

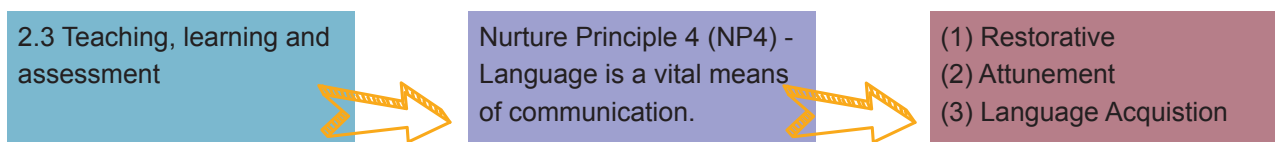
Case study of applying nurture as a whole school approach

The ANWSA is a national toolkit, which supports staff to engage in evidence based self-evaluation, analysis and planning for implementation of whole establishment nurture (Education Scotland, 2017). Inverclyde educational psychology (EP) service piloted the document from October 2016 in a local primary school with a nursery class attached. This approach was seen as crucial to the development of the SAC as, *'Promoting physical and mental health in schools creates a virtuous circle reinforcing children's attainment and achievement that in turn improves their wellbeing, enabling children to thrive and achieve their full potential.'* (Brooks, 2013, p.8).

Throughout the ANWSA materials, Education Scotland offers an adapted version of the Fixsen, Blasé, Naoom, Wallace (2009) Implementation Science core components. Implementation fidelity is the extent to which interventions are implemented as intended (Dane and Scheider 1998). Whereas the ANWSA document is based upon evidence based research (Education Scotland, 2016, p.11), implementation fidelity of the new framework had not yet been established at the time of publication.

The key components of fidelity that the following pilot incorporate include:

- The establishment of a multiagency Implementation Team who met every six weeks.
- The focus on one nurture principle linked with ANSWA Quality Indicator 2.3 using a cascade model over time.



- Upscaling key staff regarding implementation science and action research.
- Initial awareness raising to all staff (including facilitates, management and admin) within the establishment, followed up by bespoke coaching based on need.
- Adherence to the ANWSA document by integrating the ANWSA challenge questions and features of highly effective practice into the needs analysis.
- Undertaking a robust needs analysis and measuring impact of interventions using the research methodology of triangulation.
- Sustainability ensured through the generation of a maturity model articulated within the Implementation Team membership. Allowed a clear exist strategy for Inverclyde EPS:



- Tangible interventions based upon needs analysis data revealing the needs of the establishment and linking clearly with the three components of NP4:
 - Evidence-based Early Level Language Acquisition - training and coaching with SLT
 - Upscaling ANSWA Attunement Observation Profile
 - Upscaling Nurture Observation Profile (NP4)
 - Child-centred restorative action planning
 - Emotion Check-ins Curriculum Development
 - Parental Information Sharing

Key linked national initiatives for Inverclyde EPS include: a National Action Enquiry linked publication due to be posted on the National Improvement Hub and an academic article focussing on the development accepted for Educational and Child Psychology Journal. Impact data and the triangulation process are more fully explained in this document. The learning gained from the project is now being used to cascade establishment nurture to the early years, primary and secondary sector through an authority wide nurture strategic implementation group, which is led by educational psychology.

