



**Developing successful learners
in
nurturing schools:
the impact of nurture groups in
primary schools**

1. Introduction

This publication is designed to stimulate debate on nurture groups in primary schools. It is part of a series of reports which is intended to promote improvements in Scottish education by illustrating effective practice, raising current issues, and stimulating reflection and debate. Another important purpose is to relate existing pedagogy and curricular provision to the aspirations of *Curriculum for Excellence*.



This report is based on evidence obtained from:

- information gathered during the period 2006-2008 from general inspection visits where a nurture class, group or approach was being used;
- questionnaires received from a number of EAs across Scotland;
- detailed, structured interviews with senior staff in six education authorities;
- EAs which had adopted nurturing approaches in their schools;
- visits to schools with nurture groups which had been recommended by education authorities during 2007-2008; and
- observation of children on split placement in both their mainstream school and within their off-site provision.



Inspectors focused on the quality of learners' experiences, their attainment and achievements and how well their needs were met by the nurturing approach. Three case studies describing good practice are provided at the end of this report¹. In addition, hyperlinks to inspection reports with good practice entries in reports or on the HMIE good practice website are included.

2. What is a nurture approach?



Nurture groups were developed in 1969 by Marjorie Boxall, who worked as an educational psychologist with children experiencing a range of social and emotional difficulties. She postulated that the source of these children's difficulties was poor nurturing experiences in early childhood. The children had not developed positive and nurturing

¹ See appendix 1 for the 3 case studies

bonds with a significant adult. As a result, they suffered from poor attachments and an inability to thrive emotionally. By the time the children reached school age they were not ready to meet the social and intellectual demands of the curriculum. She developed nurture groups to try and meet their needs more effectively and noted that:

The emphasis within a nurture group is on emotional growth, focusing on offering broad-based experiences in an environment that promotes security, routines, clear boundaries and carefully planned, repetitive learning opportunities.

The aim of the nurture group is to create the world of earliest childhood, build in the basic and essential learning experiences normally gained in the first three years of life and enable children to fully meet their potential in mainstream schools. (Boxall, 2002).²

The original curriculum of a nurture group, proposed by Boxall, concentrates on three key areas:

1. the development of self-esteem;
2. the use of play to teach social skills such as turn-taking, sharing, cooperating and appreciating the feelings of others; and
3. developing language for communication.

The learning environment in these nurture groups models that of a nurturing home, with activities, equipment and relationships reflecting this context. Typically, these groups are targeted at children on entry to P1 with a few continuing to provide some support into P2.

3. What is the current practice across education authorities?

Since Boxall's original concept there is now a significant increase of nurture groups across Britain (**Cooper and Tiknaz, 2007**)³.

In Scotland, EAs increasingly run nurture groups as part of a continuum of provision for children with additional support needs. Most view nurture groups as part of a wider early intervention programme. They provide the groups in the belief that the positive outcomes allow children to integrate more effectively into the mainstream curriculum with reduced or no support in future years.

Identification of need

All of the EAs visited use a standard nurture group profile as a means of identifying children for inclusion in the programme. The profile identifies children's social

² Boxall, Marjorie (2002), *Nurture Groups in Schools: Principles & Practice*. Sage Publications.

³ Cooper and Tiknaz (2007), *Nurture Groups in school and at home: Connecting with Children with Social, Emotional and Behavioural Difficulties*. Jessica King Publishers.

developmental needs and is used diagnostically to inform intervention strategies. Class teachers complete the profile pre- and post-intervention. Some authorities also use checklists or questionnaires as focused assessments of self-esteem. Almost all of the sampled EAs use previous nursery assessments and class teacher observations in addition to current assessment findings. The schools that the EAs selected for piloting were chosen on the basis of the findings from the above measures and were regarded as examples of existing good practice. These schools tended to be in areas of high deprivation relative to other schools.

Most nurture groups have high staff-child ratios, generally consisting of two adults to eight to ten children. They normally have a trained teacher and additional staff with early years' experience or training. In some EAs, the groups run full time for the winter and spring terms. In others, they run for mornings or afternoons for two terms or more flexibly throughout the year. In all authorities, the aim is to reintegrate children into their mainstream classes as soon as they are ready.

