

The National Nurturing Schools Programme
Assessment Report



Establishment name and address	Chevening (St Botolph's) CEVA Primary School Chevening Road, Chipstead, Sevenoaks TN13 2SA
Headteacher/Principal	Karen Minnis
NNSP trained staff	Lisa McLean / Helen Qureshi
Assessment date	23rd September 2025
Assessor	Penny Hermes
Trainer	Sarah Norwood
Review date	September 2008

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

This report cannot fully capture the depth of hard work that takes place at Chevening every day. The school provided a comprehensive evidence file, including attendance and exclusion data, Boxall Profile case studies, and detailed examples of how the Six Principles of Nurture underpin school life. Across every aspect of provision, there is a clear, compassionate focus on supporting the emotional, social, and academic development of each child.

Chevening is a warm, nurturing community where the school’s Christian vision — *“to be a place of nurture and growth for every child, our school family, and the wider world”* — is lived daily. As the Headteacher, Karen Minnis, reflected: *“We are celebrating all that we have achieved so far. It is a journey, and we have moved phenomenally from where we started.”*

The school’s journey has been one of sustained improvement, careful reflection, and deep commitment to meeting children’s holistic needs. The establishment of the Nurture HQ, development of ELSA and Play Therapy provision, and consistent use of the Boxall Profile demonstrate a whole-school understanding of nurture as a framework for flourishing.

Examples of excellent practice include:

A Nurturing Environment

Chevening has created an environment where children feel secure, valued, and understood. Classrooms have designated nurture areas that provide calm spaces for regulation, reflection, and reassurance. The Nurture HQ is an inviting and purposeful space, central to the life of the school. As one staff member explained: *“When children are struggling, they can move to this safe space and use the sensory tools to help self-regulation.”*

Children spoke proudly about their school, identifying nurture as *“taking care of something as it grows”*. Pupils were able to name safe adults and described how they could use Zones of Regulation or the worry boxes when they needed help. Older pupils act as Nurture Ambassadors and peer mediators, modelling kindness, empathy, and responsibility. This sense of belonging is further strengthened by initiatives such as the *Junior Duke* programme, Gardening Club, and Wellbeing workshops.

Understanding Developmental Needs

The Boxall Profile has become embedded in Chevening’s approach to understanding children’s social and emotional development. The Nurture Leads, SENCO, and Headteacher work together to analyse data termly and use it to inform nurture group planning and targeted support. Staff describe the Boxall as *“a tool that helps us see the whole child — not just what’s happening academically.”* The process of identifying needs and tracking progress is structured, with outcomes reviewed through pupil progress meetings.

Children are supported to take responsibility for their learning through personalised goals and visual supports such as timetables and prompts. One pupil commented: *“The teachers help us see what we need to work on — we know how to get better.”* This developmental understanding is evident in all classrooms, where expectations are appropriately differentiated and successes are celebrated.

Wellbeing for All

Staff wellbeing is a clear priority at Chevening. Leaders have created a culture of care for adults as well as pupils, where everyone feels valued and supported. Staff describe the school as *“a supportive and happy place to work,”* noting that *“we can rely on each other”* and *“there’s real love for the children.”* The redesign of the staff room, the introduction of reflection time, and leaders’ openness to feedback have strengthened this sense of belonging. As Deputy Headteacher Lisa McLean reflected, *“We’ve worked hard to create a safe and positive space for everyone — the staff room feels different now, calmer and brighter.”*

Support for children’s mental health is equally robust. Alongside ELSA sessions, the school employs a qualified Play Therapist and accesses Spurgeons Counselling to provide targeted interventions. Pupils also benefit from lunchtime drop-ins and quiet clubs. Parents consistently describe the staff as kind, empathetic, and approachable,

with one parent sharing, *“Everyone is so understanding — my child feels genuinely cared for here.”*

Partnership with Parents and Community

Partnership with parents is a real strength of Chevening. Families describe the school as *“a second family”* and value the approachable, inclusive nature of the staff team. Termly coffee mornings, flexible meeting options, and clear communication help parents feel part of the nurturing journey and strengthen mutual trust. The nurturing ethos is visible from the moment families enter the school — through welcoming displays, information boards, and the warmth of every interaction.

