

The National Nurturing Schools Programme
Assessment Report



Establishment name and address	St Lawrence Academy, Doncaster Road, Scunthorpe DN15 7DF
Headteacher/Principal	Dan Ellerby
NNSP trained staff	Helen Hill and Jake Browne
Assessment date	22/05/26
Assessor	Adele Wilkinson
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	
<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>It was a genuine pleasure to conduct the virtual visit at St Lawrence Academy as part of the National Nurturing Schools Programme (NNSP) assessment process. From the start of the visit, there was a palpable sense of warmth, care and belonging that permeated all aspects of school life. The academy has clearly invested significant time and energy into developing a culture where relationships matter, wellbeing is prioritised, and every individual is valued.</p> <p>Throughout the assessment, nurture principles were evident not only within policies and systems but also within the daily interactions between staff, students and families. Leaders have approached the National Nurturing Schools Programme with authenticity, reflection and a clear commitment to continuous improvement. Nurture is not viewed as an additional initiative; rather, it is increasingly embedded as the lens through which decisions are made and support is provided. It was very clear that the NNSP staff have been driving this programme with passion and dedication. They explained how, as an</p>	

academy, they were already nurturing, but that the programme enabled a 'whole school deeper understanding of our students, and helped us to enhance our inclusive practice'. They spoke passionately and enthusiastically about the successes, including staff development and broadening of mindsets: 'We've evolved and developed'.

The academy serves a richly diverse community and demonstrates a deep understanding of the social, emotional and contextual challenges experienced by many students and families. Leaders and staff consistently demonstrated empathy, compassion and professional curiosity, recognising the impact that adversity, trauma, SEND, deprivation and language barriers can have on a young person's educational experience. Importantly, this understanding is accompanied by unwavering ambition and high aspirations for all students.

A significant strength of the academy is the strong sense of belonging that exists across the school community. Students are genuinely known as individuals and benefit from strong pastoral care, trusted relationships and a culture where they feel safe, respected and listened to. This commitment extends equally to families and staff. Relationships between colleagues were notably warm and supportive, with staff speaking positively about the culture of teamwork, professional trust and shared moral purpose that exists across the academy, with one member of staff saying simply, "I love it here – it's a team approach."

The school has made substantial progress in embedding nurturing approaches through the implementation of Boxall profiling, strengthened SEND provision, targeted wellbeing support, extensive partnership working and significant investment in staff development. Leaders demonstrate a reflective and evaluative approach, continually reviewing practice to ensure provision remains responsive to the evolving needs of the community. The assessment found a school deeply committed to nurturing principles, with a highly inclusive ethos and a clear determination to ensure that students, staff and families feel valued, supported and empowered to succeed.

Examples of excellent practice include:

The Six Principles of Nurture

1. Children's Learning is Understood Developmentally

The academy demonstrates a strong and increasingly embedded understanding of children and young people's social, emotional and developmental needs. Leaders have invested significantly in developing staff understanding of nurture, trauma-informed practice and SEND, ensuring that students are supported according to their individual needs and stage of development.

The implementation of the Boxall Profile has been a particularly important aspect of this work. Leaders have adopted a reflective and strategic approach, recognising that staff confidence in interpreting and applying Boxall data continues to develop. Nevertheless,

the impact is already evident through more personalised support, improved understanding of barriers to learning and a greater focus on identifying need at an early stage. The development of a Boxall toolkit, nurture handbook and staff training programme further strengthens this work.

A notable strength is the academy's graduated and preventive approach to support. Daily triage systems, intervention reviews and strong collaboration between pastoral, safeguarding and SEND teams ensure that concerns are identified quickly and responded to effectively. Staff discussions consistently reflected empathy, professional curiosity and a desire to understand the reasons behind a student's presentation rather than focusing solely on outcomes or behaviours. The academy demonstrates a clear commitment to understanding children developmentally and is embedding this understanding into systems, relationships and classroom practice.

