Nurturing learning: key messages from Glasgow's nurturing city journey.

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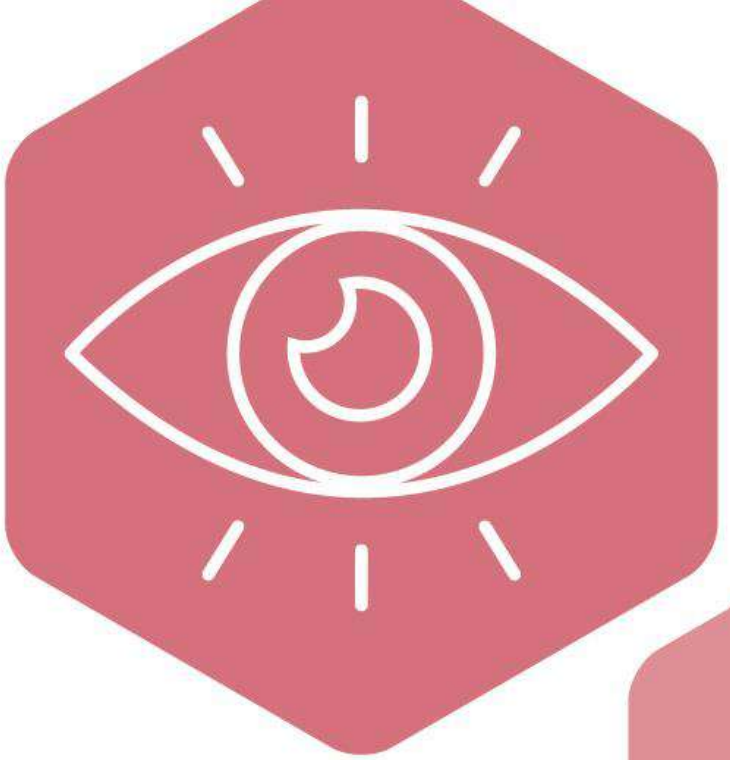
Today's session

- Setting the scene – nurture in Glasgow
- What are nurturing approaches and what is the impact?
- Examples of nurturing approaches in Glasgow

Links with North Yorkshire & Glasgow

- Michael McCluskie, HT & Tina Bielby, DHT linked in with Glasgow to find out more about nurturing approaches
- They have begun to use the nurturing principles for example is a vital means of communication
- We presented at a previous trust event in 2021



OUR VISION

A world class learning city founded on nurture principles.

- *"Glasgow as a nurturing city is not just a slogan – it is actually happening"*
  Glasgow Head Teacher after lockdown

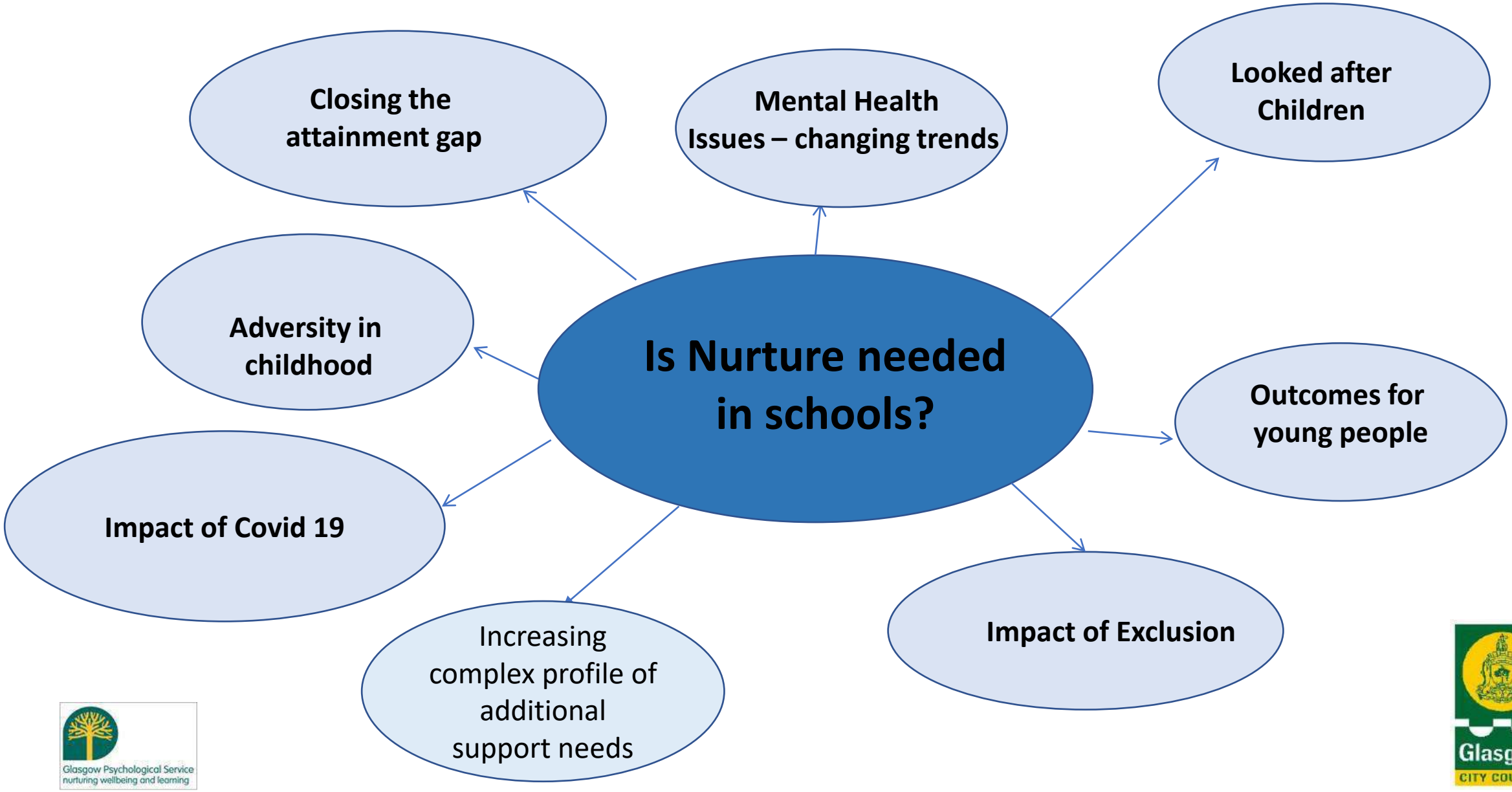
NURTURING GLASGOW
nurture: at the heart of glasgow

