



THE QUALITY MARK AWARD REPORT

**RECORD OF VISIT FOLLOWING APPLICATION FOR
THE MARJORIE BOXALL QUALITY MARK AWARD**

DATE: 8/12/16	NETWORK REPRESENTATIVE: Claire Eccleshall
SCHOOL: St Georges CE First School	SCHOOL HEADTEACHER: Mrs Redfern
ADDRESS: Stevenson Avenue Redditch B98 8LU	NURTURE GROUP STAFF: Sandra Willets – Nurture Leader Eva Shipway – Nurture practitioner Tasnim Koser- Deputy Head (nurture support lead) Mrs Fletcher- nurture “Aunt” (support teacher)
TELEPHONE NUMBER: 0152762263	NAME OF NURTURE GROUP: Busy Bugs

SUMMARY OF SUGGESTED EVIDENCE

Copy or examples of:	Child information (including):
Behaviour/nurture group/discipline policies <input checked="" type="checkbox"/>	<i>Boxall Profile data</i> <input checked="" type="checkbox"/>
Reward systems, group charter, charts <input checked="" type="checkbox"/>	<i>Examples of observations completed</i> <input checked="" type="checkbox"/>
Minutes of relevant staff/nurture group meetings <input checked="" type="checkbox"/>	<i>IEP</i> <input checked="" type="checkbox"/>
Records of other relevant training <input checked="" type="checkbox"/>	<i>Tracking data</i> <input checked="" type="checkbox"/>
Protocol to deal with nurture group staff absence <input checked="" type="checkbox"/>	<i>Parental views</i> <input checked="" type="checkbox"/>
A timetable <input checked="" type="checkbox"/>	<i>Child views</i> <input checked="" type="checkbox"/>
Nurture Group/curriculum planning <input checked="" type="checkbox"/>	<i>Goodman’s SDQ</i> <input checked="" type="checkbox"/>
Pupil attendance information <input checked="" type="checkbox"/>	Description of how parental work happens <input checked="" type="checkbox"/>

Photographs of the room and activities <input checked="" type="checkbox"/>	<p style="text-align: center;"><u>SUMMARY</u></p> <ul style="list-style-type: none"> • Expertise and passion of nurture team • Good parental engagement • Positive and supportive Senior Leaders • Clear whole school support
Description of how the group operates <input checked="" type="checkbox"/>	
Description of how communication takes place between the nurture group staff and mainstream colleagues <input checked="" type="checkbox"/>	
Evidence/examples of outside agency involvement, including a list of current multi agency working <input checked="" type="checkbox"/>	

AREAS AND STANDARDS

COMMENTS	STANDARD	
	Met/Not met	
<p>1 <u>Whole School Management and Staffing</u></p> <p>St Georges CE First School serves a culturally diverse area of Redditch with around 85% EAL in most year groups and approximately 18 different languages spoken. Attendance is affected by high numbers of pupils taking extended holidays to their countries of origin. Approximately half of the pupils are Muslim in a Christian school and only 10% of families are comfortably off (the lowest in Redditch with an ACORN ranking of 88) 57% of pupils are boys and 22% are SEN.</p> <p>I met with Deputy head teacher and senior nurture support Tasnim, who spoke of the “amazing journey” the development of the nurture provision has been for the school and its staff. She reflected that in 2009 a group of staff were feeling that they were failing their families and so began upskilling staff in attachment and nurture practice. Now all staff including lunchtime supervisors are encouraged to be non-judgemental towards parents and to understand and support them positively whatever their issues. Parent Partnership is an important focus for the school and has worked very effectively. In addition nurture practice has been adopted by mainstream staff advised by nurture staff Sandi and Eva.</p> <p>Protocols were evident regarding involvement with other staff, who are encouraged to visit the nurture group, Busy Bugs. There is good communication with nurture staff and the mainstream staff in the school. I met with several mainstream teachers and teaching assistants who were enthusiastic in their desire to speak to me and share their positive reactions to the nurture group leaders and the impact the nurture provision has had on the children in their classes. Staff talked about the nurture staff as going “beyond the call of duty” in their commitment to helping the children, for example Sandi “joined” Beavers and went every week to support one of the nurture children who was struggling there. Mainstream teacher Marc Johnson was not in school on the day of the assessment but wrote to me with details of how the nurture staff have supported and advised him and made a difference for so many of the children in his class. My overall feeling from meeting with so many enthusiastic staff members was that this was a team of dedicated and passionate and genuine nurturers.</p> <p>Governors, Jane and Gill value the nurture group and take an active part in it. They both regularly visit for toast time and also go for walks with the group exploring local countryside. They see the value of the group as being “well worth the costs”. It was clear they also understood the theory behind nurture in the same way that the mainstream staff do.</p>	Standards described in areas 1a to 1e all fully met.	
<p>2 <u>Attendance</u></p> <p>There are currently two groups running, a morning group which runs Monday to Thursday for Reception, Year 1 and some Year 2 pupils depending on individual needs and an afternoon group which runs Monday to Thursday for Year 2, 3 and 4 pupils. Nurture staff also run a nurture breakfast club and a lunchtime session for any nurture pupils past or present to attend. Breakfast club has impacted an attendance, for example one breakfast club pupil’s attendance improved by 9.78%.</p>		Standards described in areas 2a and 2b both fully met.