A few authorities offer full-time placements in nurture groups for identified children, most offer nurture groups on a part-time basis. Those authorities which have piloted both full-time and part-time placements reported that part-time placement was more effective. They found part-time provision allows children to engage with their mainstream peers on an ongoing basis and ensures that class teachers retain responsibility for children in the nurture group. Part-time placements also allow staff development to take place between the teacher in the nurture group and the class teacher.

Staff need to be alert to the possibility of children on full-time placements becoming isolated from their mainstream peers. This clearly makes reintegration much more difficult for the child. In best practice, staff in schools where children are on full-time placements ensure that children maintain effective contact with their peers through selected class and whole-school activities. Selection is based on the individual needs of the child and in discussion with them. At other times, children from mainstream classes join the nurture group for specific activities.

Continuous professional development (CPD)

Nearly all staff who are running nurture groups have received CPD from the national *Nurture Group Network*⁴ and the Scottish Government's [Positive Behaviour team](#). Many EAs that have run pilot groups are now rolling out the programme and using their own staff to train and support local groups. In most EAs, the educational psychology service is involved in evaluation and training. In one authority, a play therapist was being used effectively to advise on the play activities of the nurture group. In another school, an experienced early years teacher and early childhood practitioner worked directly with children and provided relevant staff development, including demonstrating effective teaching approaches.

[Good practice link](#)

⁴ The Nurture Group Network <http://www.nurturegroups.org/pages/about.html>



The involvement of parents and other agencies

Only a few groups involve parents in a sustained and planned way. The involvement of staff from other agencies tends to be better planned but not yet fully developed overall. In one good example, an authority employed a family support worker who helped parent groups in the nurture group and at home. Children in nurture groups often have social work involvement. At times, this service is not well integrated into children's individualised educational programmes (IEPs). Establishments are at different stages in implementing the *GIRFEC* (Getting it right for every child) approach which places the child at the centre of planning⁵. Embedding the *GIRFEC* approach into local practice means critically examining procedures and practices across all agencies working with children and reviewing where they fit with the principles, values and core components as set out in the national guide and practice model⁶.

⁵ The Guide to Getting it right for every child (September 2008)

⁶ The GIRFEC practice model

<http://www.scotland.gov.uk/Resource/Doc/238985/0065813.pdf>
<http://www.scotland.gov.uk/Publications/2008/09/22091734/9>

4. What do Education Authorities need to think about when planning nurture group provision?

Education authorities vary in relation to their strategic thinking and planning about nurture group provision. In best practice, education authority staff have considered the following questions to help clarify their thinking on the development of nurture groups in schools.

How do nurture groups fit within our overall provision of support for learning?

Senior staff consider where these groups sit within an overall approach to early intervention and within a staged intervention model. They take time to discuss questions such as, 'How do these groups enhance the continuum of provision?' and 'How does the work of nurture groups relate to the *GIRFEC* practice model and the principles of the Early Years Framework?'⁷.

Is there a best time in a child's education to offer experience of nurture groups?

Senior staff consider the best time in a child's education to offer a nurture group experience. The evidence from our visits has demonstrated that nurture groups can be very effective when targeted at P1. Some authorities are now working very closely with nursery staff to help them to identify and support children at the very earliest stage in their learning. Whilst the kind of skills being developed and activities being used seem to be more appropriate to younger children, some older children in primary schools and in early secondary are benefitting from inserts based on nurturing principles.

What is the role of parents and other agencies?

Staff review the ways in which they are involving parents and other agencies in thinking about and planning nurture groups. EAs are beginning to think about nurture groups as part of a wider, multi-agency support package. Staff also think about how best to use the *Early Years Framework* to maximise positive opportunities so that children get the best start in life.

What is the added value of nurture groups?

This is a key question for all staff although it is not a straightforward one to answer. It is important to consider the range of skills and capacities that are developed through nurture groups, especially emotional literacy and resilience. What is the added value relative to the kind of work associated with 'Promoting Alternative Thinking Strategies' (*PATHs*), which would appear to be developing similar skills and capacities in children? Staff need to consider the differences between nurture groups and the specialist support for children's emotional wellbeing that is provided by voluntary organisations such as Barnardo's or Place2Be ([Good Practice link](#)).

⁷ The Early Years Framework
<http://www.scotland.gov.uk/Publications/2008/09/22091734/0>

How can we evaluate the impact of nurture groups in the longer term?

