

The National Nurturing Schools Programme
Assessment Report



Establishment name and address	Lockerbie Academy Glasgow Road Lockerbie
Headteacher/Principal	(Acting) Kerry Currie
NNSP trained staff	Lesley Aird and Kerry Currie
Assessment date	2 nd February 2026
Assessor	Nicola McAllister
Trainer	Carrie Thorne
Review date	February 2029

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 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. Examples of excellent practice include: Nurture is Thoroughly Embedded Throughout the Whole School At Lockerbie Academy, nurture is not viewed as an additional programme or initiative; it is central to the school's identity and ethos. Nurture is 'who the school is', shaping relationships, decision-making, policies, and daily practice. The school consistently goes above and beyond to ensure that the needs of all stakeholders are understood, valued, and met. Nurture was already a well-established and valued aspect of school life prior to embarking on the National Nurturing Schools Programme. The school developed an initial three-year plan to embed nurture and is now in the fourth year of extending that plan, demonstrating commitment, sustainability, and ongoing reflection.

Lesley Aird, Principal Teacher of Wellbeing, provides strong, consistent, and strategic leadership for nurture within the school. She commented, “We just deal with things differently here, nurture isn’t done in a tiny room, it’s the responsibility of everybody.” All new members of staff receive mandatory nurture training as part of their induction, ensuring a shared understanding from the outset. This training establishes clear expectations around relational and trauma-informed practice and ensures that nurture is not dependent on individual staff members but is a collective responsibility.

The Six Principles of Nurture are regularly revisited and reviewed by all staff, including janitorial, catering and reception staff who are supported to understand how these principles are reflected in their interactions, roles, and environments. This inclusive approach ensures a coherent and consistent nurturing experience for pupils throughout the school day. They form the basis of the first staff meeting of the academic year and continue to underpin professional dialogue and reflection.

Pupils play an active role in shaping and embedding nurture within the school. Children have adapted The Six Principles of Nurture into user-friendly language and have created posters that are displayed across the school environment. This ensures that nurture is visible, accessible, and meaningful to learners, reinforcing shared language and understanding.

As part of the Primary 7 transition process, parents are invited to attend a nurture workshop where they are introduced to The Six principles of Nurture and how these are experienced in daily school life at Lockerbie Academy.

The commitment to nurture is further reinforced through the school’s Relationships Policy, which is explicitly grounded in The Six Principles of Nurture. The policy clearly outlines what each principle looks like in practice for both pupils and staff, setting shared expectations and ensuring consistency across the school.

Nurture sits at the very heart and essence of the school. This is sustained through the strong leadership of Lesley and Acting Headteacher Kerry Currie, whose ongoing work ensures that the principles are continually revisited, modelled, and translated into everyday practice, enabling pupils, parents, carers, and staff to truly experience nurture in action.

Meeting the needs of pupils.

At Lockerbie Academy, there is a clear understanding that meeting pupils’ needs cannot be achieved through a one-size-fits-all approach. Staff prioritise taking time to genuinely know their pupils, recognising individual strengths, vulnerabilities, and circumstances, and responding with care and curiosity. Relationships are viewed as the foundation of effective support and are central to teaching approaches.

There is a well-established continuum of support that spans from a strong, consistent whole-school nurturing approach through to bespoke, individualised interventions. All staff are trained in the use of the Boxall Profile, ensuring a shared understanding of social, emotional, and developmental needs. Pupils are initially identified using the Glasgow Motivational and Wellbeing Profile, allowing staff to build an informed picture of need.

When a Boxall Profile assessment is undertaken, staff facilitating the process involve as many colleagues as possible “to get a comprehensive picture to ensure the best nurturing environment from a whole school perspective.” Targets are then developed based on the relevant strands of the profile, and practical strategies are shared with staff to support the pupil within their classes.

Lockerbie Academy has developed a number of safe, supportive spaces that pupils can access when needed or when they feel overwhelmed. These include The Hive and the Wellbeing Room, both of which provide soothing environments where pupils can receive support and regain emotional regulation.

Teaching and learning are further supported through the development of the “Lockerbie Lesson”. This shared framework provides all staff with a consistent structure for lessons, supporting pace, challenge, predictability, and continuity.

The school environment itself is welcoming, inclusive, and affirming. It celebrates pupils’ achievements, work, and the diversity of the school population. Corridors are filled with positive affirmations and displays of pupils’ work, fostering a strong sense of belonging, pride, and identity within the school community.

A distinctive “Boys to Men” programme is delivered in S3, with a specific focus on boys’ mental health and emotional wellbeing. This programme has been recognised by Education Scotland as an example of best practice and is being considered for replication across other secondary schools in Scotland.

