



Family Links

Transforming Schools and Families

**For further information about Family Links and the
Nurturing Programme please contact:**

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**Selected extracts from Ofsted
reports on schools using the
Nurturing Programme
1997-2005**

All Saints C E Primary School, Croughton, 2005

Pupils can raise concerns anonymously through 'worry boxes' and 'worry bags' and issues are discussed in 'circle time' when staff make good use of their Nurturing Programme training.

Bayards Hill Primary School, Oxford, 2004

Behaviour management is good in almost all lessons as most teachers reinforce the strategies introduced in the Family Links Nurturing Programme.

The Family Links Nurturing Programme provides good support for pupils throughout the school. Circle time is used well to gather pupils' opinions and in some classes pupils contribute their ideas to the agreed rewards and sanctions for behaviour.

The school invites parents to beneficial Family Links Nurturing Programme [parent groups] and these run alongside the Nurturing Programme [circle times] their children are following in school.

Good use is made of circle time to promote the importance of good behaviour, listening and sharing.

Broughton Infant School, Aylesbury, 2000

There is no formal policy or scheme of work but issues are addressed through other curriculum areas, circle time and the Family Links project [sic].

In 'circle time' pupils discuss healthy lifestyles, and the Family Links project provides opportunities for pupils to discuss their feelings.

The school nurse works closely with the school to deliver the Family Links Nurturing Programme to groups of parents.

In personal and social education the Family Links project gives pupils opportunities to explore feelings and relationships.

Church Cowley St James C E First School, Oxford, 2001

The school has adopted a Family Links programme [sic] that provides special schemes of work that focus very effectively on the personal and social aspects of the provision.

The school provides parents with formal training sessions on specific areas of the curriculum, for example the Family Links programme [sic] that ensures parents have knowledge of the personal and social education programme provided by the school.

St Mary's C of E Primary School, Chipping Norton, 2001

The school's commitment to promoting education in values through its Family Links programme [sic] is an example of very good practice.

The education in values programme, exemplified by the Family Links scheme, [sic] successfully enables pupils to develop their spiritual awareness and self-knowledge...

Many parents came to the recent Family Links course... and were able to see a circle time demonstration. In this way parents made a very good contribution to pupils' learning at school and help improve the quality of school life.

St Michael's C E Primary School, Oxford, 2005

All staff, including catering and site staff, have received detailed training for the Family Links Nurturing Programme and they set good role models for pupils in every aspect of school life. The co-ordinator indicated that this went as far as staff apologising to pupils if staff made mistakes.

The teaching was characterised by very good relationships between staff and pupils, very effective use of circle time techniques and good opportunities to reflect on pupil's own worth and how to work and play together successfully.

Wood Farm First School, Oxford, 2005

The school's involvement in the Family Links programme [sic] has led to notable improvements in the pupils' behaviour and social skills. Parents have been successfully recruited for school-based courses to help them support this programme.

The pupils know what is expected of them. As a result, behaviour in lessons and around the school is good and sometimes exemplary, as are the children's social skills. The pupils respond well, sometimes with great enthusiasm, to engaging teaching and quickly comply with gentle prompts, such as to sit quietly. They know how to gain rewards for good conduct and what may happen if they misbehave. Those who need to improve their behaviour know their targets and usually work towards achieving them.

New Hinksey C E First School, Oxford, 2001

A strength of the links with parents is the regular nurturing sessions that are organised weekly for parents by the deputy head teacher.

The school uses the Nurturing Programme to encourage self-discipline and courses based on the Nurturing Programme are run regularly for parents to enable them to participate fully in their children's learning.

There are very good links between the procedures for managing the pupils' behaviour, the weekly nurturing sessions organised for parents and the very clear values systems introduced by the head teacher since her appointment. These links were given high praise by parents who described how their children's knowledge of their own attitudes and behaviour spilled over into their homes in a very positive way.

Pegasus First School, Oxford, 2002

There are very good procedures to support pupils personally and to help them to develop as individuals. At the heart of this is the school's total commitment to the Family Links Nurturing Programme. This is a system for building relationships, improving pupils' attitudes and behaviour and raising their self-esteem. One of the Programme's main principles is the firm, fair and consistent approach to discipline without the use of harsh methods. Not only is it practised in school, but parents are also invited to become involved. In practice, all members of staff use the same methods of praise and discipline, they all expect the same high standards of behaviour and adults in school are never heard to raise their voices.

Teachers are patient with pupils and take time to listen to what they have to say. Consequently, pupils gain in confidence and are prepared to join in discussions in lessons without fear of being humiliated should they get it wrong. Teachers know the strengths and weaknesses of their pupils very well. They understand when pupils are facing difficulties either with their learning or in their personal lives and they treat them sensitively and with kindness. As a result, the whole atmosphere of the school is one of calm where pupils feel safe and secure and valued as individuals. They want to come to school and they want to do their best.

Queensway School, Banbury, 2004

Personal development and social education is a strong feature of the curriculum. It is reflected in the caring ethos of the school, and emphasised in the Nurturing Programme and Values Education curriculum the school has been following.

Pupils discuss issues of behaviour and relationships regularly in class. They have a good understanding of how to care and support each other, and how they can help to integrate pupils into all aspects of school.

