

The National Nurturing Schools Programme
Assessment Report



Establishment name and address	Streetsbrook Infant and Early Years Academy Ralph Rd, Solihull B90 3LB
Headteacher/Principal	Louise Minter
NNSP trained staff	Lindsey Tench Gemma Carey
Assessment date	20 th May 2026
Assessor	Nichala Johansen
Trainer	Carrie Thorne
Review date	May 2029

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 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.

Streetsbrook Infant and Early Years Academy is a friendly, welcoming school in Solihull with 214 pupils on roll, aged 3- 7, and a dedicated staff team of 50 who provide unwavering relational consistency across the setting for all stakeholders.

The Chair of Governors, Nick Chadaway, shared that the National Nurturing Schools Programme (NNSP) was not a tick box, but a way of showing how the school goes the 'extra mile' in nurturing the children, staff and families it serves.

Louise Minter, Headteacher, has worked at the school since 1999 and declared, 'I love this school.' This passion for the school community was reiterated throughout the assessment day, and it was a pleasure to hear stories from all stakeholders about the Streetsbrook family and the nurturing relationships at the heart of the school's ethos.

Streetsbrook has proactively engaged with embedding the Six Principles of Nurture through the NNSP, which has further developed and refined their relational approach. Louise shared, 'It has felt like an amazing opportunity to celebrate what we already do.' Lindsey, PSHE Lead and one of the school's nurture-trained staff, describes nurture as 'my bread and butter', reflecting the passion and commitment she brings to the role every day at Streetsbrook School.

When Louise asked her to lead on nurture, Lindsey explained that 'it just made sense', as nurturing approaches were already deeply embedded within the ethos and daily practice of the school. Rather than introducing something new, the journey became more of a celebration and recognition of what staff were already doing well. Through initiatives such as the half-termly nurture assemblies, Lindsey continues to showcase who the school is at its core: a community built on relationships, inclusion and emotional wellbeing, where nurture is not an add-on, but part of everyday life.

Examples of excellent practice include:

All behaviour is communication

At Streetsbrook School, there is a clear and deeply embedded understanding that all behaviour is communication. Staff recognise that behaviour often reflects an unmet need, an emotion that cannot yet be articulated or a child's attempt to communicate how they are feeling. This relational approach underpins daily practice across the school and was consistently evident throughout the assessment process.

The use of the Zones of Regulation plays a significant role in supporting children to understand, identify and manage their emotions. Staff are skilled in helping children recognise that all emotions are valid and that they require understanding, support and appropriate strategies to manage and regulate them.

Across the school, resources to support regulation are visible and purposeful. Staff model co-regulation strategies sensitively and consistently, enabling children to gradually develop the confidence and independence to self-regulate. Staff shared, 'We are curious. We observe', reflecting a culture where adults seek to understand the reasons behind behaviour rather than react to it. This shared language and approach were evident across all stakeholders, creating a strong sense of collective responsibility for relationships and emotional wellbeing. Support staff explained, 'We have quiet zones in every classroom. The children are becoming really independent at recognising their emotions.'

Collaborative reflection and professional dialogue are central to practice at Streetsbrook. Staff regularly discuss how behaviour may communicate a child's emotional state and work together to identify effective strategies to support regulation. Through shared recollections, modelling and consistent approaches, both staff and children continue to develop co-regulation and self-regulation skills. During the assessment day, staff spoke

confidently about how classroom environments are intentionally planned to support regulation and emotional safety, with adults carefully modelling expected behaviours within different spaces. Reflections included, 'We are good at helping the children use the tools. We give them ownership.'

There is a strong commitment from all staff to understand and respond to the needs of every child. Classrooms are thoughtfully equipped with calm spaces, sensory resources, wobble cushions, play-based activities and opportunities for sensory circuits, ensuring that children have access to a range of supportive strategies throughout the day. Staff also place high importance on giving children time and space to talk. Where immediate conversations are not always possible, opportunities are created later through one-to-one support during activity times or breaks, ensuring children feel listened to and valued. Support staff reflected, 'There are lots of opportunities to chat. The children feel heard and are given lots of choices. Different groups of children have a wide range of leadership opportunities.'

Positive behaviour is consistently recognised and celebrated, helping to develop strong role models across the school community. As part of their nurture journey and in response to an increase in presenting behaviours, the school has thoughtfully reviewed and strengthened its behaviour policy. The policy now reflects a more relational and trauma-informed approach, focusing on understanding why behaviours occur rather than viewing behaviour simply as a choice. Staff shared, 'We've had lots of training on quality interactions. We are questioning less and modelling more. Observing more and jumping in less.' This commitment to curiosity, reflection and calm, protective practice has been instrumental in shaping the school's nurturing culture.

