Boxall Nurture Research Academic Session 21-22
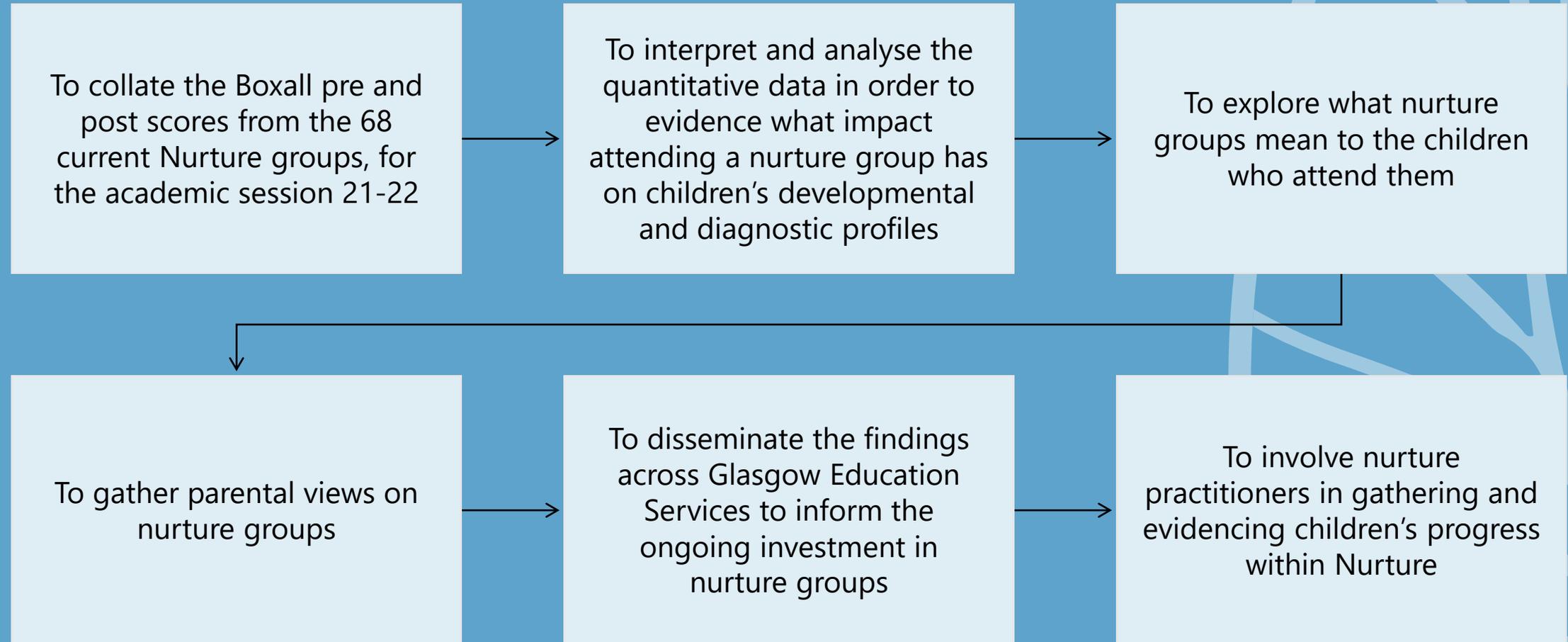
Glasgow Educational Psychology Service

Nurture CLG

Aims of the Current Research

To collate the Boxall pre and post scores from the 68 current Nurture groups, for the academic session 21-22

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To interpret and analyse the quantitative data in order to evidence what impact attending a nurture group has on children's developmental and diagnostic profiles

→

To explore what nurture groups mean to the children who attend them

To gather parental views on nurture groups

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To disseminate the findings across Glasgow Education Services to inform the ongoing investment in nurture groups

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To involve nurture practitioners in gathering and evidencing children's progress within Nurture

Method:

Participants:

Pupils within the 68 nurture groups across the city

Measures:

Quantitative (Boxall pre and post Scores)

Qualitative data

Pupil focus groups

Parental questionnaire and information sheet

4. What helps you to feel good about yourself in your nursery?
5. What do staff do to make you feel good?
6. What do other staff do?
7. What do staff say in your nursery that helps you to understand that you are important?
8. Are there ways that staff in your nursery help you to explain how you feel?
9. What happens in your nursery to help you deal with changes in the day?
10. How would you know that changes were happening? How would you be supported to come into nursery in the morning?