<p>3 <u>Assessment, Resettlement and Evaluation</u> The nurture portfolio identified selection criteria, resettlement and tracking systems; which are clearly embedded in the school processes. There are various systems in place to assess progress including observations, behaviour diaries and academic assessments. Boxall Profiles are completed termly. Once the Boxall shows improvement and staff meet to discuss progress a resettlement plan is devised This is discussed with parents before being put into practice. Pupils are weaned off nurture over time, according to each individual child's needs. The above mentioned lunchtime club helps the transition process giving ex-pupils the option to return to their safe base if they need to.</p>	Standards described in areas 3a to 3c all fully met.	
<p>4 <u>Classroom Environment</u> Sandi and Eva, with support from teacher, Becky Murphy for planning, are excellent nurture practitioners. They are extremely patient and have a calm and naturally nurturing manner. They work together as equals and support each other well. During my observations some of the children showed anxiety and displayed some difficult behaviour as we might expect to see when working with vulnerable children. However, the empathetic responses from the nurture staff to these behaviours were extremely effective and all the children were able to carry on for the whole session and complete all the tasks set for them. Humour played a big part in the session and helped create a feeling of family and positivity.</p>	Standards described in areas 4a and 4b both fully met.	
<p>5 <u>Curriculum and Activities</u> Planning uses group aims taken from the Boxall Profile. Literacy and Maths lessons are taught at appropriate developmental levels allowing children to re-visit missed early learning opportunities. Every session has time for social skills, exploring feelings and building self-esteem. Nurture staff ensure that the children work in small achievable steps to increase confidence. There is an emphasis on language and communication, particularly at snack time, when questioning skills are encouraged and developed.</p>	Standards described in areas 5a to 5c all fully met.	
<p>6 <u>A Nurturing Approach</u> The nurture staff are experienced and well trained and are dedicated to improving the lives of the children in their care, with support from other staff members. It was clear to me how embedded nurturing principles are throughout the school, it feels safe and friendly. In particular I must mention how impressed I was when meeting with the mainstream staff, their obvious positive regard for the nurture team was clear. Tasmin in particular has had a big impact on the nurture staff and with support from head teacher Mrs Redfern, has encouraged and funded training for them, facilitated any ideas for development they have and generally encouraged them which has meant that both Sandi and Eva are now highly skilled and confident nurture leaders.</p> <p>Parents feel supported too. Interviews with parents revealed that they felt they could turn to nurture staff for support and guidance without being condescended to. All spoke in detail of the changes in the behaviours of their children at home and school. Parents talked of improvements with their children in regard to stress levels being reduced and confidence and happiness being increased. They described the nurture staff as approachable and friendly. Parental work is extremely good with a very successful and well attended "teapot time" where parents have come into school and tried new skills such as painting, pottery etc. One parents said, "I have done things I never thought I could do and made new friends." The nurture staff also support parents, for example helping fill in job applications and assisting with referrals for diagnosis.</p>	Standards described in areas 6a and 6b both fully met.	

SUMMARY AND RECOMMENDATION IN RESPECT OF THE QMA

After the evidence submitted, interviews with senior staff, nurture staff, Governors, parents, and observation of the group:
I recommend that St Georges CE First School receives the MBQMA.

FURTHER DEVELOPMENT AREAS DISCUSSED WITH STAFF

- With such an obvious whole school approach, I feel that St Georges would be strong contenders for The Nurturing Schools Programme. Further information can be found from our Nurture Consultant Yvonne Monaghan – email - yvonne@nurturegroups.org
- Both Sandi and Eva are finding that more of their pupils are suffering from issues such as bereavement or loss. Although I have no doubt about their naturally nurturing responses, I know they both feel they would benefit from attending some further training to give them the confidence to know they are doing the right thing for these particularly vulnerable children.

I would like to thank you for making me so welcome, I had such an enjoyable day and it was so good to meet so many like-minded, nurturing people. St George's CE First School is quite rightly very proud of their nurture group. Congratulations.

Claire Eccleshall
Nurture Group Network Training Officer