



Cabbage Patch Nurture Group Annual Self-evaluation of Performance and Progress: July 2017

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I. Introduction

The Cabbage Patch Nurture Group, based at Chase Bridge Primary School, has been open to locality children since September 2015. In addition to the SEMH (social, emotional and mental health) provision itself, the nurture group staff have also provided a range of outreach support for the locality schools with infant-aged children.

The nurture group is intended to be a short-term intervention (between two and four terms) providing a caring, stable and supportive home/school environment for children exhibiting social and emotional difficulties. The provision aims to help children, aged 5 – 7 years, develop a positive self-image and improve their social skills so that they can access learning more successfully in their mainstream school setting.

At the end of 2016/17, our key priorities were as follows:

- to ensure that there is a full uptake of places
- to further develop outreach and the sharing of nurture group practice
- to further develop the provision and curriculum

The provision has significantly changed since the last evaluation. However, staff and schools are continually reviewing and reflecting on the effectiveness of the provisions across all aspects, from day-to-day operation to admissions and funding.

The annual review evaluates the progress of the nurture group over the year. It begins with a review of some of the contextual information and then evaluates the provision, management, outreach and outcomes for the children. The evaluation also draws upon surveys from schools, parents and the children themselves. The document concludes with an evaluation of areas of strength as well as ways that the provision might be improved.



Outdoor learning in the Forest School area (Provision)

2. Contextual overview

The table below describes key contextual information for the Cabbage Patch Nurture Group. The information is based on the data gathered through the referral process and updated at the end of the academic year for the children who have accessed the provision.

Indicator	2015 - 2016	2016 - 2017
Total placements	7	10
Total referrals for placements	10	19
Girls	2	5
Boys	5	5
Pupil Premium Grant (PPG)	5	2
English as an Additional Language (EAL)	1	1
Education Health Care Plan (EHCP)	0	1
Other diagnosis (not attached to EHCP)	1	2
Looked After Child (LAC)	0	0
Child under Residency Order	1	1
Adopted from Care	1	0
Vulnerable	4	8
Common Assessment Framework (CAF)	1	2
Child In Need (CIN)	1	1
Child Protection (CP)	0	3

The data indicates that the Cabbage Patch has a large number of vulnerable children, as well as a significant number of children with Child Protection plans. There are also a number of children identified as having additional needs.

3. Summary evaluation

Outcomes – Social, Emotional and Mental Health

Boxall Profiles are initially completed by a child's class teacher at the point of referral and again each subsequent term. Staff regularly refer to these assessments in order to inform their practice, including the development of reintegration plans.

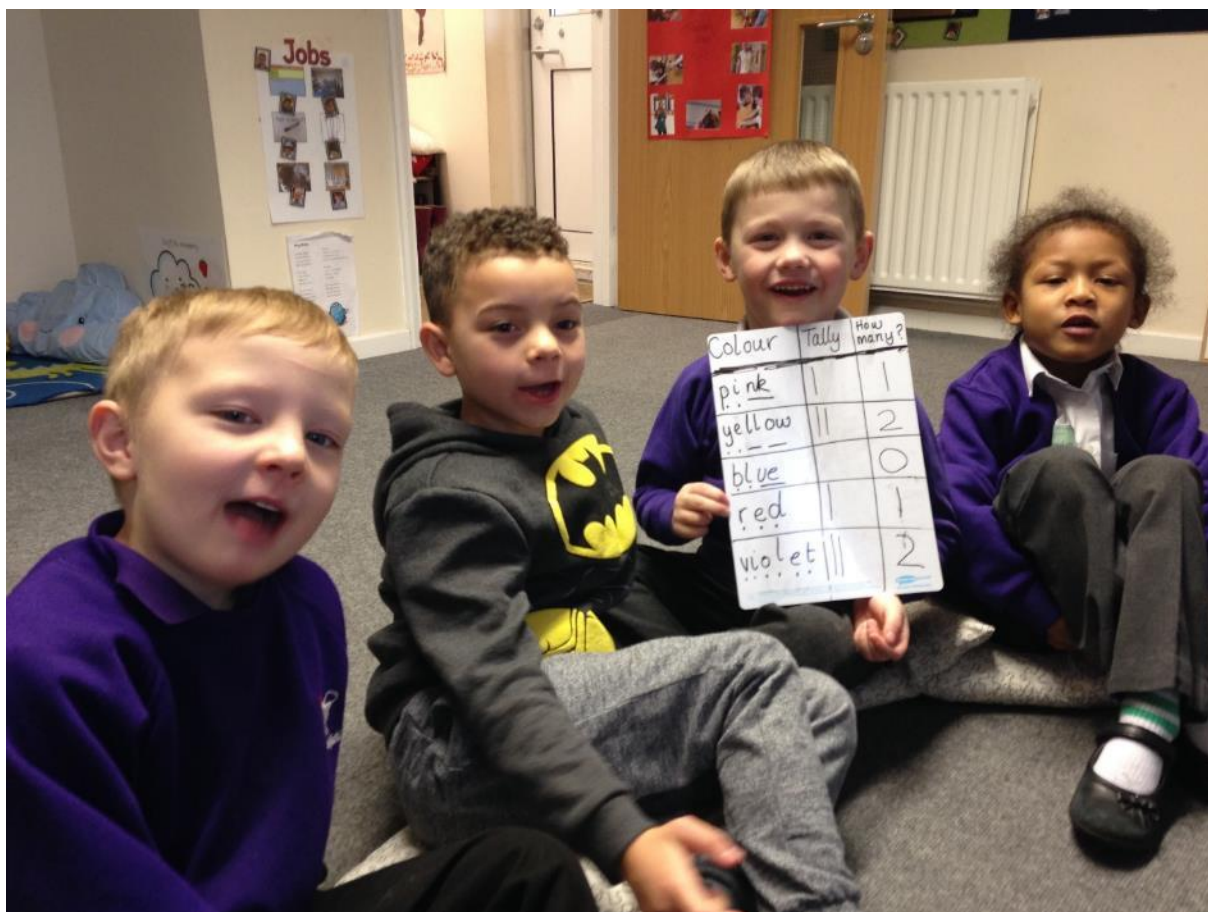
Areas in which there have been the most positive SEMH outcomes include relationships with others, communication skills, managing feelings, confidence, independence and general behaviour.

Analysis of data from the most recent Boxall Profiles refers to children who have attended the nurture group for two terms on average. This is the minimum recommended term, which may in part explain the limited progress. In addition to this, there are more vulnerable children as well as children under child protection plans. Where data shows regression or no progress in some areas, this is largely in relation to children who have additional needs or require more specialist support.

Key observations from data show:

- Progress has been made in every strand.
- Most children have made progress in the majority of strands, particularly:
 - strand B (participates constructively),
 - strand D (shows insightful involvement),
 - strand G (is biddable and accept constraints),
 - strand H (accommodates to others), and
 - strand R (self-negating).
- The least number of children have made progress in strand F (is emotionally secure) and X (shows negativism towards self).
- Almost all children made progress in the majority of strands.
- Almost half of the children are operating with the range of a competently functioning child in at least five strands.
- The group had the greatest success in strands D (shows insightful involvement) and Z (wants/grabs disregarding others) where more children are working with the range of a competently functioning child.

For further detail, see Appendices.



Predicting which colour our flowers will be (Provision)

Schools report most children have made improvements in their communication skills, as well as in managing their feelings. The children have also made progress with: increased self-esteem and confidence, dealing with change, improved attention and listening, socialising with peers and engagement in learning.

Since the restructure of the provision last September, opportunities for children to develop social and emotional skills in school have improved and more secure relationships between all parties have been established. Although the children have limited access to after-school clubs, there are more opportunities for peer interaction meaning they are less likely to miss key social occasions, such as birthday parties, compared to last year. Under the current model, children also experience consistent teaching in the core curriculum areas. In addition to this, the nurture group staff are able to follow up on any issues that have arisen in each morning.

Communication is a key area of the nurture group curriculum. Observations show that there have been definite improvements in this area. Children have been observed to communicate in a clearer, more confident way with both adults and children alike. Child 8 told Child 1: "No, we say 'please can you come here?'" after they demanded another child to "Come here". Additionally, Child 5's grandparent saw significant changes in how well she used manners, as well as with following instructions from adults. Child 6 has low self-esteem, as such she would often respond to adults rudely, smirk or lie when she felt unsure of herself. Over recent weeks, she

has been more polite and she appears more confident in accepting the feeling of uncertainty and subsequently asking for help.