2. The Classroom Offers a Safe Base

The academy has worked successfully to create an environment where students feel both physically and emotionally safe. During the assessment, calm routines, positive relationships and supportive adult interactions were evident, for example, during the facilitation of the stakeholder interviews.

The school's focus on creating "the classroom as a safe space" is increasingly embedded across departments. Consistent meet-and-greet routines, strong staff presence and clear pastoral support structures contribute positively to students' sense of security and belonging. Students benefit from access to a range of supportive spaces, including the nurture provision, EAL Hub, library and wellbeing areas, ensuring that support is available when needed. The video the school provided as part of the assessment, led by the students, was a joy to watch and clearly demonstrated this ethos in action. Staff demonstrate growing confidence in adapting environments and routines to meet individual needs. Sensory resources, personalised transition arrangements, time-out systems and emotional regulation strategies help reduce barriers to learning and support students to remain engaged. Relationships are central to this work. Students have access to trusted adults across the academy and benefit from highly visible pastoral and senior leaders who contribute to the calm and nurturing atmosphere observed throughout the assessment.

3. The Importance of Nurture for the Development of Wellbeing

Wellbeing is clearly a priority throughout the academy and is reflected in both strategic planning and daily practice. Leaders have developed robust systems to identify, monitor and respond to wellbeing needs, ensuring that support is timely, coordinated and effective. Strong partnership working between safeguarding, SEND, attendance and pastoral teams ensures that students receive holistic support. The introduction and development of ELSA provision have strengthened the academy's graduated response to emotional wellbeing needs, complemented by counselling, targeted interventions, attendance support and external agency involvement where appropriate.

A significant strength is the academy's commitment to early intervention. Staff understand the importance of proactive rather than reactive support and make effective use of intervention tracking, referral systems and multi-disciplinary meetings to ensure that students receive appropriate support before difficulties escalate.

The academy's nurturing ethos extends beyond students to include staff and families. Staff spoke positively about the support available to them, while families benefit from a wide range of engagement opportunities, community events and practical support. As a result, the academy has established a culture where wellbeing is understood as everyone's responsibility.

4. Language is a Vital Means of Communication

The academy demonstrates a strong understanding of the role communication plays in building relationships, supporting emotional wellbeing and reducing barriers to learning. Staff consistently model calm, respectful and supportive communication and demonstrate an awareness of the impact language can have on young people. Communication systems are a particular strength. Daily briefings, pastoral updates, context sheets and student profiles ensure that staff are well informed and able to respond consistently to individual needs. This joined-up approach enables students to experience continuity and understanding across different areas of school life.

The academy's EAL provision is especially noteworthy. Leaders have responded proactively to the changing needs of the school community through additional staffing, tailored provision and support for families. The EAL Hub provides both academic and emotional support and helps students feel welcomed and included from the outset. The students I spoke with during the visit were very positive about this provision and its impact.

Students are provided with meaningful opportunities to express their views and contribute to decision-making. Through student voice activities, leadership opportunities and pastoral support systems, students know that their opinions are listened to and valued. I very much enjoyed meeting with the pupils during the assessment and want to again thank them for welcoming me, speaking so clearly and for giving up their time. They were a credit to the academy.

5. All Behaviour is Communication

The academy's approach to behaviour reflects a strong commitment to nurturing principles and a clear understanding that behaviour often communicates an underlying need. Staff increasingly approach behaviour through a relational and developmental lens whilst maintaining high expectations for all students.

Robust systems are in place to monitor behaviour, identify patterns and ensure appropriate intervention. Daily triage meetings, behaviour reviews and strong collaboration between pastoral, safeguarding and SEND teams enable concerns to be

identified early and responded to effectively. The use of Boxall Profiles, contextual information and personalised plans supports staff in understanding the factors influencing behaviour and tailoring support accordingly.

A particular strength is the balance achieved between nurture and accountability. This was emphasised by the Headteacher and other staff. Students are supported to reflect, repair relationships and develop self-regulation skills whilst benefiting from consistent boundaries and expectations. Staff demonstrated empathy, patience and professional curiosity when discussing students with complex needs, reflecting the positive impact of ongoing nurture and trauma-informed training. The academy has created a culture where students feel understood and supported, and where behaviour is viewed as an opportunity for learning, growth and connection.

