The National Nurturing Schools Programme

Assessment Report

Establishment name and address	St Peter's Primary School Hallet's Way, Portishead BS20 6BT
Headteacher/Principal	Catrin Battista - Executive Headteacher Angela Hunt – Head of School
NNSP trained staff	Lynne McCullough – Assistant Head SENDCo Angela Hunt – Head of School
Assessment date	28th April 2026
Assessor	Carrie Thorne
Trainer	Adele Wilkinson
Review date	2029

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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.		✔	

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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

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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.			✔

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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 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.

School Context
St Peter's Church of England Primary School is a large and vibrant three-form entry primary school situated on Hallet's Way in the coastal town of Portishead, North Somerset. Part of the Lighthouse Schools Partnership, the school serves children aged 4 to 11 and is proud of its strong Christian ethos, which underpins all aspects of school life. Located close to the Severn Estuary and the town's marina, St Peter's is firmly rooted within its local community and places great importance on developing children as active, responsible citizens who contribute positively to the world around them.

With approximately 600 pupils on roll, St Peter's is the largest primary school in Portishead. The school comprises twenty-one classrooms across its three-form entry structure, alongside extensive facilities including three halls, a library, music spaces, large outdoor play areas, playing fields, an allotment and a conservation area. These rich learning environments provide pupils with a wide range of opportunities to learn, explore and develop both within and beyond the classroom, whilst fostering a strong appreciation of the natural world.

The school community reflects the changing demographic of Portishead and welcomes children from a wide range of backgrounds, experiences and individual needs. Alongside its commitment to its own pupils, St Peter's also plays a significant role within the wider educational community. As one of England's designated English Hubs, the school

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supports schools across the region in developing excellence in the teaching of early reading and phonics. This outward-looking approach reflects leaders' belief that collaboration, professional learning and the sharing of effective practice strengthen outcomes not only for their own children but for the wider community of schools they serve.

Examples of excellent practice include:

A Journey Built on Relationships
Some moments during an assessment stay with you long after the day has ended. For me, one of those moments came during the feedback session. As the outcome of the assessment was shared, the emotion shown by staff spoke more powerfully than any evidence file or conversation ever could. There was a genuine sense of pride, relief and joy, reflecting just how much this recognition meant to the leaders of the journey. It was a reminder that this award was never simply about achieving accreditation; it is about recognising the collective commitment from all the staff at St Peter's who consistently demonstrate care and an unwavering belief that every child deserves to feel safe, valued and able to flourish.

Whilst this report can never fully capture the countless moments of kindness, compassion and dedication that take place every day at St Peter's, it celebrates a school community where nurture is clearly lived rather than simply described. Throughout the assessment visit, it became evident the depth to which The Six Principles of Nurture have been woven into the fabric of the school, shaping leadership, relationships, teaching and the everyday experiences of children, families and staff alike.

A comprehensive portfolio of evidence, together with documentation, pupil voice, parent feedback, staff discussions and observations made throughout the assessment, demonstrated a school that has approached its nurturing journey with authenticity, reflection and a genuine desire to continually improve. Rather than viewing the National Nurturing Schools Programme (NNSP) as a destination, St Peter's has embraced it as an opportunity to strengthen an already deeply embedded culture where belonging, inclusion and emotional wellbeing sit alongside high aspirations for every child.

This journey has been guided by strong, thoughtful and values-led leadership. Angela Hunt (Head of School), Lynne McCullough (Assistant Headteacher and SENDCo) and Catrin Battista (Executive Headteacher) have led the development of nurture with clarity of vision, humility and an unwavering commitment to ensuring that every child feels safe, understood and able to flourish. Rather than introducing nurture as a stand-alone initiative, they have carefully nurtured a culture in which The Six Principles of Nurture are woven into their Christian ethos and school values, so they are understood, valued and lived by the whole school community. Reflecting on the school's journey, Angela explained, "Part of our NNSP journey has been to do a rebranding. We have tightened up on some areas of our practice which the audit highlighted." This encapsulates the

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school's approach to continual improvement, meeting the needs of an ever-changing community. Rather than seeking accreditation for its own sake, leaders have embraced the NNSP as an opportunity to refine, strengthen and build upon the excellent practice that already existed. Catrin echoed this sentiment, explaining, "The NNSP has really enhanced what we do; it has given us a fresh lens to look through."