Is there anything else you would like to tell me about?

Quantitative Results:

- 31 school replied with results (46% response rate)

- 152 children scores were reported

Headline:

- 20 out of the 20 strands highlighted a significant change in the expected direction when comparing pre and post Boxall scores.

Boxall Strand	N	Sig (2-tailed) 95% CI
A. Purposeful attention	152	.000
B. Participates constructively	152	.000
C. Connects up experience	152	.000
D. Shows insightful involvement	152	.000
E. Engages cognitively with peers	152	.000
F. Is emotionally secure	152	.000
G. Is biddable and accepts constraints	152	.000
H. Accommodates to others	152	.000
I. Responds constructively to others	152	.000
J. Maintains internalised standards	152	.000
Q. Disengaged	152	.000
R. Self-negating	152	.000
S. Makes undifferentiated attachments	152	.000
T. Shows inconsequential behaviour	152	.000
U. Craves attachment, reassurance	152	.000
V. Avoids / rejects attachments	152	.000
W. Has underdeveloped/insecure sense of self	152	.000
X. Shows negativism towards self	152	.000
Y. Shows negativism towards others	152	.000
Z. Wants, grabs disregarding others.	152	.000

Exploring Gender Differences:

91 males scores were reported (60%)

61 female scores were reported (40%)

Mean scores for male and female when exploring the developmental and diagnostic stands.

Significant levels when the total difference in developmental and diagnostic scores were compared using an independent t-test examining gender differences.

Gender	N Value	Developmental	Diagnostic
Male	91	31.263	- 31.186
Female	61	32.754	- 30.196

Gender	F value	Significance (2-tailed)
Developmental strands	0.740	0.676
Diagnostic strands	0.457	0.779

Frequency of months pupils spent in Nurture

Range varied from 2 months (2 pupils) to 15 months (1 pupil).

The majority of pupils spent between 5 and 9 months (127 pupils) in the nurture intervention, with 86 pupils (56%) in for between 8 and 9 months

| Months in nurture group	Frequency
2	2
3	8
4	5
5	12
6	15
7	14
8	47
9	39
10	4
12	3
13	2
15	1
Total	152

Qualitative Results:

Objectives

- **To explore the children's views on their experiences of being in a Nurture Group in school.**

- **To explore children's views on what they feel has helped them achieve success at school.**

