

The National Nurturing Schools Programme
Assessment Report



Establishment name and address	Broadstones School Ltd Room 413 Broadstone Mill Broadstone Road Reddish SK5 7DL
Headteacher/Principal	Daniel Pastori
NNSP trained staff	Susan Gibbins and Sundeep Manik
Assessment date	3 rd December 2024
Assessor	Nicola McAllister
Trainer	Adele Wilkinson
Review date	December 2027

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>Broadstones is a DFE registered independent special school. It caters for learners aged 13-16 that find traditional school settings problematic and find learning through vocational activities beneficial. Broadstones specialise in helping those that may have fallen behind, or out of education due to social, emotional or mental health issues, to catch up and identify a clear path to post-16 education.</p> <p>Examples of excellent practice include:</p> <p>Nurture is rooted within every aspect of the school.</p> <p>Broadstones School reaches beyond the boundaries of education. Staff invest their time and energy into peeling back the layers of trauma that their pupils have experienced and helping them to rediscover the person underneath. This is a sensitive and individualised process which can only happen if nurture is at the core of every conversation, response</p>	

and intervention. Even the recruitment process prioritises nurture, ensuring that all new staff embrace the ethos and values of the school.

The Six Principles of Nurture form the cornerstone at Broadstones and have become completely embedded in all aspects of school life throughout the past 3 years. They continue to inform staff development sessions and dialogue, a new PSHE curriculum has nurture at its core and every area has created a Six Principles of Nurture display themed to its own speciality. Susan Gibbins, HR Director and Founder, reflected, “the principles run through everything that we do, it means different things in different areas.”

Daniel Pastori, Head Teacher, stated, “what we were doing was nurturing but we hadn’t pinned it down, once we started focusing on the principles the nurture that was there became enhanced, it has allowed us to do nurture not just incidentally, but consciously.”

This conscious nurturing approach has created an emotionally safe environment which puts pupils and their families at the core, wrapping a carefully considered package of support around the whole family and exploring creative and flexible approaches that meet pupils where they are, providing robust scaffolding and celebrating every tiny success in their Broadstones journey.

Building safe, trusted relationships is the key priority.

The Broadstones experience is built upon relationships. Relationships with pupils, families, staff and the community. Every member of staff on assessment day spoke of the importance of relationships. Dave Driver, DHT, stated, “It’s those relationships that staff build up with pupils, it’s important to make them feel secure and emotionally safe, then the rest will come.”

The pupils who engaged in assessment day identified that it is these relationships that really make a difference. Skye, Year 11 pupil, commented, “I like that you can call the teachers by their first names, it doesn’t feel as scary, it doesn’t belittle you.” This relational approach is exactly what staff endeavour to achieve as Sundeep Manik, Senior Teacher and Nurture Lead reflected, “It all starts with building a relationship, recognising anything they can do, any small target, we celebrate it.”

In order for staff to have the capacity to invest and build these safe relationships, which can take a significant amount of time, they need their own support network within school. It was evident on assessment day that staff are very supportive of each other and the senior leadership team ensures that there is ‘regular, open contact’ to ensure that they can “take things off staff shoulders and we can deal with it”. Appraisals, supervisions, whole school briefings and wellbeing days ensure that staff feel supported and backed up. Susan reflected that she is “extremely proud of everybody and everything that goes on in the school, it’s an extended family”.

Providing a bespoke offering to meet pupils' needs.

Since their initial nurture accreditation in 2021, Broadstones has continued to reflect on its offering, adapting and enhancing to ensure that it continues to fulfil the role that it originally set out to fulfil, really understanding their pupils and providing them with experiences that meet their needs.

Sundeeep reflected on some of these changes commenting that “the cohort has changed, we’ve taken on more girls, there have been more changes to the curriculum which has come from what our pupils’ need.” Some of the changes since the last accreditation are more trips out in the community to provide pupils with first hand experiences that will support them to learn essential life and employability skills. This PSHE curriculum has also changed from a one to one offering, to being delivered in year groups, it is “led by what the pupils need and how we address that”.

There is also more collaboration between different sites. This is prevalent in the administration of the Boxall Profile. All pupils are assessed 6 to 8 weeks after arrival, allowing for a “bedding in” process. Claire Edwards, Science Teacher and Boxall Co-ordinator, explained that a number of staff are involved in each assessment including those who have the best relationship with the child. Once the developmental strands have been identified, the “target goes into the Individual Learning Plans, we pull out strategies staff can use then they initial them to prove they are using the techniques”. Claire felt that staff “take it really seriously, they can see the benefits”. This process also allows for collaborative discussion around a pupil if they “go from red to green then back to red again”. There is a shared understanding among staff of the impact of external factors around a pupil’s development and as a result of their emotional health, outcomes may fluctuate.

The importance of engaging with and supporting families.

Broadstones School doesn’t just support the needs of its pupils, it supports the needs of the whole family. All staff are extremely empathic and compassionate about the journey that parents and carers have been on prior to discovering Broadstones. During the assessment, Daniel likened it to “a grieving process, not having your child going to a ‘normal’ school. Parents have experienced numerous situations throughout their child’s education that have evoked feelings of shame and of failure.”