Throughout the assessment, it became increasingly evident that this reflective approach is underpinned by a commitment to evidence-informed practice, with staff explaining simply, "There is always research behind what we do so we know why we are doing it. There is a lot of science backing nurture." This culture of continual reflection and professional curiosity has created a school where nurturing practice continues to evolve. As one staff member reflected, "There is a robustness and consistency to what we're doing with the NNSP," recognising that the school's nurturing approach is underpinned by careful planning, thoughtful evaluation and a clear strategic vision that will sustain its impact for years to come.

Whilst the success of St Peter's nurturing journey clearly reflects the dedication of the entire school community, special recognition should be given to Angela, Lynne and Catrin. Their passion, expertise and commitment have been instrumental in driving this work forward. They embody the nurturing values they promote, leading with reflection, authenticity and an unwavering belief in the potential of every child.

Throughout the assessment, staff spoke warmly of the guidance, encouragement and inspiration they provide, with one colleague reflecting, "SLT really know us; they have our interests at heart. We know we are nurtured as much as the children." Catrin herself was equally generous in recognising the contribution of her colleagues, commenting, "These two lovely ladies are incredible. They have incredible drive, humility and kindness. I am lucky to have them and be part of the team." She also reflected on the impact Angela has made since joining the school, explaining, "Angela has made a real difference since she has been here." These comments were entirely characteristic of the conversations held throughout the assessment, where colleagues consistently celebrated one another's strengths with warmth, humility and genuine appreciation.

The leadership team has created a culture where high expectations are balanced with equally high levels of care, trust and support. Staff spoke appreciatively of the way senior leaders enable them to focus on what matters most, with one colleague commenting, "The SLT are really good at protecting us from the top down." Leaders clearly understand that nurturing adults is fundamental to nurturing children and recognise the importance of creating opportunities for colleagues to connect, laugh and enjoy being together. One member of staff reflected that, "Staff Cluedo helped staff wellbeing because it created a strong sense of fun." Whilst seemingly a small initiative, it speaks volumes about the culture that has been carefully cultivated at St Peter's - a culture where wellbeing is intentionally nurtured through relationships, fun, shared experiences and a genuine sense of belonging. These thoughtful moments, alongside the

visible care shown by leaders each day, ensure that staff feel valued, supported and empowered to provide the very best experiences for every child.

The success of the NNSP at St Peter's is not the work of three individuals alone, but of three highly skilled leaders who have inspired an entire school community to embrace nurture as a shared philosophy. Lynne and Catrin have dedicated more than forty-four years of combined service to St Peter's, both developing their careers at the school, whilst Angela joined the team four years ago, bringing fresh perspectives that have complemented and strengthened the school's already well-established nurturing ethos. Together they have formed a highly effective leadership team whose shared vision, complementary strengths and unwavering commitment have enabled nurture to flourish across every aspect of school life. Their work is creating a legacy that will continue to benefit children, families and staff long beyond this accreditation.

Most importantly, the leaders have created a school where relationships matter. They are evident in the warmth of the welcome offered to visitors, in the way staff speak about one another, in the confidence with which children share their thoughts and in the trust that families place in the school. It is these relationships that create the secure foundation upon which children are able to grow, learn and flourish.

Understanding Children Through a Developmental Lens

One of the most significant strengths identified during the assessment was St Peter's deep understanding that children's learning cannot be separated from their social, emotional and developmental needs. This understanding has become embedded across the school and is reflected in the way adults think about, respond to and support children every day.

One of the most striking aspects of St Peter's Boxall journey is not simply where the school is today, but the considered way in which it has reached this point. Leaders have invested time, professional learning and careful reflection into embedding developmental thinking across the school, continually reviewing and refining their practice. This measured approach has ensured that the Boxall Profile has evolved from a valuable assessment tool into a central element of the school's nurturing culture, shaping both strategic decisions and everyday classroom practice.

Leaders reflected, "We have been on a huge journey with the Boxall." Initially introduced to deepen the understanding of the school's most vulnerable pupils, Boxall Profiles were first used by the pastoral team to identify developmental needs and inform provision within The Cocoon. As staff witnessed the value of this developmental approach, leaders made the deliberate decision to broaden its use across the whole school, recognising that every child could benefit from adults having a richer understanding of their social and emotional development.