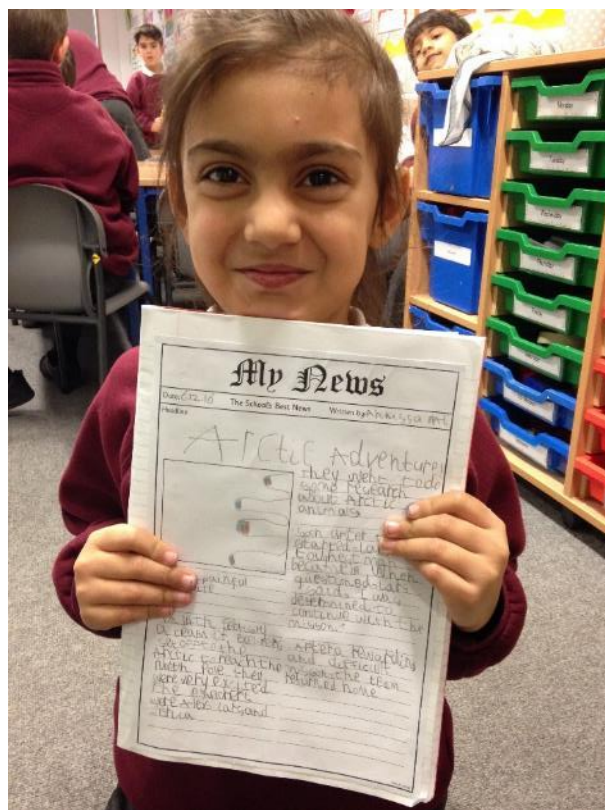
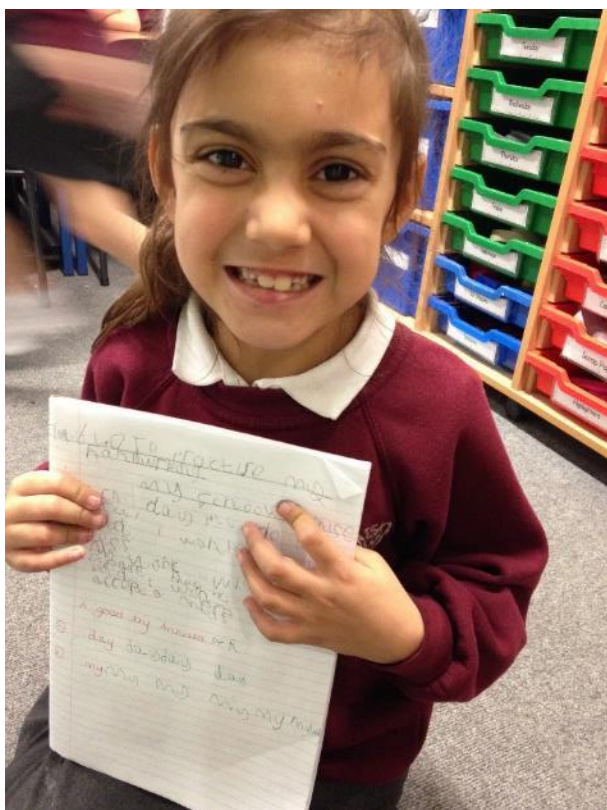
When playing games and working with others, the children have made improvements in: following the rules, being resilient, accepting the disappointment of losing and sharing/taking turns. Previously reactions would range from walking away to emotional outbursts, the children have now learned to be more accepting as well as manage their emotions more effectively. The children's levels of concentration have also improved.

In order to increase engagement and concentration, as well as to develop memory skills, many activities, such as circle games and Kim's Game, involve strategies to build on these skills, such as repetition and actions. A number of the children have responded well to these strategies. After returning from the Christmas holidays, Child 3 was noticeably paying more attention and he was able to talk confidently about past events. When playing a circle game about the Christmas holidays, Child 3 used actions to help him remember each person's news and he was forthcoming in remembering details of people's holidays. Prior to this Child 3 would often struggle remembering details as well as listening and attending during such activities.

As a result of forming secure attachments with nurture group staff, many children have begun processing and talking about tricky early life experiences. Having grown up in an aggressive household, Child 10 is learning to express and manage his anger. When accidentally hurting another child during a heightened situation, Child 10 apologised and explained, "When parents get angry, it's because they have to get angry. It's not because they do want to get angry... I do need to get angry when I have to get angry. When I get angry... I say horrible words and I don't listen to instructions". Although the process of dealing with chaotic early experiences can often lead to a regression in behaviour, it is important that these children readdress key developmental stages and the work of the nurture group supports this through role play, nurture activities and the dynamics of staff-child relationships. After apologising for deliberately throwing a stick at another child, he spoke with the nurture group staff, saying "...I'm not nice, I'm not a nice boy, I'm not nice in here" and pointed to his heart. As with many of the children, Child 10 also exhibits very low self-esteem therefore it is important for nurture group staff to consistently use positive talk and Growth Mindset principles. It is a credit to the work of the nurture group that a child, who has experienced such a chaotic early life, is beginning to process his experiences and express himself. Child 6, who was neglected in her early life and witnessed abuse, has now experienced consistent and reliable parenting for nearly two years. She has also attended the nurture group provision for two terms. Since being removed from a chaotic environment, Child 6 has shown to be disengaged and appears to have blocked out those traumatic experiences. Although, as with Child 10, her behaviour has regressed, she now feels secure enough to begin processing things that are happening to her and she is able to talk about her early life.

When looking at longer-term success, it has been difficult to monitor the nurture group's impact particularly for those children who do not attend Chase Bridge. However, the feedback received has been mostly positive. When discussing Child 2 (2015-16 cohort) with her mother, she explained that Child 2 is "...like a different

child. She is more confident, even when we go out to the shops she walks with her head up. Last year she wouldn't order anything in a coffee shop now she will go to a counter and talk to people". After seeing her eye doctor of three years, they also commented on how much she had changed and appeared more confident. Child 2's mother explained how she had been using strategies shared by the nurture group staff with her child and this had had a positive impact on her child's behaviour. Not only does Child 2 appear more confident, her fine motor skills, speech and language and writing have all improved.



Comparing progress in writing since reintegration (Provision)

Some children have found the transition into school and the application of strategies within school tricky to manage and this is likely to be a key priority for the next academic year.

End of day handover is an important time for the nurture group staff to interact and build relationships with parents. During this time, nurture strategies are also shared with parents who voice concerns about particular behaviours. Many parents have reported positive changes in the children at home, either as a result of attending the provision or the nurture strategies shared by staff. The mother of Child 4, who is diagnosed with and medicated for ADHD, explains how he benefits from working in a small, structured group as he leaves the nurture group in a much calmer way than at school. Child 10's mother has reported the success of the new bedtime routine as brought about by the nurture group staff.

Summary of academic progress

The objective of the nurture group is to enable children to develop socially and emotionally which often acts as a barrier to learning. By tackling their SEMH needs, children should be able to be fully included in their mainstream school and make progress with their learning. Although the children accessing the provision are a diverse group, typically, they find it challenging to access the taught curriculum in their mainstream class and there may be contrasting differences between their chronological age and developmental age. Analysis of data shows that the vast majority of children were not meeting age-related expectations upon entry into the nurture group.