As with any initiative or strategy, senior staff need to have clear systems in place to track and monitor the impact of nurture groups in the longer term. In a climate of fiscal constraints, there have to be systematic approaches in place to help staff make decisions about the value-added of the group's work. How do authorities know that nurture groups are preventing future difficulties from arising? Are children making better progress and are fewer children requiring alternative provision as a result of nurture group intervention? A few EAs have set up longitudinal studies to gather evidence that will help them to answer these key questions.

5. Nurture groups and Curriculum for Excellence (CfE)

Nurture groups are designed to enhance children's opportunities to interact with others in a positive way, something which they may have been unable to develop through their previous experiences. The approach in nurture groups is designed as a form of early intervention and identifies children who might benefit from an enriched learning experience. The benefits aim to support the development of children who are *successful learners, confident individuals, responsible citizens* and *effective contributors*. In particular, there is a strong emphasis on developing language skills and communication as key building blocks for social interaction.

How can nurture groups help to develop successful learners?



Nurture groups tend to be for children who attend their local school and who are finding difficulties in the classroom. These groups are small and provide a sociable, safe and emotionally warm environment for children to build and fulfil potential. The curriculum offered includes four key areas namely:

- self-control and management of behaviour;
- self-awareness and confidence;
- social skills; and
- skills for learning.

Staff supporting nurture groups work with children to develop small, attainable learning targets which can be built upon. The experience of being able to achieve a target and receive praise for this, helps to enhance children's confidence and self-esteem. Successful nurture groups encourage children to converse and to be comfortable in a social group setting. They learn and develop in a sociable and safe environment. The key outcomes and characteristics of effective nurture groups that sustain successful learning include the following.

- Children develop a greater sense of achievement through a pattern of successful learning rather than a previous pattern of difficulties. They are supported to become leaders of their own learning.
- Children experience increased motivation for learning as a result of their increased experience of success. This enables them to develop a better disposition to learn, improving their motivation and concentration.
- Children are helped to develop and discuss learning targets and are supported to evaluate their success. By doing so, they can see that they are making progress and feel good about themselves. Targets are shared with the nurture and mainstream class teachers. The mainstream teacher takes overall responsibility for monitoring and tracking progress.
- Children's skills in literacy, numeracy and health and well-being are developed and reinforced by the range of contextualised activities. These reflect the more natural approaches to learning found in the home. Children learn through play, through making snacks, they take turns and participate in group tasks. Such skills are further developed in their mainstream classes.
- Children make successful transitions back into their mainstream classes through well-planned arrangements and liaison meetings between key staff.

What needs to improve?

- In a few nurture groups, staff do not focus sufficiently on developing and monitoring children's literacy and numeracy skills. The assumption is, that by improving children's behaviour, improvements in other learning will follow.
- Few schools were able to provide clear data to support the impact of the groups on children's attainment. Staff need to think about how they can gather robust evidence to show the impact of nurture groups on raising attainment in English language and mathematics and in extending children's wider achievements.

How can nurture groups help to develop effective contributors?

Nurture groups can be successful at developing a range of life skills which enable children to make more effective contributions within the group as well as to other settings. Nurture groups encourage children to develop the following skills and capacities.

- Children develop greater self-awareness. Staff provide supported teaching activities suited to individual needs which provide children with the chance to develop positive relationships with staff and each other.
- Children are helped to become more self-aware and reflective about their behaviour and how their behaviour affects others. They are helped to express their feelings and to be more adept at identifying a range of feelings in others. This improves their ability to communicate more effectively in learning situations.

- Children learn to become more resilient in new learning situations within the nurture group. They are supported to share time with an adult, to help other children and to wait their turn in a game. In confrontational situations they learn to become more able to resolve the conflict in positive ways and to control their impulsive behaviour. For example, children might learn to control their breathing if they are upset and use breath counting to calm themselves.
- Children become more independent in social and learning situations. For example, they may learn to prepare a snack for their peers, to collect and organise materials and resources for a game or activity, to return resources at the end of the session, and to successfully work on a short task by themselves.

What needs to improve?



- Nurture groups are not always fully integrated into the school's general approach to meeting learning needs. Methods of communication and the sharing of information from the nurture group to the mainstream settings are not always fully effective. This prevents children from applying their learning and becoming effective contributors across a range of settings.

Children may experience success in the nurture group but this is not then translated to other settings such as their mainstream class.

