

RECORD OF VISIT FOLLOWING APPLICATION FOR THE QUALITY MARK AWARD

Date: Tuesday, 17 th October 2017	Network Representative: Helen Stollery
Establishment: Rowan Gate Primary School (Special) Wellingborough	Head of establishment: Laura Clarke
Address: Finedon Road, Wellingborough, Northamptonshire. NN8 4NS	Nurture Group Staff: Name and designation: Rachel Allen - Nurture Group Teacher Sophie Roberts - TA Andrea Chalke - TA Lorraine Oxley - TA
Telephone: 01933 304970 E-mail: Rachel.allen@rowangate.northants.sch.uk	Name of Nurture Group: Limes Class

SUMMARY OF SUGGESTED EVIDENCE

File Evidence	Pupil Evidence
Copy or example of:	Child Profile (including):
Behaviour/nurture group/discipline policies <input checked="" type="checkbox"/>	Boxall Profile <input checked="" type="checkbox"/>
Reward and sanction system <input checked="" type="checkbox"/>	Goodman's SDQ
Minutes of relevant staff/nurture group meetings <input checked="" type="checkbox"/>	IEP <input checked="" type="checkbox"/>
Records of other relevant training <input checked="" type="checkbox"/>	Tracking data <input checked="" type="checkbox"/>
Protocol to deal with nurture group staff absence <input checked="" type="checkbox"/>	Parental views <input checked="" type="checkbox"/>
A timetable <input checked="" type="checkbox"/>	Child /young person's views <input checked="" type="checkbox"/>
Nurture Group/curriculum planning <input checked="" type="checkbox"/>	Examples of observations completed <input checked="" type="checkbox"/>
Pupil attendance information <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"/>	<p>My visit was well planned. I was made to feel most welcome. The particular strengths are:</p> <ul style="list-style-type: none"> • 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.
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"/>	

AREA AND STANDARDS

COMMENTS	STANDARDS met/unmet
<p><u>1. Whole Establishment Management and Staffing</u></p> <p>Is located clearly within the policies and structures of the school's continuum of special educational needs provision.</p> <p>Rowan Gate Special School is a school for pupils with a range of complex special needs and is designated to offer 100 places in Wellingborough and 56 places in Rushden.</p> <p>Pupils with a Statement/ EHC Plan for:</p> <ul style="list-style-type: none"> • Autism and Autistic Spectrum Disorder (ASD) • Hearing Impairment (HI) • Severe Learning Difficulties (SLD) • Significant Learning Difficulties (SigLD) • Visual Impairment (VI) <p>The nurture group ethos permeates throughout the school, which was clearly evidences within the school's policies:</p> <p><i>'We believe that the relationship between parents and their children is the key to effective and happy development...we will offer new families the opportunity to share information about their child with us, for we feel they know their child best.'</i></p> <p style="text-align: center;">Admissions Policy and Procedures</p> <p><i>'...we promote a climate which enables all staff and pupils to feel secure, valued and for the children to learn effectively and to respond with socially acceptable behaviour as well as have full access to the curriculum.'</i></p> <p style="text-align: center;">Behaviour Management Policy</p> <p><i>'...allows children to develop confidence, independence, self-esteem plus awareness and knowledge of the natural environment. The child is never put in a position where he/she will fail so success is attained.'</i></p> <p style="text-align: center;">Forest School Policy</p>	<p>Standards described in areas 1a to 1e all fully met.</p>

COMMENTS	STANDARDS met/unmet
<p>Promotes the active involvement of mainstream staff in the life of the nurture group</p> <p>Communication between all staff happens easily and frequently. There is active involvement of staff and children in the life of the group. The file of evidence included information on Nurture staff disseminating good practice to all staff and providing useful strategies. Rachel Allen, who is highly skilled, ensures that training is carried out on a regular basis to update all staff on the importance of nurture as well as the development of the nurture group.</p>	<p>Standards described in areas 1a to 1e all fully met.</p>