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Throughout discussions, it became evident that Boxall is not viewed as an additional assessment or something reserved for a small group of pupils. Angela explained, "Boxall is not a bolt-on or an additional initiative; it has drip-fed through our interventions. It is so accurate and can be so helpful. We think they are invaluable." This philosophy now underpins the school's graduated approach to support. Every class teacher completes a Boxall Profile assessment for every pupil, with dedicated INSET time protected each year to ensure the process is both rigorous and meaningful. This investment has enabled Boxall to become far more than an assessment tool; it has become a shared professional language that informs decision-making at every level of the organisation.

Particularly impressive is the way developmental thinking now influences both universal and targeted provision. Each class uses its Boxall data to identify key developmental priorities, enabling teachers to plan whole-class strategies that strengthen children's social and emotional development through everyday classroom practice. Alongside this universal approach, pupils requiring additional support access carefully selected evidence-based interventions, ensuring that provision is matched to individual need whilst remaining firmly rooted within a consistent whole-school approach. Lynne spoke passionately about investing in high-quality resources, including the Beyond the Boxall materials, enabling staff to confidently translate assessment outcomes into practical classroom strategies.

The impact of this work is evident throughout the school. Boxall has become firmly established as the fourth assessment strand, sitting alongside reading, writing and mathematics within pupil progress discussions. Leaders explained that developmental information is considered alongside academic attainment when reviewing every child's progress, ensuring that barriers to learning are identified early and responded to thoughtfully. Children requiring additional support are re-profiled regularly, allowing interventions to be adapted in response to changing needs, while Boxall information also informs wider pastoral planning, transition, Pastoral Support Plans and referrals to external agencies. This joined-up approach ensures that children's developmental, emotional and academic needs are considered as one rather than in isolation.

Leaders spoke openly about the significant commitment required to embed this work across the school. Catrin reflected, "It has been such a big investment for us, but we can see the value in it. There have been challenges with time and implementing it widely, and they need acknowledging. It has become the fourth assessment strand for us - it really is that important." Their honesty reflects a school committed not to quick fixes but to sustainable improvement.

Throughout the assessment, it was clear that this investment has been worthwhile. Leaders shared that they have seen the greatest impact amongst their most vulnerable pupils, whilst whole-school data demonstrates a reduction in the number of children presenting with significant social, emotional and behavioural difficulties. These outcomes

provide compelling evidence that the school's developmental approach is making a meaningful difference to children's lives.

What stands out is that St Peter's are not simply using the Boxall Profile, but they have embraced the developmental thinking that underpins it. This is a school where developmental understanding informs leadership, professional dialogue, classroom practice, transition planning, intervention design and continual reflection. Through this deeply embedded approach, children are recognised not only for their academic achievements but for their individual developmental journey, ensuring that nurture remains at the heart of every decision made on their behalf.

Children's Voice Shapes School Life

Without question, spending time with the children was the highlight of the assessment. I had the pleasure of meeting with a wonderful, large group of Wellbeing Ambassadors whose pride in their school was unmistakable. They welcomed me with warmth, enthusiasm and a confidence that immediately reflected the nurturing culture they experience every day. Throughout every conversation, it became evident that at St Peter's, pupil voice is about children having genuine influence rather than simply being heard. Children are trusted as active partners in school life, with their views shaping decisions, informing practice and contributing meaningfully to the continued development of the school. They spoke openly, listened respectfully to one another and answered every question with honesty, thoughtfulness and maturity. It quickly became apparent that they were not simply describing the values of St Peter's - they were living them.

When asked how they felt about coming to school each day, the children spoke enthusiastically about being happy, feeling safe and being excited to learn. Their responses demonstrated that St Peter's is a place where children genuinely feel a sense of belonging. One pupil captured this beautifully by explaining, "At this school they really make you feel like you belong. The Year 6 performance is an example of it because it's something we are all working on together - something that we belong to. There are many things to be part of here" This powerful reflection illustrates that belonging at St Peter's is created through shared experiences, meaningful relationships and opportunities for every child to contribute to the life of the school.

The children demonstrated an impressive understanding of The Six Principles of Nurture, speaking about them naturally and confidently rather than as concepts they had simply learned. When asked what nurture meant to them, one child thoughtfully explained, "At our school nurture means us all growing together." Another reflected, "It means to grow, to learn and give back to communities," whilst another simply described nurture as, "Being one big happy school family." These responses perfectly encapsulate the school's nurturing ethos and demonstrate that the language of nurture has become deeply embedded within the daily experiences of its pupils.

