

The National Nurturing Schools Programme

Assessment Report



Establishment name and address	Greenfield School Duffryn Road, Pentrebach, Merthyr Tydfil CF48 4BJ
Headteacher	Mrs Rhiannon Stephens-Davies
NNSP trained staff	Carol Conway Laura Moore
Assessment date	10.1.2023
Assessor	Carrie Thorne
Trainer	Alison Grimshaw
Review date	January 2026

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		

2. Delivery		2a. Meeting Pupils Needs		
Standard		Developing	Establishing	Enhancing
2a.1	Nurture principles are incorporated in curriculum planning and delivery.			X
2a.2	The social and emotional needs of pupils are addressed.			X
2a.3	Behaviour is dealt with consistently by all staff.			X
2a.4	Pupils are involved in developing and evaluating their learning.			X

2. Delivery		2b. Wellbeing: Pupils		
Standard		Developing	Establishing	Enhancing
2b. 1	Provision and strategies promote pupil welfare and wellbeing			X
2b. 2	Pupils feel safe and secure.			X
2b. 3	Pupils feel valued, respected, included and listened to.			X
2b. 4	Pupils are prepared for transitions in life.			X

2 Delivery		2b. Wellbeing: Staff		
Standard		Developing	Establishing	Enhancing
2b. 5	Provision and strategies promote staff welfare and wellbeing			X
2b. 6	Staff feel valued, respected, included and listened to.			X
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

Greenfield is a special school for pupils aged 3 -19 years old, located in Pentrebach, Merthyr Tydfil. They are the only special school in the authority. Greenfield provides an excellent provision for 174 pupils with additional learning needs including severe learning difficulties, autistic spectrum disorders and multiple learning difficulties. There are 100 members of staff. Although strongly led by Carol and Laura it is very clearly a whole staff approach supported by the SLT.

“Nurture is at the heart of what we do, to ensure it stays firmly on everyone’s agenda we have worked it into our training programme which takes place every Tuesday.”
Carol Conway, Deputy Head Teacher.

“It has been a rewarding journey and one which has given us the how and the why of nurture.” Laura Moore

This report cannot reflect the hard work that goes on at the school each and every day. A comprehensive and detailed 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.

The fantastic circle time with the children was a highlight of the assessment day. I was impressed by their reflective and thoughtful answers which demonstrated their knowledge and understanding of nurture and The Six Principles of Nurture, and by the way the children demonstrated their love and respect for the staff and for each other. This is clearly a setting where creating positive loving relationships is a priority. All the pupils could identify an adult in school that makes them feel safe. The pupils explained:

“Nurture means helping people thrive.”

“We have turned the principles into our own words.”

“I feel safe because I have my teacher.”

Words used by the pupils to describe their school are: “happy, family, entertaining, home and safe.”

Examples of excellent practice at Greenfield include:

Provision and strategies promote staff welfare and wellbeing

Staff wellbeing is held with high regard at Greenfield and so staff welfare and wellbeing is very high. The SLT acknowledges and understands the need for staff to feel valued. There are processes and procedures in place to ensure that all staff members feel nurtured and cared for.

“Unless we nurture our staff how can they nurture our children?” Head teacher.

The school has a dedicated wellbeing lead and planned wellbeing activities, including drumming, aerobics and a ‘sound bath’ workshop to name but a few. Staff surveys, creative inset days and high communication help achieve success in this area. Great importance is placed on forming relationships. Staff describe being part of a big, caring family.

There was a strong sense of teamwork within the school despite the geographical problems of the school being split over several sites. On the assessment visit it was possible to feel the strong team spirit.

“The school has a family environment where we all support each other and look out for each other.”

“I’ve never worked anywhere with as much support and genuine care for each other as here at Greenfield. We are such a tight team.”

Staff wellbeing at Greenfields is underpinned by ‘A compassionate leadership approach’ which is implemented by the SLT. It was very clear on the assessment visit that staff at the school fully appreciate this refreshing style of leadership and the SLT’s approach to ensuring a ‘manageable workload’.

“We all feel as one, there is obviously a hierarchy, but it is not visible or obvious. We are trusted, valued and our hard work is recognised.”

“We have wellbeing questionnaires which are actioned.”

“We feel valued and trusted to do our job.”

The school has had several harrowing experiences which have led to further reflection on how to nurture their staff. This constant reflective practice placing staff wellbeing at the forefront is truly admirable.

Parents and caregivers feel valued and welcomed by the school.

Parental work is excellent. Through high levels of communication and support, strong relationships are forged and maintained. Interviews showed obvious impact for the pupils and their families. Head teacher, Rhiannon explained “Building positive relationships with our parents is a priority for us.” The school has gone beyond building positive relationships between staff and parents and have successfully fostered a community spirit between parents. Regular meetings and events such as sleep, and meditation workshops held at the school have further enhanced a parent community and created an environment parents feel safe to share in.

Parents explained:

“They have been amazing, the support they give is for all of us, not just my son.”

"I honestly feel listened to here, they are the only people to have supported us in the past 6 years and the level of support is so high."

"They provide a home from home experience."

"The best thing ever is he no longer needs medication and that is all down to the school."

"I appreciate the events; I have started talking to other parents now."

Community

The school plays a vital role in outreach leading on nurture training and development to the wider community they support. This is reflective of their desire to nurture all stakeholders.

It was a privilege to assess this unique and very nurturing school who actively seek to enrich and bring happiness every day to the lives of the children in their care.

Thank you, Greenfield Special School, for a fabulous assessment visit and I wish you every success in the future.

Quotes from the assessment day:

- "The SLT has an open- door policy. They are very supportive of both private and professional problems." Teacher
- "We are trusted by SLT to do our job and encouraged to develop professionally." Staff
- "I take pride in the work I do, it's a very rewarding role." Support Staff
- "I don't want to take life for granted and want to make a difference. I can't think of a better place to work." Support Staff
- "The school is amazing; my boy gets up wanting to go to school every day." Parent
- "Children's happiness is at the heart of everything we do at school." Staff
- "Workload has been streamlined and is now more manageable." Staff

Recommendation

We recommend Greenfield for the National Nurturing Schools Award

Areas for development	Timescale
<p>The Boxall Profile.</p> <p>Continue to use, where relevant, with individuals displaying needs across the school and consider a training programme ensuring there are always trained members of staff on the site.</p>	Ongoing
<p>Website.</p> <ul style="list-style-type: none"> Continue to familiarise your families and community with the schools outstanding nurture journey and The Six Principles of Nurture. For example, keep updates on your website and social media platforms to ensure all stakeholders are familiar with their meaning and impact. 	Ongoing
<ul style="list-style-type: none"> Continue to monitor and evaluate the provision within your setting, completing the National Nurturing Schools self-assessment on an annual basis. 	Ongoing
<ul style="list-style-type: none"> Engage with the re-accreditation process for the National Nurturing Schools Programme. 	2026