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

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| **Date:**  18th July 2017 | **Network Representative:**  Helen Stollery |
| **Establishment:**  Wilds Lodge School | **Head of establishment**:  Robin Lee - Principal |
| **Address:**  Stamford Road, Empingham, Rutland. LE15 8QQ | **Nurture Group Staff: Name and designation:**  Cherida Gibson – Nurture Group Coordinator  Jade Tebbutt – Nurture Assistant  Emma Capewell – Teaching Assistant |
| **Telephone**: 01780 767254    **E-mail**: cgibson@wildslodgeschool.co.uk | **Name of Nurture Group:** The Nurture Group |

**SUMMARY OF SUGGESTED EVIDENCE**

**File Evidence Pupil Evidence**

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

**Operational Information Summary**

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| Photograph of the room and how the group operates ☑  Description of how communication takes place between the  NG staff and mainstream colleagues ☑  Description of how parental work happens and parental  feedback forms ☑  Evidence/examples of outside agency involvement, including a list of current multi agency working ☑  Outline of selection procedure and who makes  the final decisions ☑  Evidence of teacher input and involvement in groups run  by support staff in school settings ☑ | My visit was well planned. I was made to feel most welcome. The particular strengths are:   * An extremely comprehensive portfolio * Assessment procedures * 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. |

**AREA AND STANDARDS**

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| **COMMENTS** | **STANDARDS**  **met/unmet** |
| **Whole Establishment Management and Staffing**  *Wilds Lodge School is an independent specialist boarding and day provision for boys with social, emotional and behavioural difficulties aged between 5 and 18.  All the students at the school have a Statement of Special Educational Needs (SEN) or Education Health and Care Plan (EHCP).  It was established in 2007 and aims to place an equal emphasis on the educational, social and psychological development of our students.  The key to the success of the school is a strong ethos, developed by a highly experienced and capable staff, and the strength of the relationships between the staff and the students.*  (**Wilds Lodge Website)**  *Wilds Lodge Nurture Group supports social, emotional and mental health difficulties, which inhibit effective learning. All our pupils benefit from the nurturing ethos throughout the school. Our staff has a clear understanding of attachment theory, the concept of the secure base and knowledge that developmentally are appropriate to pupils of younger chronological age.*  **(Nurture Group Policy)** | Standards described in areas 1a to1e all fully met. |

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| **COMMENTS** | **STANDARDS**  **met/unmet** |
| 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. The nurture staff and the class teachers regularly communicate the progress that the children are making. Examples of shared practice In the file of evidence included:   * Staff invite write-up * Assembly write-up * Celebratory assembly timetable * Nurture presentation slides (staff training) – nurture groups, Tapestry (online Learning Journal) * Staff questionnaires – The comments read: ‘*The nurture group supports the boys and the ethos is shared throughout the school*.’ Another comment read: *As part of Wilds Lodge, I feel that Nurture is essential for a foundation on which to build on.’* * Visitors’ book. * Nurture meetings’ minutes   The staff at Wilds Lodge are extremely skilled and knowledgeable and up to date regarding training needs. The Nurture staff are also key members of NGN who support the charity by attending our training and their attendance and support at the 2017 Summer School did not go unnoticed. All three members of staff within the nurture group have completed the Theory and Practice of Nurture Groups course.  **Multi-agency involvement includes*:***  The nurture group staff understand the importance of working with other agencies to benefit the vulnerable children that they work with. And as part of the full-time team they have:   * 2 pastoral team members * Dyslexia specialist * Literacy intervention * School nurse   Others include: occupational therapist, speech and language therapist, social worker and CAMHS.  ***The School Therapy Department*** *(*four psychotherapists*) –* support the therapeutic underpinning of the nurture group. They meet regularly with Cherida Gibson to discuss the individual therapeutic needs of the pupils.Abi Thomson, senior psychotherapist, spoke highly of Nurture, saying: *‘Everyone wants to know what’s going on and how they can support each other.’*  Working with parents and carers is a key element. Parental work happens formally and informally. Opportunities are sought to encourage and engage parents with events and activities to share with their child. Examples evidenced in the file include: phone calls, emails, invites to snack time, newsletter home and suggesting ideas for dealing with behaviours at home (smiley faces).  Parents value the support provided by the staff in the nurture group and the school as a whole. Comments based on the parental questionnaire included:   * *‘(He) feels much more confident in wanting to go to school…he always talks about what he has done and is happy with friends and staff at school.’* * *He is more adept at being social now as well as being much better at regulating and vocalising.’* | Standards described in areas 1a to1e all fully met. |

