



Assessor's Evaluation for the IQM Flagship Project



School	Goldwyn School Godinton Lane Hothfield Ashford Kent TN23 3BT
Head/Principal	Kerry Greene
IQM Lead	Ms Sarah Hopker
Date of Review	23 rd February 2026
Assessor	Ms Louise Simpson

IQM Cluster Programme

Cluster Group	24 Carat
Ambassador	Dr Kenny Frederick
Next Meeting	TBC

Cluster Attendance

Term	Date	Attendance
Autumn 2023	15 th November 2023	Yes
Spring 2024	12 th March 2024	Yes
Summer 2024	26 th June 2024	Yes
Autumn 2024	14 th October 2024	Yes
Spring 2025	13 th March 2025	Yes
Summer 2025	5 th June 2025	Yes
Autumn 2025	14 th October 2025	Yes

The Impact of the Cluster Group

Attendance at the cluster group meetings continues to be a commitment, with a range of reflections and actions taking place as a result. Staff attending are selected to maximise outcomes from the focus areas and as with inclusion generally, the leading of this is well distributed.

Utilising spaces for sensory circuits and activities was of interest particularly as it was considered this year with collaborative work with the Occupational Therapist (OT) taking place to redesign areas of the school.

The Parkside Community Primary School visit was inspiring. The Goldwyn offer was being developed during my last visit, however more ambitious plans are being made to use different spaces to improve the offer with the added commitment to opening this up to other schools in the district. The visit to Wainscott Primary School also inspired further ideas. The Forest School Lead was visiting Parkside again on the day of my visit.

Where school visits cover areas already set up at Goldwyn, there is always review and reflection to identify areas for improvement.

Evidence

- School website
- Goldwyn Options
- Personal Development Journey Map
- A Whole Child curriculum document
- Golden Thread of Expectations
- Key Stage 4 and 5 offer
- Inclusive Pathways East Kent college and Goldwyn Partnership
- The Engagement Curriculum

Additional Activities

- Verbal updates on Inclusion Developments
- Tour focusing on Universal Offer, Golden Thread and Goldwyn Time
- Visit to Ashford Nurture Hub

Meetings with:

- Principal
- Assistant Principal Inclusion
- Assistant Principal Wellbeing, Behaviour and Attendance
- Specialist Engagement Officers
- SEMH Intervention Lead
- Goldwyn Plus Inclusion Lead
- Head of School of Goldwyn Plus and Goldwyn Vehicle Maintenance.
- East Kent College Pastoral Lead

Evaluation of Annual Progress towards the Flagship Project

The leadership of SEND and inclusion provision had been further strengthened with a new structure in place to ensure there is enhanced oversight across the sites. The Deputy SENCo works across all sites. They help lead the SEND strategy, oversee policy implementation, guide and quality assure annual reviews, monitor interventions and facilitate smooth transitions. Regular meetings are scheduled for key staff groups to meet and share good inclusive practice and develop school wide systems and processes.

Inclusion Leads on each site have a key role in modelling strong practice, coaching staff, strengthening partnerships with challenge where necessary, managing referrals and overseeing documentation and processes. Safeguarding is a core responsibility of the role and on sites they are centre Designated Safeguarding Leads, sharing practice, concerns and managing casework with regular oversight and monitoring of processes. The joint safeguarding meetings observed last time continue to be impactful.

The AENCOS assists and monitors targeted interventions. As part of this holistic team the SEMH Intervention Leads provide tailored 1:1 and group support focused on wellbeing, mental health and social-emotional development.

There is clear evidence that inclusion in the broadest terms is considered and planned with thought and innovation. Work experience for those who would traditionally find it hard to secure placements has taken place with a local charity with more planned following this success. Community action projects have also had a major impact on behaviour, self-esteem and aspirations. Positive connections have also been made with the local Child Centred Policing Team with a range of 'connect and compete' activities taking place to build relationships.

The circus programme I visited last year has had further benefits with a cross-site girl's group set up. For one individual this has enabled her to speak confidently where she was not talking and move on to the youth hub to extend her socialisation further, another successful transition.

The use of Specialist Engagement Officers has been really impactful through being creative and developing strong relationships with pupils and their families. They also play a key part in facilitating the returns to school by working collaboratively with leaders, pastoral staff and those delivering interventions. The Nurture Hub often supports as an effective transition.

The relationships are key, with staff individualising their approach to reintegration building on interests and considering the wider context for young people and their families. This parental confidence has been crucial with staff reassuring them that Goldwyn still has much to offer their children. There is careful thought given to how any initial success will be sustained and progress, with staff routinely considering who the 'next available adult' will be for an individual and planning any transition. Staff certainly go above and beyond, with one impressively building their specialist knowledge of Godzilla to engage an individual!

