

The National Nurturing Schools Programme
Assessment Report



Establishment name and address	Meriden C of E Primary Fillongly Road Meriden CV7 7LW
Headteacher/Principal	Lucy Anderton
NNSP trained staff	Becki Yeomans and Becky Massey
Assessment date	14 th January 2026
Assessor	Miranda Collins
Trainer	Carrie Thorne
Review date	January 2029

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	
<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>When asked to describe the school, stakeholders gave a range of words, all speaking to the focus on nurturing, warm relationships here. The most used words, however, were <i>caring, supportive</i> and <i>happy</i>, creating a vivid impression of a school where children, families and colleagues are encouraged and helped to be at their best. The Headteacher, Lucy Anderton, highlights relationships as “key to everything”.</p> <p>Examples of excellent practice include:</p> <p>A belief in the value of nurture and wellbeing is truly embedded here. As Headteacher, Mrs Anderton sets the tone for the school, creating a strong relational ethos and culture. She said that Meriden is known “as a school who invest in children, not just data” and highlighted the imperative to look after the whole child. She has worked with staff and Governors, in particular, to understand the baggage that some children bring with them and how this may affect their time in school. Commenting on the value of a whole school approach, Mrs Anderton said, “If we make it right for our</p>	

most vulnerable children, it's good for everyone". One member of staff said nurture "is not an add-on, it's intrinsic here".

Relationships and trust drive the model. Investing time to secure connections makes offering help, or seeking it, easier as trust is built. Mrs Anderton talked about working hard to get to the root of behaviour through listening and meeting children and families where they are. Examples were shared through the assessment of how this attunement has brought about positive changes.

Holding firm boundaries and clear expectations is important, along with honesty about why a nurturing, relational approach is needed. There is a strong emphasis on inclusion, acknowledging that children need different things to be successful. A high proportion of children with additional needs, including some complex needs, ensures that children here are developing compassion and understanding through their relationships with peers.

Parents appreciate the responsiveness of the school and spoke movingly about the impact of it on their own wellbeing. They feel that the school looks after them as well as meeting the needs of their children, signposting them to sources of support and information that will help. Numerous examples were given of the extra measures that were put in place to address worries and the sense of partnership between home and school.

Echoing Mrs Anderton's comments about listening to the child's voice, the parents I spoke to recounted the importance of the voice of the child in the support given. One said that her son was asked for his views and that strategies were never forced.

Efforts have been made to consider the provision to match the needs of children. Identifying a group of children anxious at the start of the day, a soft start provision has been developed in the Hub. Some of the children I spoke to commented on the value of this, highlighting that being supported to transition from home to school via a safe space is helpful.

The Hub is also used for a range of other interventions and enrichment, such as after-school clubs and a quiet space at lunchtimes. The calm, cosy décor and comforting resources make this a lovely place to be.

In accord with the focus on the whole child, many clubs and enrichment opportunities are offered. Every Friday afternoon is dedicated to a range of enrichment activities, such as cookery and "things that would help us when we're older", as I was told by a young person. The activities are spread throughout the school, and children then work with different adults. Members of staff acknowledged the benefits of this above the value of enrichment. Mrs Anderton made the link with safety, relationships and transitions, commenting, "The children move around different teachers, so they know everyone and feel confident speaking to a range of adults."

Outdoor learning is much enjoyed and allows for exploration of the natural world and learning beyond the classroom. One child spoke about the activities of Forest School with great animation as the thing they loved the most about Meriden. Sitting on logs around a fire, making hot chocolate with marshmallows, and pizza wraps is highly nurturing and benefits wellbeing.

The Boxall Profile® is used to support the needs of children throughout the school, supporting the identification of need and appropriate strategies. Mrs Anderton recognised its value in pinpointing what a child may need, particularly where it may not be obvious. She said that using the Boxall Profile® more widely has been enlightening, with some surprising results. Other colleagues spoke about extending the use of the Boxall Profile® strategically but with realism, thinking carefully about how it will benefit the child and the wider school.

Here, nurture is for all, by all. The nurturing ethos of this school catches everyone up – no one is left out, and everyone plays their part. One member of staff talked about this, saying, “We all work as a team – we’re like little jigsaw pieces, we all fit together.”

The school’s cook was said to “really shine with such a nurturing manner”. Like a mum behind the counter, she knows all the children by name, remembering favourite foods and preferences. She is a strong advocate for manners and models warm communication with everyone she meets.

The nurturing ethos and approach have been remarked on by a new member of the wider support team who has learned about the Six Principles as part of their induction and was invited to join the staff WhatsApp group. They have commented on the warm welcome they received. Already, they feature on the staff shout-out board in the staff room.

As the first faces that people will see as they come into school, the office team understands their importance to children, families and visitors. They invest time in building strong relationships and seeking to understand when families are upset, finding that kindness and consistency are essential in building trust.

The office team also recognise the importance of providing a safe space for children needing it. They know that a child coming to ask for staples may be a child who needed a purposeful movement break and change of scenery. They can be sure of a calm response in the office.

Staff wellbeing is prioritised and comprehensively supported. Members of staff I spoke to feel safe in school and know that they are trusted to do their jobs. The expertise of every member of staff is highly valued, whatever their role. In this school, no hierarchy exists – in the classroom, adults pride themselves on working together. One said, “Often

you can't tell who is the teacher and who is the TA", and highlighted the positive example this shows children about teamwork.

