The National Nurturing Schools Programme

Assessment Report

Establishment name and address	Godalming Junior School Hallam Road Godalming, Surrey GU7 3HW
Headteacher/Principal	Adam Samson
NNSP trained staff	Jackie Farrow (LSA and ELSA) Erin Coleman (Deputy Headteacher)
Assessment date	15 October 2026
Assessor	Carrie Thorne
Trainer	Penny Hermes
Review date	October 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.

Godalming Junior School is a welcoming Junior School of approximately 240 pupils, situated in a distinctive Victorian building in the heart of its local community. Its motto, “Love, Live, Learn”, speaks to an understanding that relationships, wellbeing and learning belong together. This is a school with a great deal to celebrate: a strong commitment to children’s rights and a carefully considered approach to both the language and practice of nurture.

The school’s nurturing work has not developed in isolation. It builds upon established values, a rights-respecting culture and a clear desire to ensure that children feel known, safe and able to contribute. Its UNICEF Gold Rights Respecting School status is particularly significant, offering a strong foundation for children to understand that their voices matter and that care, fairness and dignity should characterise daily school life. Its Surrey Healthy Schools Award and Youth Sport Trust Well School status reflect a sustained commitment to physical and emotional wellbeing. NARF Allergy Aware School recognition speaks to the importance placed on safety and inclusion, while its Smartphone Free School approach forms part of wider thinking about children’s wellbeing.

These achievements are not simply a list of awards. Together, they tell the story of a school that has repeatedly asked what children need in order to feel safe, healthy, respected and included. The National Nurturing Schools Programme (NNSP) has

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provided an opportunity to draw these commitments together, deepen professional understanding and make nurturing practice more consistent and visible. The NNSP has given Godalming another way to deepen their understanding.

Although the assessment was undertaken remotely, the school's creative personality came through with real energy. The carefully prepared, imaginative pupil-led video tours provided a vivid sense of its environment, while conversations with adults and children revealed genuine pride in what has been achieved. The most compelling feature was not any single intervention but the way the school has sought to make nurture understandable, practical and meaningful to everybody. Their approach has been collaborative and, in places, wonderfully imaginative. The result is a nurturing journey that feels recognisably Godalming: rooted in the school's values, enriched by the ideas of its children and brought to life by adults who care deeply about getting it right for them.

Examples of excellent practice include:

Leadership that values children, staff and the wider community

Headteacher Adam Samson has helped create the conditions in which nurture can flourish. His commitment to being a visible and approachable leader, and his belief in the importance of the school's rights-respecting ethos, were clear in the assessment discussion. He spoke about the significance of listening to pupils and parents, asking challenging questions and being prepared to adapt rather than assuming that existing practice is always sufficient. I particularly appreciated Adam's determination that the NNSP should build on good practice rather than create unnecessary demands. He explained that the programme had felt "quite seamless", because "this is what we do, and this is what we are". His understanding of the pressures on colleagues came through especially clearly when he reflected, "I'm a teacher first and headteacher second; I understand the pressures on my staff." These were the words of a leader who has not forgotten the everyday demands of the classroom and who understands that nurturing children also means caring for the adults who teach them.

A particular strength is the way this commitment has enabled others to lead. Deputy Headteacher Erin Coleman, who also holds responsibility for mental health and wellbeing, and Jackie Farrow, the school's learning support assistant and emotional literacy support assistant (ELSA), have been given the encouragement, time and professional trust to translate the NNSP into practical change. The wellbeing team brings together colleagues with different perspectives, including leadership, special educational needs, emotional wellbeing and home–school links. This is a thoughtful way of ensuring that the needs of children and adults are considered together.

There was a strong sense of shared ownership: ideas are not merely approved by leaders and then handed down to staff. They are discussed, tested, refined and shared. The school has invested time in training, made space for staff to learn from one another and supported approaches that are manageable within the realities of a busy school day. He explained, "This matters enormously to us: a sustainable nurture approach

depends upon people feeling equipped and supported, not overwhelmed by another demand."

The assessment also highlighted the accessibility and support of the leadership team. Staff described leaders who take an interest in them as people, recognise when additional support is needed and understand that the wellbeing of adults is inseparable from the quality of care they can offer children. As one colleague put it, "SLT are so approachable, you can talk to them about any problems, whether personal or professional, and they help us to find solutions. They hear us". Such leadership provides a reassuring foundation for the school's continued development.