Our key drivers

- Closing the gap
- Inclusion – belonging
- Attainment & achievement
- Lifelong outcomes
- Additional Support needs

Glasgow's children

- **15,257** registered places for 0 to 5 years - 237 ELCs
- **71,342** school pupils in Glasgow
- 40,576 Primary pupils – 141 schools
- 29,215 Secondary pupils – 30 secondary
- 1,551 ASL pupils – 22 schools
- Over half (56.4%) of all pupils in Glasgow live in the most deprived Scottish Index of Multiple Deprivation deciles.
- Over a quarter (25.3%) of pupils in the city speak English as additional language (131 languages)
- 17.4% of Scotland's care experienced children and young people.



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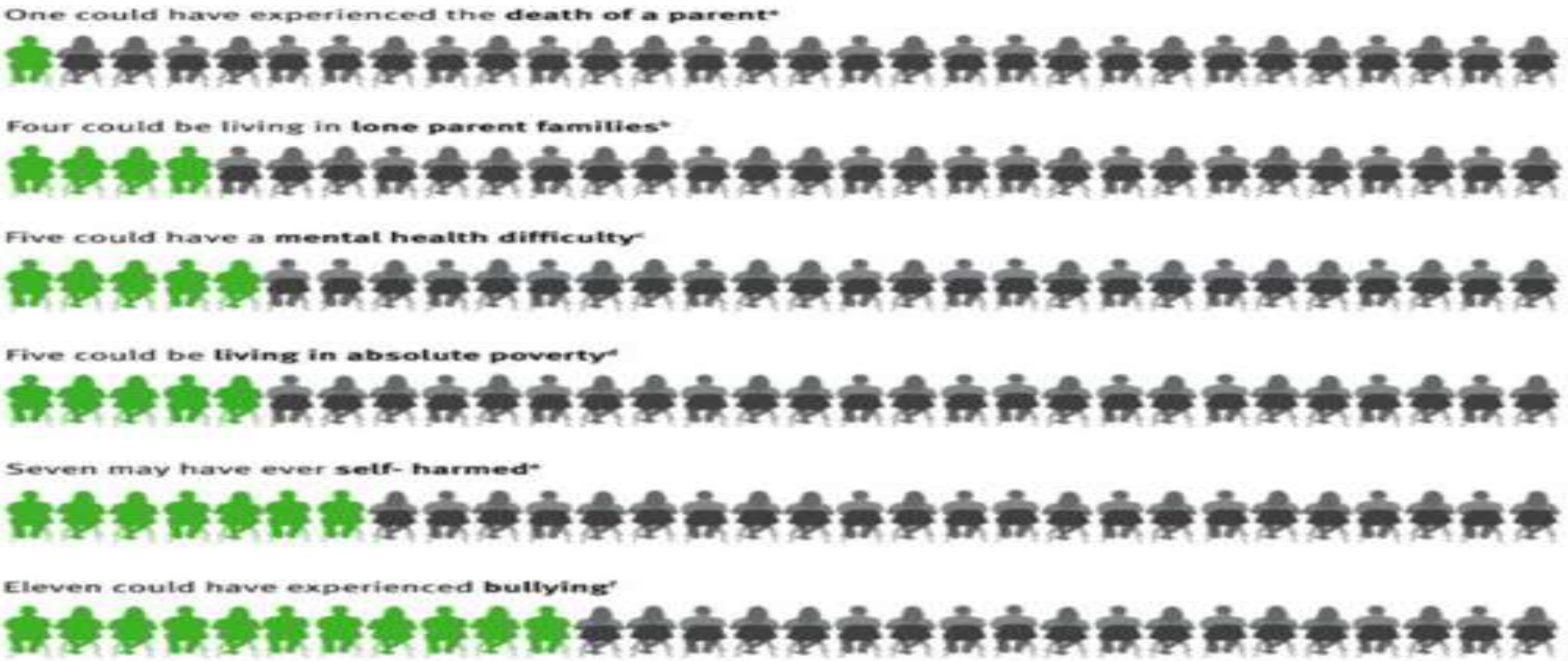
Life experiences in a class of 30 pupils from *Promoting children and young people's mental health and wellbeing: A whole school or college approach (DfE 2023)*



What are nurturing approaches?

- Nurturing approaches are anything that helps to build positive, trusting relationships in school
- They benefit all pupils, building confidence socially, emotionally and in learning
- They also help children and young people to feel connected to their school and the people in it
- To help us recognise, develop and evaluate nurturing approaches, we use the nurturing principles as a framework

Discussion

What nurturing approaches are you using in your school?

What Is Distinct About Nurture Practice?

- Attachment & trauma informed
- Relationship focused
- Language focused: common language across the estate
- Early intervention
- Addresses inequality
- Balances support for children with expectation change is possible
- Warm and empathic
- Structured
- The nurture principles embedded- whole establishment approach
- It is for everyone!