Strong relationships exist between colleagues – one member of staff said, "I feel I could go to anyone to offload", and they will support and cover for one another if time is needed to step away and reset.

Collaboration and teamwork bring success. Building on the belief that relationships are the key to everything here, every opportunity is taken for connection, whether within the school or outside. Teamwork between members of staff was mentioned often during the assessment, and parents also commented on occasions when they had seen and been involved in this. It all centred on this common value, shared by a member of staff, "We're all in it for the children." Another member of staff identified what led to success as "big old teamwork", highlighting the leadership and modelling of a relational approach.

A moving example of this was given when a colleague had become ill during the school day. When it became clear that they were going to have to be taken home, members of staff at lunch in the staffroom sprang into action, offering to get their bag, call their family and cover their class. No one was asked to do these things; they occurred as a result of the nurturing and caring culture of the school.

The school is also outward-looking, seeking external partnerships to support an inclusive and relational approach. A broad range of stakeholders now contribute to the development and review of policies, including parents, the school nurse team, student teachers, and external agencies such as Guide Dogs for the Blind, Speech and Language Therapy services, Open the Box, and Renewal Kids, who both deliver assemblies and support the school's inclusive ethos.

The school is supported by the specialist inclusion team and works in partnership with wider Local Authority inclusion teams, including the school's mental health team. Collaboration with Solihull Young Carers has resulted in the school achieving recognition for the work done to support Young Carers in school.

Supporting the school's Christian character, ICON (International Cross of Nails) status centres on anti-bullying work, grounded in the 'KiVa' program, which is an evidence-based approach to prevent bullying and to tackle the cases of bullying effectively. Peer mediators support children with disagreements and help to rebuild friendships. ICON status reaches further than the school grounds, as the school plays its part in bringing peace and reconciliation to the community.

Pupil leadership is strong here, with a range of roles for children to apply for. Year 6 prefects play a key part in providing good role models for young children, supporting at points around the school and helping transitions feel safe and orderly. House Captains also provide good examples of prosocial behaviour and support adults in ensuring that younger children line up calmly and show expected behaviours. Play heroes have an

important role in helping to provide happy and enjoyable playtimes through providing and supporting play. Buddy readers in Year 6 partner with younger children in Year 1 to spend time sharing stories and conversation together.

Robust systems support inspirational practice – and there is a lot of the latter, but it's hard to be inspiring without a good bedrock of procedures and policies. To reinforce its importance, nurture features on the School Improvement Plan as a key priority. There is a clear plan in place for developing the use of the Boxall Profile®. Subject leaders are developing their plans to highlight aspects of nurture and identify where the Six Principles could be embedded.

There are rich opportunities for professional development. Members of staff attend training which is relevant to their area of need or their area of leadership, then share it with colleagues to ensure consistency. The school is ambitious for colleagues, providing opportunities to progress with nationally recognised qualifications. Targets focused on nurture and wellbeing are included in performance management meetings for staff.

Policies have been updated to reflect core values aligned with nurture, such as safety, belonging, and understanding behaviour as communication. Policy development is a fully collaborative process involving internal and external stakeholders, ensuring that it is inclusive of all voices.

Circling back to inspirational inclusion, there are children at your school with high levels of need, and I pressed members of staff on whether they also felt a sense of belonging. My go-to question is always about invitations to birthday parties. When asked this question, the members of staff at this school said, unequivocally "YES!", commenting that all children are "taken for who they are", which is the essence of a nurturing school.

Quotes from the assessment day:

- We are known as a school who invest in children, not just data. (Headteacher)
- I am really proud of our school. (Headteacher)
- The school has supported me 100%. (parent)
- They are big on kindness here. (parent)
- It's a lovely place. (parent)
- I'm very happy with the school. (parent)
- One thing I love about this school is that everyone's nice and caring. (child)
- If I'm sad or having a bad day, I can go to any teacher for help. (child)
- It's like one big family. (member of staff)
- Everyone is in it for the children. (member of staff)
- We all work as a team – we're like little jigsaw pieces, we all fit together. (member of staff)
- We all feel safe and looked after. (member of staff)

Recommendation

We recommend Meriden CE Primary School for the National Nurturing Schools Award

Areas for development	Timescale
<p>The Boxall Profile®</p> <ul style="list-style-type: none"> Continue to use on a case-by-case basis, considering the pupil's individual profile. Continue to use for children accessing specific SEMH interventions Identify key members of staff to undertake the Introduction to the Boxall Profile Online® training module to build capacity to use the assessment tool effectively in your school. Use the Boxall Profile® to assess the needs of your children in Nursery in preparation for transition to Reception class. (NB – this should be done in the summer term prior to starting Reception when the children are at least 3 years of age.) Consider using the Boxall Profile® for in-year admissions or new starters further up the school to ensure that you have the full picture of their needs. You can always ask the previous school whether they have used the Boxall Profile®, which can then be shared electronically. 	Ongoing
<p>The Six Principles of Nurture</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. To engage parents who may not (or cannot) read communications from the school, consider whether you could set up a mini-Hub at parent consultations (or could there be activities for parents in the Hub room, perhaps led by some of your older children. This would offer families an opportunity to learn more about the principles of nurture and learn some 	Ongoing

<p>strategies. You could also consider making some short films explaining the Six Principles.</p> <ul style="list-style-type: none">• The continuing development of your website will provide an additional resource.	
<p>You have identified next steps in several places on the self-assessment. Distil these actions into a development plan so that you can build on this success straightaway.</p>	This academic year
<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>	2029