

## **RECORD OF VISIT FOLLOWING APPLICATION FOR THE QUALITY MARK AWARD**

<b>Date:</b> Wednesday, 18 <sup>th</sup> January 2017	<b>Network Representative:</b> Mrs Helen Stollery
<b>Establishment:</b> Sydenham Primary School	<b>Head of establishment:</b> Juliette Westwood
<b>LEA Address</b> Calder Walk, Leamington Spa, Warwickshire. CV31 1SA	<b>Nurture Group Staff: Name and designation;</b> Tina Fennelly - HLTA Harinda Chima - TA Lorna Ashworth - TA Nicola Harwood (consultant SENDCo)
<b>Telephone:</b> 01926339138  <b>Fax:</b> N/A  <b>E-mail:</b> admin@welearn365.com	<b>Name of Nurture Group:</b>  Rainbows/Sunshine

### **SUMMARY OF SUGGESTED EVIDENCE**

File Evidence	Pupil Evidence
<b>Copy or example of:</b> Behaviour/nurture group/discipline policies <input checked="" type="checkbox"/>  Reward and sanction system <input checked="" type="checkbox"/>  Minutes of relevant staff/nurture group meetings <input checked="" type="checkbox"/>  Records of other relevant training <input checked="" type="checkbox"/>  Protocol to deal with nurture group staff absence <input checked="" type="checkbox"/>  A timetable <input checked="" type="checkbox"/>  Nurture Group/curriculum planning <input checked="" type="checkbox"/>  Pupil attendance information <input checked="" type="checkbox"/>	<b>Child Profile (including):</b> Boxall Profile <input checked="" type="checkbox"/>  Goodman's SDQ  IEP <input checked="" type="checkbox"/>  Tracking data <input checked="" type="checkbox"/>  Parental views <input checked="" type="checkbox"/>  Child /young person's views <input checked="" type="checkbox"/>  Examples of observations completed <input checked="" type="checkbox"/>  Portfolio of work completed by the child/young person <input checked="" type="checkbox"/>

Operational Information	Summary
Photograph of the room and how the group operates <input checked="" type="checkbox"/>  Description of how communication takes place between the NG staff and mainstream colleagues <input checked="" type="checkbox"/>  Description of how parental work happens and parental feedback forms <input checked="" type="checkbox"/>  Evidence/examples of outside agency involvement, including a list of current multi agency working <input checked="" type="checkbox"/>  Outline of selection procedure and who makes the final decisions <input checked="" type="checkbox"/>  Evidence of teacher input and involvement in groups run by support staff in school settings <input checked="" type="checkbox"/>	The schedule for my visit was well planned. I was made to feel most welcome. The particular strengths are;  . • Well established nurture group routines based upon the six principles. • Range of programmes addressing the needs of the children • Children very clearly being at the heart of the practice • Whole school approach to nurture • Strong senior leadership support.

COMMENTS	STANDARDS met/unmet
<p><b>1. <u>Whole Establishment Management and Staffing</u></b></p> <p><b>Sydenham Primary School's ethos was very clearly observed throughout the assessment:</b></p> <p><i>'Each child is given opportunities to express themselves in a safe, secure environment which will develop their self-esteem/life skills and prepare them for mainstream school.'</i></p> <p><b>Key findings from OFSTED, January 2015 reads:</b></p> <p><i>"Pupils in the nurture group receive excellent support. Staff work closely with class teachers to determine pupils' needs. They devise clear targets and strategies to build positive attitudes and this helps to ensure that these pupils do not fall behind in their learning."</i></p> <p>The Head teacher, Mrs Westwood and the nurture group HLTA, Tina Fenelly strongly agree with the importance of whole-school commitment in order for the nurture group to be effective. All staff have worked together to create a whole-school nurturing ethos. Through extensive staff training, meetings and informal conversations, they have created nurturing classrooms throughout the school.</p> <p><b>The file of evidence included examples of:</b></p> <ul style="list-style-type: none"> <li>• Whole-school staff training – which included NGN's LEGO BtE</li> <li>• Examples of liaison between nurture group and mainstream staff</li> <li>• Photographs of Super Star assembly and photographs and tea parties</li> </ul> <p><b>Class teacher's thoughts on Rainbows:</b></p> <p><i>"Fantastic, the children love it! It has a great routine and it is very special. It is also great for the whole school."</i></p> <p><b>Examples of parent/carers feedback</b> could also be found in the file with positive outcomes scoring exceptionally high on the following:</p> <ul style="list-style-type: none"> <li>• I feel he has gained a lot from the support he receives in the group</li> <li>• Once again, thank you to the staff for instilling such positive confidence in my son</li> <li>• He has really started to talk more about how he is feeling.</li> </ul>	<p>Standards described in areas 1a to 1e all fully met.</p>