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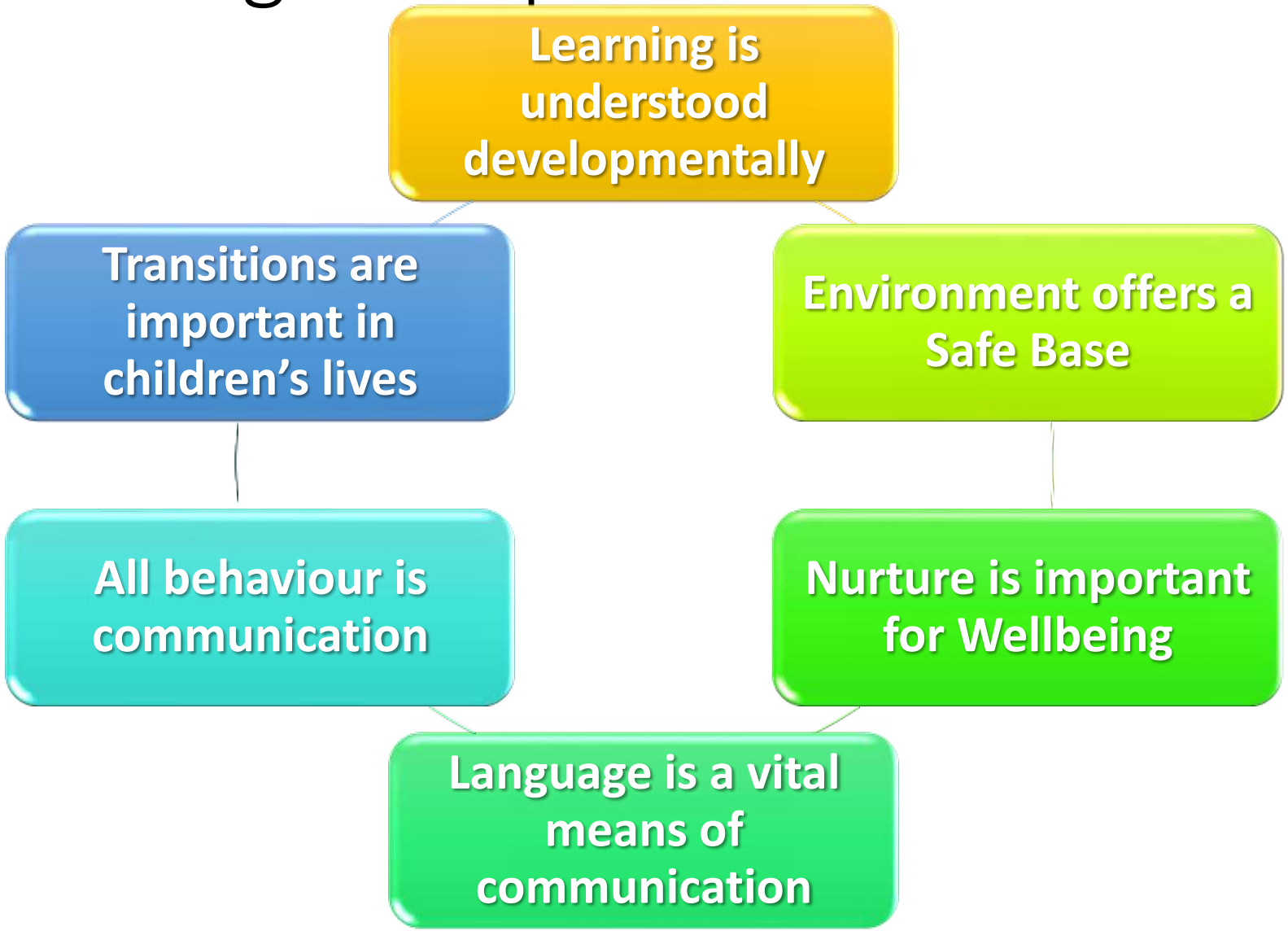
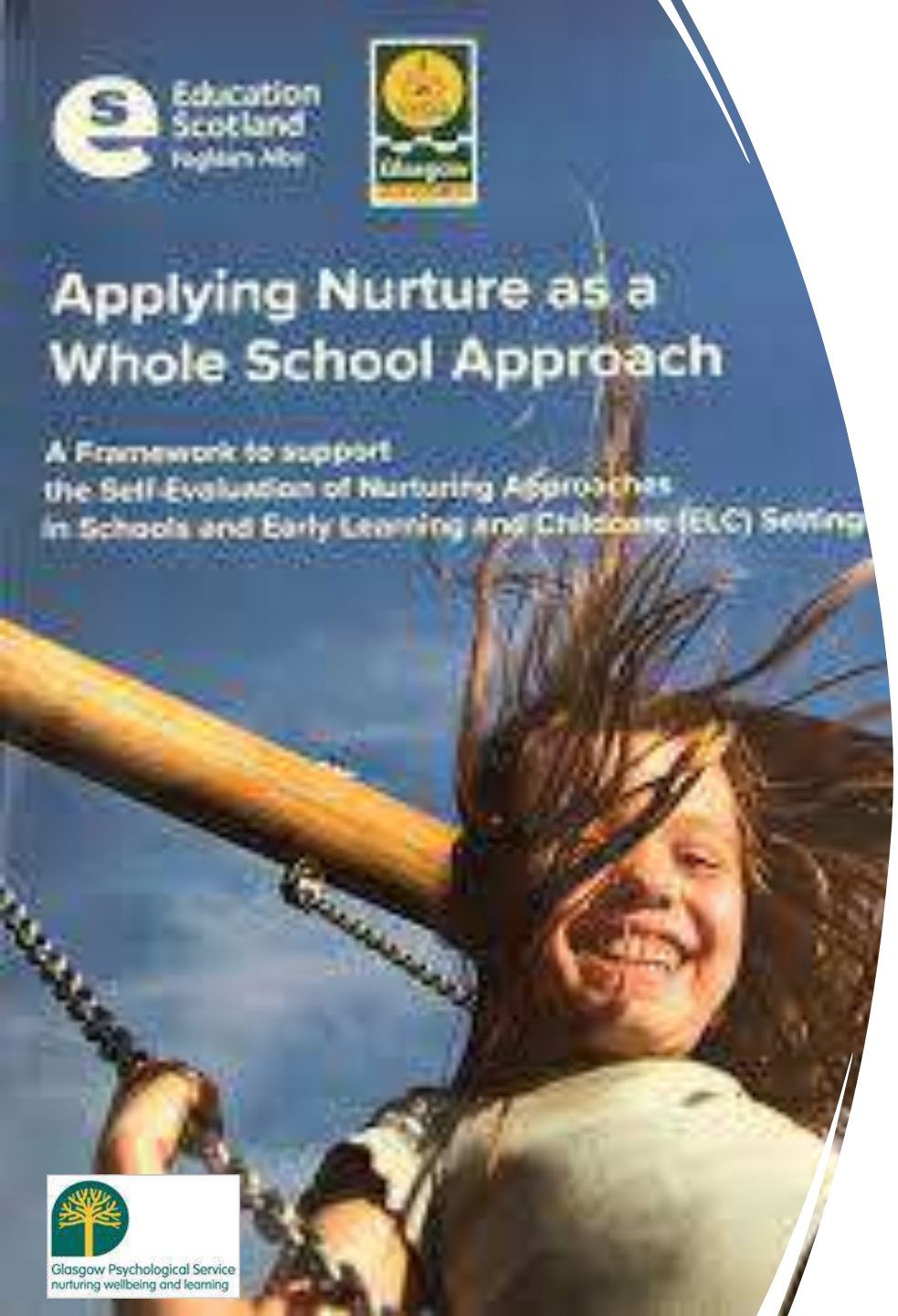
The 6 Nurturing Principles