The work demonstrating Trauma Informed Practice in all areas of the school continues with new developments continually being made. TISUK practice is evident across all schools with updated training on Trauma and Mental Health Informed approaches and Adaptive Teaching Project being a focus in the past year. There is real cohesion and progression within the well-planned training offer. This is always well researched prior to implementation with the expectation that clear action will follow.

Another significant development has been the collaboration with and between the Educational Psychologist, Occupational Therapist, Speech and Language Therapist and the Emotional Wellbeing Team. This has resulted in multi-disciplinary meetings and clinics taking place this academic year. All staff can refer into these meetings with appropriate responses including staff training, individual student or group consultations involving parents and/or targeted interventions and strategies. This approach has ensured all staff are responsible and accountable and can see the role they play in identifying and addressing needs with specialist support.

A multi-disciplinary team including the local authority School SEND Improvement Advisor have finalised the Whole Child Curriculum and Goldwyn Golden Thread. The Student Leaders have visited all sites providing vital feedback from those with lived experience on what works well and recommendations for further developments. Some of these have been implemented already and others being developed currently such as sensory spaces.

The Golden Threads covering a Trauma Informed approach, transitions, classroom environments and teaching and learning are broken down and are being used for a variety of quality assurance activities with transparency, openness and support. Learning walks from the Inclusion Leads assess the implementation of the Golden Thread and Golden Time with focused drop ins.

Understanding the experiences of students in the schools has been a revitalised commitment with the 'through the eyes of a child' approach where a cross section of students from non-attenders, those requiring personal learning plans and those achieving well with more universal provision are tracked and monitored in depth. These identified students are observed in every part of their day from arrival to departure to look holistically at their experiences across a day in detail. This approach is indicative of the way Goldwyn looks holistically at individuals and their environment and experiences.

The number of Trauma Informed Practitioners has increased again across all sites over the year. To support staff, supervision is accessed from TISKUK for all practitioners. In addition, the Kent Educational Psychology Service provides supervision for targeted staff within a group setting and for Emotional Literacy Support Assistants.

The Nurture Hub which was opening on my last visit has been transformational for both Goldwyn students and schools in the district. All secondary schools have actively collaborated on a co-designed project to develop the nurture and training offer. Schools from across the Ashford district are accessing the Hub for their most vulnerable students. These students are visited regularly in their home schools to maintain the connection and sense of belonging to both provisions and to improve attendance,

engagement and practice. Mainstream staff visit the hub acquiring strategies to take back to their schools to benefit the needs of students with SEMH needs.

The collaboration with the East Kent College Group has developed further, building relationships and opportunities for success. This transition is fairly unique in terms of the time it is sustained by Goldwyn using experience of where support is likely to be needed. There are expanded post-16 choices with tailored support going in to build success. Over 40 students are accessing college provision from the 3 mainstream sites. The success from this support is being used as a model for other provisions.

Agreed Actions for the Next Steps in the Flagship Project

The next steps were thoroughly presented and indeed modified through the professional discussions that took place on the visit. This is a school that is always looking at ways to improve and is open to ideas and suggestions wherever appropriate.

The Circle of Adults (COA) is well established as a key part of the termly review of practice for students. The quality assurance process for this highlighted that actions taken after a COA could be more explicitly shared with staff for further impact. There is therefore going to be a development to embed this via central team communications.

I am looking forward to seeing the developments of the Forest School following the inspiration of the cluster visit and subsequent additional visit. This is going to be a major project and will be part of the extended outdoor offer which Goldwyn provides adding to input from Challenger Troop, Duke of Edinburgh expeditions and residential. As is standard for Goldwyn, there is careful planning across the year groups to ensure progression as well as considering how the Forest School resource will benefit other schools in the area.

The model for the impressive development of post-16 access and support will be expanded to include Canterbury College. The model is robustly tracked and termly reports are shared with the local authority to demonstrate progress against the DfE Safety Valve Programme,

There is a drive planned to ensure the Golden Thread is embedded consistently across all pathways with visits, meetings, learning walks, observations and monitoring all focused on this as a core element of practice. This will include extending the Golden Thread to the Nurture Hub and TISUK interventions.

Student and parental voice will be built upon in terms of the view of the current offer and at points of transition from the earliest stage.

The multi-agency work will be built upon stronger links to the Speech and Language Service to seek recommendations and measure progress.

Goldwyn has committed to reviewing current provisions and interventions and updating provision planning systems across all centres. This in part reflects the need to ensure whole school provision reflects the changing complexity of needs across all pathways.