Parents and carers are very much involved in every part of the process when their child begins their Broadstones journey. Since the last NNSP accreditation there has been a focus on the initial transition process to ensure that it is more nurturing. There is a new pre outreach programme running weekly called “The Wilderness Tribe”, from there, the young people may move to outreach then onto the school role. Families are very much involved every step of the way, visiting the sites and building relationships with staff.

The school also runs parental meet up groups, the original aim of these was to allow parents to connect with the school but the outcome has been that these sessions have created useful mini support networks.

Quite often, the work with young people and their families begins in the home. Jackie Simsolo, Pastoral Manager, reflected that “Sometimes parents request support at home, we can be completely flexible, whatever the young person needs.” Jackie felt that these needs led, family centred approaches “bridge the gap between home and school and also smoothes transition”.

The evidence provided and the conversations with staff, although informative and passionate, only went part of the way to expressing the impact of the support provided at Broadstones. The emotion exuding from parents felt almost visceral. Broadstones came into their lives at a time when it felt there was no hope and all avenues had been exhausted. Through sensitive planning, trust building, meeting the young people where they are at and progressing at their own pace, families’ lives have been transformed. Louise, a parent, explained, “This whole year has been a blur, going from being in his room all the time to now having something to live for.” Stacey, another parent, reiterated this, she commented, “They are dead supportive with the family, they are always checking in with us to make sure we’re okay.”

The school places itself at the heart of the local community.

Broadstones School works in partnership with many organisations and professionals in order to provide the young people and their families with the individualised support they require as well as creating opportunities and supporting transition into post school positive destinations. Sundeep explained, “We need to give them a positive outlook and start Post 16 conversations early.”

Alongside these partnerships, Broadstones has cemented a role for itself within the local community. The salon is a great example of this. Susan described this as “such an amazing place, it looks like a working salon, we connect with the community, get to know them and invite them in.” They have a special day for the ladies’ group from Red-ish, a local charity. When an elderly lady wasn’t able to ‘pop in’ anymore, the young people from the salon would visit her at home.

Another charity, Independent Options, offers work placements for pupils and the art department set up a craft stall at the Christmas lights switch on. The school makes use of the facilities and transport systems within its community; regular outings are part of the updated PSHE curriculum. By getting out into the community the young people are supported to develop the essential skills required for independent living that will serve them now and in the future, as Daniel explained, “you can leave with a whole lot of qualifications, but if you can’t do anything with it, it’s no use, we need to focus on what our pupils really need.”

Providing a life changing experience for pupils.

Broadstones is much more than a school, it's a place of hope, where staff prioritise their time in building relationships with their pupils, looking beneath the behaviour to understand what is really going on and unearthing talents and characteristics that can be nurtured and grown.

The pupils interviewed on assessment day are testimony to this. They were reflective, self-aware and pragmatic. They know what works for them and what doesn't, and it was evident that the relationships with staff are built on solid foundations of trust and respect.

The open and honest testimonies from the pupils were emotive, inspirational and powerful. These are young people who absolutely know who they are and their self-worth. They have high aspirations based on their individual passions, from tattoo artist to solicitor. With the continued support from staff at Broadstones there is no doubt that they will go on to achieve their life goals.

Quotes from the assessment day:

- "I'm really proud of where we are now, we've come such a long way in such a short space of time." (Daniel Pastori)
- "This should be in every school, every class, for every pupil, it should be for every child." (Susan Gibbins)
- "It's about building relationships, confidence and recognising any achievement, no matter how small." (Sundeep Manik)
- "Nurture doesn't stop when they turn 16, it carries on into the future, we help them find a future." (Jackie Simsolo)
- "It's an honest environment where they feel secure to express themselves in any way they want." (Dave Driver)
- "Children learn when they are happy." (Claire Edwards)
- "This place means the world to me, it's hard to put into words." (parent voice)
- "Broadstones give him a purpose in life." (parent voice)
- "Here it's all about the child, work progresses when the child is happy." (parent voice)
- "It's really chill here, not too many distractions." (pupil voice)
- "It's more pupil focused, they cater for what you want to do, there's more independence." (pupil voice)
- "They know how to support me, everyone is really nice." (pupil voice)
- "They are very understanding, they have a laugh, get down to your level, help you in any way they can." (pupil voice)
- "They know that there's more than one way to learn." (pupil voice)
- "Here it is encouraged to have emotions." (pupil voice)

Recommendation
We recommend Broadstones School Ltd for the National Nurturing Schools Award

Areas for development	Timescale
<p>The Boxall Profile. Continue to use:</p> <ul style="list-style-type: none"> • As a baseline assessment for all pupils attending school • Identifying specific targets that form part of a pupil's ILP • Continue to upskill staff in the use of Boxall Profile online and work collaboratively to complete assessments. 	Ongoing
<p>Nurture Principles.</p> <ul style="list-style-type: none"> • Continue to promote and embed nurture group principles throughout the school, individualising for each area • Continue to develop PSHE programme through use of the nurture principles • Continue to familiarise your families and community with the Six Principles, for example, mention them in reports, on letters and emails, in Newsletters and keep updates on your website and social media platforms to ensure all stakeholders are familiar with their meaning and impact. 	Ongoing
<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>	2027