Towards the nurturing city - Taking a strategic approach

In 2012 Glasgow developed a policy 'Towards the Nurturing City'

- **This set out a plan putting wellbeing and building positive relationships at the core of education**
- **It built on the previous work already carried out and supported a whole school approach**
- **All staff should have an understanding of the nurturing principles**
- **The nurture steering group was formed to help plan and implement nurture across the city**
- **A range of nurture training is available from Educational Psychologists and the Nurture Development Officer**



Self evaluation & Improvement

Applying Nurture as a Whole School Approach

is the current document being used in schools

This is a self evaluation framework with quality indicators, examples of effective practice and challenge questions

- Tools from ANSWA used to measure progress for example an observational profile for the environment & questionnaires for staff, pupils & parents/ carers

Positive Trends

Senior phase outcomes for young people have shown a positive upward trend over the last 10 years.

Pupils achieving 1 or more Higher by the end of S5	
2012	2022
36.6%	59.0%

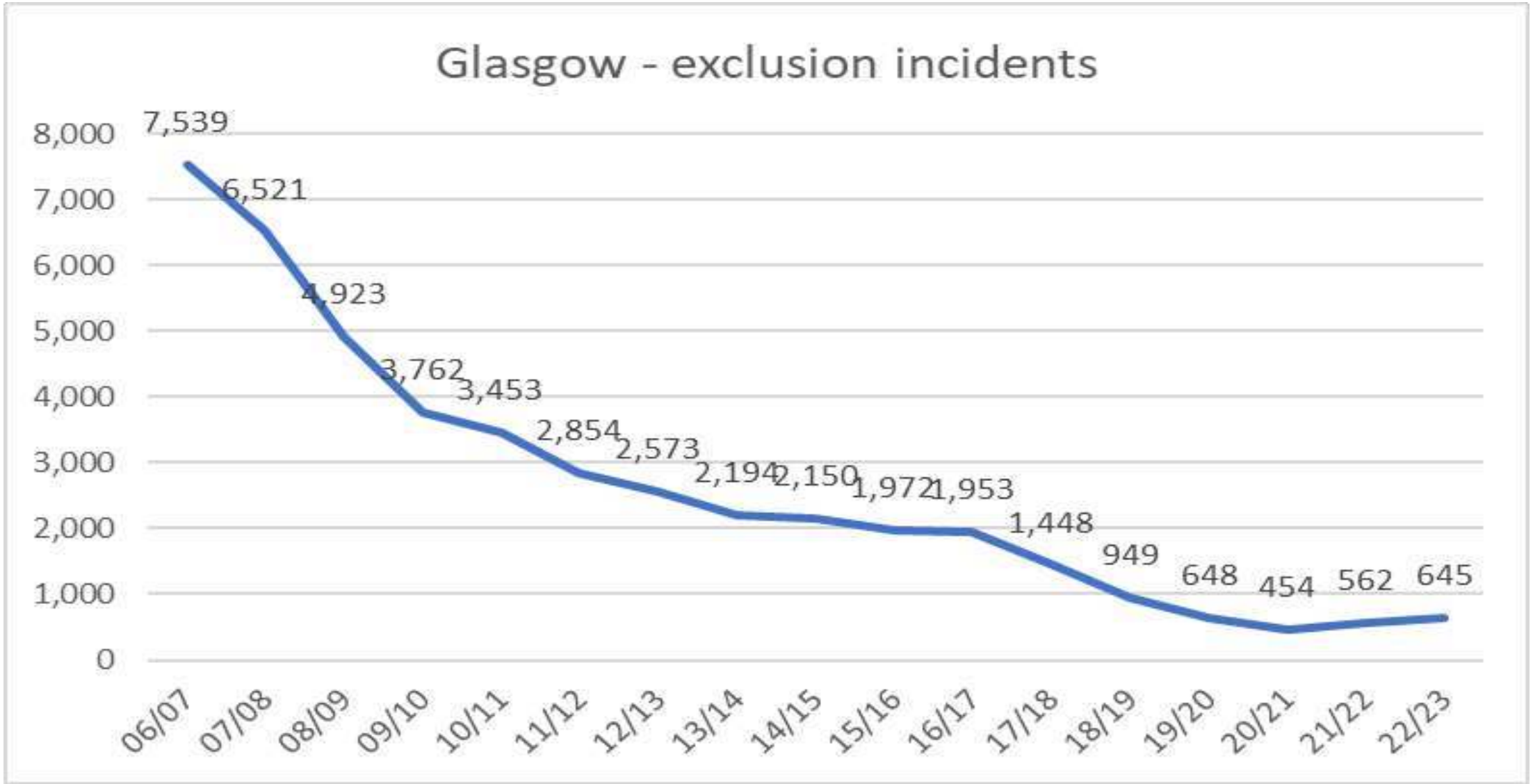
Pupils achieving 3 or more Highers by the end of S6	
2012	2022
25.2%	48.1%

When deprivation is factored in Glasgow outperforms the national cohort in 2022.