Jackie and Erin: thoughtful, creative and committed nurture champions

The contribution of Jackie Farrow and Erin Coleman deserves particular recognition. Their enthusiasm and passion for nurture were evident throughout the assessment, but so too was the professional thought behind their decisions. They first identified the opportunity to undertake nurture training, and together they have helped establish a wider team, undertaken audits, engaged colleagues and introduced practical strategies in a carefully sequenced way.

It was particularly encouraging to hear how one development led naturally to another. As staff began to explore the principles, they identified opportunities to make the language of nurture accessible; as regulation strategies proved helpful for individual children, they considered how more pupils might benefit; and as the children became more confident, they were invited to take greater responsibility for sharing these approaches. There was no sense of a rigid programme being imposed upon the school. Rather, nurturing practice has grown through curiosity, collaboration and reflection.

The school's decision to dedicate staff development time to nurture, including an improvement-day session led by Jackie and Erin, was another lovely example of leadership recognising and trusting the expertise of colleagues. It was clear that their contribution was not simply welcomed but genuinely valued. By giving staff in different roles the opportunity to lead, share ideas and influence practice, Godalming has made its nurturing journey a collective endeavour. Jackie and Erin's energy, creativity and commitment are among the school's most distinctive strengths.

Children as genuine partners: Nurture Ninjas and The Six Principles Of Nurture

The voice of the child is a particularly joyful feature of Godalming's nurturing journey. The school did not simply introduce The Six Principles and ask children to remember them. Instead, pupils were invited to help bring them to life through a whole-school competition to choose animal characters to represent them. These child-selected animals now provide familiar, memorable reference points for conversations about emotional safety, learning, relationships and regulation.

The characters have become part of the school's identity, appearing in displays, resources and the assessment interviews, with crocheted representations adding a particularly engaging and creative touch. What makes this so effective is not the decoration itself, but the sense of ownership it gives pupils. Children can recognise their

own contribution to the school's nurturing language and use the characters to explain ideas that might otherwise feel abstract.

During the assessment, one pupil spoke particularly thoughtfully about the sloth, explaining, "Some children learn at different paces, so some might get it like that, and some might take maybe a few days, a few weeks to get it. It might even take the whole year, but that doesn't matter." I thought this was a perceptive reflection of the principle that children's learning is understood developmentally. It was especially touching to hear a child express such acceptance of individual differences, recognising that everyone learns in their own time and that this is something to be respected rather than judged. The pupil-led video tours were another highlight, with children introducing areas of their school confidently and enthusiastically. The careful arrangements made to protect their privacy were also notable.

The "Nurture Ninjas" are an equally impressive development. Pupils take responsibility for promoting nurturing approaches in their classrooms, including helping others understand and use the nurture baskets and regulation strategies. This is a powerful example of children developing responsibility and self-efficacy: they are not merely recipients of nurture, but valued contributors to the wellbeing and nurture of others.

The range of other opportunities for responsibility, including the School Council, anti-bullying roles, librarians and pupil monitors, reinforces this culture. At Godalming, children's rights are not only taught; there is a genuine effort to help pupils experience what it means to have a voice, make a contribution and be trusted.

Pupil voice: the heart of Godalming Junior School

A real highlight of the assessment was meeting the children, whose warmth, confidence and genuine affection for their school were an absolute delight. They spoke so naturally about kindness, fairness, friendship and the importance of everyone having a voice. When asked to describe Godalming in just one word, one pupil chose "everything". When I asked why, the response was beautifully simple: "Because, like, it's everything that I need." Another child explained, "Everyone gets to speak when it comes to being upset, everyone helps, and everyone's equal." I found these words particularly moving. They spoke volumes about a school where children feel safe to be themselves, know that their feelings matter and trust that someone will listen. For me, there could be no lovelier reflection of what nurture means to the children of Godalming Junior School than "everything and everyone"!

"Nurture Nutshells": making professional learning manageable and memorable

One of the most original aspects of Godalming's approach is its "Nurture Nutshells". These short, accessible pieces of professional learning were developed to share the Six Principles of Nurture and associated strategies with teachers and learning support assistants in small, manageable portions. Rather than expecting colleagues to absorb a large amount of information in one session, the school has introduced little nuggets of

learning at staff and LSA meetings. Staff explained, “The Nurture Nutshells were brilliant at allowing time for ideas to be considered, absorbed and applied.”