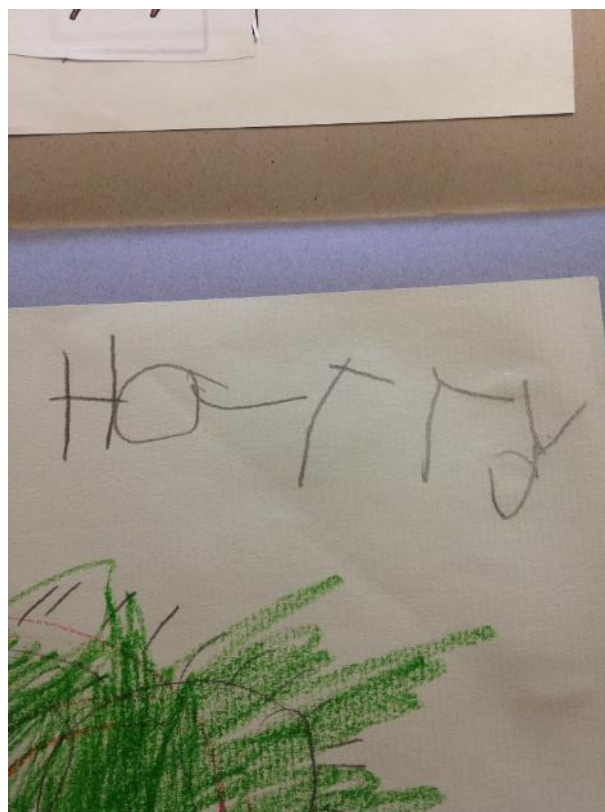
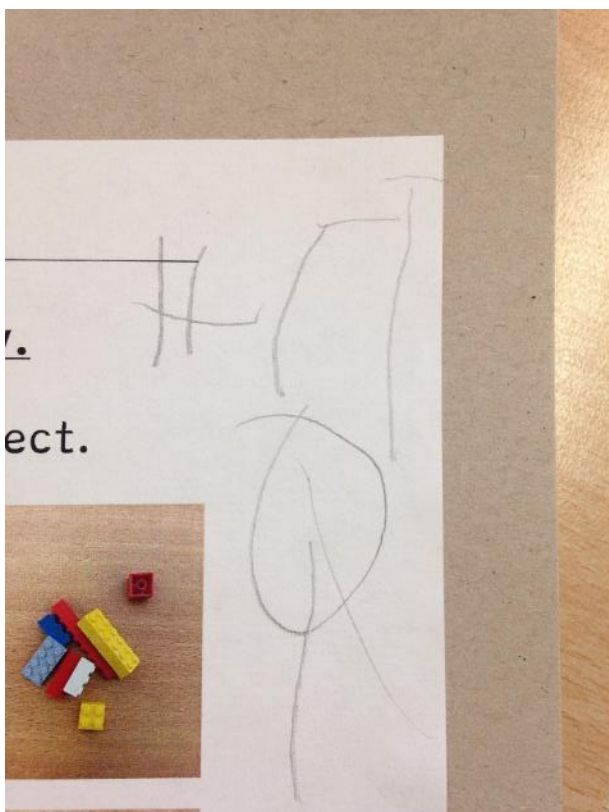
From recent surveys, schools have noted that children are coping better in their mainstream environments and there have been improvements in phonics, reading and writing.

Although the primary focus of the nurture group is the social and emotional well-being of the children, opportunities to develop reading, writing and mathematical skills are built into the everyday routines and activities. The group received daily phonics from an adult trained in the 'Read, Write, Inc.' programme and schools have reported improvements in phonics and writing. A year 1 teaching assistant was amazed by Child 2's progress in reading; she described how Child 2 was barely able to read any sounds but seven weeks later, she managed to read a whole book. The teaching assistant commented how "The nurture group has clearly done wonders for her." Although adults make every effort to listen to the children read each week, this is highly dependent on the behaviour of the children. Recently it has been tricky to implement time to hear children read. As a result, reading scheme books have been implemented into Relaxation Time and the children are responding positively to this approach with many of them seeking to sound out words, as well as choosing particular books for enjoyment.



Making a scarecrow to protect our plants (Provision)

Opportunities to apply mathematical skills are built into the daily work of the nurture group from counting reward cabbages to keeping a tally chart of the children's snack orders and sharing slices of apple. Although schools are yet to report significant improvements in these areas, nurture staff have observed a noticeable increase in confidence in several children attending the provision. Child 3 has low self-esteem, both academically and socially and emotionally however his confidence has improved and he feels able to take time to process and solve mathematical problems. When adding two small numbers to count cabbages, Child 3 helped child 1 solve $5 - 2 = 3$ by demonstrating the problem on his fingers. Not only does Child 3 feel able to help others, his fine motor skills have also improved significantly as he would not have been able to manipulate his fingers enough to hold them down to solve the calculation. His writing is also more legible as shown below.



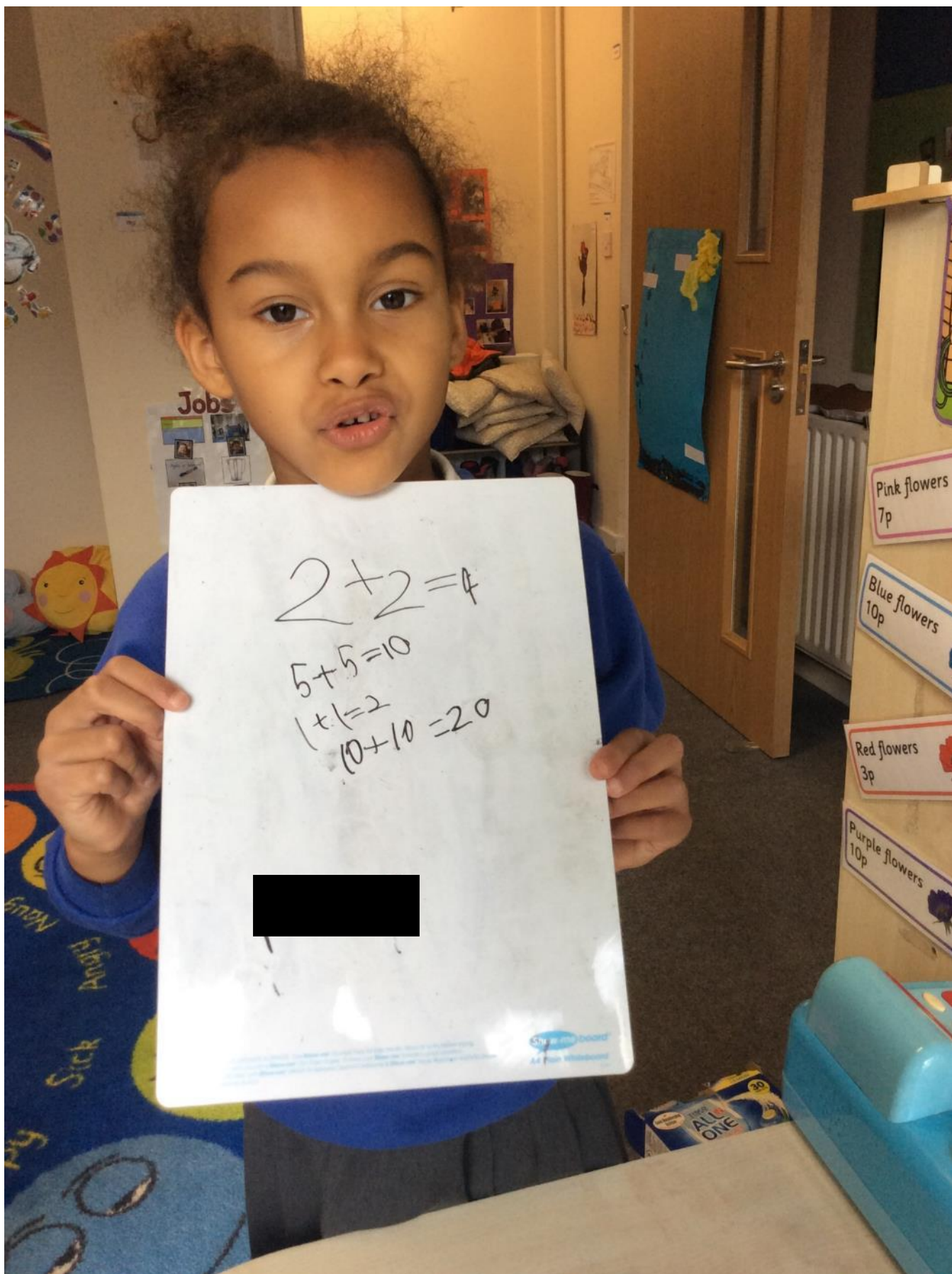
Comparing progress in writing and fine motor skills (Provision)

Children are responsible for changing the weather and date board, as well as taking the fruit order at snack time. Through these experiences, most children have developed a good understanding of key mathematical skills and concepts.