- At times, the overall learning experience for children attending nurture groups is not of a consistently high enough standard. Children are sometimes provided with a restricted range of learning experiences which limits the effectiveness of their transitions back into the mainstream setting.

How can nurture groups help to develop responsible citizens?

Nurture groups have a key role to play in helping children to respect themselves and each other. Children, parents and staff benefit when the programme of the nurture group and nurturing principles are fully understood and implemented by all school staff. When nurture groups are successful in developing children's capacities as responsible citizens the following outcomes and characteristics are achieved.

- Children are better at coping with and expressing their feelings. As a result, levels of confrontation and challenging behaviour are reduced.

- Children are set clear targets which are shared with their class teachers. These targets are planned by staff in a responsive way.
- Staff model good social skills and children are supported to respect one another and to help each other. For example, children who successfully make the transition back into mainstream from their nurture group return to help staff prepare snack and to cook and bake alongside the younger children. They are given responsibility in the playground to care for the current nurture group children. As a result, their leadership capacities and sense of responsibility are developed.
- When children's achievements are recognised both within and outwith the nurture group, this supports their sense of being part of and belonging to a school community. The voice of the child is strengthened by being supported to act as equal members of for example, the pupil council, eco committee and health groups. In some schools visited, the work of the nurture group positively influenced the work of the school.
- Children develop early social skills such as collaborating, sharing resources and taking turns through their play. They acquire a greater ability to work in groups as evidenced by better turn-taking, sharing, listening and cooperation with others. They are able to follow classroom routines and social conventions. Through the quiet and skilful intervention of staff, children's positive behaviour is reinforced. As a result of these approaches, children become better at collaborating with their classmates ([Good practice link](#)).

What needs to improve?

- In situations where transition arrangements into mainstream are not well managed, children can become isolated and fail to develop a sense of responsibility. This defeats the purpose of nurture groups and serves to reduce children's confidence, self-respect and motivation in the mainstream setting.



How can nurture groups help to develop confident individuals?



Nurture groups are very effective in developing children's confidence. All of the activities are designed to enhance children's self-respect, sense of worth and self-esteem. Staff work in positive ways and set up manageable activities that children can complete and feel satisfaction in having done something well. As children become more confident they learn to work more effectively on their own and in groups.

- Children learn to identify a range of basic emotions in themselves and in others. They begin to use this information to solve potential problems and take more appropriate action.
- Children are more aware of when they are successful and what they have done to gain appropriate praise and reward. They become more independent. For example, children learn to look out their own materials and resources and complete activities with less adult direction or assistance.
- Children are better able to relate to adults and other children in an appropriate way. They use more appropriate language and gesture and receive positive feedback as a result which sets up a 'virtuous learning cycle'.
- Children develop their confidence and social skills through working together in meaningful and imaginative contexts. For example, they learn to take an active part in activities such as baking and gardening. This promotes their confidence, their personal development and readiness to learn.
([good practice school link \(a\)](#)); ([good practice school link \(b\)](#))

What needs to improve?

- The structure of the nurture group sometimes results in an overemphasis on teacher-led activity, which can inhibit children's creativity and confidence.
- When a child's placement is off-site, learning targets are not always jointly planned with the school. This has an adverse effect on the tracking and monitoring of progress and the overall impact of the placement.

Conclusion

Nurture groups can be very effective in building the resilience and confidence of young children who may be finding it difficult to cope in the classroom. In the best examples, they positively influence children's lives and are provided at the earliest possible stage. The focus on intensive support helps identified children to flourish and grow. In best practice, parents and carers are centrally involved in the nurture group programme and are helped to support their child's learning at home. The nurture group programme adds an important dimension to the education of some of our most vulnerable children within an overall approach to early intervention. Current successful practice often develops as a result of flexible, creative uses of resources and programmes that are underpinned by a nurturing philosophy. As a result, children experience a sense of success which has positive knock-on effects to their confidence, self-esteem and ability to learn. They develop a growing sense of achievement and increased levels of motivation which support their move back into mainstream provision. A strong emphasis on developing children's language and communication skills helps to build a platform for further success. Increasing examples of good practice are featuring in Inspectorate reports. High quality CPD and effective intervention on the part of all staff are critical to the success of nurture groups.