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It was equally evident that children have developed a healthy understanding of learning as a process rather than simply an outcome. They enthusiastically explained the school's approach to "marvellous mistakes," proudly sharing that, "It is the learning that happens from the mistake that is important." This statement reflects a culture where mistakes are embraced as opportunities for growth, helping children to develop resilience, confidence and the courage to challenge themselves without fear of failure.

Throughout the assessment, it was evident that pupils are not only listened to but are trusted to influence and shape school life. The development of the Pavilion into the school's Nurture Nook, in direct response to pupil voice, provides a tangible example of leaders listening carefully to children and acting upon their ideas. This demonstrates to pupils that their opinions matter and that they have the power to bring about meaningful change within their school community.

This commitment to meaningful participation extends far beyond consultations and surveys. St Peter's has developed an extensive range of pupil leadership opportunities, ensuring that children play an active role in shaping both their school and the wider community. Through democratically elected groups, chosen each September as part of National Democracy Day, pupils are encouraged to develop leadership skills, take responsibility and represent the views of their peers. Opportunities include Wellbeing Ambassadors, School Council, Worship Leaders, Eco Council, Anti-Bullying Leaders, Art Leaders, Book Monitors, Pencil Sharpeners and many other classroom and whole-school responsibilities. Importantly, staff actively encourage priority pupils to take on these roles, ensuring that every child has the opportunity to develop confidence, experience success and make a meaningful contribution.

Staff spoke passionately about the purpose behind this approach, explaining, "We really want to show our pupils they can make a difference within their local community, the wider community and globally." This aspiration was clearly reflected in the children's confidence and their genuine belief that their voices matter. Throughout discussions, pupils spoke with pride about the responsibilities they hold and the opportunities they have to contribute to school improvement and local improvement. “We met the MP yesterday to tell him how things need to be improved in our area.” Rather than seeing leadership as something reserved for a few individuals, children viewed it as an expectation that everyone can contribute in their own unique way.

Pupil voice is also used thoughtfully to evaluate the impact of the school's work. Leaders regularly seek children's views through surveys, discussions and leadership groups, using their feedback to inform decisions relating to wellbeing, learning and the wider curriculum. This continual dialogue ensures that school improvement remains rooted in children's lived experiences whilst reinforcing the message that every voice is valued. During the assessment, it was evident that pupils feel listened to, respected and included, with children consistently describing St Peter's as a place where they feel safe, cared for and able to be themselves.

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When asked to describe St Peter's in just one word, the children's responses were both heart-warming and revealing. They chose words including loving, happy, exciting, inspiring, enjoyable, belonging, joyful, faithful, hopeful, fun and fishermen. Collectively, these words paint a vivid picture of a school where children feel secure, valued and inspired. More importantly, they demonstrate that the nurturing culture experienced by pupils is not something adults believe they have created - it is something the children themselves experience, understand and celebrate every day.

The conversations held with pupils provided some of the strongest evidence gathered throughout the assessment. They demonstrated beyond doubt that the nurturing ethos of St Peter's is not confined to policies or practice; it is evident in the confidence, kindness, empathy and optimism of its children. Ultimately, they are the school's greatest ambassadors and the clearest reflection of the caring, inclusive and deeply nurturing community that St Peter's has created.

Communication That Builds Trust

Throughout the assessment, it became increasingly apparent that communication is one of St Peter's greatest strengths. More than simply sharing information, communication is used intentionally to build understanding, strengthen relationships and create genuine partnerships between children, families and staff. Whether speaking with pupils, parents or colleagues, there was a consistency in the recognition that communication is excellent. Their open, honest and relational approach has created a school community where people feel informed, valued and connected.

A significant aspect of this work has been the school's commitment to developing children's communication, emotional literacy and self-awareness. Leaders have recognised that respectful, resilient and emotionally intelligent children are better equipped to flourish both within school and beyond. Rather than expecting children simply to follow behaviour expectations, staff have invested time in helping them understand themselves, their emotions and the impact of their actions on others.

It was evident that children are given the language and tools to communicate their thoughts and feelings with increasing confidence. Through carefully embedded approaches, including the Zones of Regulation, restorative conversations and the use of the 'Size of the Problem' framework, children are supported to recognise expected and unexpected behaviours, understand the impact of their choices and reflect on how relationships can be repaired. This shared language is consistently used across the school, enabling children to take increasing ownership of their behaviour whilst developing empathy, responsibility and emotional intelligence.