Parents spoke positively about the impact this approach is having both in school and at home. One parent shared, 'All our children understand the Zones of Regulation and how to use resources to help them cope. It helps them express their feelings and connect to what they might need.' Parents were clear that the school's intentional and consistent approach to nurture is helping children to better understand themselves, communicate their needs and feel emotionally safe.

Nurture is important for the development of wellbeing

Being part of a small school community brings many strengths to Streetsbrook School, but perhaps the most striking is the genuine warmth and sense of belonging felt the moment you enter the school. This is consistently commented upon by visitors and is clearly evident throughout the assessment day. What stood out to me most was the authenticity of the school's nurturing approach; it is not something created for assessment purposes, but something deeply embedded within the culture, values and moral purpose of the whole school community.

This strong commitment to relational practice ensures staff know their children exceptionally well. Children requiring additional support are identified quickly and

responded to with compassion and understanding, ensuring they feel recognised, valued and emotionally safe. Throughout the assessment day, staff spoke with genuine care and empathy about the children and families they support, reflecting a culture where wellbeing is everyone's responsibility. One parent shared, 'Every single member of staff has been fantastic. They really care.'

At Streetsbrook, nurture is not viewed as an intervention but as the foundation of everyday practice. Children are celebrated regularly through assemblies, classroom celebrations and recognition such as Star of the Week. Staff work hard to build children's confidence and self-belief through positive interactions, encouragement and praise, creating classrooms where children feel motivated, supported and secure, whilst also understanding clear boundaries and expectations.

One young person shared during the assessment day, 'All the staff look after us,' a simple but powerful reflection of the school's nurturing culture. The warmth and genuine affection between Lindsey and the children as they spoke with me about nurture perfectly captured the relational ethos at the heart of the school's practice.

Staff wellbeing is also a significant priority and is deeply embedded within the leadership and culture of the school. The Headteacher spoke passionately about the importance of this work, explaining that staff wellbeing is 'a core part of who I am,' adding that 'the relationships I have with staff are key.' This relational approach to leadership has helped create a highly stable staff team where people feel valued, listened to and supported. Governors also actively support the Headteacher in championing nurture principles across the school community.

As part of the school's nurture journey, approaches to staff wellbeing have become increasingly intentional and embedded. Staff reflected positively on clearer communication boundaries and the strengthening of relationships across the school community. One colleague explained, 'I've made more relationships since the programme; it seems like a small thing, but those relationships across the school are now special.' A strong sense of trust, openness and emotional safety was evident amongst staff throughout the assessment day. Staff shared, 'We are really good at looking out for each other. We read each other well. There is always somebody to talk to.' Others spoke warmly about the accessibility of leaders: 'I can knock on Louise's door at any time,' and 'We feel heard.' One member of staff reflected, 'This is my safe space. We want to embed wellbeing; it's not tokenisation.' Opportunities such as nurture lunches and celebration lunches further strengthen this culture of connection and care.

Parents also spoke positively about the supportive and relational culture within the school. Communication between home and school was described as open, approachable and reassuring. One parent reflected, 'It feels like a friendship,' while others shared that staff are 'really reassuring.' Parents particularly valued the visibility and accessibility of

staff, commenting, 'They are always there at the door. It's such a friendly place,' and 'The children are happy and want to come to school.'

The classroom is a safe base

At Streetsbrook School, the classroom is much more than a learning environment; it is a safe base where relationships, belonging and emotional safety are prioritised for every child. Across the school, there is a strong understanding that children thrive when they feel secure, connected and valued, and this principle is deeply embedded within daily practice. The Headteacher, Louise, reflected on the importance of this approach, sharing, 'Relationships are key here.' She spoke thoughtfully about the impact of the pandemic, explaining that during COVID 'it felt very different because we couldn't establish relationships,' highlighting the school's clear recognition that connection and trust sit at the heart of children's wellbeing and development.