6. The Importance of Transition in Children's Lives

The academy demonstrates a strong understanding of the importance of transition and the impact periods of change can have on children and young people. Transition support is carefully planned and reflects the school's commitment to ensuring that all students feel safe, prepared and included.

Particularly strong practice is evident within the academy's transition arrangements for students joining Year 7. Close partnerships with feeder primary schools, enhanced transition opportunities, and early identification of vulnerable students help ensure that support begins well before students arrive. The use of Boxall Profile and information-sharing further strengthens this personalised approach. Leaders also recognise the importance of smaller, day-to-day transitions. Staff make thoughtful adjustments to support students who may find aspects of the school day challenging, including personalised transition plans, soft starts, early exits and targeted pastoral support.

The academy's work extends beyond educational transitions. Through strong careers education, Raising Aspirations activities and personalised guidance, students are well supported to prepare for their next stages of education, employment and adult life. This comprehensive approach ensures that transitions are viewed not as isolated events but as an integral part of students' ongoing development and success.

Evaluation

The academy has successfully embedded nurturing principles at the heart of its culture, ethos and daily practice. Throughout the assessment process, there was compelling evidence that nurture underpins decision-making, relationships and provision across the school. Leaders demonstrate a strong moral purpose and an unwavering commitment to ensuring that all students, regardless of background, need or circumstance, are able to flourish both academically and emotionally.

A particular strength of the academy is its deeply inclusive approach. Staff demonstrate a genuine understanding of the diverse needs of their community and work collaboratively to remove barriers to learning, attendance and wellbeing. The implementation of Boxall profiling, the development of a graduated approach to intervention and the strong collaboration between pastoral, safeguarding, and SEND teams ensure that support is personalised, responsive and centred on the needs of the child.

The academy has invested significantly in developing staff understanding of nurture, trauma-informed practice and SEND. This is increasingly reflected in classroom practice, relationships and the consistency of support available to students. Staff wellbeing is also prioritised effectively, creating a positive and supportive culture where colleagues feel valued, respected and empowered to contribute to school improvement.

Relationships are a defining feature of the academy. Students benefit from trusted adults, highly effective pastoral care and a culture where their voice is valued. Families spoke warmly about the support they receive, with one parent describing the academy as a place that “adapts for all children, all communities, all faiths,” while another reflected, “I can’t put into words how much they’ve helped.” Such comments were echoed throughout the assessment and demonstrate the trust families place in the school and the difference the academy makes to the lives of children and families.

Students spoke positively about their experiences and the opportunities available to them. One student commented that “the five core values are really clear,” whilst another explained that the academy has “enabled us to have many opportunities to be successful”. These views reflect a culture where high expectations are successfully balanced with nurture, support and encouragement.

The academy’s nurturing ethos extends well beyond the classroom through strong community partnerships, meaningful family engagement, extensive wellbeing provision and a commitment to preparing students for future success. The school has established itself as a trusted and outward-facing organisation that actively contributes to the wellbeing of its wider community.

A particularly impressive aspect of the academy's work is its culture of reflection and continuous improvement. Leaders are honest about areas that continue to develop and demonstrate a genuine commitment to evaluating and strengthening practice. This maturity and openness have enabled the school to make significant progress on its nurturing journey and provide a strong foundation for future development. On a personal level, it was clear throughout the assessment that the academy's values are lived rather than simply stated. The care shown towards students, families and colleagues was evident in conversations, observations and stakeholder feedback alike. The warmth of relationships, the strength of the pastoral systems and the unwavering commitment to ensuring every child feels that they belong were particularly noteworthy.

The academy should be exceptionally proud of what it has achieved. Students, staff and families clearly benefit from being part of a community where they are known, valued and genuinely cared for – or ‘treasured’ as the school describes it. The evidence gathered during the assessment demonstrates that the academy fully embodies the principles of nurture and is highly deserving of recognition through the National Nurturing Schools Programme.