Taking the fruit order at snack time (Provision)

In September, Child 7 found it tricky to engage with her learning, as well as process information required to complete a task, particularly mathematical problems. During snack time recently, Child 7 predicted she needed to solve 4 plus 2 so she began adding the two small numbers using her fingers independently. After correctly solving the calculation, she realised that in fact she needed to solve 4 add 3 therefore she automatically adjusted the total by 1. Currently Child 7 is particularly enjoying solving problems involving doubles.



Practising skills already taught at school (Provision)

Provision

For the first time, the provision was at 'full capacity' earlier this year. To ensure that the nurture group continues to provide value for money, the area from which children are drawn extends to a slightly wider local area. Of the referrals submitted this academic year, nine children received places in the provision with one child continuing to access the nurture group from the last academic year. The remaining referrals were unsuccessfully placed for a variety of reasons as agreed by the admissions panel. In cases where locality referrals were rejected, outreach was offered. Over the course of the year, four children have been reintegrated to their mainstream schools with two more expected to begin transition soon.

The day-to-day organisation of the nurture group is continuously reviewed to meet the needs of the children. Consequently, the daily timetable has been refined over the course of the year to ensure that the children benefit from a range of carefully planned activities.



Washing and drying up after snack time (Provision)

Daily snack and lunch times are some of the most effective, successful and enjoyable parts of the day for the children. They are important times for sharing news, taking turns, listening to each other and reinforcing good behaviour, including table manners.

The behaviour management systems implemented and adapted last year are still in place to help children see both the short and long-term effects of making good choices. They can earn cabbages, for following instructions and making good choices. The cabbages are placed on vegetable patches which earn a treat for the group when full. The children are given specific Toucan Targets, related to their Boxall Profile assessments or observations from staff, and work their way up the Toucan Tree to earn an individual reward. In addition to this, children operate on a Zone Board which promotes good behaviour and encourages the children to make good choices and remain at the top of the zone board.



Home room (Provision)

Overall parents and school feel supported by the nurture group staff and they have seen positive changes in the children; Child 8's family commented that "the staff has been supportive and friendly" and there have been "improvements in her behaviour and [she's] learning to be more independent for herself". Child 9's mother described how he has more confidence and there have been "...lots of positive outcomes in his overall attitude with and at school". Schools have reported improvements in the children's social and emotional development. Child 1's class teacher stated that attending the nurture group "has definitely increased his confidence" and child 7's class teacher also reported that "emotionally, she is much more able to deal with school and relationships".

Some children, however, still find it tricky to apply the strategies and principles they have been taught and this will be a key priority for next year.

As already discussed, the restructure of the provision since last year has been well received by children, parents and schools alike with the key benefits being as follows:

- consistency across core subjects;
- more secure relationships with staff and peers at school;
- increased opportunities for children to develop their social and emotional skills in school; and
- nurture group staff are able to follow up on any issues that have arisen at school.

It has also been noted that children experience more transitions each day and some of those children, particularly those based at Chase Bridge, can find it tricky to understand and manage.

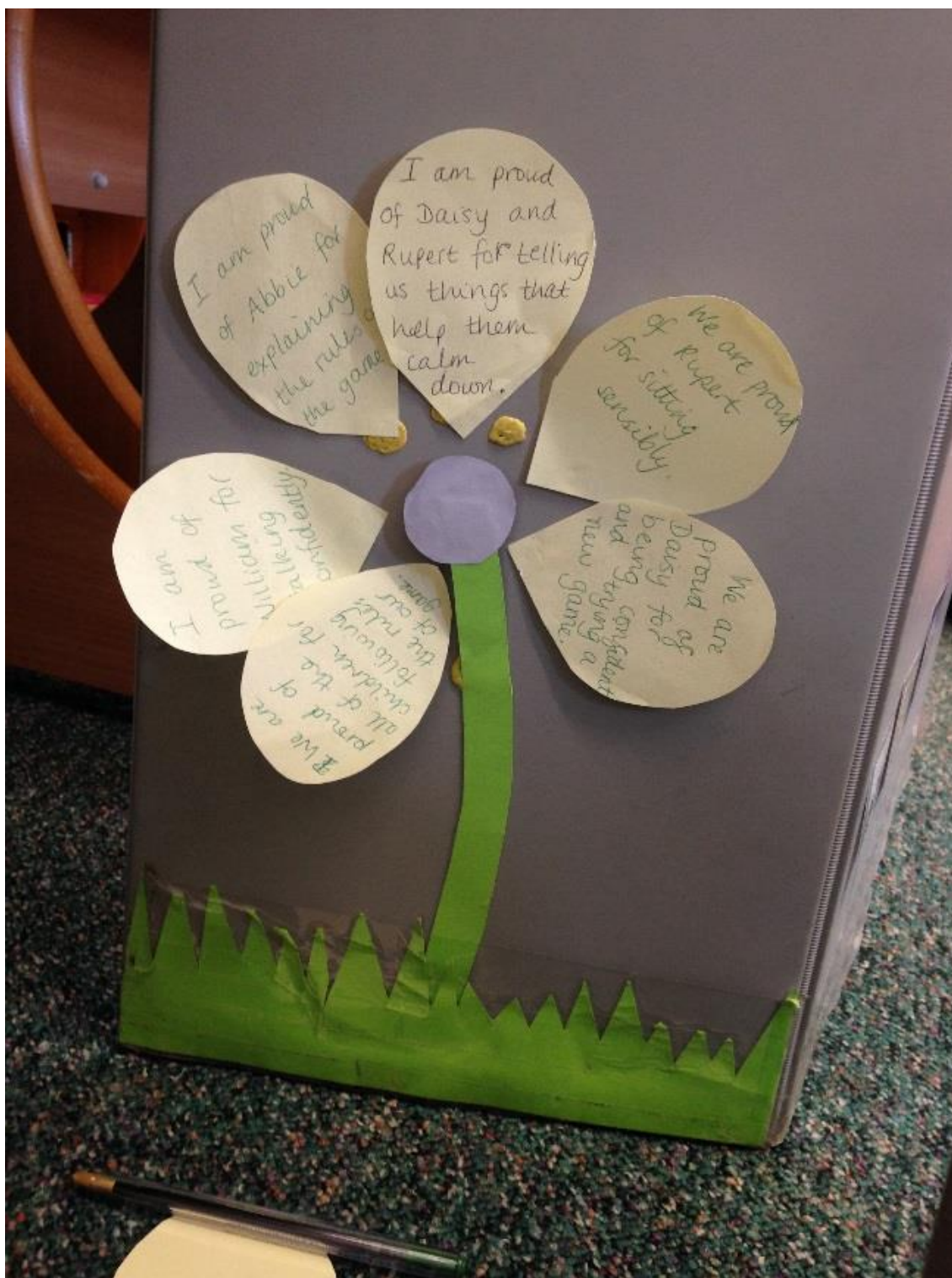
The provision has been well supported by many of the locality schools in the day-to-day handover as well as with the admissions panel. Feedback from senior leaders in locality schools has been valuable, as well as overwhelmingly positive. A common area for improvement is enabling more staff visits to the nurture group, in addition to sharing strategies with class teachers more explicitly. The Family Support Worker from one school said “the nurture provision you offer is unique and consistently provides specialist care for some of our most vulnerable children and families” and “as a professional I feel that this provision is invaluable and meets the specific needs of these children in a way school could not, due to the intimate and bespoke approach that CPNG offers every child and their family. It is an invaluable resource.” The Family Support Worker has visited the provision on a number of occasions and she has left with ideas to implement with the children and families with whom she works, for example the feelings rug as used at the nurture group.



Feelings rug resource implemented at a locality school (Outreach – staff visit)

Outreach

The nurture group provision offers a range of outreach, including: small group interventions, one-to-one support, INSET, staff visits and consultations with staff. Across the locality, six schools have accessed some form of outreach with the Cabbage Patch Club being the most popular.



Proud Petal (Outreach - Cabbage Patch Club intervention)

Nearly 40 children across five schools have accessed small group interventions (Cabbage Patch Club) which is a slimmed down version of the nurture group. One SENCo commented that "...the children love coming to the Cabbage Patch club and we always get very positive feedback from parents." Staff have commented that children respond well to the Cabbage Patch Club and there are notable positive changes to the children at school. One reception class teacher stated how one child "...is getting better at talking about he is feeling; he is recognising when he makes noises". She went on to explain how he now recognises that prayer time makes his body feel funny so school staff are thinking of strategies they can use with him. Nurture group staff feedback to class teachers about the progress and wellbeing of the children. When Child 11 expressed his dislike at being pushed by Child 12 earlier in the playground, Child 12 said his arms felt funny so nurture staff introduced wall press-ups and this was shared with his class teacher. These interventions are also useful to schools who consider that a child may have additional needs as nurture staff provide feedback, evidence and strategies to support schools. For example, Child 12 was making lots of noises during the intervention and he said that his mouth felt funny. Nurture staff discussed sensory strategies with him, such as the fish (tight lips, cheeks sucked in) and the lion (opening mouth as wide as possible) to implement in his sensory diet.