Cotteslowe First School, Oxford, 1997

Parents feel very welcome in the school. Through innovations such as the Family Nurturing Programme [sic] they are well supported by the school.

Dr Radcliffe's C E Primary School, Bicester, 2001

The school's arrangements for pupils' personal, social and health education are very good.

Circle time, a time when such issues are talked about, enables pupils to discuss how their actions, attitudes and beliefs affect the lives of others. The school uses these sessions effectively to allow pupils to make a positive contribution to the community they live in.

During circle time pupils discuss a wide range of personal and general issues. All pupils agree that no interruptions should occur and only one person at a time will speak. Respect for other pupils' views will occur at all times and therefore pupils feel confident that they can talk with ease and free from any form of interference or interruption from other children.

Dulwich Preparatory School, Kent, 2002

The recently introduced PSHE programme, successfully based on the Nurturing Programme, is comprehensive, well prepared and much appreciated by the pupils.

As part of the school's Nurturing Programme the children work together towards a class treat and are set individual targets to achieve this.

Through the well structured Nurturing Programme the children have developed a mature awareness of the feelings, values and beliefs of others.

The school's Nurturing Programme contributes significantly to developing values and belief and it is given a high priority in the department. Through circle time, when the class is brought together for discussion with the teacher, the children successfully share and extend their understanding of a moral code. Teachers and non-teaching staff provide very good role models.

Through the Nurturing Programme, high expectations of behaviour and a calm atmosphere are developed. Pupils gain a good awareness of self and others. Staff respond quickly and kindly in all situations and the children show trust and confidence in them.

An appropriate and well-considered programme of PSHE has been developed in recent years and now forms an important element in the curriculum for all pupils. In Nash House, the Lower School and in Year 5, the course is based on The Nurturing Programme for Schools.

In Nash House and the Lower School this work is incorporated with the programme of RS and both reflects and gives expression to the standards of care and mutual respect promoted at these levels in the school. It has already done much to raise the quality of the children's social and personal development. In Year 5 the course is taught in one period each week. Above Year 5, the programme has been devised to cover issues appropriate to each age group, including sex education, responses to bullying and, in year 8, aspects of citizenship.

Faringdon Infant School, Oxon, 2004

A good number of parents have received training in the Family Links Nurturing Programme on which the school's personal, social and health education is based. This has proved popular and is helping to establish a consistency of approach between parents and teachers that is having a positive impact on the pupils' attitudes and behaviour.

The Nurturing Programme is used well by all staff to promote children's skills. Even the children who have only been in a reception class since January approach adults with confidence and the majority help to clear materials away at the end of the session.

The school uses the Family Links Nurturing Programme very well to plan very appropriate PSHE that is both linked to other subjects and taught in its own right.

Fir Tree Junior School, Wallingford, 2004

Pupils' healthy and safe living is well promoted through the personal, social and health education programme that incorporates the Family Links Nurturing Programme.

Teachers use circle times, assemblies, and the curriculum to foster pupils' social skills, raise awareness of, and prepare them for, citizenship through, for example, school and class councils and raising funds for several national charities.

Hylton Red House Nursery School, Sunderland, 2004

Of particular note is the quality of the external services, such as the Family Nurturing Project [sic], which are expertly led, provide very well for children and their parents and carers and contribute substantially to children's achievement.

Through focused effort on the part of the school, for example by the use of the Nurturing Programme which gives children on a regular basis the opportunity to develop communication and social skills, children are now making considerable progress in developing their powers of communication and expression.

Nurturing group time each day is a highly effective way for staff to help children learn to get on well with each other and to start to explore the need for a moral code or rules. The nurturing activities help to extend their circle of friends and encourage children to co-operate very well. The Nurturing Programme and all the family initiatives add significantly to the level of support the children receive and, by raising both children's and parents' self-esteem and confidence, raise the children's achievement. Parents who have attended the nurturing course are very enthusiastic about its impact, both on themselves and on their children, and their comments are carefully evaluated each week to see what can be improved.

Lyon Park Infant School, Wembley, 2004

Staff development by ... Family Links [has] enabled staff to manage pupils who have challenging behaviour more successfully. The interlinking of different agencies and the school community to promote social inclusion is a strength of the school.

Teachers in reception classes make good use of circle time when children assemble on the carpet to talk about friendships or being special.

The school has invested in the Family Links Nurturing Programme and most of the personal, social and health education is based around this.

Pupils participate fully in the programme which gives them a common language to explore issues.

Lynams Pre-preparatory School, Oxford, 1999

The provision for the development of the children's personal and social development is good.

The Family Links Nurturing Programme is used well to encourage the children to have good relationships with, and sensitivity to, others. The children are encouraged to have a high level of personal independence and are given good opportunities to develop in confidence and self-respect.

The setting follows a programme specially designed to help the children's personal and social development, which they call Family Links. This is planned into the curriculum weekly. Through this time, the children have developed a set of class rules; for example, they walk around the school and put their hands up before talking, which enables them to develop a sense of what is right and wrong. The Family Links time and a weekly News Time are also used well to encourage the children to listen and to talk about themselves and their experiences, using an increasing vocabulary to express their thoughts and explore new meanings. During this time, the children are given good opportunities to express their feelings within a 'safe' environment.