Pupils residing in SIMD 1 and 2 (most deprived) achieving 1 or more Higher by the end of S5	
Glasgow 2022	National 2022
50.9%	47.1%

School leavers residing in SIMD 1 and 2 (most deprived) going onto Higher Education	
Glasgow 2022	National 2022
32.4%	26.4%

Senior phase attainment data


Glasgow - exclusion incidents
8,000
7,000
6,000
5,000
4,000
3,000
2,000
1,000
0
7,539
6,521
4,923
3,762
3,453
2,854
2,573
2,194
2,150
1,972
1,953
1,448
949
648
454
562
645
06/07
07/08
08/09
09/10
10/11
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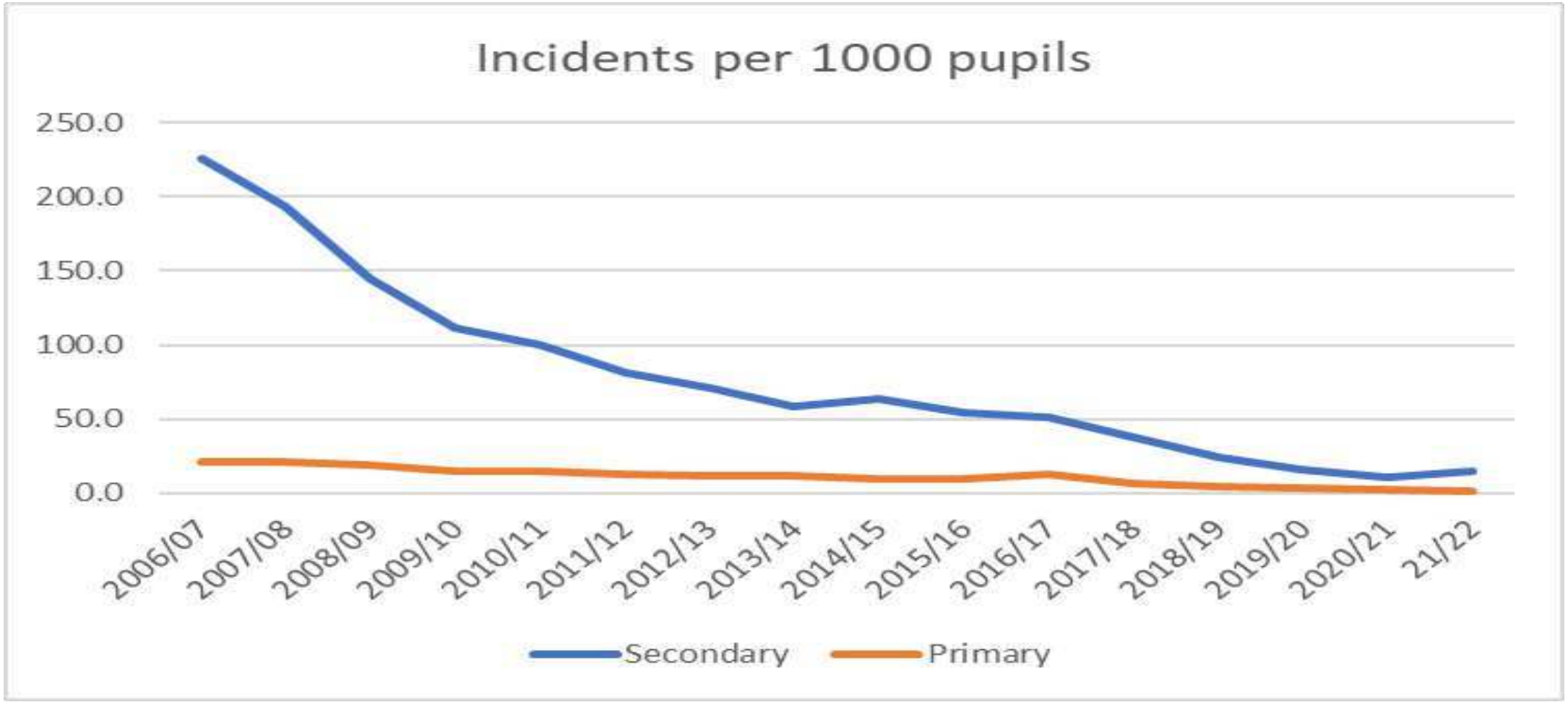

The graphs show exclusion incidents and openings lost to exclusion per 1000 pupils for primary and secondary pupils. The graphs show the dramatic decline in exclusions in secondary schools with small increases in the last two years.

Additional outcomes: sustainability, economic and social mobility development

50% reduction in Youth Crime (aged 10-16) from 2008

National inspection feedback

In 2019 Glasgow education service was inspected by Education Scotland and was rated as ‘excellent’ for improving learning, raising attainment and achievement across the city and making **excellent progress in closing the national poverty related attainment gap**

Attainment Challenge Report

A joint inspection of Children’s services in 2017 highlighted the nurturing ethos across services

‘We found that the purposeful focus on nurture and active addressing of inequality was leading to improving outcomes for many vulnerable children and young people including those living in deprived areas, those who were looked after and care leavers’