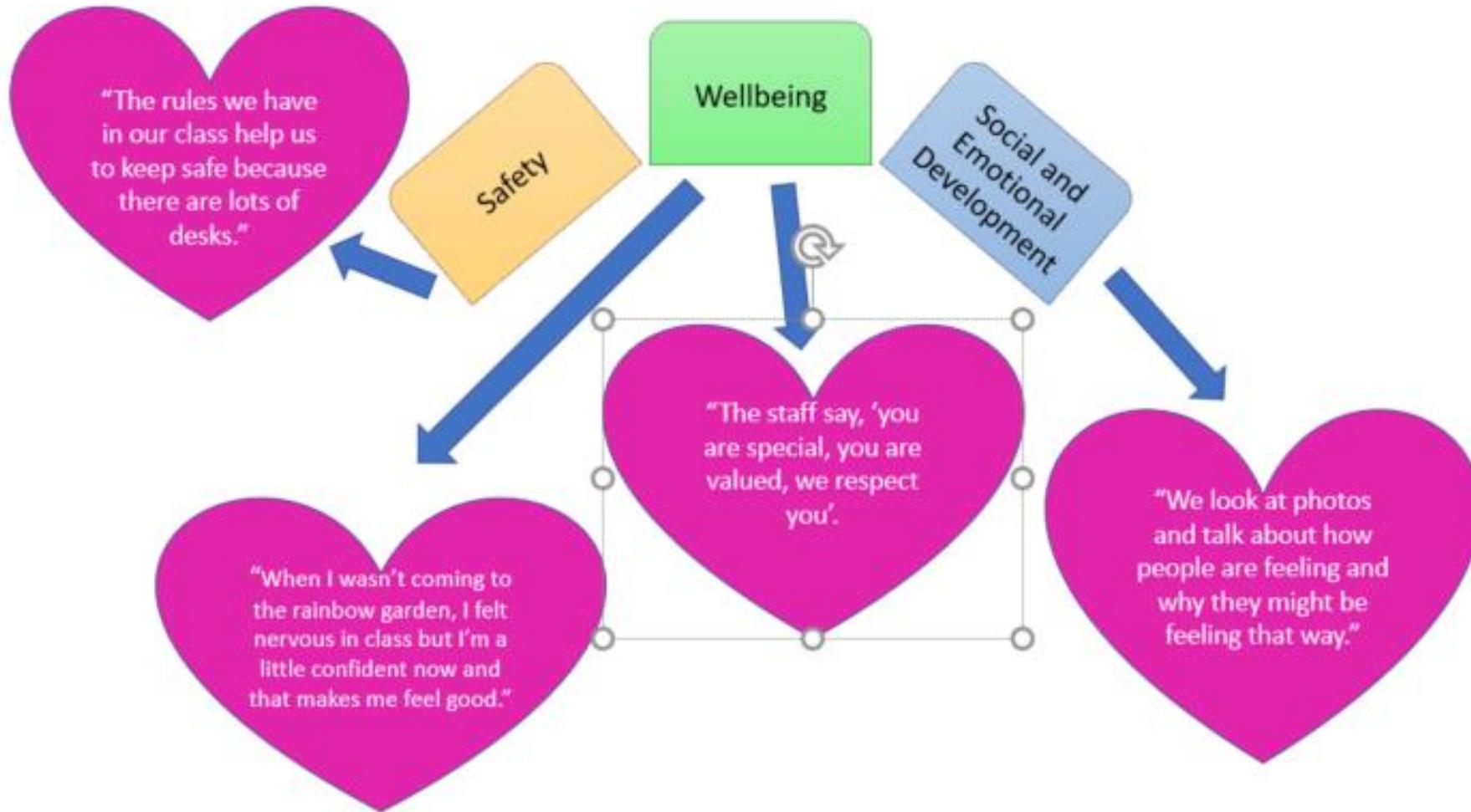- **To explore parental views in regard to their child belonging to Nurture Group.**