From the very start of a child's journey at Streetsbrook, relationships with families are nurtured carefully through an open-door approach and a visible, welcoming staff team. Louise explained that children 'feel really safe and secure with safe and trusted adults,' and this sense of safety was consistently evident throughout the assessment day. Staff spoke confidently about the importance of predictable routines, familiar environments and emotionally available adults in creating a secure base for children. One member of staff explained, 'The children know what's expected of them, where resources are, and the spaces feel familiar.' Regulation spaces are embedded thoughtfully across the school, both within classrooms and shared areas, enabling children to independently access support when needed or respond to gentle reminders from adults. Visual prompts, sensory resources, fidget toys and cushions are used purposefully to help children regulate and feel calm and supported throughout the school day.

Children spoke openly and confidently about the ways they are supported to keep themselves safe emotionally and physically. Through the PSHE curriculum, online safety learning, trusted adult approaches and wider initiatives such as Anti-Bullying Week and Road Safety education, children are given regular opportunities to develop their understanding of safety, relationships and wellbeing. One child shared, 'If I'm worried, I can go to the help ourselves corner, hold a teddy, go to the reading corner or talk to any of the staff.' Others explained, 'All the staff look after us,' and 'If I don't feel safe, I tell staff.' The confidence children demonstrated in identifying trusted adults and seeking support reflected the strength of relationships across the school. One child also commented, 'The lunchtime supervisors are really good at helping us,' demonstrating that this culture of care extends across all areas of school life.

There is also a strong commitment to ensuring every child and family feels represented, respected and included within the school community. Streetsbrook celebrates its diverse community meaningfully and intentionally, ensuring children see themselves reflected in the world around them. Parents spoke warmly about the inclusive culture within the school, sharing that 'all cultures and faiths are celebrated' and that 'the children

celebrate each other's cultures.' Opportunities for families to come together through events such as Christmas and summer fairs, charity initiatives, Eid celebrations and community gatherings further strengthen this sense of belonging and connection.

Throughout the assessment day, it was evident that relationships underpin every aspect of practice at Streetsbrook. Staff are approachable, emotionally available and committed to ensuring children feel heard and understood. One member of staff shared, 'The children know who they can talk to,' while another reflected, 'We have traditions that give us all a sense of belonging.' Staff also spoke positively about the school's commitment to inclusion, explaining, 'We try to make reasonable adaptations so everyone can join in.' Together, these approaches create classrooms and spaces where children feel safe, valued and connected, a true safe base from which they can learn, develop and thrive.

Transitions are important in the lives of children

At Streetsbrook School, there is a strong understanding that transitions are a significant part of children's emotional development and wellbeing. Staff recognise that by carefully supporting children through everyday micro-transitions, such as moving between lessons, lining up or changes to routines, they are helping children develop the confidence and strategies needed to manage larger life transitions successfully. Lindsey reflected, 'There is lots of work around transitions. We provide as much support as possible. Some children need additional support with regulation at transition times.' She also spoke about the school's commitment to families, explaining, 'We go above and beyond for parents. We have an open-door policy, and there are always staff available at pick-up and drop-off.'

Predictable routines and consistent approaches are embedded across the school to help children feel emotionally safe and secure throughout the day. Visual timetables are used in all classrooms and updated daily, so children have a clear point of reference for upcoming transitions and expectations. For children requiring additional support, now-and-next boards, timers and transitional objects are used effectively to reduce anxiety and provide reassurance. Staff explained, 'Transitions are supported through predictable routines,' and 'Knowing the children well helps us target the support they need.' Throughout the day, movement breaks, sensory circuits and opportunities for regulation are carefully planned to support children to re-engage successfully with learning.

Relationships are central to how transitions are managed at Streetsbrook. Staff understand that children navigate change more successfully when they feel connected to safe, trusted adults. Weekly teacher-led assemblies allow children to build familiarity with different staff members across the school, helping relationships to develop naturally over time. As children prepare for larger transitions, such as moving year groups or transferring to junior school, staff provide thoughtful and carefully planned support. New teachers visit children within their current classrooms, and children are given

opportunities to spend time in their new learning environments through settling-in visits. Staff also work closely with local junior schools to ensure Year 2 children experience multiple visits and opportunities to meet their new teachers, helping to reduce anxiety and build confidence ahead of transition.

Support for transitions begins from the very start of a child's journey at Streetsbrook. Childcare, Nursery and Reception transitions are carefully planned through settling-in sessions, staff visits and regular communication with families, ensuring children and parents feel reassured and supported. Parents spoke very positively about the school's sensitive and personalised approach. One parent shared, 'We had great information when starting school. The social story booklet with pictures was really helpful.' Another reflected, 'The school handled my son's needs perfectly. They have always managed transitions sensitively.' Parents also valued the flexibility and adaptations staff make to support children's individual needs, with one parent explaining, 'Adaptations allow my son to arrive early, which supports him attending school.'

