

9 March 2011

Mrs E Pemble
Headteacher
Bournville Infant School
Linden Road
Birmingham
B30 1JY

Dear Mrs Pemble

Ofsted 2010–11 survey inspection programme: nurture groups

Thank you for your hospitality and cooperation, and that of your staff and pupils, during my visit on 1 February 2011, with my colleague Michael Smith HMI, as part of our survey of the use of nurture groups for pupils who are vulnerable to underachieving.

The visit provided valuable information which will contribute to our national evaluation and reporting. Published reports are likely to list the names of the contributing institutions but individual institutions will not be identified in the main text without their consent.

This letter briefly summarises our discussion at the end of the visit.

Strengths of the nurture group provision (The Sunshine Room)

- The Sunshine Room is part of the whole-school, inclusive ethos. There is a clear rationale for this effective provision. It is led by trained staff committed to nurturing pupils. It is not a 'bolt on' approach but developed in response to changing needs of the pupils and integrated into the life of the school.
- The school has clear criteria for the selection of pupils and senior staff spend time discussing which pupils would benefit most from the small nurture group. Reintegration is managed carefully and pupils are given an appropriate phased return.
- Nurture group staff are well trained. They attend the local authority nurture group network meetings on a regular basis. They are also supported by the educational psychologist who occasionally provides whole-school training.
- Detailed tracking data provide evidence of pupils' progress and are shared with class teachers, parents and carers. Data track progress over time and include reading, writing and mathematics as well as social, emotional and behavioural development.

- Pupils are making at least sound progress and many make good progress although this varies from pupil to pupil and is often related to their challenging circumstances. The Boxall profile, completed electronically is easily accessible. It gives a clear picture of the next steps to be taken in the pupils' social, emotional and behavioural development.
- Relationships are strong. Staff know the children well and care for their individual needs. Roles and responsibilities of class teachers and nurture group staff are clear and result in effective communication.
- Overall, parents are positive and supportive. They acknowledge the important difference the nurture group has made to the lives of their children and can identify specific changes to behaviour and self-confidence as well as a readiness to learn.

Areas for improvement, which we discussed, include:

- developing planning for the nurture group to include a greater focus on intended outcomes which relate more closely to mainstream classes
- using the assessment data more frequently when planning for individual pupils' specific needs
- reviewing the use of positive behaviour management and making rewards more explicit
- using nurture group data more effectively to tackle attendance issues
- ensuring rigorous monitoring and evaluation of academic provision in the nurture group.

I hope that these observations are useful as you continue to develop this aspect of the school's work.

As I explained previously, a copy of this letter will be published on the Ofsted website. It may be used to inform decisions about any future inspection. A copy of this letter will be sent to your local authority.

Yours sincerely

Linda Rockey
Her Majesty's Inspector