<p>Comments from staff after a presentation on nurture groups include:</p> <ul style="list-style-type: none"> • <i>I would like to use the Boxall Profile for two of the children in my class</i> • <i>Gave a good insight into nurture. Really enjoyed the video clips which enhanced the understanding, especially attachment</i> • <i>I found the rationale behind the nurture principles e.g. developmental stages very interested</i> • <i>Excellent presentation. I had some idea but it reminded me of things I'd forgotten and (I) learnt more as well.</i> <p>Is staffed by two adults of whom at least one has completed the certificate course in the theory and practice of nurture group work.</p> <p>Rachel Allen has completed the 3-Day course and successfully completed the assignment. If a member of staff is absent then they are covered by a familiar adult to the children or the timetable is adapted. When the group is expecting a visitor, a 'visitor' symbol is placed on the circle time board and a photograph where possible.</p> <p>Is staffed by adults who have and promote a positive attitude towards parents/carers of all children and encourage their involvement in activities supportive of the nurture group programme.</p> <ul style="list-style-type: none"> • Communication between home and school is mostly through home-school books/phone conversations • Newsletters are sent home termly to explain the term's activities • Parents/carers are invited in termly to join a 'come and ...' afternoon, these have included, cooking, playing games and making music • All staff in class support children and parents/carers through calm and supportive approaches • Homework activities are sent home to develop interactions and learning skills, sometimes these may be a game, cooking or sharing a story. <p>Parental feedback includes:</p> <ul style="list-style-type: none"> • <i>'(He) seems so much happier and less stressed/anxious this past few months'</i> • <i>'He was in a lovely mood again yesterday. He even went to the window to wave goodbye to Dawn and Barb, which he never does normally'</i> • <i>'Thank you for everything you have done for him...his talking is coming on so well.'</i> 	
--	--

COMMENTS	STANDARDS met/unmet
<p><u>Encourages multi-agency approaches to support children and parents</u></p> <p>Multi-agency involvement includes: Staff understand the importance of working with outside agencies to benefit the vulnerable children that they work with and they consistently use multi-agency approaches to ensure they are meeting the needs of the children alongside their nurture provision.</p> <p>The school and nurture group works closely with the family liaison teacher to support families with ideas at home – such as symbols for bedtime routines, expected behaviour and places to visit.</p>	<p>Standards described in areas 1a to 1e all fully met.</p>

<p>Agencies include:</p> <ul style="list-style-type: none"> • Occupational therapists • Speech and Language therapists • THRIVE • Theraplay • Autism Outreach • Educational Psychologists • Drama Therapy • Paediatricians • ADHD/ADD team • Continents service • Dental services. 	
--	--

COMMENTS	STANDARDS met/unmet
<p><u>2. Attendance</u></p> <p>The nurture class is a full-time class in this Special Educational Needs school, called Limes Class, so follows the fruit names of other classes in the school.</p> <p>Has a pattern of attendance whereby children/young people attend the group for substantial and regular sessions</p> <ul style="list-style-type: none"> • The children are full-time and within the file of evidence there is a descriptive timetable of the balance between Nurture and the curriculum. <p>Offers short or medium term placements, usually for between two and four terms, depending on the child's specific needs</p> <ul style="list-style-type: none"> • Due to the children's complex needs, most of the children often remain for the whole school year • Evidence within the file included: overview of placements/timescales for individual children • Case studies – eg, child who could not speak – now speaking and participating in assemblies and at events in local community • Boxall Profile scores generally all show progress by the end of the placement with reasons for any dips explained/linked to individual needs. 	<p>Standards described in areas 2a to 2b all fully met.</p>
<p><u>3. Assessment, Resettlement and Evaluation</u></p> <p>Ensures that children/young people attending the nurture group remain members of a mainstream class where they register daily and attend selected activities <u>NOT APPLICABLE</u></p> <p>Ensures placements are determined on the basis of systematic assessment using the Boxall Profile and other appropriate diagnostic and evaluative instruments, with the aim always being to return the child/young person to full-time mainstream provision</p> <p>Examples in the file include:</p> <ul style="list-style-type: none"> • Boxall Profiles as examples of meeting needs • Individual nurture targets set each term after completing the Boxall Profile and these are communicated with class staff to ensure they are being supported during 'nurture' focus activities and play-based activities 	<p>Standards described in areas 3a to 3c all fully met.</p>

<ul style="list-style-type: none"> • Children’s IEPs have targets related to feelings/behaviour as well as curriculum and these continue with them to their new class for the next teacher to continue to monitor and develop skills. <p>Is monitored and evaluated as to its effectiveness in promoting the positive social, emotional and educational development of each child/young person</p> <p>Examples in the file include:</p> <ul style="list-style-type: none"> • Boxall Profile/B Squared data • Annual reviews • Parental feedback • Children complete nurture books – adding photographs of activities and discussing them – <i>viewed on inspection.</i> 	
--	--