<p><b>Description of how parental work takes place:</b></p> <ul style="list-style-type: none"> <li>• There is an open-door policy</li> <li>• Regular play sessions</li> <li>• Regular planned interviews</li> <li>• Nurture newsletter</li> </ul> <p><b>I was able to talk with parents during my visit:</b></p> <ul style="list-style-type: none"> <li>• One parent outlined the change in her daughter. <i>"She loves the praise and the one to one. She used to get angry and refuse to do her work."</i></li> <li>• Other quotes include: <i>"I don't know where we would be if Rainbows wasn't here...he wouldn't be in school!"</i></li> </ul>	<p>Standards described in areas 1a to 1e all fully met.</p>
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<p><b>Evidence of outside agency involvement:</b></p> <p>The nurture group is involved in working with various outside agencies to help fulfil the needs of the children and families. Support includes:</p> <ul style="list-style-type: none"> <li>• CAMHS</li> <li>• Educational Psychologist</li> <li>• Paediatric physiotherapy</li> <li>• Speech and Language</li> <li>• Counselling</li> </ul>	
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COMMENTS	STANDARDS met/unmet
<p><b>2. <u>Attendance</u></b></p> <p>Rainbows nurture group at Sydenham primary school is a provision for Key Stage One/Key Stage Two children within the school. It is staffed by a HLTA and several TAs. All members of staff have completed the 3-day course on the practice and theory of nurture groups and completed their assignments successfully.</p> <p>There is evidence within the file to demonstrate improvements in attendance.</p>	<p>Standards described in areas 2a to 2b all fully met.</p>
<p><b>3. <u>Assessment, Resettlement and Evaluation</u></b></p> <p>The staff strive to ensure each child remains and feels part of their mainstream classroom. As well as registering in their mainstream class, throughout the week the children attend for various activities:</p> <p>The file of evidence included examples of:</p> <ul style="list-style-type: none"> <li>• Individual target setting</li> <li>• Nurture unit action plans</li> <li>• Minutes of steering group meetings.</li> </ul> <p>The resettlement process is different for each child, with the pace of return to mainstream determined by staff across both settings. Both parents/carers and child will be supported through this transitional phase, which can sometimes be an anxious time.</p> <p>The staff evaluate and record the effectiveness of sessions to ensure that they are on target to improve the outcomes for the pupils. The resettlement and reintegration procedures are very clear.</p> <p><b>Monitoring and evaluation procedures include:</b></p> <ul style="list-style-type: none"> <li>• Boxall profile data – tracking information from Boxall targets; evidence of progression with social, emotional and behavioural</li> <li>• Tracking data</li> <li>• Observations</li> <li>• Parent/carer letters and comments plus parental views to aid planning and monitoring of children's progress</li> <li>• Staff views regarding nurture provision.</li> </ul>	<p>Standards described in areas 3a to 3c all fully met.</p>

