

Fairfield Primary School – Nurture Case Study

Fairfield established nurture provision in 2018. The school has fully adopted a nurturing ethos across the school, which was reflected in their Ofsted Report in 2019. Some resources have been shared to help evidence the progress children have made at an individual level and also the wider development of the school.

Nurture classroom space development

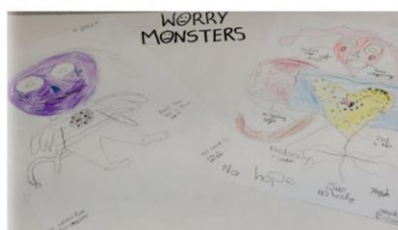


Fairfield is a large 3-form entry primary school situated on a split site in Widnes and in the borough of Halton. The proportion of pupils who have special educational needs is 20%. The proportion of pupils known to be eligible for the pupil premium is above average at 40%. Prior to setting up nurture provision, the school had been through quite a turbulent period of adjustment in the preceding five years with the amalgamation of the Infant and Junior Schools (January 2014), a subsequent rebuild and refurbishment programme (2016-2017) and a new Head teacher from September 2017. Despite these challenges, the school has steadily been rated 'Good' by OFSTED from January 2015 to their most recent inspection in February 2019. There has been an upward trajectory in outcomes for all subjects and at each key stage over the past three years with a marked improvement in progress measures, significantly so in 2018.

Whilst we have seen this improvement, there are still areas of outcomes for disadvantaged learners where the gap must decrease and where the attitudes and aspirations of some of our pupils need to be raised and barriers to learning removed. School has a large catchment area and sits in an area of high deprivation, there are a large number of children (almost 10%) at some level of safeguarding need. As a result of this, a pivotal part of our School Development Plan (2018-2019) was to close gaps, remove barriers to learning and develop the attitudes and characteristics of all of our pupils to become more positive, motivated and resilient learners with higher

aspirations, a better developed understanding of themselves as individuals who have more confidence, self-belief and improved mental health and well-being. This is crucially important for our setting because although we had success in past years' results, we wanted to maintain this trend, improve upon it and aid progress and achievement across all areas of learning and for all learners.

The school recently acquired a GOOD grading from OFSTED. Given the context of the school and based on the IDAC 2018/19, a school priority was to support developing Nurture across the school including a Nurture group; following on from a successful participation in The Boxall Childhood Project ran by Nurture UK. This was also coupled with a reduction in additional funding school could access, an increase in children presenting with SEMH and a small rise in exclusions, particularly in Key Stage 2 in the preceding 2 years before the project.



Nurture Group activity examples



Having the information about their pupils and SEMH needs, the Senior Leadership team agreed a whole school target and aimed to use findings from the DfE and Ofsted for best practice across schools. The findings indicated that 'The schools that were the most effective at 'nurturing' had a clearly defined, positive but firm approach to the way in which they spoke to pupils, gave them clear boundaries, praised them for their efforts and achievements, ensured that they made academic progress, and worked with their parents. They saw each pupil as an individual, and planned and implemented additional support accordingly. '(Supporting children with challenging behaviour through a nurture group approach 2011) and this was further underpinned by Mental Health and Behaviour in schools (DfE 2018). This guidance states that school play a vital role in early identification, which should be acted on in the following way:

'Prevention: creating a safe and calm environment where mental health problems are less likely, improving the mental health and wellbeing of the whole school population, and equipping pupils to be resilient so that they can manage the normal stress of life effectively. This will include teaching pupils about mental wellbeing through the

curriculum and reinforcing this teaching through school activities and ethos; Identification: recognising emerging issues as early and accurately as possible.’ (DfE Nov 18)

The school devised a plan to approach Nurture across school on a 3-tier approach: Whole school nurturing principles, small group intervention (6 sessions per half term) and a Nurture Group. The financial costs associated with the development of this provision shown in the example business case for Developing Nurture Provision Including Costs

Example Business Case for Developing Nurture Provision Including Costs						
Aim	Action	Responsibility	Timeline	Training	Resources	Monitoring
Improve standards in our SEMH children through implementing a new approach to nurture across school	Introduce nurture approach and interventions across the school	Inclusion Leader Phase Leaders Class teachers Teaching Assistants	February - July	3 x sessions of training for all staff	Texts Nurture room equipment Nurture UK training Teacher release Cost £12,000	Check ins by phase leaders on groups to monitor delivery Sharing of good practice Inclusion Lead to gather data and share with SLT
To Improve the understanding of our TAs of the nurture approach	TA training sessions	Inclusion Lead	Ongoing informal support but three sessions planned over the year	Training from the sessions and having an open dialogue approach with staff	COST – 10 TAs out of class for 3x half an hour £18.36 per TA	Informal drop ins over the two terms to see how the approach is working
To implement a new approach nurture support whole school approach	1:1 meetings with nurture children and families, SLT and all staff through training sessions	Inclusion Lead Phase Leaders Class teachers	Completed by July	3 x sessions of training for all staff	SLT time, Release from class to support and monitor- within £12,000 budget	Time given to teachers to plan as a year group Specific ELSA training from psychologist service £1500 x 2