Feelings board (Outreach – INSET)

Consultations and one-to-one support has also been valued by some locality schools. Over the course of the year, nurture staff have provided feedback and advice for a one-to-one learning support assistant working with a child with behavioural problems. She explained how “At the start of this school year, [his] behaviour was aggressive and disruptive throughout the school day. After trying different strategies, there was no improvement in [his] behaviour resulting in frequent time out not only at playtimes but during his learning time too.” After suggesting and modelling the zone board at the nurture group, the LSA created a similar version with the child to reinforce his understanding of the behaviour management system.



Zone board (Outreach - Consultation)

Child 13 was also continually losing time from his break time on a daily basis for invading others' personal space in an aggressive manner. Although he could show he understood this cause and effect relationship, he showed no remorse or upset at losing part of his play time. Child 13 has a keen interest in Lego therefore nurture staff suggested his LSA created a Lego behavioural chart for playtime providing a strong visual representation for him. Child 13's LSA explained that the chart had been “the most successful chart I have used so far and just taking him to look at the blocks to see how many minutes he has encourages him to make better choices throughout the day.” The nurture staff regularly touch base with child R, particularly when there are

achievements to be celebrated as well as behaviour management strategies that need reinforcing. Child 13's LSA commented how this "gives me an opportunity to listen to the vocabulary Fiona uses with him."



Lego behaviour management chart (Outreach – Consultation)

Although the provision focusses on working with infant-aged children, the nurture staff have also provided support for children in Key Stage 2. Providing a 'daily download' on a one-to-one basis for a year 3 child, her teacher explained how Child 14 "...is a lot calmer coming into class each day having had her daily download and discussion regarding the day's timetable." Having had consultations with school about another year 3 child with a chaotic home life, the child has now been accepted into the Hampton Junior Nurture provision.

One school has taken advantage of INSET this year. The staff participated fully in the activities and the training received positive feedback, with particular reference to the range of scripts used at the nurture group.



Feelings cookies (Outreach – INSET)

This year the nurture staff have welcomed two visitors to the afternoon sessions. Children were well prepared for the change in routine and they responded positively to the guests. Feedback from the visitors was encouraging and helpful; the main points included:

- Behaviour management strategies were consistent, positive, effective and most could be applied in whole class environments.
- “Children are secure and comfortable in the surroundings.”
- Children “had ownership of their space” because their input was valued and respected; everyone was subject to the same codes of behaviour.
- Core subjects are embedded into the daily routines and activities; learning opportunities were practical and differentiated.
- Class teachers would benefit from opportunities “...to see the impact of such interventions: to learn from such targeted strategies and to observe these children respond in a way they might not in class.”
- Although phonics teaching helped the children to remember the sounds, could it be consistent with practice in their respective schools and how is progress relayed back to schools?
- To continue to build on topic-based skills to be applied back in class.
- To consistently build in opportunities for all children to learn and extend off each other through open-ended questioning.

Support and advice has also been provided to parents and professionals with children outside of the borough.



Pairs game (Outreach – INSET)

Management

The Service Level Agreement (SLA) provides the basis from which the nurture group staff work and, as such, it forms part of the appendices within the nurture group policy which is frequently reviewed.

Expectations of both staff and children's conduct and behaviour continues to be high due to the nature of the provision. Opportunities to model desired behaviours, such as positive attitudes, clear speech and active listening, healthy eating, managing our feelings and respect for others, are constantly take advantage of. The 'hidden nurture curriculum' remains deeply embedded into everything the staff do on a daily basis.

This self-evaluation highlights many of the changes that have taken place now that the provision has been running for two years. Staff continue to review and adapt the provision to ensure it is providing best practice.

Since moving to afternoon sessions, the timetable and curriculum have been more focussed on the nurture curriculum though children still receive core subject teaching through topic-based activities as well as nurture activities.

The needs of the cohort have been quite different compared to last year:

- More vulnerable children, as well as those on child protection plans or placed under Special Guardianship Order (SGO).
- More children with diagnoses of SEN either with or without EHCPs.
- Additional need for children receiving support from other specialists, such as play therapists.

Staff have continually reflected on experiences with these children in order to best suit their needs. For example, Child 5 requires sensory or movement breaks therefore opportunities to facilitate this have been built into the daily routines. Also, a number of children found it tricky to lay down on a cushion and be still during Relaxation Time. At this same time, it was noted that a few of the children used books to help them down when angry, upset or frustrated. As a result, nurture staff adapted Relaxation Time to incorporate two choices to promote a calm atmosphere, as well as to encourage a compliance from the children:

- The choice of two reading scheme books to look through, and
- The choice of sitting on their cushion or laying on it.

Although it has taken the children a while to accept the changes, the impact has been positive:

- Many children are taking this time to enjoy a book in a relaxed atmosphere.
- Many children are using this as an opportunity to apply their phonics skills.
- Children felt valued because nurture staff responded to their needs and their opinions, leading to increased self-esteem.
- The choice of books enables children to make a well-informed decision about where they choose to relax.
- The choice of relaxation position enables the children to choose the best way in they can relax.
- Both choices give the children some autonomy while still abiding the rules and routines.

Even the smallest changes can make the world of difference to these children. The adaptations to Relaxation Time have made the transition from playtime to home time much calmer.

This year there have been a few key staffing changes: change of line manager, maternity cover for teaching assistant and the loss of supply cover. The biggest impact has come from the changeover in teaching assistant from Miss Fox to Mrs Ferrari. At the start of the summer term Miss Fox began her maternity leave; this timing worked well for the children as they were able to say goodbye to her before breaking up for the Easter holidays. The transition was researched and handled extremely carefully as the children may view Miss Fox's pregnancy as rejection from her. A range of strategies were implemented including: social stories, transition objects made with the children, sessions with Mrs Ferrari, transition photographs and pictures with Miss Fox and Mrs Ferrari.

Having previously worked as a T.A. in nursery and year 1, as well as having run a lunchtime nurture club at Chase Bridge, Mrs Ferrari was able to become effective in her role quickly. She has been a welcome addition to the nurture group staff and the children have responded really well to her calm, understanding and non-judgemental manner. When reflecting on the past term, Mrs Ferrari said “The handover I received was very thorough and I have felt well prepared for situations that arise as well as being able to bring my own training and experience to the TA position. So far I have thoroughly enjoyed the experiences and challenges I have encountered whilst at the same time witnessing the children thrive and progress with their emotional and social needs.” She also reported that “There are very clear rules in place and the children are regularly set targets according to their needs, these are both very fairly dealt with in order to encourage good behaviour and regular achievable praise. Daily contact is made with the adults responsible for the children to encourage the same targets at home.”