Equally impressive was the school's commitment to developing resilience through everyday classroom practice. Leaders have thoughtfully adapted approaches such as learning partnerships, enabling children to work alongside a wider range of peers, strengthening communication skills, encouraging collaboration and helping children learn

to resolve conflict positively. These opportunities, alongside collective worship, circle time and the continued celebration of 'marvellous mistakes', reinforce the message that communication is something to be nurtured, practised and celebrated. Through conversations with pupils, it was evident that children are becoming increasingly confident in articulating their feelings, reflecting on their actions and viewing mistakes as valuable opportunities for learning and growth.

This culture of communication extends well beyond the classroom. Parents spoke passionately about the strong relationships they have developed with the school and the way they are welcomed as genuine partners in their children's education. One parent reflected, "Last year they said they were working on communication, but we didn't know what they could do any better. Communication is amazing at this school. The level of organisation is incredible." Another explained, "As parents we have felt part of the NNSP process too. The Six Principles and the nurture journey have been shared with us as well." These comments demonstrate that families are not simply informed about change; they are included within it, enabling them to understand, contribute to and support the school's nurturing approach.

Parents consistently described feeling welcomed, listened to and well supported. A wide range of opportunities, including workshops, welcome meetings, parents' evenings, wellbeing newsletters and regular opportunities to share in children's learning, ensure that communication is proactive, accessible and meaningful. The dedicated pastoral email, alongside the highly visible presence of senior leaders and the pastoral team at the school gates each day, removes barriers to communication and creates an open-door culture where concerns can be shared and support accessed quickly.

Communication at St Peter's is not viewed as a process but as a relationship. Whether supporting children to understand their emotions, working alongside parents as valued partners or ensuring that every member of the community feels listened to and respected, communication consistently strengthens the school's nurturing culture. It is this openness, consistency and shared understanding that enables relationships to flourish and ensures that children experience the same messages of care, respect and belonging wherever they are within the St Peter's community.

Broadening Horizons, Raising Aspirations

St Peter's views nurture as more than meeting children's immediate needs; it is equally about broadening horizons, raising aspirations and helping every child believe in the possibilities that lie ahead. Staff have created a culture where children are encouraged to discover new interests, develop talents and experience success beyond the classroom, ensuring that every child has opportunities to flourish both academically and personally. The breadth and ambition of the school's enrichment offer are particularly impressive. Leaders have carefully developed a programme that provides children with experiences they may not otherwise encounter, recognising that these opportunities play a vital role in developing confidence, self-belief and aspiration. One particularly striking example is

the school's partnership with the Bristol Beacon, through which all ninety Year 5 pupils learn to play the trumpet. This commitment ensures that every child, regardless of background or previous experience, has the opportunity to develop musical skills, perform with others and experience the pride that comes from mastering something new. Alongside this, pupils benefit from chess tournaments, themed 'Wow Days', educational visits, a wide range of after-school clubs and memorable residential experiences, all designed to broaden horizons and encourage children to discover new strengths. Staff spoke warmly about the impact of these opportunities, explaining, "Seeing children shine in different environments is an absolutely joyful experience."

Parents spoke passionately about the difference these opportunities have made to their children. One parent reflected, "I really like the number of opportunities that they give to the children. My child's confidence has grown so much." Another shared, "Since joining, I have seen such a change in my son; he now dances and dresses up!" These comments illustrate the transformative impact of a school culture that actively encourages children to take risks, try new experiences and develop confidence in who they are. The breadth of opportunity available was further reflected in the pride with which one parent commented, "My son is even in Crochet Club," highlighting the school's commitment to ensuring there truly is something for everyone.

The school continues to strengthen these opportunities through purposeful partnerships within the local community. Collaborations with Portishead Chess Club have introduced lunchtime and after-school chess sessions, enabling children to develop strategic thinking, resilience and confidence through participation. Partnerships with Portishead in Bloom have provided opportunities for pupils to engage in planting workshops and contribute to the development of shared garden spaces, fostering pride in their local environment and encouraging active citizenship. The school has also expanded its holiday provision through initiatives such as Science Camp, ensuring that children continue to access exciting and enriching experiences beyond the school day.

The school's commitment to raising aspirations extends beyond enrichment and into the development of active, responsible citizenship. Children are encouraged to understand the important role they can play within their local, national and global communities through a carefully planned programme of legacy projects. Linked to the school's vision of 'excellence in all we do, excellence in who we are and excellence in our service to others', each year group works alongside local charities and community organisations whilst taking responsibility for projects that make a meaningful difference beyond the classroom. These experiences help children to recognise that they can be agents of change within their communities.