Throughout the assessment day, it was clear that transitions at Streetsbrook are not viewed simply as organisational moments, but as opportunities to strengthen relationships, build trust and promote emotional security. The school's consistent, nurturing and highly relational approach ensures children and families feel supported, understood and connected throughout every stage of their Streetsbrook journey.

Children's learning is understood developmentally

At Streetsbrook School, there is a strong and deeply embedded understanding that children's learning must be understood developmentally. Staff recognise that children learn in different ways and at different rates, and that learning experiences must be matched carefully to a child's stage of development rather than solely their chronological age. This 'stage not age' approach is evident across all areas of practice and reflects the school's commitment to nurture-informed and inclusive teaching. As a small infant school, staff draw effectively upon one another's expertise to adapt provision thoughtfully and responsively, ensuring children feel successful, supported and emotionally secure within their learning environments.

Within the Early Years, staff create rich, practical and hands-on learning experiences that foster curiosity, confidence and positive attitudes towards learning. This approach continues throughout Key Stage 1, where learning is carefully adapted to meet children's individual developmental needs. Practical resources and concrete experiences are prioritised before formal recording is introduced, ensuring children build confidence and understanding at an appropriate pace. During the assessment day, staff spoke about the importance of relationships in supporting adaptive teaching, explaining, 'Relationships are key to our adaptive teaching approach. We know where children need to sit, whether they need weighted resources, pre-teaching or additional support.' This deep knowledge of individual children allows staff to respond flexibly and sensitively, helping children remain engaged, regulated and ready to learn.

Throughout the school, staff demonstrated a wide range of strategies and resources used to support developmental learning needs, including colourful semantics, word banks, practical maths resources, chunked learning, visual aids, pencil grips, wobble cushions and mixed-ability groupings. Staff shared, 'All children are welcomed into the classroom and can access their learning in ways that are appropriate to their needs,' reflecting a culture where inclusion and belonging underpin classroom practice. They also explained that 'the curriculum is flexible to allow repeated learning where necessary,' demonstrating a clear understanding that some children require additional time, repetition and scaffolded experiences in order to feel secure and achieve success.

The use of the Boxall Profile further strengthens this developmental approach. Staff spoke positively about how the tool supports their understanding of children's social, emotional and developmental needs, with one member of staff explaining, 'The Boxall Profile gives us clear next steps. It's a really helpful tool.' Staff described how Boxall-informed interventions are used to develop key developmental skills such as sharing, turn-taking and compromise, while outdoor spaces are also used effectively to support regulation, engagement and emotional development.

The recent development of The Hive has further strengthened the school's inclusive and nurture-informed practice. This additional-needs classroom provides a safe, welcoming and highly personalised environment for children with significant SEND, enabling them to access learning in ways that meet their developmental needs whilst maintaining a strong sense of belonging within the wider school community. Louise, Headteacher, reflected positively on the impact of this provision, sharing, 'The personalised curriculum has led to brilliant progress,' and 'It's been really great, and children still have some access to mainstream as needed.' The introduction of additional staffing within The Hive has also enhanced the school's ability to provide targeted developmental support for children with higher levels of need, ensuring that every child is supported to thrive both academically and emotionally.

Language is a vital means of communication

At Streetsbrook School, communication is highly valued and recognised as fundamental to children's learning, wellbeing and relationships. The importance of communication is evident throughout the school community, not only in the interactions between adults and children, but also in the supportive and open relationships shared amongst staff and families. Staff are encouraged to discuss both concerns and successes openly with senior leaders through an established open-door culture, creating an environment where people feel listened to, supported and valued. The staff room itself provides a nurturing space where colleagues can connect, decompress and celebrate together, further strengthening the relational culture across the school.

Children's voices are given significant importance within classroom practice. Throughout teacher planning, opportunities for purposeful discussion are intentionally highlighted to

ensure children have regular opportunities to speak, listen and share their thinking. Whether through whole-class discussions, talk partners or small-group activities, staff prioritise communication-rich learning experiences that enable children to develop confidence in expressing themselves.