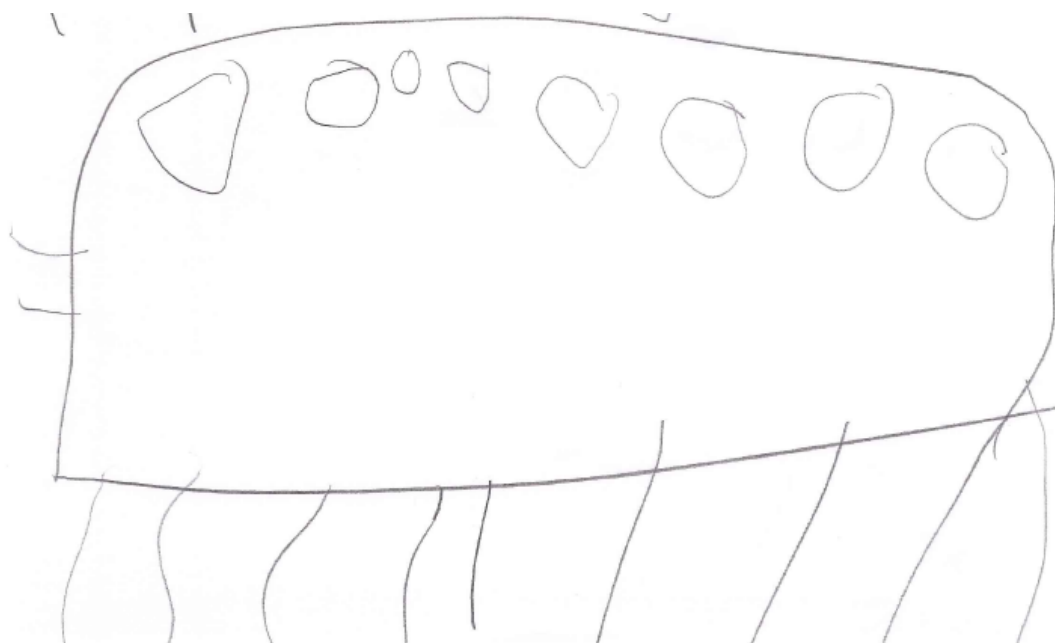


Caring for others (Provision)

4. Surveys: children, parents and schools

Children surveys: May 2017

Children completed surveys in May 2017. Overall the children felt happy about attending the nurture group. Child 2 stated "I think you and Mrs Yard are so wonderful. I have such a wonderful time in the nurture group. It goes so fast." Many children agreed that practical activities, for example snack time and painting, were enjoyable.



"I really enjoy snack time with my friends"

The children suggested that the provision could be improved by more out of school visits to places, such as zoos, farms and theme parks.

Listening and attention remained a key focus at the nurture group and one of the most effective strategies used to get children's attention was a call and response chant. Child 8 explained "I like 1,2,3 eyes on me because it helps me listen".

Parent surveys: June 2017

Surveys of parents are conducted as children reintegrate into their mainstream schools. The response rate was fairly low last year therefore it was decided to survey parents a few weeks prior to reintegration in order to increase the opportunities to receive feedback. Although this procedure was followed through this year, responses rates have still been very low with only two out of four evaluations regarding reintegrated children having been returned.

Responses from parents were overwhelmingly positive. From the small number of surveys returned, parents felt that the nurture group staff were approachable and communication was effective – this also reflects the views of parents last year. Child 8's guardian stated "the staff have been supportive and friendly" and she thanked staff for being understanding. Parents strongly agreed that children benefitted from attending the nurture group and that, for the most part, children had more positive relationships at home and at school. Class teacher also confirmed that the children have better relationships with their peers at school.



"I like having the caterpillars at the Cabbage Patch"

Parents noted improvements in confidence, behaviour and independence with Child 9's parent commenting there were "...lots of positive outcomes in his overall attitude with and at school" although he still "...tells fibs". After performing at the year 1 Christmas concert, Child 2's mother said she did so well "...considering last year and in nursery she didn't perform because she couldn't focus."

Other feedback received from parents has confirmed that children have responded positively to the work of the nurture group. Child 4's mother reported that he is "...definitely more relaxed when he leaves Cabbage Patch than when he leaves school." Child 5's grandparent has seen big changes in how well she uses manners, as well as with following instructions from adults.

As previously mentioned, Child 2's mother (2015-16 cohort) has seen significant improvements in her confidence, manners and the way in which she interacts with others, including unfamiliar adults. She explained how Child 2 is "...like a different child. She is more confident, even when we go out to the shops she walks with her head up." Other professionals have also commented on how much Child 2 has improved socially. Both Child 2's parents felt enormously proud of her when she comfortably joined in with all the songs at the Christmas concert in front of the audience. Child 2's mother also mentioned that her fine motor skills were improving and they had been practising at home with LEGO, as suggested by the nurture group staff. She is now speaking more clearly and pronouncing most words correctly, even correcting her older siblings when appropriate.

School surveys: June 2017

In June 2017, locality schools were asked to complete an evaluation. Five out of ten schools responded to the survey. It should also be noted that some results may be skewed as the questionnaire should take into account referrals made since Summer 2016, however some data has only been provided from Autumn 2016.



"I like painting at the Cabbage Patch"

Six out of seven locality schools with infant-aged children, as well as one non-locality school, made referrals to the nurture group. Since June 2016, there have been a total of nineteen children referred to the provision – nine of which were successfully placed. Although it was felt that the provision could not meet the needs of

some of the children who had been referred, advice and strategies were provided to those schools. When reviewing the referral criteria, all schools agreed that the current set was appropriate.

Overall, the consensus is that the work of the nurture group is having a positive impact on the infant-aged children in the locality. Class teachers felt most children had shown improvements in communication skills and the ability to manage feelings. The areas of the curriculum in which schools felt children had improved were phonics, reading and writing.

Communication with schools has improved since last year. One SENCo described the communication as being “fantastic” because she felt “very involved and aware of what has been happening”. Although there have been improvements, this continues to be an area for progression as some schools felt they would like to receive more feedback, as well as advice and strategies. A number of class teachers would also have appreciated more opportunities to visit the provision.

With regards to outreach work, the most common type of support received by schools was small group interventions with nearly 40 children across five schools having accessed the Cabbage Patch Club - a streamlined version of the nurture group. One school commented

“The staff and I really appreciate you coming into school to run the nurture groups and they are having a positive impact on the children involved.” Consultations with advice/strategies, as well as one-to-one work with a child, was the next type of support that received a good uptake from schools.



“I like playing with my friends at the Cabbage Patch” (Child 5)

5. Continuing Professional Development

Continuing professional development (CPD) for the nurture group staff continues to a high priority as the staff engage with a range of children with a variety of needs and experiences. In addition to CPD undertaken through the weekly staff meeting for teachers and termly INSET day sessions led by senior and middle leaders, the nurture group staff have sought training from other nurture groups and external agencies.

The content and style of training is determined in the following ways:

- To meet emerging priorities as identified in this document
- To meet performance management objectives
- To respond to the needs of children
- To respond to the professional development needs of teaching staff

All staff are encouraged and entitled to develop their knowledge and understanding. Staff continue to be proactive in seeking out relevant CPD for their own professional development and in response to the needs of the children. They are also directed to relevant training by others. There have been a number of courses that the staff have accessed, particularly in response to the changeover in teaching assistants, including annual SENCo Conference, physical restraint training, separation and bereavement training, an Introduction to Attachment and Safeguarding (Level 3). The strategies developed through these training programmes have been adopted as daily practice within the nurture group and the children respond to them well. Where appropriate, these techniques have also been implemented within the outreach support offered to locality schools. Both Mrs Yard and Miss Fox are now fully accredited nurture practitioners, as awarded by the Nurture Group Network.

There have been a number of safeguarding incidences that nurture staff have dealt with and, as such, it has been agreed that the nurture teacher will attend training for safeguarding (level 3). The teacher communicates any incidences to the designated child protection officers from the respective school, as stated in the nurture group policy. All staff have received safeguarding updates with regard to FGM.

It has been difficult to build a network of local nurture groups as there are limited opportunities for sharing good practice due to timetable constraints, especially as it is inappropriate to book supply staff for cover. However, the nurture teacher and teaching assistant from Hampton Juniors are due to visit the provision later this month.

6. Summary, conclusions and emerging priorities

In summary, after a year of supporting locality schools and their children we are now reflecting on the current provision and our priorities for the future. As the first locality nurture group in Richmond, we have aimed to balance meeting the needs of some of the most vulnerable children with ensuring that schools feel confident that the financial commitment they have made is providing good value for money. The following table outlines the nurture group's successes and the areas identified as needing improvement.

Areas of success	Possible aspects for improvement and further development
The nurture group is established with a clear rationale and ways of operating.	The curriculum could be more closely linked to the children's interests to promote higher levels of engagement.
Staff have continued to rapidly develop the specific skills required to meet the diverse range of the children's needs.	Promote greater level of awareness of the nurture group provision and practice across the locality schools.
Children have made progress not only socially and emotionally but also in some key academic areas.	Develop a sharper and more explicit focus on the learning of key skills in reading, writing and mathematics through the nurture group curriculum
The provision is fit for purpose and a positive and engaging learning environment.	Outreach support for schools is further developed and the nurture group becomes a centre of excellence and resource for staff and parents.
The changes to afternoon timetabling and transport arrangements have been successful.	Further improve the transition process back in to mainstream settings to ensure that the social and emotional skills developed are successfully applied
Links with the mainstream school are positive and constructive.	Further develop parental engagement to help with the transference of skills into the home environment (for example greater use of Tapestry)
Social skills outreach provision has been particularly successful and valued by locality schools.	