Care Inspectorate report

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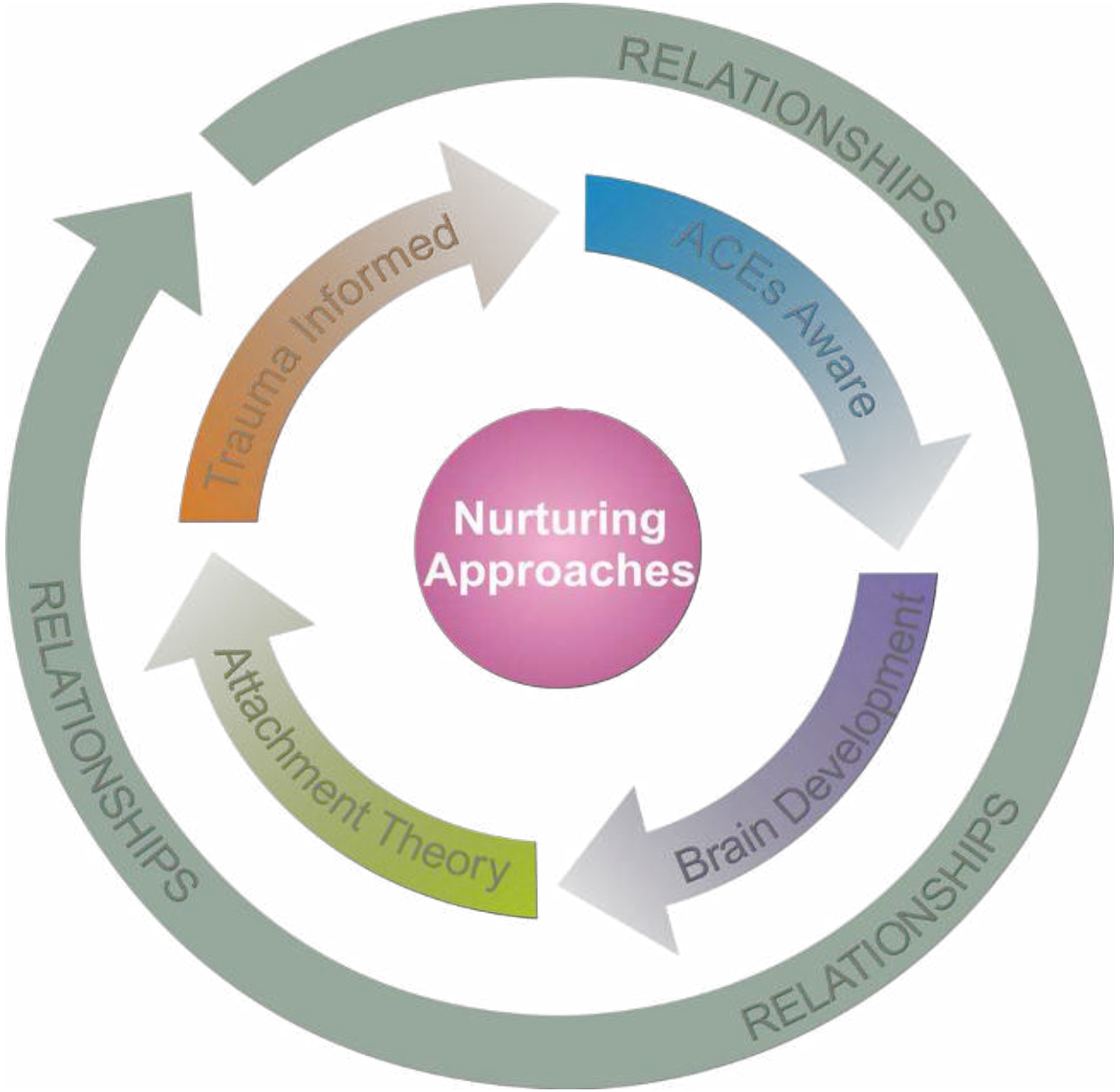
Poor outcomes are not predetermined and can be ameliorated with appropriate support.

Early intervention is required to prevent and mitigate against later negative outcomes.



The central importance of relationships to buffer the negative impact of early adverse experiences. Relationships are the key to healing and support.

The importance of practitioners having an understanding and awareness of underlying reasons for behaviour.

Putting nurture policy into practice

- Over the years the language of nurture has been threaded into policy
- But policy alone is not enough to change behaviour and attitudes
- What are the key factors that help in a school to put policy into practice?
- Jane Cerexhe is the head teacher of Oakgrove Primary in Glasgow with some examples of how as a leader she has worked with staff, pupils & families to implement nurturing approaches
- https://youtu.be/ShULmjleYhA

St Thomas Aquinas

Our Nurturing Journey

Rationale

- To support our pupils' social and emotional development
- To help enable our pupils to be ready to learn and maximise their potential in class
- To build towards a nurturing school where our pupils are:

Not Alone
Understood
Resilient
Thoughtful
Unique
Ready to Learn
Emotionally Literate

Whole School Nurturing Approaches

Pupils

- Nurture Nooks and Packs
- Emotions Thermometer
- Whole School Nurture Targets
- Monday Motivation
- Nurturing Buddies
- Celebrating success

Staff

- Nurture training
- Nurture Working Group
- Nurturing Notes
- Monthly Staff Nurture Natters
- Staff Self Care Calendars

Nurture Nooks in every STA classroom

What is an STA nurture nook?

A calming and comforting space

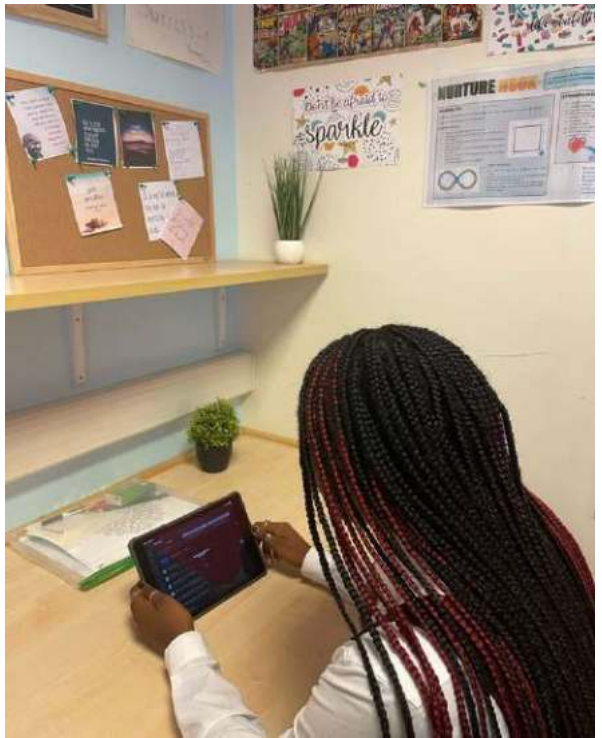
the classroom (or base if there is no classroom space) where young

people can regulate their emotions.