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| **COMMENTS** | **STANDARDS**  **met/unmet** |
| The profile of the nurture group within Wilds Lodge is high throughout the three settings within the school. The school’s website shows extensive photographs with captions highlighting the activities and positive work that goes on within the group, celebrating the children’s successes. The group also has its own newsletter. | Standards described in areas 1a to1e all fully met. |

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| **COMMENTS** | **STANDARDS**  **met/unmet** |
| **Attendance**  Wilds Lodge nurture group is a full time group for the younger boys in the school, aged between 7-9 years. When joining the school the boys automatically go to Nurture if they are within that age bracket, as all children that join the school have difficulties that require a nurturing approach. All boys come with EHCPs or Statements. The day starts at 9.15am and finishes at 3.15pm – Monday to Friday.  The group is run by three members of staff, Cherida Gibson, who is the nurture group coordinator and Jade Tebbutt – nurture assistant and Emma Capewell – teaching assistant. All three members of staff have the necessary attributes to run a nurture group. They are experienced, kind, caring and patient and I observed strong attachment relationships, as well as their sense of humour shining through during my time in the group.  I was able to talk with some of key staff members who are involved with the nurture group:   * ‘*Everything Cherida does is designed to take them back so that they can move forward*. **Mary Rennie – Senior Support** * *Cherida is a force of nature… (she) created the group over the past 2-3 years***. Robin Lee – Principal** * *‘We live in a find and fix society rather than a predict and prevent one*.’ **Dom Seamer –** **Head of Lower School.**   There is a visual timetable within the room. The timetable is clear for children to see and routines and structure were evidently clear throughout the session. The boys remain in the group for as long as they need to be, depending on their individual needs, which is usually one school year. | Standards described in areas 2a to 2b all fully met. |
| **Assessment, Resettlement and Evaluation**  Placement is considered for pupils who are under achieving for social, emotional and mental health reasons. The balance of the group is considered at all times. The referral criteria includes:   * Pupils who are very restless, cannot listen, behave impulsively or aggressively * Pupils who are withdrawn and responsive and who have difficulty relating to others * Pupils whose known early or recent history suggests they may be at risk of not achieving to their full potential * Pupils who are considered difficult to manage, or who cannot delay the need for gratification, but are not immature and need consistent behaviour management within the classroom.   All referrals are made in consultation with parents/carers/house staff using all relevant pupil records, ICP, IEP and Annual Reviews. Admission is also informed by the use of the Boxall Profile.  Each pupil is monitored and reviewed on an on-going basis and consultations with involved professionals are arranged as appropriate. Formal reviews with parents take place at each Annual Review. Tracking is ongoing with the use of the Boxall Profile, observations and educational tracking are all completed and assessed regularly and targets are regularly assessed too. | Standards described in areas 3a to3c all fully met. |