Quotes from the assessment day:

NNSP Staff, Headteacher and Teaching and Support Staff

- “We care about the children; we want them to be the best they can be.”
- “I *want* to come to work... we’re transforming children’s lives.”
- “Every child matters to us.”
- “Nurture has taken us to the next level and beyond – not just as individuals, but as an organisation.”
- “Children and staff are truly treasured.”
- “Nurture is part of our culture and ethos.”
- “St Lawrence is a really special place; you can feel the ethos.”
- “The school is so inclusive; everyone speaks to you with kindness.”
- “You feel valued here.”
- “We’re a family.”
- “We all come together for the good of the children.”
- “It’s just so inclusive.”
- “It’s my second family.”
- “The students motivate us to do our best for them.”
- “We are the epitome of inclusion.”
- “We are a thriving community.”
- “There’s hard work and a strong ethos.”
- “The culture here is that we want to know and understand the children on a deeper level.”

Parents and Carers

- “They are so nurturing and understanding.”
- “They look beyond the behaviours to understand why.”
- “Communication is excellent.”
- “He’s been very well catered for at school.”
- “They are exemplary; the work that’s been done has been incredible.”
- “I can’t put into words how much they’ve helped.”
- “The school adapts for all children, all communities and all faiths.”
- “The pupils grow and aspire together.”
- “They want everyone to succeed; there’s a real thirst and desire to see that happen.”

Pupils

- “I think the school is great; the five core values are really clear.”
- “Since joining the academy, they have encouraged us to be academically aware and given us many opportunities to be successful.”
- “They have helped me to understand myself.”
- “There’s always someone you can go to.”
- “They are huge on acceptance and inclusion.”
- “I really like this school – how lucky I am to be here.”

Recommendation

We recommend The Saint Lawrence Academy for the National Nurturing Schools Award

Areas for development	Timescale
<p>1. Boxall Profile</p> <p>Continue to develop and embed the effective use of the Boxall Profile across the academy to further strengthen understanding of pupils' social, emotional and mental health needs. This could include:</p> <ul style="list-style-type: none"> ● Continuing to utilise Boxall Profiles to inform targeted interventions and referrals for pupils requiring additional support. ● Using Boxall data on a case-by-case basis to enhance personalised planning and provision. ● Exploring opportunities to use Boxall assessments with wider cohorts, such as classes, year groups or identified groups of pupils, to further inform strategic planning and early intervention. 	<p>Ongoing</p>
<p>2. Embedding the Six Principles of Nurture</p> <p>Continue to promote and strengthen the visibility of the Six Principles of Nurture across the academy community.</p> <ul style="list-style-type: none"> ● Further embed nurture principles within everyday practice for pupils, staff and families. 	<p>Ongoing</p>

<ul style="list-style-type: none"> • Continue to raise awareness of the Six Principles through newsletters, reports, academy communications, social media platforms and the school website, ensuring that all stakeholders understand and can articulate the academy's nurturing approach. 	
<p>3. Celebrating Diversity and Inclusion</p> <p>Continue to build upon the academy's strong commitment to diversity, equity and inclusion by further promoting opportunities for pupils to celebrate, explore and learn from the rich diversity within the school and wider community.</p> <ul style="list-style-type: none"> • Continue to ensure that all pupils feel represented, respected and valued within the curriculum, wider academy life and enrichment opportunities. • Share and celebrate the diverse cultures, languages, experiences and backgrounds represented within the academy community, further strengthening pupils' sense of belonging and mutual respect. 	Ongoing
<p>4. Self-Evaluation and Continuous Improvement</p> <p>Continue to monitor, evaluate and develop nurturing practice through regular review processes, including completion of the National Nurturing Schools self-assessment framework on an annual basis.</p>	Ongoing
<p>5. National Nurturing Schools Re-accreditation</p> <p>Engage with the National Nurturing Schools Programme re-accreditation process to celebrate progress made and support the academy's continued nurturing journey.</p>	2029