COMMENTS	STANDARDS met/unmet
<p><b>4. <u>Environment</u></b></p> <p>The room is comfortable and welcoming, yet functional, calm, safe and containing. A range of materials and resources are on hand to address individual needs. It is home-like environment where children feel valued and respected and their voice is heard and listened to. It's encouraging that the children still belong to their mainstream class and are still involved in Forest schools and Super Star assemblies. To ensure the smooth running at break times, the children have Positive Playtime Plans.</p> <p>There was a very calm and warm relationship between the staff in the nurture group. The staff worked well together and responded consistently with a clear understanding of the needs of each individual student. Stability of staff in the nurture group is key for consistency and the development of trusting relationships.</p>	<p>Standards described in areas 4a to 4b all fully met.</p>
<p><b>5. <u>Curriculum and Activities</u></b></p> <p>The curriculum is informed by a number of additional factors including:</p> <ul style="list-style-type: none"> <li>• The pupils own level of development and attainment</li> <li>• The Boxall profile assessment and information about the individual needs of the students contribute to the planning process – group targets are considered and related activities are planned. These are addressed as a whole group, i.e., through activities, snack time, cookery etc.</li> </ul> <p>The curriculum planning demonstrates knowledge of individual attainments and the setting of appropriate challenges. Tina and Harinda set appropriate targets and expectations and show genuine pleasure in each child's achievements and these are celebrated immediately.</p>	<p>Standards described in areas 5a to 5c all fully met.</p>
<p>There is a range of relevant programmes and resources. Throughout the sessions, opportunities are provided for the pupils to socially interact with their peers and co-operate through different learning experiences. The importance of appropriate play opportunities is recognised.</p> <p>Joint planning is key between nurture staff and mainstream teachers. Staff meet formally on a weekly basis to discuss and reflect upon work completed and issues arising. As part of the selection process, previous academic data is collected and then built upon during each child's placement in the group.</p> <p>Examples in the file of evidence included:</p> <ul style="list-style-type: none"> <li>• Portfolio of children's work</li> <li>• Example of planning format</li> <li>• Whole-school assessment academic tracking format.</li> <li>• Examples of visual support for individualised targets</li> <li>• Example of the role of learning detectives explained in the school newsletter.</li> </ul>	

<p><b>6. <u>A Nurturing Approach</u></b></p> <p>A comprehensive programme was provided for the assessment visit. The adult support for the children's emotional, social and cognitive development was clear during the visit and through the evidence provided. A very positive and nurturing ethos was evident.</p> <p>Language plays a hugely important part of the timetable. The staff put an emphasis on the importance of listening. All children receive praise however inappropriate behaviours are addressed, but not criticized. There is a focus on an emotion. During this time children are provided with experiences to help develop emotional language and emotional literacy is used to support and enhance these experiences. During the assessment, I witnessed staff's patience, and listening skills, as well as the children giving each other the opportunity to speak.</p> <p>There are clear plans and a vision for the future. It was an absolute pleasure to be able to visit this school as part of their accreditation and meet everyone involved in the assessment visit.</p>	<p>Standards described in areas 6a to 6b all fully met.</p>
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## ASSESSOR'S SUMMARY

The standard of care within the group is extremely good. A great deal of guidance and support is given to the children who attend, with provision for their academic development as well as their personal development being the main focus. There is a strong commitment, with the use of the Boxall profile, to ensure that all children's progress is monitored and evaluated on a regular basis. There are close links with mainstream members of staff, who are extremely supportive and parents, who are promptly notified if there are any issues or concerns.

Children feel safe and secure. They know that they can share their feelings with their teachers and other adults and they have opportunities to express their points of view. The children are encouraged to develop a good range of academic and personal skills which are transferrable into their mainstream classrooms. The Governing body is fully on board with the nurture group and they are extremely proud of the important role they play within the whole school.

There is also a strong commitment from the nurture group staff, who are highly skilled, experienced members of staff. I observed them modelling a positive regard for each other, as well as the children, throughout the session, which encouraged the relationship between the staff and children to flourish. They go above and beyond the call of duty on many occasions and are an asset to the school. Tina and Harinda's calm, warm and genuine affection towards the children shone through. Mrs Westwood, is also to be commended for her beliefs and dedication to the wellbeing of the children who pass through her school. When asked what Nurture means to her, she replied: *"It is about the safety of the children...Nurture is integral to the ethos of this school and without it the children can't be fully included in school life."*

On the basis of the evidence seen in the file, visiting Sydenham primary school, speaking with the children and parents and through discussions with the Head teacher and other members of staff and the staff who run the nurture group, the school fulfils the criteria for achieving the Marjorie Boxall Quality Mark Award for three years. Congratulations.

## FURTHER DEVELOPMENT AREAS DISCUSSED WITH STAFF

- Provide structures timetables opportunities for class teacher to visit the nurture group
- To reinforce the sustainability of the group, focus on a long-term strategy going forward
- Encourage consistency of care for all children by building capacity, through CPD, so that all staff are trained in Nurture
- Update the nurture group policy, ensuring that it reflects time spent in the nurture groups as four sessions a week
- Continue to develop and extend work with parents and carers
- Continue to promote and embed nurture group principles throughout the whole school, revisiting them on a regular basis
- Remain focused on upskilling/training the whole staff on the theory and practice of nurture groups.

I felt truly nurtured by children and staff. I particularly enjoyed my time in the nurture group.  
THANK YOU.

Helen Stollery  
Head of Training