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| **COMMENTS** | **STANDARDS**  **met/unmet** |
| **Room Environment**  The nurture group room has been equipped and furnished to provide a warm, welcoming and engaging environment. The room also offers a variety of areas. The home area is furnished with a sofa, cushions, armchairs and a carpet. There is nearby access to hot and cold water with a microwave, toaster and simple kitchen equipment to use.  A range of materials and resources were on hand to address individual needs. Play materials and educational equipment for more formal work is available. A range of dressing up clothes and hats are supplied. During my visit the children were comfortably wearing dressing up clothes, as were the staff, who felt equally as comfortable.  During the session I observed the children being encouraged to share and develop their speaking and listening skills. The staff worked well together and responded consistently with an obvious clear understanding of the needs of each individual child, modelling appropriate behaviours and both non-verbal and verbal communication skills. | Standards described in areas 4a to 4b all fully met. |
| **Curriculum and Activities**  *Cherida works closely with each child in order to meet their individual needs, and makes learning fun with a multi-sensory approach* **(Wilds Lodge Website)**  Education is focussed on raising self-esteem and self-confidence, therefore the group starts off by using easily achievable tasks to give the boys an instant feeling of success and then slowly raise the difficulty of the tasks as their confidence grows. All of the educational activities are fun, play-based and practical so that the boys start to enjoy learning, thus breaking down the barriers to learning, preparing them to move on to more education-based classes. Some activities include:   * Expression through dance * Snack time – fruit and salad * Emotions rug * Worry eater * Emotions face * Welcome song * Messy play * Circle TIme   Language plays an important part in the curriculum. The boys are supported to talk to each other about any worries or issues they may have. They are also encouraged to be honest and to admit to lies. The boys find this difficult, as their experiences have taught them that you don’t admit to a lie because you will get into more trouble.  The aim is always to work within the child’s developmental age range. The staff work actively to model and teach social skills and empathy through positive behaviour management and reflection. In the nurture group, school routines and social behaviours are explicitly taught through careful planning. The children are taught emotional language and their feelings are acknowledged. Daily snack time also provides excellent opportunities for these skills and interactions to be developed.  **The file of evidence included annotated photographs:**   * Original nurture group working together and playing and socialising with their class mates * Photographs of the group collaborating and learning from each other and carrying out academic activities * Copies of academic plans.   Play is an important part of the curriculum and some play equipment available include: sad pit, LEGO, outdoor Jenga, chalk boards, climbing frame and farm yard animals. | Standards described in areas 5a to 5c all fully met. |

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| **COMMENTS** | **STANDARDS**  **met/unmet** |
| **A Nurturing Approach**  The adult support for the children’s emotional, social and cognitive development was clear during the visit and through the evidence provided. Every Tuesday there is a cooking session, which is adult-led. Every Wednesday there is a messy play session and the boys are free to make as much mess as they want to. The boys have responsibilities and chores to carry out throughout the week: playground monitor, welcome buddy, Nurture Nana’s Happy Helper and Awesome lunchtime assistant.  A comprehensive programme was provided for the assessment visit. A very positive and nurturing ethos was evident, throughout all three sites. The staff have nurtured the development of nurture practice in the school. The overwhelming feeling was of warmth and sensitivity, not only for the children but for all stakeholders was evident. |  |

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| **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 academic and 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 other teachers and care 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 other settings.  There is also a strong commitment from the nurture group coordinator, Cherida Gibson. Her calm, warm and genuine affection towards the children was clearly evident throughout the assessment visit. It was a privilege to observe her and her team, Jade and Emma, modelling a positive regard for each other, as well as the children, which encouraged the relationship between the staff and children to flourish. All staff, including Suzanne –‘Nurture Nana’ go above and beyond the call of duty in this specialist provision on a regular basis, and are a real asset to the school. Mr Lee, the principal, is also to be commended for his beliefs and dedication to the wellbeing of the children who attend the school.  On the basis of the evidence seen in the file, visiting Wilds Lodge Special School, speaking with the children and stakeholders and through discussions with the principal and the staff who run the nurture group, the school fulfils the criteria for achieving the Marjorie Boxall Quality Mark Award for three years. I most definitely observed the policy in practice, which states: ‘*The purpose…is to help pupils learn to behave appropriately, use their curiosity constructively, improve their self-esteem and develop confidence through close and trusting relationships with adults.*  Congratulations Wilds Lodge Special School.  Wilds Lodge Special School is awarded  The Marjorie Boxall Quality Mark Award for three years |
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| **FURTHER DEVELOPMENT AREAS DISCUSSED WITH STAFF**   * Continue to promote and embed nurture group principles throughout the whole school * Develop and use the language of Nurture throughout all three settings * Continue to develop supportive relationships with other schools to support the growth of quality nurture groups * Provide more opportunities at KS3 for Nurture type activities * Continue to develop opportunities for staff throughout the school to visit the nurture group on a regular basis * Apply for NGN’s National Nurturing Schools Award. Email yvonne@nurturegroups.org * Enhance the curriculum by introducing critical thinking groups. |

Signed: Helen Stollery