Within the Early Years Foundation Stage, communication and language are rightly recognised as prime areas of learning, with staff placing strong emphasis on developing these skills through exploration, modelling and meaningful interaction. This commitment continues into Key Stage 1, where the curriculum has been carefully reviewed to identify opportunities for communication to remain central to learning experiences. As a result, children are encouraged to demonstrate understanding verbally and are not limited by a reliance on written recording alone. This approach has had a positive impact on children's vocabulary development, confidence and ability to communicate effectively.

Across the school, classrooms and wider learning environments are rich in language and interaction. Staff model effective communication consistently and are highly skilled in adapting language to meet children's needs. One member of staff shared, 'We teach asking for help and using key vocabulary, using visuals alongside and keeping phrases the same to aid processing.' Another explained, 'We have a language-rich environment. Children are continually exposed to language through reading and being read to.' The teaching of emotional language is also prioritised through the use of the Zones of Regulation, PSHE and nurture sessions, helping children to develop the vocabulary needed to identify, understand and communicate their feelings.

Adults actively model respectful and effective communication, helping children understand the importance of listening, positive relationships and using language appropriately. Staff ensure all children involved in situations or discussions have opportunities to speak and be heard, and children demonstrate high levels of trust in adults to support this fairly and sensitively. Staff also recognise that communication extends beyond spoken language. Non-verbal communication and visual supports, including the use of Makaton symbols where appropriate, are used effectively to ensure all children can communicate successfully and feel included within the school community.

Communication with parents is also a significant strength of the school. A member of the office team spoke positively about the relationships they have developed with families, sharing, 'We are considerate and compassionate in our responses, so parents feel heard,' and 'We have a really good working relationship with parents. We are really approachable.' Parents echoed this view, describing communication as open, supportive and informative. One parent shared, 'The newsletter is a great source of information and includes nurture updates too,' while another reflected positively on the parent open forums, explaining, 'They allow for open discussions. They care.' Collectively, these approaches create a culture where communication is valued, relationships are strengthened, and all members of the school community feel listened to and respected.

In conclusion, the nurturing ethos at Streetsbrook School is deeply embedded throughout every aspect of school life. Children are supported within predictable, safe and emotionally secure environments where they feel heard, valued and understood. Staff work hard to ensure children recognise the importance of their feelings and know that their classrooms are safe places in which to express themselves. Reflecting on the school's nurture journey, Lindsey, PHSE lead, shared how much she has 'loved implementing the principles into school' and spoke with pride about the impact of this work, commenting, 'I feel really proud of what we've achieved.' Louise reflected positively on the collective commitment across the school community, sharing, 'Everyone is thriving. The governors' support is brilliant.' Support staff also highlighted the school's reflective approach, explaining, 'We learn lessons. We respond when things happen. The children learn how to be safe and keep themselves safe.'

Perhaps the final words should belong to the children themselves. During discussions, children confidently spoke about the nurture principles in their own language and proudly explained how they learn about them 'in the classroom and in assembly.' When one principle momentarily escaped them, they independently went to the nurture wall to find it, demonstrating how embedded this learning has become within the school culture. Children also shared how they use tools such as the blob tree to help communicate their feelings, reflecting a school community where emotional literacy, safety and belonging are genuinely lived values rather than simply words on a page.

I would like to thank all the staff, children and families for welcoming me so warmly and congratulate them on achieving the award. I wish you well on the next stage of your nurture journey.

Quotes from the assessment day:

- Lindsey has done an amazing job. I'm really proud of her. (headteacher)
- Everyone is thriving. (headteacher)
- Louise has championed the nurture principles. (Nick Chadaway, Chair of Governors)
- Nurture is part of our daily practice. (Lindsey, PHSE lead and nurture trained staff member)
- We are a language-rich environment. (teaching staff)
- We are a family; we care for each other. (teaching staff)
- As a team, the communication is great. (support staff)
- We are curious. We observe. (support staff)
- Staff communication has been amazing. The help I've had has been fantastic. The staff are always in touch. (parent)
- All children are celebrated. Awards are personalised. (parent)
- Miss Tench protects us. (child)
- Our school is wonderful. (child)

Recommendation

**We recommend Streetsbrook Infant and Early Years Academy for
The National Nurturing Schools Award**

Areas for development	Timescale
To further develop the use of the Boxall Profile by extending training opportunities across a wider staff team, ensuring that staff are confident and skilled in delivering assessment-informed nurture practice. To consider broadening the use of the Boxall Profile across different cohorts and, where appropriate, whole classes, in order to strengthen understanding of underlying social, emotional and mental health needs across a wider group of children.	Ongoing
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, 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.	2029