

The National Nurturing Schools Programme

Assessment Report



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| Establishment name and address | Cwmclydach Primary School Wern St Clydach Vale |
| Headteacher/Principal | Mrs Linsey Owens |
| NNSP trained staff | J Edwards and Leanne Key |
| Assessment date | 6 th July 2022 |
| Assessor | C Thorne |
| Trainer | Adele Wilkinson |
| Review date | July 2025 |

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 | |
| 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 | |

| 2. 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 | |

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|-------------|--|--|---|--|
| 2b.7 | Staff access relevant professional development. | | X | |
| 2b.8 | There are opportunities for reflective collaborative problem solving for staff | | X | |
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| 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 | |
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| 3. Leadership and Management | | 3a. Policy | | |
|-------------------------------------|--|-------------------|---------------------|------------------|
| Standard | | Developing | Establishing | Enhancing |
| a.1 | Organisational and curriculum policies reflect and support nurture principles. | | X | |
| 3a.2 | Stakeholders are involved in the development and review of policies. | | X | |
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| 3 Leadership and Management | | 3b. Partnership | | |
|------------------------------------|---|------------------------|---------------------|------------------|
| Standard | | Developing | Establishing | Enhancing |
| 3b.1 | Partnership working reflects a nurturing rationale. | | X | |
| X | | | | |

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

Cwmclydach school is located in the village of Cwmclydach. The school serves the communities of Cwmclydach and the surrounding areas and caters for approximately 215 children aged 3 – 11 and a staff team of 25.

This report cannot reflect the hard work that goes on at the school each and every day. A very comprehensive and highly creative evidence file and related documents have been provided as part of the assessment process. They created a website to showcase their evidence which exemplified the standards. This includes attendance and exclusion data and Case Studies for Partnership, Community and The Boxall Profile along with a clear understanding of the 6 Principles of nurture, evidenced in the application and Principles into Practice report. It is reflective of their commitment and determination to provide fun, engaging experiences that enable their pupils to enjoy learning and achieve their potential and develop resilience to respond to a diverse and ever-changing society.

It is very clear that there is a whole school approach to nurture at Cwmclydach Primary School. The NNSP is strongly led by Alanco, Jan Edwards and head teacher Linsey Owens. There is a longstanding nurturing ethos at Cwmclydach School. The NNSP has helped formalise nurture and provide a common language for staff and children.

“We were doing so much already but it signposted us to areas we could develop such as the Boxall and the classroom environments.”

“It has given the children a common language –e.g. safe space, quiet room, sensory room, happy place, comfort zone and regulate my emotions.”

Moreover, it has been credited with the improvements of wellbeing in staff and pupils alike.

“There have been significant improvements in the wellbeing of both staff and pupils. This is demonstrated through the dramatic reduction in pupil incidents. It is also reflected in the staff comments on assessment day.”

“We feel supported as a staff team, by each other and by SLT – there is equity of staff.”

“We are looked after and nurtured by each other”.

There is no doubt Jan has created a nurturing legacy which has become woven into the fabric and ethos of the school.

Linsey’s commitment and vision for the school remains clear and unwavering. Her desire to create a school that is transparent and nurturing is achieved through high levels of communication with all stakeholders. It is inspiring and actually tangible. It is reflected in the comments of her staff. “There is now a high level of communication between us all. We even have a staff calendar so we all know exactly what is going on.”

Senior Leader’s encourage, believe, support, nurture and empower their staff within a nurturing, highly communicative approach and as a result it was clear it permeates every aspect of school and community life. One parent said, “Communication is the highest it’s ever been.”

It was a privilege to assess this very nurturing school who actively seek to nurture and enrich the lives of the children in their care on a daily basis.

Thank you Cwmclydach Primary School for a fabulous assessment visit and I wish you every success in the future.

Examples of excellent practice include:

Parental work – this is excellent and interviews showed obvious impact for the pupils and their families. Linsey explained “Building relationships with our parents is a priority for us.”

Parents explained “I feel listened to and welcome. My child is made to feel important.”

“It is home from home, everybody is welcoming. Staff go above and beyond. The school is a huge part of our life, they are like our extended family.”

“The school is accommodating to my son’s needs, there is no judgement”.

“There is a real warmth to the school, you have a lovely feeling from the minute you enter. The reception staff are very welcoming.”

Community links are also a real strength, particularly through the work done with local schools. The school hosts cluster meetings bringing together other educationalists to cement relationships.

The school is at the heart of the community. It has forged very strong community links and successfully maintained this despite a global pandemic. Examples include: Lakeside, the church, the community centre and sporting marvels to name but a few. Furthermore, community members are frequent visitors within the school to enrich the experiences of the pupils. A parent explained “The school is the beating heart of the community.”

The pupils expressed their thoughts, “We love it when people come into our school to talk to us, they motivate us.”

Staff welfare and wellbeing is very high. There was a strong sense of teamwork within the school despite the geographical problems of the school being split over three buildings, there is a strong team spirit. Termly staff surveys, and open-door policy, team building exercises on inset days and high communication help achieve success in this area. Furthermore, the many opportunities for progression and designated time within staff meetings to share ideas and advice ensure staff feel valued and listened to
 “There is a strong culture of celebrate, develop and defer – everything is done in a celebratory or supportive manner. I feel lucky to work here.”

Quotes from the assessment day:

“Boxall allows for a deeper understanding and whole class strategies.”

“The school is so welcoming, they really care for our children and treat them all as individuals.”

The children described their best aspects of school as:

“The best was the visit from the inspirational athlete who told us we could achieve anything.”

“staff taking care of you and making you happy.”

“The staff who help you control your anger.”

“The staff who help you learn.”

“The staff who make you laugh. They do really crazy things to make you laugh.”

Recommendation

I recommend Cwmclydach Primary School for the National Nurturing Schools Award

| Areas for development | Timescale |
|---|-----------|
| The Boxall Profile. Continue to use: Whole class and in specific cases as a tool for those needing additional external social or emotional support and for groups of pupils using it to identify and monitor impact of interventions. | Ongoing |
| Develop the website to include more nurture elements to reflect the amount of nurture that takes place at the school. | Ongoing |
| Nurture Principles. <ul style="list-style-type: none"> Continue to familiarise your families and community with the 6 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 |

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| 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. | 2025 |