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25 March 2011

Mrs P Thompson  
Headteacher  
Wroughton First School  
Beccles Road  
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Great Yarmouth  
NR31 8AH

Dear Mrs Thompson

### **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 with Maureen York HMI on 1 March 2011 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**

- You have made a recent, significant change to the timing and organisation of the provision in the nurture group in response to two factors. First, the needs of pupils are changing with fewer displaying overt behaviour issues. Second, better use of data showed that the significant progress of many pupils in their social and emotional development was not matched by accelerated academic progress. As part of the drive to raise attainment, pupils are now taught literacy and numeracy skills with their own class in the mornings and attend nurture group in the afternoons. It is too early to draw any conclusions about the impact of these changes.
- The school's commitment to involving parents more in their children's learning can be seen in the increasing number of opportunities to participate in activities in school. This approach builds on the positive impact of working closely with parents in the nurture group.
- The home-school contact book, much appreciated by parents, provides a helpful means of communication about the progress pupils are making in nurture group. Parents speak highly of the accessibility of staff who listen to their concerns.

- Parents are overwhelmingly positive about the work of the nurture group and the impact that attending nurture group has had on their children. Parents use strategies from nurture group successfully at home to provide consistency between home and nurture group. Senior leaders recognise that the principles underpinning the nurture group and the strategies deployed there could be used more widely across the school.
- Nurture group staff use a variety of assessment tools to gather information on pupils' social and emotional development and analyse this thoroughly. Daily records of pupils' achievements and of their progress towards meeting their targets are detailed and informative. The systematic approach to record keeping ensures that there is a clear picture of each pupil's strengths and areas for development.
- The nurture group room provides a warm, comfortable, and secure place for pupils to learn. The fact that two pupils who joined nurture group this week have settled so quickly to the routines and expectations of the group is testament to the way that staff have established consistent approaches.

**Areas for improvement, which we discussed, include:**

- developing channels of communication between staff in mainstream classes and the nurture group to ensure that information collected on pupils while they are in nurture group is used in class to support their learning
- strengthening systems for monitoring the quality of the provision and using a range of evidence to evaluate its impact on pupils' social, emotional and academic development.

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

**Jane Wotherspoon**  
**Her Majesty's Inspector**