



THE MARJORIE BOXALL QUALITY MARK AWARD REPORT

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

DATE: 2 nd April 2019	NETWORK REPRESENTATIVE: Claire Wilson
SCHOOL: Daubeney Primary School	HEAD OF SCHOOL: Gregory Logan EXECUTIVE HEAD: Janice Thomas
ADDRESS: Daubeney Road. E5 0EG	NURTURE GROUP STAFF: Jennifer Bird Asiya Bham Clair Younge (not present during the assessment) Shelina Chowdry
TELEPHONE NUMBER: 02089854380	NAME OF NURTURE GROUP: The nurture room

SUMMARY OF SUGGESTED EVIDENCE

Copy or examples of:	<i>Child information (including):</i>
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;">SUMMARY</p> <ul style="list-style-type: none"> • Passionate, calm and patient nurture staff • Dedicated senior leaders with a clear vision for nurture • Good parental involvement.
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>Daubeney primary school is a larger than average school with 639 pupils on role from Nursery to Year 6. 38% of pupils are EAL, 23% of pupils are FSM and 8% are on the SEN register. Pupil Premium accounts for 31% of the school population.</p> <p>Head of School Gregory Logan, Executive Head Janice Thomas and Nurture Lead Coordinator, Jennifer Bird, are clearly proud of their school, the staff and the nurture group team. There were reflections of nurture principles in all corners of the school and it had a feeling of warmth, friendliness and calm. Janice and Gregory spoke about their commitment to nurture for all the children and staff in school, based on their frustrations in the past of a lack of alternative provisions provided locally for the vulnerable children in their care. Janice came from a background of psychology and as a school they are firm advocates of the importance of positive attachments. Senior leaders decided to look into developing an <i>alternative provision</i> of their own - the nurture group.</p> <p>The job of developing the provision was given to Jenni Bird who has a clear vision for the nurture provision at Daubeney as well as the other two schools within the Federation. Jenni also attended the 3-Day Theory and Practice of Nurture Groups training and she has used this training to good effect, creating a nurture group that would be described as best practice by nurtureuk. On the tour of the school, Jenni expressed her own nurturing values, naturally responding to a distressed child and helping settle her back into class.</p> <p>Whole staff nurture training has been carried out, including six principles training and most staff members have had attachment awareness training. All staff are familiar with the Boxall Profile and targets are the same whether in the nurture group or the mainstream class. Protocols were evident regarding involvement with mainstream staff, who are encouraged to visit the nurture group. Weekly planning sessions are held between mainstream and nurture staff. I met with class teachers, Katie, Nahara and Lois who said the nurture staff as excellent at their jobs. They spoke about the differences in their children in class both socially and academically. They felt that the nurture staff give pupils the skills for learning that result in the children's confidence growing. They spoke about the support they had experienced personally from the nurture staff, who they described as 'an amazing team' and 'loving mother figures'.</p> <p>Governor, Laura understood the theory behind nurture in the same way that the mainstream staff do, because she attended the 3-Day Theory and Practice of Nurture Groups training with Daubeney staff two years ago. Laura described how they she seen pupils grow academically and emotionally through the nurture group provision. Governors see this as a fundamental part of the school and will continue to support it regardless of budget changes, using Pupil Premium to good effect.</p>	Standards described in areas 1a to 1e all fully met.	

<p>2. <u>Attendance</u></p> <p>The Year 1/2 nurture group runs every morning starting with breakfast, and most pupils attend for 2-3 terms. Pupils still remain on their class register and take part in any special events or special assemblies with their mainstream peers. For the first time, this year, a second nurture group also runs every afternoon for Reception class children. The nurture team see this early intervention as a long term strategy to support learning and behaviour throughout the school.</p>	<p>Standards described in areas 2a and 2b both fully met.</p>	
<p>3. <u>Assessment, Resettlement and Evaluation</u></p> <p>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, nurture school support plans, SDQs and academic assessments. Boxall Profiles are completed termly. Targets are not set in terms of arbitrary attainment levels but are focussed solely on progress within the Boxall Profile. Once the Boxall Profile 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 whole-school approach aids the transition process and also ex-pupils have the option to return to their <i>safe base</i> if they need to, as staff keep regular contact with all their pupils to sustain the positive relationships built in nurture. I was fortunate enough to be invited to a <i>nurture graduation</i> on my visit, which was joyful to see and attended by many parents. There is also an excellent nurture policy and behaviour policy which complement each other and are clearly embedded into everyday practice.</p>	<p>Standards described in areas 3a to 3c all fully met.</p>	
<p>4. <u>Classroom Environment</u></p> <p>Unfortunately on the day of the assessment, nurture assistant Clair was not present, but as Daubeney has trained several of their staff on The 3-Day Theory and Practice, Shelina, who knows the children well, has been able to step in to work with Asiya. Support from class teachers for planning is given on a regular basis. All of the nurture staff are extremely patient and have a calm, quiet assertiveness and naturally nurturing manner. During my observations some of the children became over-excited. However, the empathetic responses from the staff, together with clear expectations, meant that the children were able to carry on for the whole session and complete the tasks set for them. Humour played a big part in the session and helped create a feeling of family and positivity. The nurture room is extremely well resourced and has all the key areas we would expect.</p>	<p>Standards described in areas 4a and 4b both fully met.</p>	
<p>5. <u>Curriculum and Activities</u></p> <p>Planning uses group aims taken from the Boxall Profile. Lessons are numeracy and literacy-based and guided reading, phonics and SEAL 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 and questioning skills are encouraged and developed. Although the class has its challenges in terms of behaviour and mixed academic ability, I observed the children responding positively and engaging in a mixture of practical activities and more traditional classroom activities. The staff were good at responding intuitively to difficult situations and building on them to create a fun atmosphere.</p>	<p>Standards described in areas 5a to 5c all fully met.</p>	

6. A Nurturing Approach

The nurture staff are experienced and trained and are dedicated to improving the lives of the children in their care, with support from other staff members. It was clear how embedded nurturing principles are throughout the school, it feels safe and friendly with creative outdoor spaces.

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 behaviour of their children at home and school. Parents talked about the improvements with their children in regard to confidence and happiness. One parent said, 'We have no need to worry any more, we are very happy.' Current parents are also involved in the nurturing approach, for example, meeting new parents during nurture induction meetings to explain the importance and impact of the nurture group on their families.

Standards described in areas 6a and 6b both fully met.

ASSESSOR'S SUMMARY

It was a pleasure to be able to visit this school and meet everyone involved in the assessment visit. There is a clear vision and long term plans for the future.

I recommend that Daubeney Primary School is awarded The Marjorie Boxall Quality Mark Award.

FURTHER DEVELOPMENT AREAS AS DISCUSSED WITH STAFF

- The embedded whole school approach to nurture and wellbeing was clear. I therefore highly recommend that Daubeney pursue The National Nurturing Schools Programme, I will liaise with my colleagues to facilitate this for you.
- Currently there are only a few Reception children who have Boxall Profile assessments completed on them. Consider completing Boxall Profiles for the entire Reception cohort to begin the process of early nurture intervention for all pupils within your school. This is an expectation for the NNSP and will stand you in good stead for the initial training. It would also mean that over time you have data which proves that your nurturing ethos has long term impact on your pupils both academically and in terms of social and emotional wellbeing.

I would like to thank you for making me so welcome, I had an enjoyable day and it was inspiring to meet like-minded, nurturing people. Daubeney Primary School is quite rightly very proud of their nurture group. Congratulations.

Claire Wilson
Nurtureuk Training Officer

April 2019