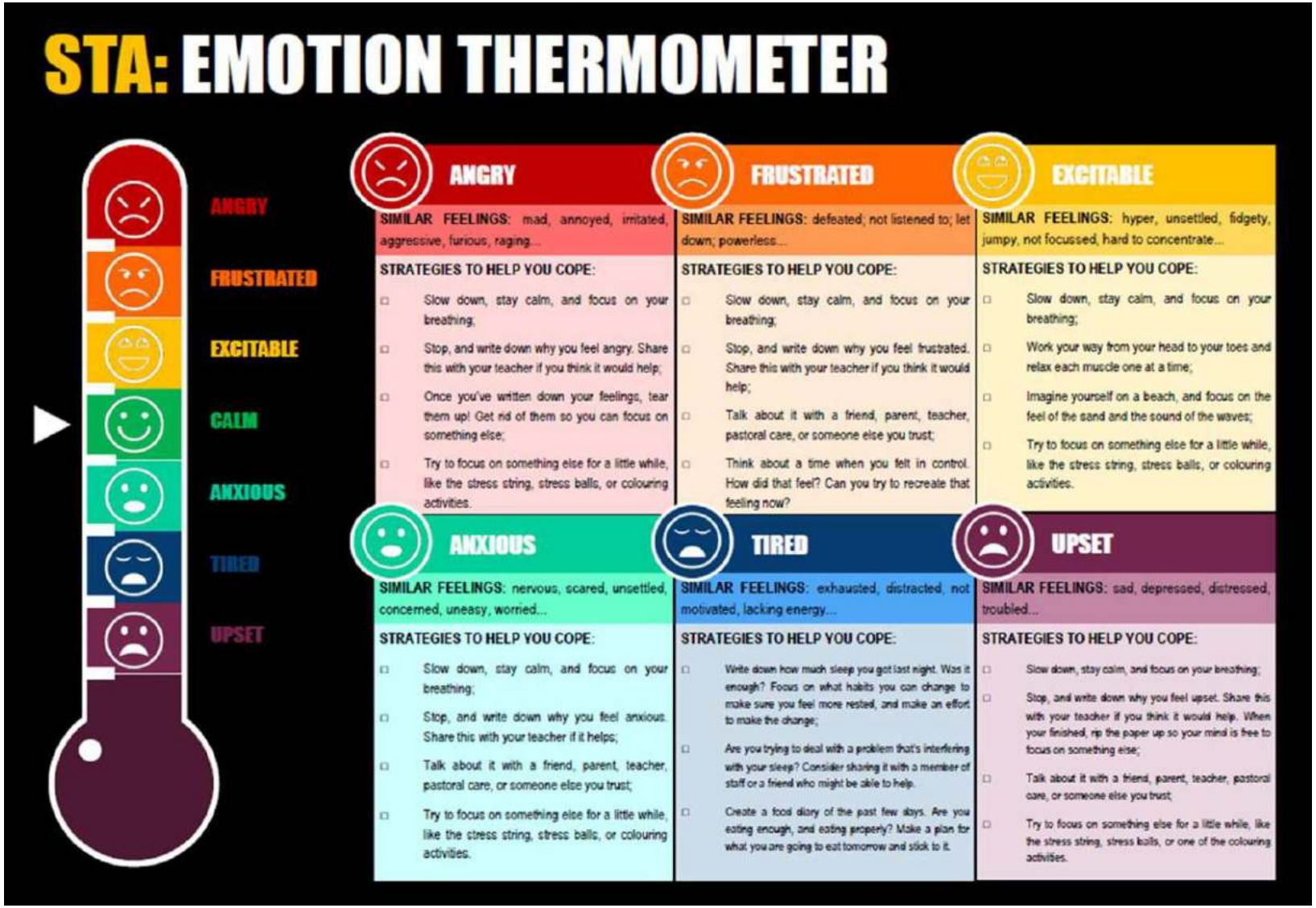
It can also be used as a classroom

support station for a pupil struggling

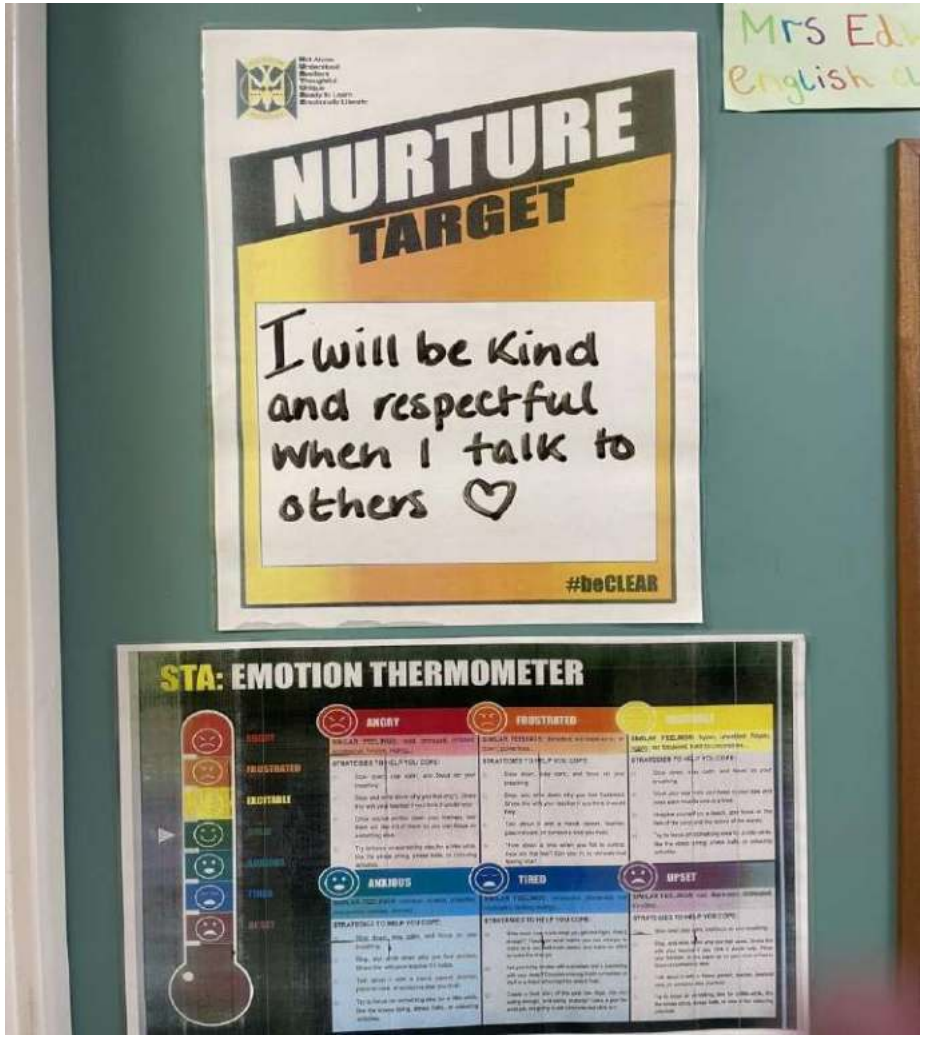
with a task.