I was particularly taken with the simplicity and intelligence of this idea. Jackie and Erin recognised that colleagues already work within a school culture shaped by values, rights and established routines. Nurture therefore needed to be distinctive enough to be remembered, while connecting meaningfully to what staff already understood. The alliterative title gives the learning an appealing identity, but its real strength lies in the way it respects staff workload and supports sustained professional reflection.

Staff were also given small, laminated collections of the Nutshells to retain as prompts in the following academic year. This seemingly modest detail is important: professional development is most valuable when it remains available to influence practice long after the original meeting has ended. As Erin explained during the assessment, the aim was to offer “little nuggets of each principle of nurture or different strategies” at regular meetings. The Nurture Nutshells offer a wonderfully practical example of how a school can make nurture training approachable, consistent and sustainable.

Nurture baskets, sensory circuits and the regulation station

What struck me about Godalming’s approach was the recognition that every child, at some point, may need a little help to feel settled, reassured or ready to learn. The nurture baskets in each classroom are a tangible expression of this inclusive thinking. Containing calming prompts, colouring materials, cushions and sensory resources, they make emotional support an ordinary and accepted part of classroom life, rather than something reserved for a particular child or group. Jackie described them as “mini nests in all of the rooms”, explaining that the intention was to make support consistent and to recognise that “everybody needs help to calm down or feel happier at times.” This simple observation captures something very special about the school’s approach: no child should feel different or singled out for needing nurture.

The development of the regulation station provided a compelling example of staff listening, reflecting and responding to children’s needs. Jackie spoke with genuine pride about the sensory circuits she had previously run for a small group of children at the beginning of the day. She explained that they had “worked beautifully to transition them in, in the morning”. As colleagues saw the difference these sessions made, they began asking how similar support might be offered to children in their own classes. Rather than keeping something successful within one intervention, the team found a way to share its benefits more widely. I felt this was a wonderful illustration of nurture growing organically through the commitment and curiosity of staff.

Situated in the central hall, the regulation station has become another way in which the heart of Godalming Junior School supports its children. Pupils follow a purposeful sequence of sensory and movement activities, initially alongside a trusted adult and then, as their confidence develops, independently. Jackie described how children learn the steps and are trusted to use the space before returning to their classrooms feeling calmer and more ready to engage. As she put it, “First of all, they do it alongside an adult, and then they become independent and do it themselves, which is lovely to see.” I

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was struck by the trust within this arrangement. Children are not simply being given somewhere to go; they are being taught that their feelings matter and that they can learn to recognise and respond to their own needs. Erin linked this thoughtfully to the understanding of co-regulation developed through their NNSP training.

It was a pleasure to hear one of the Nurture Ninjas explain the purpose of the regulation station during the pupil-led video tour. She described how it could help when children were feeling “very bubbly or nervous”, when “everything’s too much”, or when they were feeling low. She also recognised the importance of having clear instructions so that children who were unfamiliar with the station would know what to do. I was genuinely impressed by the understanding she demonstrated and the confidence with which she shared it. It was particularly meaningful to hear a child explain, in her own words, how the school helps pupils recognise and manage their emotions.

Another memorable moment came when a pupil described a favourite sensory activity: the familiar “five, four, three, two, one” grounding exercise, which encourages children to focus on their senses. When asked how it helped, the child spoke about feeling ready to learn afterwards. For me, this was a wonderful example of nurture in action. The children are not simply following instructions; they are beginning to understand why these strategies help and are developing the confidence to use them to support their own emotional wellbeing and that of their peers.

Perhaps the loveliest evidence of its impact came when Jackie described a change she had noticed over the preceding six months. Children who might not previously have been expected to use the station were beginning to ask, “Can I pop to the regulation station?” They understood its purpose and were choosing to use it appropriately. For me, this is where the Six Principles of Nurture become particularly meaningful. A child who can notice that they are becoming overwhelmed, communicate that feeling and seek out a helpful strategy is developing emotional awareness, confidence and self-efficacy. Staff spoke proudly of children “returning to class in a calm state”, and it was clear how much pleasure the team took in seeing them become increasingly independent.