Parents spoke positively about how the school listens and responds to feedback: *“They listen to us and make changes when they can — it makes you feel like your opinion really matters.”* The wider community is also closely involved through PTFA events, family worship, and local partnerships. Governors are well informed and supportive, regularly celebrating the school’s achievements.

Leadership and Professional Development

Leadership at Chevening is reflective, compassionate, and driven by shared values. The Headteacher and Deputy Headteacher lead by example, modelling nurturing principles in their daily practice. Staff describe strong communication and trust: *“We can rely on each other — it feels like we’re all working for the same purpose.”*

Professional development is intentional and well-planned. Nurture training, Boxall Profile implementation, and trauma-informed approaches have become integral to staff meetings and INSET sessions. This ensures a shared understanding and consistent language across the team. The result is a confident, cohesive staff who feel valued and empowered. As one member noted, *“It’s not something separate anymore — nurture is just how we do things here.”*

Transitions

Transitions are a real strength of Chevening’s provision. The school has considered not only the larger transitions between key stages and to secondary school, but also the smaller, daily moments of change that can cause anxiety. Soft starts, visual timetables, and consistent classroom routines have created an atmosphere of predictability and reassurance. Staff and parents highlighted how these approaches have supported children’s confidence and emotional security. One parent reflected that her child *“never used to talk about school, but now she can’t stop sharing what happens in Nurture.”* Another noted that her child was *“not fully confident yet, but so much more confident now.”* These examples show how the school’s relational and reflective practice makes a measurable difference to children’s wellbeing.

Pupil Voice

The children at Chevening spoke with warmth, honesty, and pride about their school. The children's understanding of the Six Principles of Nurture is particularly impressive. They are able to articulate the principles in their own language and relate them directly to their school experience. Pupils described how they use the Zones of Regulation, worry boxes, and Nurture spaces to help them manage emotions and make positive choices. They understand that it is okay to feel different emotions and that there are trusted adults who will listen and help.

"If I feel sad, I can go to the Nurture Room or talk to my Nurture Ambassador."

"All of us are accepted here — the teachers make us feel okay and accepted no matter what."

"Everyone is treated fairly."

"We have the Zones to help us, reading corners, and worry boxes in all the classrooms."

Children identified favourite parts of school life as playtime, trips, seeing friends, and learning new things — but above all, they spoke about "*the teachers being really nice*" and "*helping us when we find things hard.*" Pupils' confidence, empathy, and joy were evident throughout the assessment day.

Quotes from the assessment day:

"I know both my children feel very happy and safe here, and I feel like they really belong."

"It's nice to get that two-way communication — what they do at home can be celebrated in school."

"Teachers have always been so lovely and welcoming — it makes a huge difference."

"Family, community — that's what makes Chevening so special."

"We communicate well — we can rely on each other."

"The love for the children's there — you can feel it every day."

"All staff have had training from Nurtureuk — it's become our shared language."

"Boxall really does help us see the social and emotional side of the children. It's been transformative."

Recommendation

We recommend Chevening (St Botolph's) CEVA Primary School for the National Nurturing Schools Award

Areas for development	Timescale
The Boxall Profile. Continue to use: <ul style="list-style-type: none"> Continue to use Boxall Profiles for targeted pupils and nurture groups, and develop its use into a proactive, whole-school cycle. Train staff to analyse results confidently, share outcomes with parents, and strengthen systems to track and evidence impact over time. 	Ongoing
Nurture Principles. <ul style="list-style-type: none"> Maintain momentum by embedding the language of nurture into classroom practice, displays, and family communications so that pupils and parents can confidently articulate what nurture means in daily school life. 	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.	2028