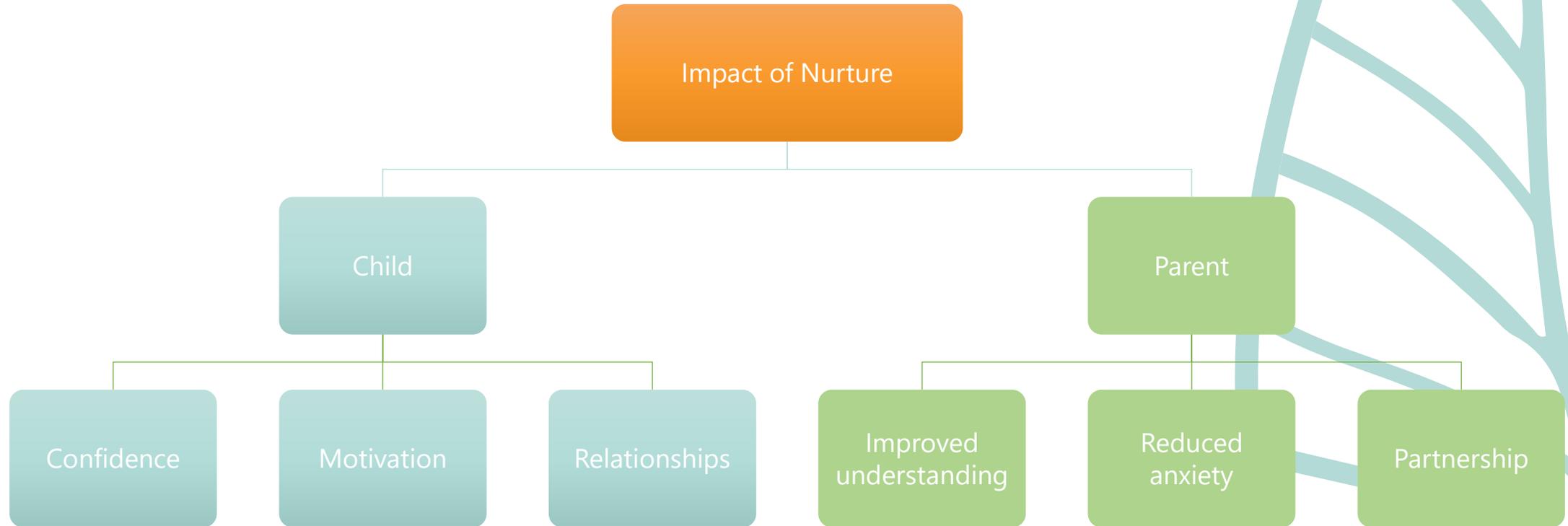| Response from Qualitative feedback	
Parental views represented by schools	8
Individual parental responses	24
Pupils focus group responses	10
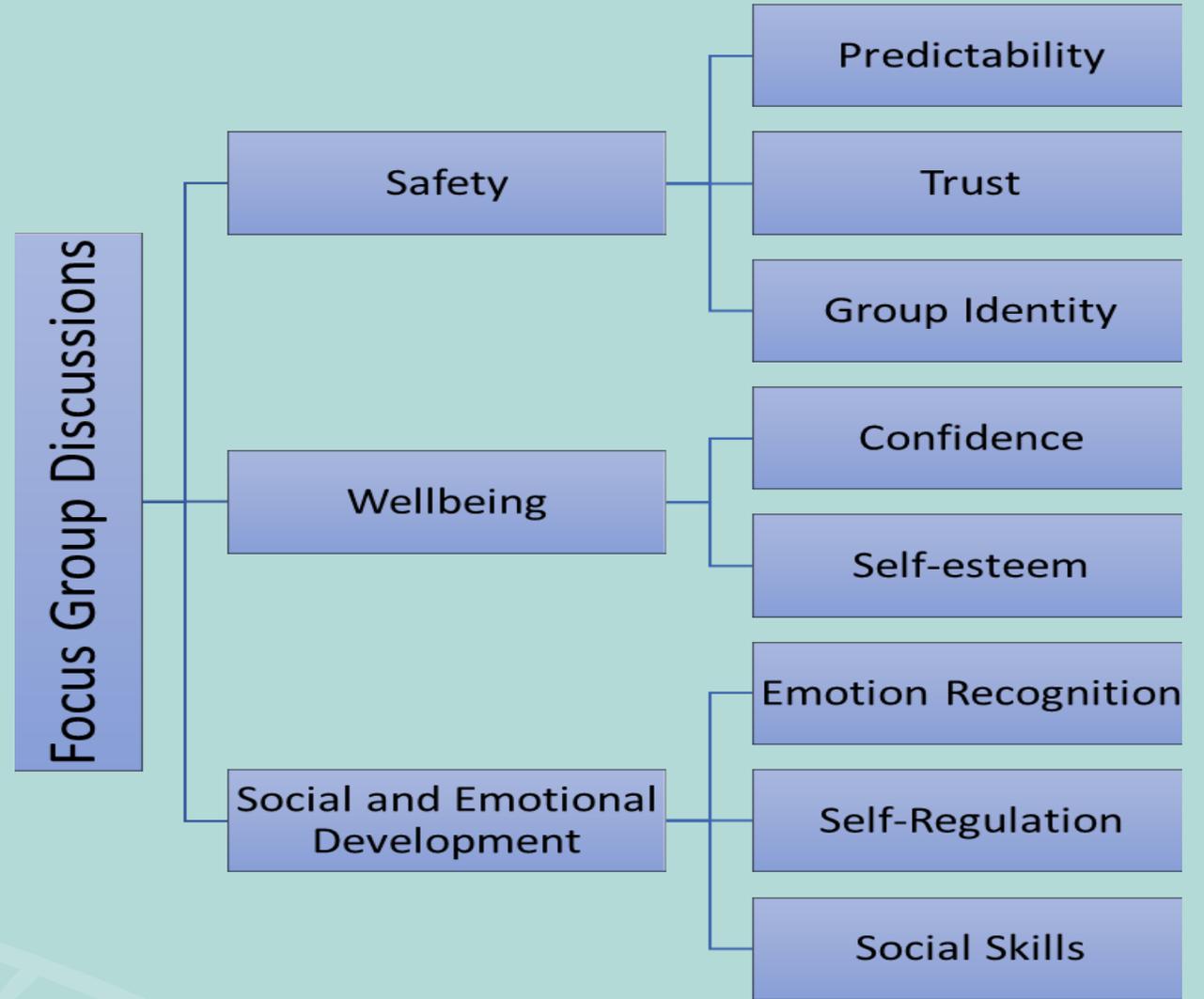
Pupil Voice:

Parental Response (n=12)

Child

Come out of her shell and more confident with learning.

She has come on such a long way in interacting with other children.

He will speak out now and joins in with activities. He is able to concentrate on tasks.

More interested in learning. Can complete short tasks. Takes her turn now.

Her confidence has been brought right out and she is wanting to learn more.

This is the safest place for him to be in order to learn. He doesn't get overwhelmed in a small group.

He's more creative and wants to buy things to make. He's calmer now he knows everyone and things are more settled in his life.

He's more expressive and talks about his feelings.

More aware of environment and how to interact with others better, turn taking, contribution and participation.

Had they not been involved in the nurture class they would not have been able to achieve what they have so far. It was a much needed stepping stone and extremely vital to cope in class and socialise, make friends and play.

Parent

I had a calm and happy experience and it was also informative. It was lovely to share some time with (child), staff and other families in that nurturing environment.

I love him being in the (nurture) room. I used to worry about him not playing with anyone but he's got lots of friends now. Everyone takes time to talk to each other and I don't worry about him being in school now.

I know it's not just me. I've got support now to help because the staff know what I'm going through and they help me.

Talking to the nurture teacher meant strategies in class were being replicated at home.

I couldn't ask for a better class or teacher.

Collation of data for this academic session 22-23

- **Ensure parent's have completed 'Child Consent Form'.**

- **Pre and post data template**

- **Word rather then PDF PLEASE**

- **Email scores only, by the 30th June, to Cróna Neill**

crona.neill@glasgow.gov.uk

Implications & Future considerations:

Within the current research, the response rate from schools was 46%. It will be important for Education Services to ensure that this data is routinely gathered to inform annual evaluations and reporting on the impact of nurture.

Consideration should be given to how these findings are shared with participating schools and wider stakeholders.

Staff should be mindful about who completes the Boxall profile for the children and in order to ensure consistency in post scores results

The current research examined the average duration of participation in a nurture group. Analysis of future research could help to inform the optimal duration.

Duration in nurture – arbitrary date around the academic session – discussion with NDO re recommendations

Continue to gather the views of stakeholders in line with ASL legislation & good practice

Consider range of baseline scores in relation to practice guidelines for nurture groups and participants

Explore differences between strand and link to possible CPD / curriculum priorities for needs children

MANY THANKS FOR YOUR PARTICIPATION

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