Whilst this report provides examples of good practice which result in positive outcomes for children, provision is still too variable. Only a few nurture groups involve parents in a sustained and planned way. Schools are less successful in fully integrating the work of the nurture groups into their wider approach to meeting children's learning needs. Systems to track and monitor the progress of children need to be improved in order to ensure that children benefit more fully from the experiences being provided. Children can make very successful transitions back into their mainstream setting through well-planned arrangements which ensure that they are ready for this important move.



Appendix 1

Case studies of good practice

St Michael's Primary School – West Dunbartonshire Council

St Timothy's Primary School – Glasgow City Council

Robert Smillie Primary School – South Lanarkshire Council

Appendix 2

St Michael's Primary School, West Dunbartonshire Council

St. Michael's Primary School is one of the authority's first pilot nurture group schools. The aim of the nurture group is to provide enhanced provision for a small group of children who have been identified as having social and emotional needs and who would benefit from nurture group intervention. The children were identified using the Boxall profile, information from the children's nursery, the Goodman's self-esteem checklist and teacher observations.

The nurture group

The school is open plan. Staff have been able to create an area in the P1 and P2 block which is open to the rest of the school but which has sufficient privacy to allow children to engage in nurture group activities. Like most nurture groups, the area has a house corner, a snack table, a sink, and a story/library area. Four children attend the group in the afternoons. In the morning, the children are part of their mainstream class. The routine of the nurture group is familiar to the children and opportunities are taken to reinforce classroom behaviours such as listening, waiting for their turn, putting their hand up to speak to the class teacher and generally respecting each other. An emotional literacy programme (PATHs) runs in the school and has been adapted for the nurture group children. Play materials and activities are explained and based on West Dunbartonshire Council's guidance on the development of play.

The nurture teacher has been trained in nurture group approaches and is very effective in engaging children in turn-taking, sharing their feelings with each other, and developing good opportunities for children to interact with each other. Children enjoy their time in the nurture group and are enthusiastic participants. Language is developed in the context of play - making cakes, washing up and sharing news over a snack. The nurture teacher develops children's language very well in these 'home contexts', enhancing children's vocabulary, sentence structure and content. Children's progress is carefully monitored by the nurture teacher and depute headteacher. Depending on progress, children are carefully reintegrated into their class on a full-time basis. This is made easier by the part-time placement and by regular communication between the P1 class and nurture teachers. The P1 teacher continues to take responsibility for planning learning targets in collaboration with the nurture group teacher.

Impact on children

- All children have been successfully reintegrated into their mainstream classes at the end of P1.
- Children are more able to interact with their peers.
- Children are more settled in school and ready for learning.

Features contributing to success

- Very high quality of adult-child interaction. This mirrors the kind of parent-child interactions which promote the development of children's language and social development.
- High commitment from all staff in supporting the nurture group principles and reinforcing these in mainstream classes.
- A positive whole school ethos which is based on very good teaching and learning approaches to develop confident and successful learners.
- An open-plan school which helps prevent the nurture children from becoming isolated from the mainstream school.
- Excellent staff development for all staff in the principles of nurture groups.
- Very good leadership from the depute headteacher who evaluates and monitors the progress of children and provides excellent support to class and nurture teachers.

St Timothy's Primary School, Glasgow City Council

Background

St Timothy's Primary School is situated in north-east area of Glasgow. Almost half of the children who attend the school are entitled to free school meals. The nurture group is led by a principal teacher who has been in post for four years. The nurture class offers provision for children across a range of stages in the school. Although originally based on Boxall's principles of a nurture class, the school has evaluated, modernised and amended the provision to reflect the context of the school community. Due to the high numbers of children coming to school with developmental delay, St Timothy's Primary School was one of the first schools in the city to have a nurture class.

The nurture group

The nurture group room is called the 'Orchard Room'. It is a very pleasant learning environment. Small in size, it is comfortably decorated with soft-furnishings. There is a teaching area that is also used for social activities and a kitchen area for sharing food. Children attend the group on a part-time basis. The school adheres to the core Boxall principles which underpin Nurture Groups, in terms of a commitment to the provision of early learning experiences through a nurturing approach. Good behaviour is encouraged through a personal and social development programme and a personal targets programme. Play is encouraged to help children progress through the stages of solitary, parallel and cooperative play. Parental partnerships are encouraged through direct involvement with their child in the Orchard room.