Work has already started to develop sensory and nurture spaces across all sites to support emotional regulation following advice from the OT and EP with space being repurposed to respond to needs.

Following success in schools, Goldwyn is developing a broader offer to parents, external agencies and local schools. The school already has credibility with the programmes it has delivered. Much of this has positively impacted on transitions and certainly reduced suspensions in local schools.

Overview

A year on from the last assessment, Goldwyn has further cemented their commitment to an embedded inclusive culture by enhancing the leadership structure and fine-tuning responsibilities. There is strong sense of cohesiveness in terms of both the vision and how this can be realised in practice. Even during the visit, comments and observations from staff led to discussions around further improvements. It was encouraging to see how teams operate in such a dynamic way and have the confidence to share with someone external.

The member of staff that now leads the IQM work has not only taken on the baton seamlessly but has also brought new energy and insight to the role. The expertise that both the Assistant Principal Inclusion and the Assistant Principal Wellbeing, Behaviour and Attendance bring has already strengthened whole school approaches to behaviour, engagement and relational practice, improved systems, clarity of provision and stronger communication with families and partners

Where partners are able to provide support, this is utilised effectively and where there are gaps in provision Goldwyn is innovative in identifying and addressing the needs. The multidisciplinary work in school is in effect an early intervention model prior to accessing the local authority forums.

Staff wellbeing remains a priority with investment in supervision, coaching and regular opportunities to identify needs at an early stage. This is a school where staff are valued and well supported professionally and personally. The Principal commented on how “we must invest in our staff if we are to maintain the reputation we have as a school with expertise worth sharing with others”.

This commitment is evidenced in both professional development opportunities where there is an impressive well-planned programme of training. Staff wellbeing is also always at the fore and any new initiative is implemented with consideration for how this will impact staff as well as students. One member of staff commented that, “there is robust challenge with huge support”. Goldwyn has demonstrated again that it is an evidence led provision, with partnership development an ongoing strength,

Goldwyn is at the heart of the district provision, with a fundamental belief that it has a responsibility to serve other schools within that community. The reach it has is commendable and valued both by local schools and within the wider networks of special and mainstream schools. The Principal is a key player in local education developments and her commitment to ensuring best outcomes for all students is second to none. She is well regarded both within and outside of her district and across all designations of schools as both a team player and a leader.

The pursuit of excellence is relentless. Whilst focusing on Goldwyn, the management team always have their eye on local and national issues being at the forefront of new developments. There is a passion for innovation based on sound research,

The multi-layered offer at Goldwyn has a range of strategies deployed universally, bespoke interventions and programmes all of which are knitted together through the

well thought out systems for communication, reflection, sharing of good practice, measuring impact and identifying emerging needs. There is a consistent understanding of how each role impacts on the whole child.

There are SMT led discussions every couple of weeks to discuss pathway changes to the offer for individuals which is responsive and dynamic. As well as a wide curriculum offer there is a culture at Goldwyn whereby individuals are encouraged to use their voices, be proud of their achievements and open about challenges.

A powerful demonstration of this is where staff at the colleges report how the experiences students have had at Goldwyn gives them an advantage at college. Those for example, who have done vehicle maintenance prior to college, not only have knowledge to become experts but also have higher maturity levels than others from mainstream schools because of their realistic environment which demanded high expectations of behaviour and safety awareness. This has meant they excel in class and are good role models and mentors for others. Another observation is how Goldwyn students feel able talk openly and confidently about autism to their tutors. This modelling has encouraged other students from mainstream settings to speak up about their autism in a positive way for the first time often, enabling them to experience more tailored support.

This visit cemented my view that excellent inclusive practice runs through the core of Goldwyn. The way that new staff take on roles is not just seamless but also brings new ideas and energy ensuring that there is not just sustainability but constant momentum. This can only happen with strong leadership who have both vision and total commitment for inclusion for all. I have never failed to be inspired and impressed by what I see and hear at Goldwyn and this visit was no different.

The school continues to move from strength to strength in terms of its superb inclusive practice and I am firmly of the opinion that the school fully meets the standard required by the Inclusion Quality Mark to maintain its status as a Flagship School. I therefore recommend that the school retains its Flagship Status and is reviewed again in 12 months. The next review will look closely at how the school has interacted with its Inclusion Cluster and promoted continuing outreach. Evidence of cluster working will underpin the capacity for the school to maintain its Flagship status.

Assessor: Ms Louise Simpson

Findings confirmed by Inclusion Quality Mark (UK) Ltd:



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Joe McCann MBA NPQH
Director of Inclusion Quality Mark (UK) Ltd