Pupil voice is highly valued at Lockerbie Academy, not only in being heard, but in being acted upon. A Principal Teacher has been appointed to support the development of the Pupil Parliament, creating meaningful leadership opportunities for pupils in both the junior and senior phases. Pupil voice is also gathered through surveys, ensuring that a wide range of perspectives informs school improvement and practice.

Transitions are exceptionally well supported. Pupils are introduced to new timetables and staff in advance, supported through regular check-ins, and provided with transition booklets. Nurture Ambassadors play an active role in supporting younger pupils, guiding them through changes and offering reassurance and peer support.

On assessment day, pupils spoke confidently and eloquently about the support available to them at Lockerbie Academy and the opportunities they have had to develop self-efficacy and leadership. These opportunities include roles such as School Captains, Young Champions, and MVPs, all of which support personal growth and confidence.

The school actively engages with other professionals and organisations to provide a holistic range of supports and services. Lesley reflected, “We all have different strengths; what we can’t manage to provide, we can find people to help us.” Close links with organisations such as the police, youth services, Barnardo’s, mental health teams and youth justice complement the work already taking place in school.

Overall, relationships are clearly seen as the core of everything that happens at Lockerbie Academy. The school’s responsive and relational approach ensures that pupils feel known, supported, and seen.

Staff Wellbeing Is a Priority

At Lockerbie Academy, there is a shared recognition that for relational and nurturing approaches to be sustained, staff wellbeing must be actively prioritised and protected.

At present, the local authority does not have a standardised staff wellbeing policy. In response to this, school leaders have taken proactive steps to place staff at the centre of school life. Lesley and Kerry recognised the significant and lasting impact of COVID on staff wellbeing, including the extent to which many staff were masking stress and fatigue in order to continue supporting pupils.

In response, the school developed a bespoke staff wellbeing strategy built around five key areas, created collaboratively with the Educational Psychologist. This work was further strengthened through visits to another school recognised for effective staff wellbeing practice, allowing ideas to be shared and contextualised for Lockerbie Academy. Staff have also volunteered to be trained as wellbeing ambassadors, reflecting both a strong culture of care and a willingness to support one another.

A wellbeing forum has been established, providing staff with a safe and trusted space to express their views openly and honestly. Kerry takes particular care to ensure that points raised are meaningfully actioned, reinforcing trust and demonstrating that staff voice leads to change. Wellbeing is also a standing item in every staff meeting, signalling its ongoing importance.

A range of practical and relational initiatives further supports staff wellbeing. On the last Friday of every month, the school provides an extended interval, allowing staff to come together in the main staffroom to connect informally. During this time, the Senior Leadership Team takes over duty responsibilities, creating a protected space for staff.

Professional learning is actively encouraged, with staff supported to identify and pursue development opportunities through Education Scotland, rather than professional development being centrally directed.

Staff recognition is embedded within school culture. Years of service are acknowledged, and personal milestones or challenges are met with thoughtful gestures such as cards and gifts. Kerry also plays a key role in organising staff events, including social evenings and meals. During a recent parents' evening, practical care was shown through the provision of soup and crusty bread for staff working late. As one member of staff commented, "It's about staff working together and feeling cared for."

Supporting Families

At Lockerbie Academy, supporting families is viewed as an essential and integral part of the school's nurturing ethos. During assessment day, Lesley reflected on the unique context of the local community, stating, "Lockerbie is a special community. From the bombing, foot and mouth, and COVID, we've been through a lot of challenges that we've had to work through." These collective experiences have shaped the school's deep commitment to relational practice and community connection.

In response to these challenges, Lockerbie Academy has intentionally positioned itself as more than a place of learning for young people. The school has actively reached out to the wider community, offering a robust and compassionate support network for whole families. This commitment was evident on assessment day, where the emotional impact of the school's work was palpable. Parents and carers spoke with openness, vulnerability, and honesty about the difference the school has made to their families' lives.

Families described a wide range of supports, including tailored support packages, regular and meaningful check-ins with parents and carers, and a strong, visible focus on the mental health and wellbeing of young people. Parents consistently expressed that they felt listened to, understood, and supported, often during times of significant challenge. One parent articulated by stating, "Academia is important, but mental health is even more important. I am grateful to the school every single day."

Throughout discussions with parents and carers, the words used repeatedly were safety, relationships, and nurture. Parents and carers spoke movingly about the transformation they have seen in their children as a result of the care, understanding, and consistency shown by staff at Lockerbie Academy. One parent shared an especially powerful reflection, stating that without the school's intervention and support, they did not believe their child would still be here. They described how the school "opened up their arms" and stood alongside the family when it mattered most.