Partnership with families and sensitive support for individual needs

The warmth of Godalming Junior School extends well beyond its classrooms. Staff spoke about their relationships with families, recognising that parents and carers need to feel listened to, understood and supported, just as their children do. This was beautifully reflected in the words of one parent: “They are there to help. They want to help. They understand that every family has their own situations.” What a lovely endorsement of a school that takes the time to understand the people behind each child's story.

The Home–School Link Worker plays an important part in building these trusting relationships, particularly when families are experiencing difficulties. I was impressed by the sensitive approach to children who find attending school challenging, with staff working alongside parents and other professionals to understand what lies behind their anxiety and find a way forward together. Workshops, informal conversations and opportunities for families to spend time in school further strengthen this sense of partnership.

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I heard about the school's growing awareness of young carers and its work towards the Surrey Action for Carers Angel Award. There is something particularly nurturing about a school recognising that some children arrive at school carrying responsibilities and worries that others may never see.

The same care is evident in the thoughtful preparation for transitions, whether welcoming children into Year 3 or helping older pupils feel ready for secondary school. Throughout these conversations, I was left with a strong sense of a school that understands the importance of knowing not just the child, but the family and circumstances that shape their world.

The hall as the heart of the school: a distinctive nurturing environment

The physical layout of Godalming Junior School is one of its most striking features. Within the Victorian building, eight classrooms open onto a central hall. During the assessment, this was described as creating a real sense of community, and it was impossible not to think of the hall as the beating heart of the school, connecting the different classes while giving everyone a shared space at its centre. A member of the team described how “all the classrooms come off it”, adding that this “just feels like a real nurturing, community space”.

What impressed me was the way the school has recognised the nurturing potential of this arrangement. The hall is not simply a place through which children pass; it is a space where the school's values, rights and The Six Principles of Nurture can be seen and experienced. Displays celebrate pupil achievement and contribution, while the regulation station provides a practical response to emotional and sensory needs.

Outside classrooms, desks and chairs offer quieter spaces for individual or small-group learning while allowing children to remain connected to their class. The fact that doors can remain open is especially meaningful: children may have a little distance from the busyness of the classroom without feeling removed from their community or excluded from learning.

Within classrooms, the introduction of teaching walls and a reduction in visual clutter have helped create calmer, more predictable environments. Visual timetables, regulation resources and careful preparation for changes to routine further reinforce emotional safety. These adaptations demonstrate an understanding that the classroom offers a safe base not simply because adults say it does, but because its layout, routines and relationships help children feel secure.

Staff wellbeing: making sure the adults feel nurtured too

There was a strong understanding that nurture cannot be something staff are expected to give endlessly without experiencing it themselves. When colleagues feel listened to, valued and supported, they are better placed to offer that same sense of security to the children in their care. This belief came through not only in the school’s wellbeing arrangements, but also in the warmth with which staff spoke about one another.

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The transformation of the staffroom was a particularly good example of this. Tucked away upstairs, beyond the bustle of the classrooms and the school day, it offers staff a place to pause, share a conversation and enjoy a little breathing space. The team explained that the room had become tired and that leaders wanted to make it somewhere people would genuinely want to spend time. Jackie described the hope that once renovated, it would feel "a bit calmer" and "a lot more relaxing". I thought those words were especially telling. The aim was not simply to improve the appearance of a room, but to communicate to staff that they, too, deserved a comfortable, welcoming space.

Jackie explained the thinking behind the transformation: "They wanted to create a space for staff so that we could use it to look after ourselves." Staff described gently encouraging one another to leave their desks and take a proper break, even if only for a few minutes. I loved the picture this created of colleagues noticing when someone might need a moment of breathing space and offering that encouragement with kindness. It is often these quiet, everyday gestures that reveal the true character of a nurturing school.

This care is supported by thoughtful practical arrangements. The school's much-appreciated "green ticket" scheme gives staff a paid day of leave during term time to support their wellbeing. Leaders have also considered the pressures of school life through fewer after-school meetings, external providers leading clubs, work–life balance weeks, shared planning time and additional professional release opportunities. Staff surveys and signposting to counselling and other services help ensure that wellbeing remains an ongoing conversation. What impressed me was that these arrangements did not feel like isolated benefits; they formed part of a wider culture in which staff are encouraged to recognise their own needs as well as those of others. Adam also spoke about the practical importance of protecting colleagues' time, explaining, "I gave them more release time and extra PPA time." I felt this was a particularly important example of nurturing leadership: recognising that supporting staff wellbeing means not only offering encouragement, but also making thoughtful decisions about the time and space colleagues need to do their work well.