Emotions Thermometer on every STA classroom door



Whole School Nurture Targets & emotional check in on each door

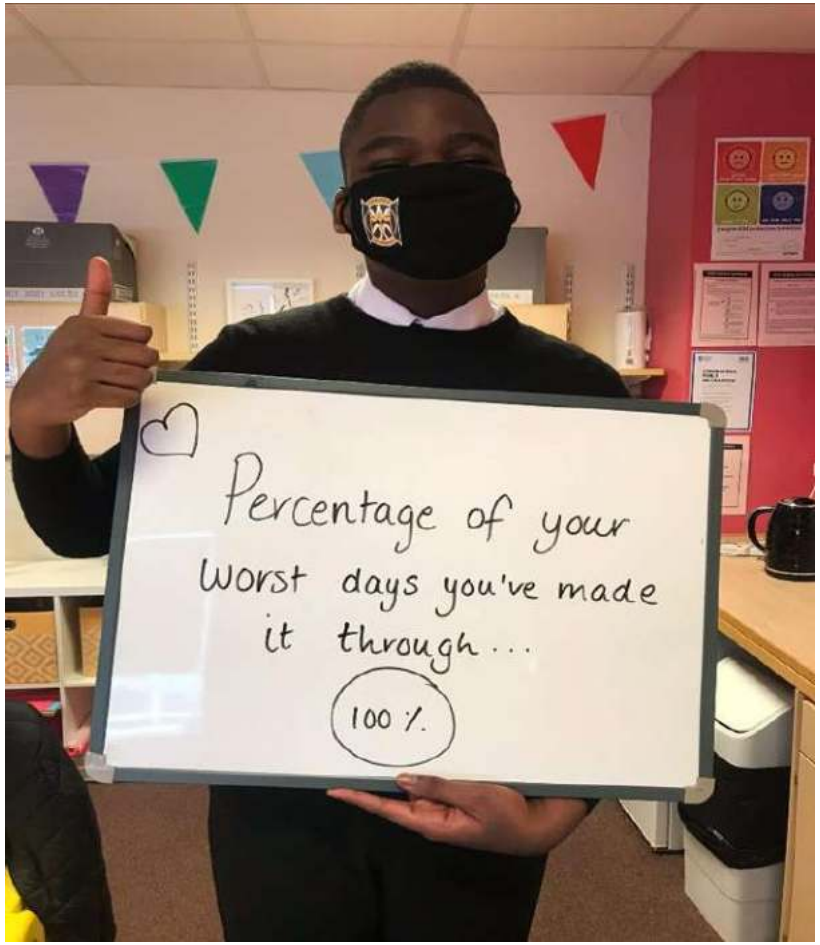


Monday Motivation

What is it?

A message from either a pupil or a staff member to set us off on a positive start each week.

Pupils across the school volunteer to share the message every Monday.



Staff Nurture

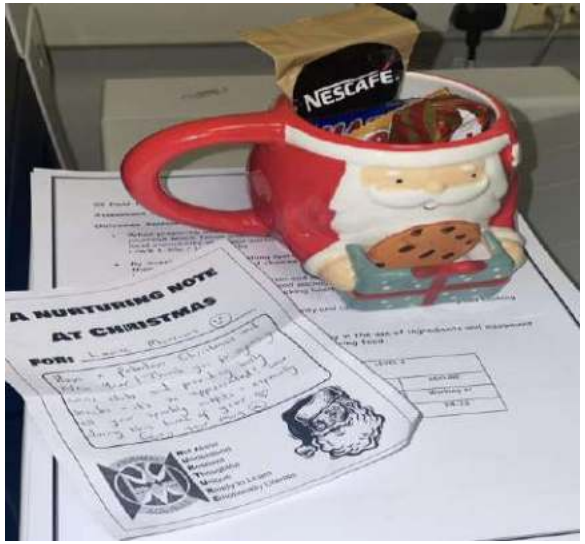
A NURTURING NATTER!

Come for a nurturing natter, one break that you are free!

You can let Mrs Edwards know, or just say to me!

We provide the biscuits, and a nice cup of tea :)

Not Alone
Understood
Resilient
Thoughtful
Unique
Ready to Learn
Emotionally Literate



A NURTURING NOTE

FOR: _____

FROM: _____

Not Alone
Understood
Resilient
Thoughtful
Unique
Ready to Learn
Emotionally Literate

Our Nurture Room

Group Work Area

Social Area

Quiet Corner

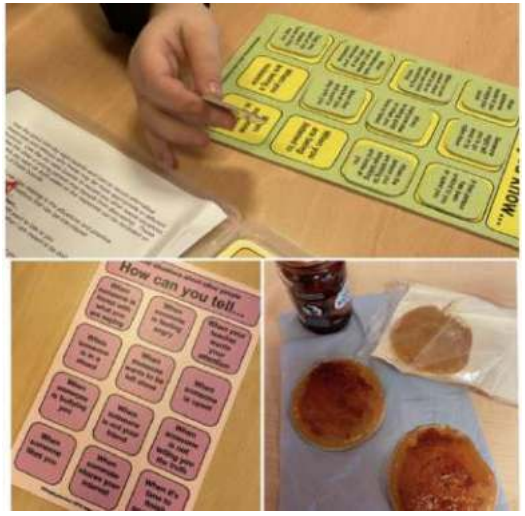
Time Out Space

Zen Den

Planet Puzzle

Activities

Mindfulness Monday



Teamwork Tuesday

Wellbeing Wednesday

Wellbeing Wednesday

Thinking Thursday

Fun Friday

Reflection from Pupils

Final top tips

- Shared vision
- If you don’t know where you’re going, you’ll probably end up someplace else!
- Leadership at all levels, including children and young people
- Focus on improving outcomes and using data
- Plan for implementation, evaluation & sustainability
- Celebrate success
- Positive relationships enhance learning and teacher
- Invest in professional learning
- PERSEVERE!!