Our key priorities for 2017/18 are as follows:

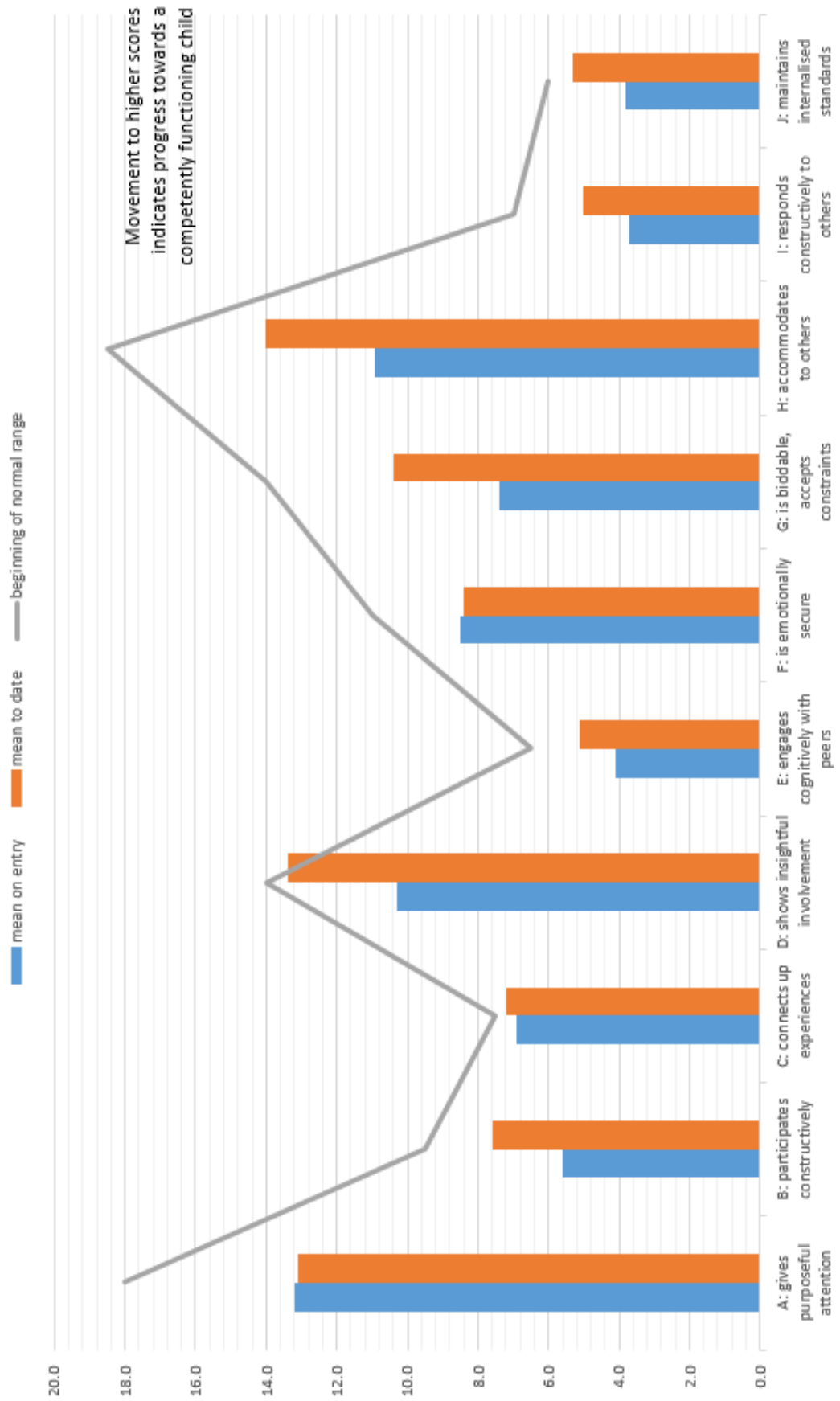
- **Develop the nurture group as a centre for excellence in social, emotional and mental health across the borough and promote the range of outreach work.**
- **Further develop the successful transition of children back into mainstream settings.**
- **Key skills in reading, writing and mathematics are given a more explicit focus through the nurture curriculum.**

7. Appendices

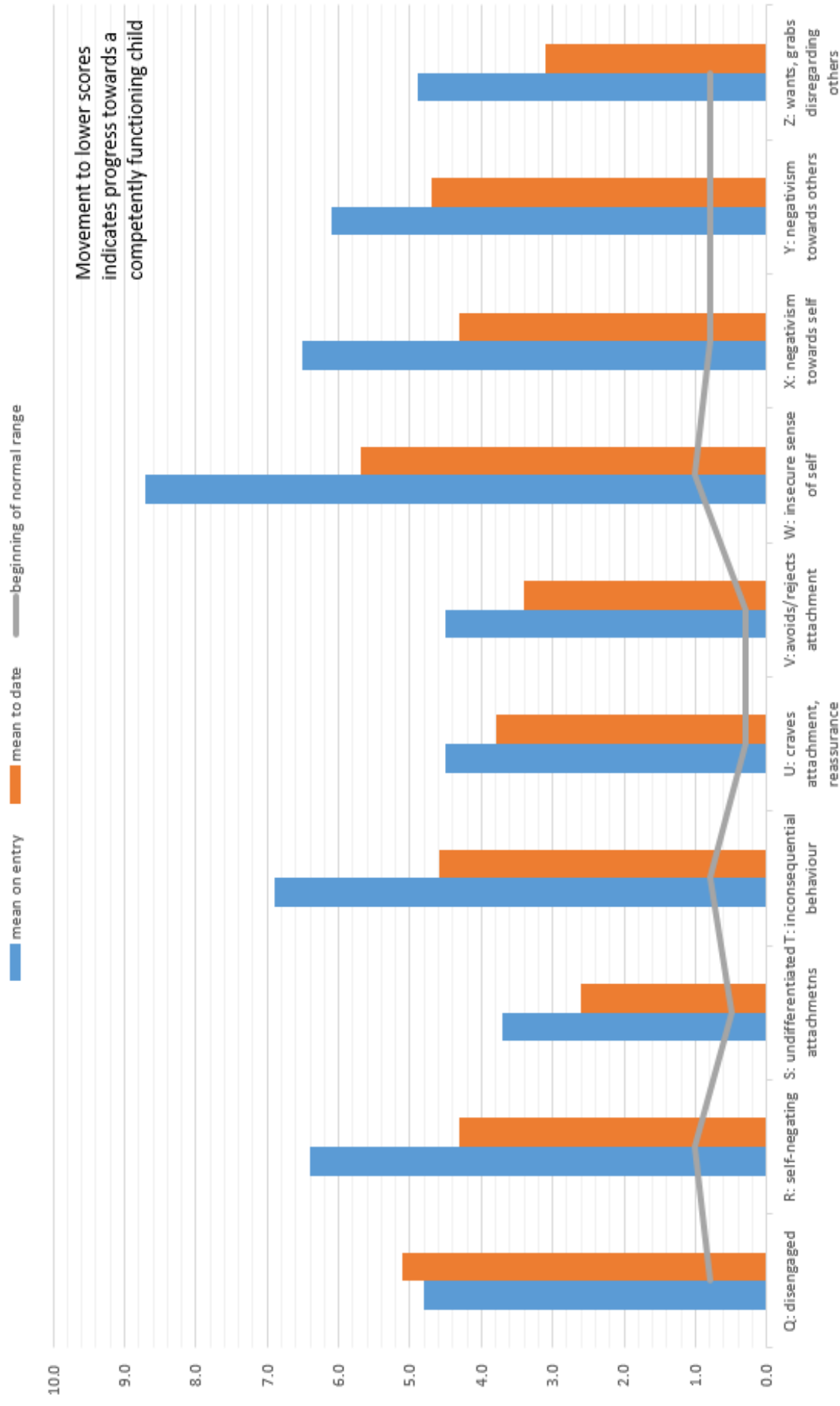
Staffing roles

Name	Role	Hours
Andrew King	NG Line Manager Headteacher	½ day per week
Fiona Yard	NG Teacher	36 hours per week
Laura Fox	NG Teaching Assistant (Maternity Leave - April 2017)	32.5 hours per week
Tania Ferrari	NG Teaching Assistant (Maternity Cover – April 2017)	30 hours per week