The most powerful evidence, however, came from the staff themselves. One colleague described senior leaders as approachable and supportive, saying, "There's never any judgement." Another recalled being checked on during a difficult period and gently reminded to eat and take a break. Staff spoke of making cups of tea for one another, stepping in when someone needed support and recognising when a colleague was not quite themselves. One member of the team summed this up simply: "We all look out for each other." These accounts suggest a culture in which the principle that nurture is important for wellbeing is not merely understood in theory but experienced by the adults every day.

In summary

What I will remember most warmly about Godalming Junior School is the genuine care and imagination with which its community has embraced nurture. From the first conversations with Jackie and Erin to the enthusiastic pupil-led tour, there was a sense

of people who know their school well, are proud of what it stands for and want to keep making it better for the children in their care. The school has not simply adopted a programme; it has found creative, thoughtful ways of making the Six Principles of Nurture meaningful in the everyday experiences of children and adults. These are not merely initiatives or resources. They are glimpses of a nurturing culture being built through relationships, trust and everyday kindness.

The school's established commitment to children's rights and wellbeing provides an impressive foundation for this work, but it is the people who bring those commitments to life. Adam, Erin, Jackie and their colleagues have shown creativity, professional curiosity and a willingness to listen carefully to children and families. They also recognise that the nurturing journey does not end with an award. It continues through the choices adults make, the relationships they build and the opportunities they create for every child to feel valued and able to succeed.

Congratulations, Godalming Junior School. I was genuinely impressed by the warmth, creativity and thoughtful practice evident throughout your assessment. You have shown a wonderful commitment to ensuring that children feel safe, heard, understood and ready to learn, while recognising that the adults who care for them deserve nurture too. There is so much here for your whole school community to celebrate, and I hope you feel immensely proud of what you have achieved. I wish you every success as you continue this important and very special journey.

Quotes from the assessment day:

“Everything that the school does isn't just for show. It's been for our kids.” (parent voice)

“They are there to help. They want to help. They understand that every family has their own situations.” (parent voice)

“Everyone gets to speak when it comes to being upset, and everyone's equal.” (pupil voice)

“Because, like, it's everything that I need.” (pupil voice)

“We do all just look out for each other ... checking in and spotting that someone's not quite right.” (staff voice)

“She's seeing that we're all aligned, we're all trying to support her. It's not a criticism; it's about helping her move forward.” (staff voice)

“We didn't want a child in one class to be getting a different experience from one in another class, because you want the strategies to be available to everybody, and for it to just become a way of life.” (nurture lead)

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“Their behaviour is telling you something. We need to work out what that is. That's our responsibility.” (nurture lead) “I'm a big believer in putting staff first, because they need to be equipped, and they need to be energised ... they're going to be much better placed to have that energy to provide for the children.” (headteacher) “We think that the children's social and emotional development is as important as their academic ability as well.” (headteacher)

Recommendation
We recommend Godalming Junior School for the National Nurturing Schools Award

Areas for development	Timescale
Explore extending the use of the Boxall Profile, potentially through a whole-class assessment, to identify patterns in children’s developmental needs. The findings could then inform classroom approaches, wider provision and the ongoing review of relevant school policies and practice.	Ongoing
Nurture Principles. Continue to embed the Six Principles of Nurture so that they remain a living, familiar part of everyday school life. Given Godalming’s creativity and musical talents, the school might enjoy exploring whether children and staff could bring the principles together in an original song, providing another memorable way to celebrate and share their meaning.	Ongoing
Building on the success of the Nurture Ninjas, consider how their role might be developed further. Opportunities for experienced Ninjas to mentor and encourage other pupils could strengthen children’s ownership of nurture and enable this successful initiative to grow across the school.	Ongoing
Continue to monitor and evaluate the provision within your setting completing the National Nurturing Schools self-assessment on an annual basis.	Ongoing

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Engage with the re-accreditation process for the National Nurturing Schools Programme.	2029