Particularly noteworthy is the school's partnership with the local RNLI. Situated within a coastal community where water safety is an important part of everyday life, pupils learn about the vital work of the RNLI whilst developing an understanding of personal responsibility, community service and civic contribution. Other projects, including

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supporting the Royal British Legion and the local Foodbank, further strengthen children's understanding of compassion, service and social responsibility whilst fostering meaningful connections with the wider community.

Equally striking is the way the school nurtures aspiration by bringing families together. Parents are welcomed into school through a wide range of community events, including the much-loved Easter Scavenger Hunt, creating joyful opportunities for families to learn, connect and celebrate together. Community links continue to flourish through initiatives such as the Portishead Carnival build evenings, where parents, staff and children work side by side in preparation for the town's annual carnival. The carnival itself has become a source of immense pride for the school community, reflecting the creativity, teamwork and strong partnerships that characterise life at St Peter's. These shared experiences strengthen relationships, foster community pride and reinforce the message that everyone has a valuable contribution to make.

Parents consistently spoke about the care and encouragement shown by staff, recognising the important role this plays in helping children flourish. One parent reflected, "Everyone is just so caring, they've gone above and beyond," whilst another explained, "I feel they're with teachers that get them and, more importantly, see them." These comments capture the essence of St Peter's nurturing approach. Children are not only provided with opportunities to succeed; they are supported by adults who recognise their strengths, celebrate their individuality and encourage them to believe in themselves.

These opportunities are far more than enrichment activities; they are a reflection of the school's nurturing ethos. By opening doors to new experiences, celebrating individual strengths and building meaningful partnerships with families and the wider community, St Peter's is raising aspirations whilst ensuring that every child feels valued, capable and inspired to make a positive contribution within their local community and beyond. The school's strong sense of community is evident in the relationships it has cultivated with families, local organisations and the wider town. These connections not only enrich children's experiences but also demonstrate that nurture extends beyond the school gates, creating a culture where belonging, service and community responsibility are lived values. In this way, community is not simply a feature of life at St Peter's; it is one of the school's greatest strengths and a powerful expression of its nurturing approach.

St Peter's is a school which never stands still. Rather than viewing accreditation as an endpoint, the school continues to reflect upon its practice, seeking opportunities to refine, strengthen and build upon the excellent foundations already in place. This commitment to continual improvement ensures that nurture will remain at the heart of the school's future development. It has been a privilege to spend time with the St Peter's community and to witness first-hand the passion, care and commitment that underpin its work. The school should feel immensely proud of all that has been achieved throughout its NNSP journey. I do not doubt that this is only the beginning, and I look forward to seeing how this exceptional work continues to flourish in the years ahead.

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Quotes from the assessment day:

- "The 3 of us have made a fantastic team." (staff voice)
- "The NNSP has given us the chance to solidify what we do." (staff voice)
- "We are a big school with a big staff, but it doesn't feel like that. They are really good at making us feel valued." (parent voice)
- "They know the staff personally and take the time to check in with you. A feeling you are treated as a person, not just a colleague." (parent voice)
- "There is a tag-teaming effort – everyone keeps an eye out for each other." (parent voice)
- "There is always a warm welcome to you whenever you call in!" (parent voice)
- "Everyone is just so caring, they've gone above and beyond." (parent voice)
- "I can always ask any adult if I am worried about anything; it doesn't have to be your class teacher." (pupil voice)

Recommendation
We recommend St Peter's Primary School for the National Nurturing Schools Award

Areas for development	Timescale
Further strengthen the strategic use of Boxall data across the school. Build upon the excellent work already undertaken with the Boxall Profile by continuing to analyse data strategically across year groups and phases to identify emerging strengths, developmental trends and common areas of need. Empowering phase leaders to use this information to inform action planning, professional dialogue and targeted provision will further enhance the school's graduated approach and ensure that developmental understanding continues to drive whole-school improvement alongside academic outcomes.	Ongoing
Nurture Principles. ● Continue to promote and embed nurture group principles throughout the provision for pupils and staff. ● 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

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Continue to develop the outdoor environment through a nurturing lens. As the playground continues to evolve, consider how the development of outdoor spaces can further reflect and promote The Six Principles of Nurture.	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

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