COMMENTS	STANDARDS met/unmet
<p><u>4. Room Environment</u></p> <p>Supplies a setting and relationships for children in which missing or insufficiently internalised essential early learning experiences are provided</p> <ul style="list-style-type: none"> • All staff have caring and understanding relationships with the children • During circle time children are asked how they feel • Learning through play is a key part in activities. Children are given opportunities to choose own toys, but also activities placed during lessons are to support learning through play, e.g. dominoes in maths, cvc games in English • Access to developmental appropriate stories and TV programmes/songs such as nursery rhymes during music and cbeebies TV after play/lunch • Cooking activities linked into curriculum e.g. measuring in maths may make cakes, take turns to mix mixtures • Early years skills planned into sessions children have access to variety of activities alongside teacher led maths, English and other areas of the curriculum. <p>Provides a warm, welcoming and educational environment, that incorporates aspects of both home and school and where children/young people are accepted and valued</p> <p>Evidence in the file include:</p> <ul style="list-style-type: none"> • Photos of quiet room – children are able to use this as needed • Every child has their photo on the door, name pegs and book labels • Placemats are provided for snack and lunch • Children and adults have a job each day and are praised for carrying out their job • Golden time stars • Treasures – awards for good work. 	<p>Standards described in areas 4a to 4b all fully met.</p>
<p><u>5. Curriculum and Activities</u></p> <p>Ensures that the requirements of current national curriculum guidance and legislative requirements are fulfilled</p> <p>Evidence in the file include:</p>	<p>Standards described in</p>

<ul style="list-style-type: none"> • As the class is full-time, a full curriculum is interlinked into the nurture class, with evidence of planning examples of how play-based activities and 'hands-on' experiences are used • Examples of children's work can be seen in photographs and books were available on inspection <p>Provides opportunities for social learning through co-operation and play in a group with an appropriate mix of children/young people</p> <p>Evidence in the file include:</p> <ul style="list-style-type: none"> • Good choices poster • The class should never be larger than 10 children • Staff interact during play and choosing to model appropriate developmental play • Sunshine circles are used and these support children to work in a group • Sand timers are used to support turn-taking. <p>Recognises the importance of quality play experiences in the development of children's learning</p> <p>Evidence in the file include:</p> <ul style="list-style-type: none"> • Variety of play resources: puzzles, games, dolls, trains, cars, construction, farm, dolls house, tool bench, action figures, cooking box, role play. • Children may need 1:1 interactions with an adult before working with other children and this is encouraged to support the missed play skills in early life • Photos of play activities. 	<p>areas 5a to 5c all fully met.</p>
---	--------------------------------------

COMMENTS	STANDARDS met/unmet
<p><u>6. A Nurturing Approach</u></p> <p>Offers support for children/young people's positive emotional, social and cognitive development at whatever level of need the children/young people show, by responding to them in a developmentally appropriate way</p> <p>Evidence in the file and during the assessment visit include:</p> <ul style="list-style-type: none"> • Calm and consistent approach • Understanding that every child is different and different responses are needed • Poster to prompt children to ask for breakfast on arrival • My voice boards plus photos of supporting activities/adapting activities. • Detailed examples of how to talk/communicate with the children. <p>Places an emphasis on communication and language development through intensive interaction with adults and children/young people</p> <ul style="list-style-type: none"> • Children are encouraged to use words rather than actions to show feelings • Staff talk about their own activities (when appropriate) • Sharing birthday, celebrations • 1:1 adult support to regulate feelings and behaviours. 	

ASSESSOR'S SUMMARY

The standard of care within the nurture group is extremely good. A great deal of guidance and support is given to the children who attend the group, with 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 members of staff, who are extremely supportive and parents 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 social and personal skills which are transferrable into their mainstream classrooms.

There is also a strong commitment from the nurture group teacher Rachel Allen and her team of teaching assistants. Their calm, warm and genuine affection towards the children was clearly evident throughout the assessment visit. It was a privilege to observe them modelling a positive regard for each other, as well as the children, which encouraged the relationship between the staff and children to flourish. Indeed, all staff go above and beyond the call of duty on many occasions and are an asset to the school. Laura Clarke the head teacher, is to be commended for her dedication to the wellbeing of the children who pass through her school. When asked about what Nurture means to her school, part of her reply was:

'Therefore, Nurture is the road to success in our school. It has been and remains guiding light in establishing our own values, ethos and code of conduct for everyone at Rowan Gate – children and staff alike! The road for each child may not be the same, but the journey will always be centred upon valuing and understanding each child as a unique individual.'

On the basis of the evidence seen in the file, visiting Rowan Gate Primary School, speaking with the children and stakeholders and through discussions with SLT/lead nurture teacher for Rowan Gate sites, and the staff who run the nurture group, the school fulfils the criteria for achieving the Marjorie Boxall Quality Mark Award for three years.

FURTHER DEVELOPMENT AREAS DISCUSSED WITH STAFF

- Continue to promote and embed nurture group principles throughout the whole school
- Continue to develop relationships with other schools to support the growth of quality nurture groups
- Continue to encourage parental participation during activities within school
- Give children who are reintegrated the opportunity to visit the nurture group
- Develop a more robust transition programme, focussing on meeting individual children's needs.
- Continue to develop opportunities for staff throughout the school to visit the nurture group on a regular basis.