Key Features of the 'Orchard Room'

The 'Orchard Room' caters for a large number of children in a part placement. Presently, 10% of the children in P1 to P3 are supported. These include six from P1, five from P2, two from P3 and two from P4. All staff have a major role to play in the children's personal target setting programme. The relationships between the nurture teacher, class teacher and pupil support assistants are crucial to the success of the programme. Informal daily meetings, planned meetings and regular contact between the children and nurture teacher outwith their nurture group session, have proved to be key to the success of children achieving their targets. Expectations are clear to both children and staff. The personal targets programme provides a target sheet for each child incorporating learning intentions. Targets are discussed with each child and teachers use comments, stickers or stamps to provide information on how children are doing. The child takes the sheet home to review their progress, along with their parents. Parents are encouraged to add their comments. Children are motivated when they hear these comments read out at group time. Peer assessment is used as children share each others successes and discuss their progress. Children take turns to lead the group in daily peer assessment. Their job is to lead the discussion to find out who are the group's *Golden Rule Keepers* in line with the Circle Time philosophy.

A Typical Nurture Group Session

Children are collected from mainstream classes and then come together for group time to discuss personal targets progress and solutions to difficulties. Children use visual representation for achieving targets through a racing car track theme. A range of rewards and support systems is in place. Children are allocated different responsibilities within the planned activity that link with their learning target. Play is an integral part of the timetable and learning is always delivered through active learning approaches.

Impact

The 'Orchard Room' staff work closely with mainstream teachers and pupil support assistants to help the children achieve their targets which are integrated into the school day. This contributes to the child's individual progress and to the nurturing ethos of the whole school.

The 'Orchard Room' is recognised as a positive place to be. Many children regularly request a placement. 'Stars of the Week' from each of the five infant mainstream classes are chosen by their class teachers and invited to join the nurture class staff for a healthy snack to celebrate their success and achievement. This is recognised as a prestigious treat as the children are eager to visit the 'Orchard Room'.

All parents appreciate the involvement they have in supporting their children with their personal targets through target sheets and weekly meetings with nurture class staff. They regularly comment on how they are pleased to have information on how their child is progressing on a daily basis and often request the nurture class teacher to make target sheets to help them at home.

Through self and peer assessment, children are very much involved in the ownership of their learning plan and are motivated to succeed.

Assessments are repeated after six months and the comparison charts show children making good progress.

Robert Smillie Primary School, South Lanarkshire Council

Robert Smillie Primary School was one of the authority's first pilot nurture group schools. The aim of the nurture group is to provide enhanced provision for a small group of children identified as having social and emotional needs and who would benefit from nurture group intervention. The children are identified using the Boxall profile, the Goodman's self-esteem checklist and teacher observations. The headteacher is very well informed about nurture groups with a strong vision to create a nurturing school.

The nurture group

The nurture group provides support for children at Robert Smillie Primary School and for children within the learning partnership who are transported to the provision. The nurture group operates on a part-time basis. Nurture group staff work alongside class teachers in the mainstream classrooms for a short time every morning. This daily session involves very high quality and dynamic learning experiences with all children actively involved in their learning. All staff supporting all children work effectively together to extend learners' needs. Class teachers have overall responsibility for the child. The highly effective joint planning ensures there is consistency of approaches to support learners within both the nurture group and the mainstream setting.

Impact on children

- Children have grown in confidence and their learning within literacy, numeracy and aspects of personal and social development have accelerated.
- The influence of the nurture group impacts on children throughout the school as teachers work cooperatively and share expertise to improve practice.
- The integral approach of the nurture group ensures children throughout the school are confident to self-refer and access the provision as they need it.
- Children in the early years are more engaged in their learning through activities to support transition from mainstream to the nurture class.

Features contributing to success

- Joint planning for children is led by class teachers. Collectively they focus on inter-disciplinary themes, discrete subject areas, the ethos and life of the school and opportunities for personal achievement.
- The dynamic, creative and innovative approaches of nurture group staff.
- Approaches to develop skills in literacy, numeracy, health and well-being.
- Responsive planning to tasks and activities which stimulate children's imagination and engage them in their learning.

- Use of the school's home-link worker to involve parents of children in the nurture as partners in their child's learning.
- The use of the nurture room as an integral part of the whole school. For example, during a recent focus on 'Gray Friars Bobby' all P1s joined the nurture class to take part in an activity which was relevant for all children.