This sense of unwavering support has created a legacy that staff at Lockerbie Academy are deeply proud of. Parents and carers described the school as "amazing" and

“outstanding”, expressing gratitude for the role it plays in their lives. The strength of these relationships, built on trust, compassion, and nurture, highlights the school’s commitment to supporting families and its wider community.

Pupils

It was an absolute pleasure to meet the pupils of Lockerbie Academy on the assessment day. Pupils from S1 through to S6 came together to share their reflections on their experiences of school life, and they did so with openness, insight, and emotional awareness.

Pupils spoke eloquently about their individual journeys at Lockerbie Academy, the wide range of opportunities that are on offer, and the ways in which these experiences have supported their personal growth. They were able to articulate not only what supports are available to them, but why these supports exist and the positive impact they have had on their wellbeing, confidence, and development.

The ease and comfort with which pupils spoke to staff during the assessment day made it clear that strong, trusting relationships are the foundation of everything that happens at Lockerbie Academy. Pupils described the school as “really inclusive” and spoke emotively about “feeling loved”.

Several pupils reflected on the growth in their confidence over time. One pupil shared that he now feels “good at socialising with people”, highlighting the impact of consistent relational support on social confidence and self-belief. The impact of the Boys to Men programme was also described. One pupil reflected that the programme “really impacted me in terms of my confidence. I’m not alone with regards to mental health, and because of this, I’m able to go on and do other things.”

Across all conversations, there was a clear sense that pupils feel known, understood, and supported. They demonstrated a strong awareness of the nurturing systems in place and spoke with confidence about accessing support when needed. The atmosphere in the room was characterised by pride, optimism, and a genuine sense of achievement.

Quotes from the assessment day:

- “Relationships are a real credit to the work that we have undertaken.” (Headteacher voice)
- “We are caring first and foremost.” (Headteacher voice)
- “It’s really important to make pupils feel that they really belong and that they take that with them.” (Headteacher voice)
- “Pupil voice is massive, it’s a sense of belonging, we want our kids to feel like they belong, their voice matters.” (Voice of Lesley Aird)
- “We deal with things differently here.” (Voice of Lesley Aird)

- “At times when we become dysregulated, there is always someone willing to step in and help; we tag in and out.” (staff voice)
- “The Six Principles of Nurture gave me new vocabulary to reframe how I think about interactions with students.” (staff voice)
- “Safety reduced anxiety, which reduces behaviour issues.” (staff voice)
- “It’s been a journey to get to where we are, but it’s worth it.” (staff voice)
- “When they are in this school, I know they will be cared for to the best of our capacity.” (staff voice)
- “For inclusion to happen, we have to provide a safe environment for learning.” (staff voice)
- “Leadership is always good at seeking you out to make sure that everything is okay.” (staff voice)
- “I look forward to coming in every morning to see the staff and kids.” (staff voice)
- “The extended transition was invaluable.” (parent/carer voice)
- “I can rely on staff to liaise with other staff, and I know that the outcome is going to be safe.” (parent/carer voice)
- “If it wasn’t for the school, I don’t think he would still be here; they opened their arms.” (parent/carer voice)
- “There is so much support for parents, not just the children.” (parent/carer voice)
- “This school is outstanding.” (parent/carer voice)
- “This is the school I wish that all my children had been to.” (parent/carer voice)
- “The Boys to Men programme really impacted me in terms of confidence.” (pupil voice)
- “There is always somewhere safe to go.” (pupil voice)
- “Lockerbie Academy helped me regain everything; it’s had such a positive impact.” (pupil voice)
- “We’re a school that does considerably well with these aspects like Boys to Men and the nurture programme.” (pupil voice)
- “I have always been aware of where I can go for help and who I can talk to.” (pupil voice)

When asked how they feel about their school, proofed pupils replied:

- “I feel like I’m going to achieve something.”
- “Socialised, school has helped me talk to a lot of people.”
- “Safe, nurtured and confident.”
- “Understood.”
- “Relaxed, just enjoying it.”
- “Really proud to be part of this school community.”
- “Proud, it’s a great school.”
- “It’s a phenomenal school.”

Recommendation

We recommend Lockerbie Academy for the National Nurturing Schools Award

Areas for development	Timescale
The Boxall Profile. Continue to: • Train staff to use the Boxall Profile online • Work collegiately to complete Boxall Profile Assessments • Share the outcome of Boxall Profile assessments with all relevant staff, supporting the implementation of adaptations and approaches across the whole school	
Nurture Principles. • Continue to revisit the nurture principles regularly to ensure that they underpin practice. • Continue to involve all staff in nurture training • 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. • When updating policies, ensure that The Six Principles of Nurture are incorporated where appropriate.	Ongoing
Continue to develop and evolve staff wellbeing strategy for all staff.	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