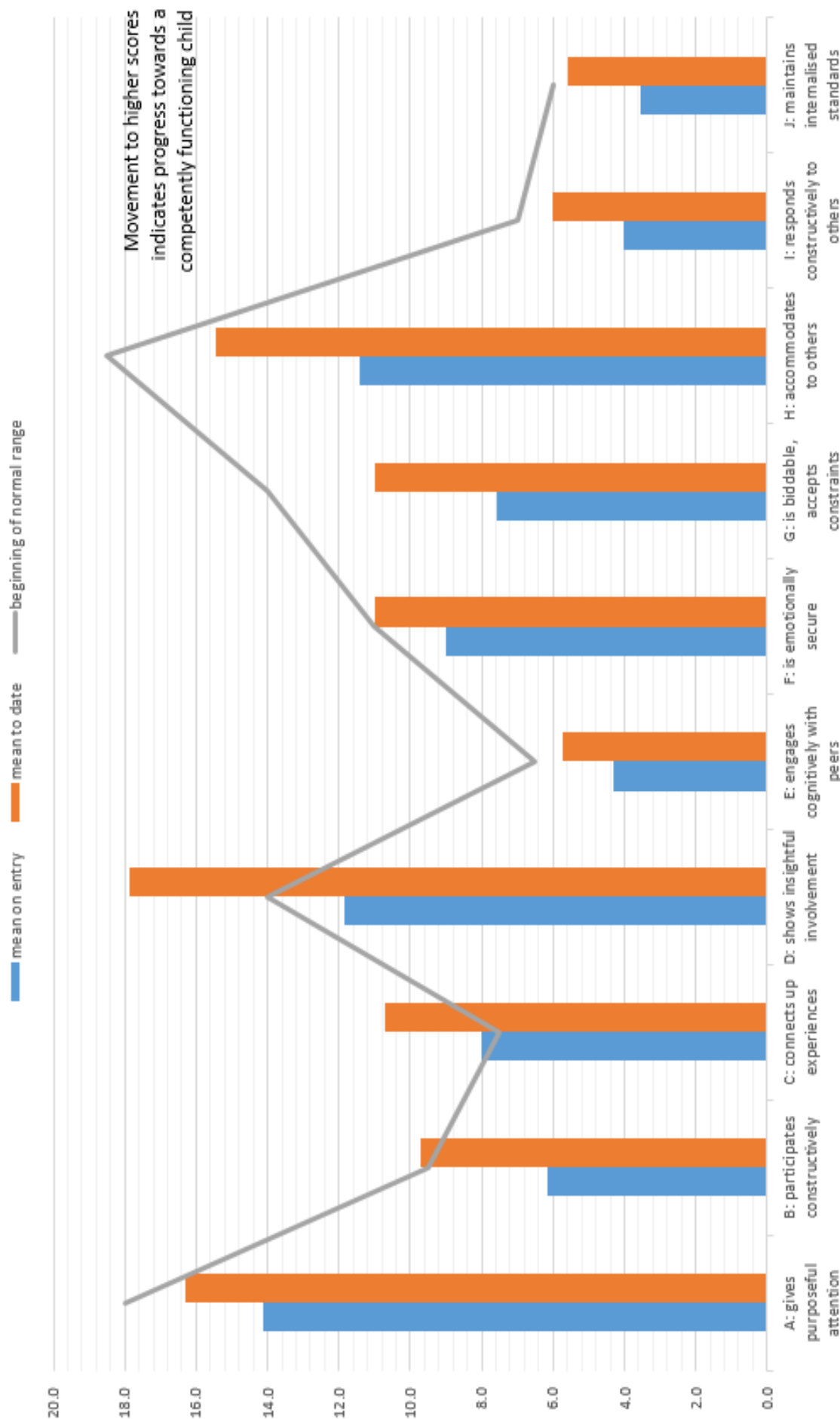
Boxall Profile - progression with developmental strands (2016-17)



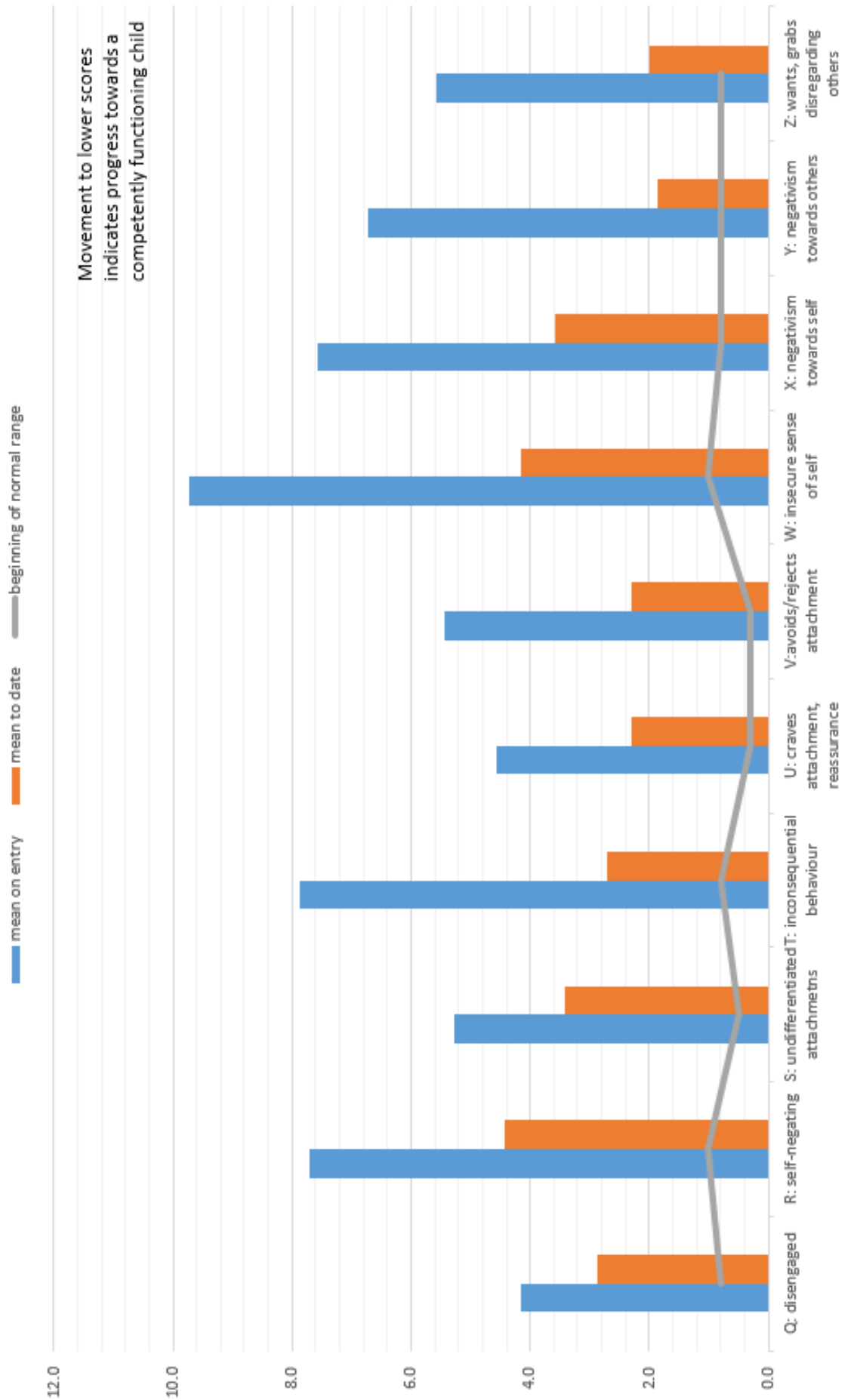
Boxall Profile - progression with diagnostic profile (2016-17)



Boxall Profile - progression with developmental strands (2015-16)



Boxall Profile - progression with diagnostic profile (2015-16)





Cabbage Patch Nurture Group