their pupils regularly, reinforcing messages such as, 'I'm so pleased to see you here today' and 'We missed you when you weren't here'. This approach is having a positive impact on attendance data and relationships across the whole school.

There were many examples shared during the assessment morning about what has been put into place to ensure the school is a safe base for everyone. It had been identified that some children found the playground at lunchtime overwhelming, so a lunch club was started to provide a quiet, calm space for pupils who needed a different base during lunchtime. A friendship bench is run by the school council who will buddy up with children who are feeling alone at break and lunchtimes, and they will spend time together playing games and colouring.

A key focus has been on safety at times of transition, so the timetable has been adapted at the start of each term to allow for a meaningful focus on establishing relationships and safety after a holiday, and every day starts softly to ensure that the transition from home to school is calm and positive.

Careful consideration has also been given to ensuring that the school is a safe base for the staff that work there, and so staff meetings now begin with a soft start – 10 minutes for staff to have a drink and snack, connect with each other and deflate after their day before beginning training. There are also several safe spaces for staff to go to if they need any extra help or support.

Learning is understood developmentally – for the whole school community

A parent described the support given for every child at Windy Arbor as "a tailor-made package of support". The parents spoken with were incredibly proud of the progress their child(ren) had made during their time at the school, saying the support their child receives is built upon the way the staff know each child individually and tailor what they do to their specific needs. This was reinforced by a member of teaching staff who said, "There is always something we can do to adapt to suit needs."

The school is continuing to develop a considered, thoughtful way of using the Boxall Profile® ensuring that it is both supportive of staff workload while used in a way that provides useful and meaningful information. It has been incorporated into the inclusion team referral system for when an individual pupil requires some support, and it has also been used across a whole year group, supporting staff to have a greater understanding of their collective needs and next steps.

To further support school attendance the school has a minibus that can collect children and bring them to school, and the inclusion team run a daily drop-in for parents from 9.00am to 9.30am, which allows them to check-in with parents and families and provide support and advice for pupils or their families as necessary.

Over the course of the morning, it was clear that it is not just the pupils who have their individual needs understood, met and developed. Staff spoke incredibly highly of the time and support they are given to develop themselves professionally, explaining they are encouraged to attend training, share learning and engage in apprenticeships to further their own learning and careers.

Language is a vital means of communication

There is a significant focus across the school on language and communication. This includes supporting the development of language around emotions and feelings; the language used around attendance “we want children and families to want to come to school every day” and the ways in which members of the school family communicate with each other, formally and informally.

Reading has a high priority at the school and the book vending machine and reading bus help to keep books and language at the forefront. The headteacher runs letterbox sessions where families are invited to share books with their children, given books to take home and where there is also a focus on family wellbeing.

There is a member of support staff who leads on speech and language, and her role is highly valued across the school. One aspect of her work is on the early identification of speech and language needs in the early years and on putting appropriate support in place once a need has been identified.

“We nurture communication throughout the whole school day.”

The school is a “big happy family”

There is a strong sense of everyone knowing each other at Windy Arbor, and the care and compassion that exists within the relationships are central to the school ethos and culture. These relationships include pupil to pupil; staff to pupil; staff to staff and staff to parents and families. Staff and parents spoke about feeling “seen, heard, valued and understood”, and they were confident that their needs would be met by others.

The staff team reflects that they know each other well, they check in on each other and they are confident that someone would notice if they were feeling “a bit off” and would do what they could to help. There has been a staff wellbeing working group established who are ensuring that the wellbeing of staff is a priority, and staff reflected that they appreciate the shared inset breakfasts, the opportunity to take their PPA from home and the knowledge that there is always someone there who will listen and help.

Pupil wellbeing and leadership opportunities

The school council has been pivotal and integral to the school's NNSP journey, and they have been a key link between the NNSP lead members of staff and their classes. They have also had the chance to share key messages about the NNSP and also the revised behaviour policy with their parents and carers who spoke highly about the, “powerful workshops” the children delivered. Other roles and responsibilities that pupils can take on include head boy and head girl, eco-monitors and forest school helpers.

The enrichment opportunities provided for children include residential trips, a wide range of after school clubs, trips including to The Royal Albert Hall and whole school events such as ‘Windy’s got talent’. There is a breakfast club currently running, and the school is in the process of expanding this to be able to provide breakfast for all pupils.

Take-over day is an annual highlight for the whole school community. During this day the children in year 6 take on the role of a member of staff within the school or in the local community. They have to complete a job application and have an interview before they are assigned a role for the day. This includes headteacher, teaching, support, admin and kitchen staff, as well as being electricians and retail workers in the local community. There is a strong commitment to developing skills that pupils will need for life and on introducing them to possible future careers and wider world experience. Initiatives such as ‘out-of-hours learning’ and ‘flourishing futures’ are bringing this commitment to life.

Quotes from the assessment day:

“All of the children are treated as individuals and their needs are catered for.” (parent)

“They do everything they can here. Every child is looked after and nurtured by every member of staff.” (parent)

“They’ve been amazing at identifying needs.” (parent)

“Nothing is underhand, everything is open.” (parent)

“They provide a tailor-made package for every pupil.” (parent)

“It’s endless. I could go on all day about what they have done for my child.” (parent)

“The love and care that pours out of this school is beyond comprehension.” (parent)

"It's all the little things – the jokes and the smiles." (parent)

"The school have done wonders with bringing my child out of his shell and building his confidence" (parent)

"This school is outstanding, a family, inclusive, caring, supportive and fun." (parents)

"It's just an amazing place." (parent)

"Before coming here, I was a broken parent." (parent)

"We are a family; we care for each other." (headteacher)

"Going through the NNSP has helped us to recognise the amazing work that goes on here." (headteacher)

"We are a family here. We all look after each other." (support staff)

"There's always someone there for all of us. Someone will pick up if you're having a bad day." (support staff)

"Every child is unique. We go above and beyond to help them learn in ways that they want to learn." (support staff)

"Your Windy journey starts as soon as you check in at reception." (support staff)

"Someone in this school will have the solution if you have a problem." (support staff)

"We are passionate about our families." (support staff)

"For me this is home. We are a school family." (teaching staff)

"Everyone here gets the nurture they need and deserve." (teaching staff)

"Everyone is important, and everyone is valued." (teaching staff)

"No-one should feel scared in school as that can affect their learning. We all need to feel safe here because we're here every day." (pupil)

"We are on the school council to help solve any problems and make school a safe place for everyone." (pupil)

"This school is caring, fun, nurturing, understanding, amazing and a dream." (pupils)

“We are still on a journey with the Boxall Profile, ensuring we are using it well for individuals, groups and whole classes/ year groups.” (NNSP leads)

Recommendation

We recommend Windy Arbor Primary School for the National Nurturing Schools Award

Areas for development	Timescale
The Boxall Profile. Continue to embed as an assessment tool across the whole school, refining how it is used to ensure it is supportive of staff workload and that it is used to provide meaningful support for individual pupils, small groups and whole classes.	Ongoing
Nurture Principles. - 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
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