



Assessor's Evaluation for the IQM Flagship Project



School	Goldwyn School Godinton Lane Hothfield Ashford Kent TN23 3BT
Head/Principal	Ms Kerry Greene
IQM Lead	Ms Jo Chessim and Ms Alison Kane
Date of Review	23 rd February 2024
Assessor	Ms Louise Simpson

IQM Cluster Programme

Cluster Group	24 Carat
Ambassador	Dr Kenny Frederick
Next Meeting	12 th March 2023
Meeting Focus	

Cluster Attendance

Term	Date	Attendance
Spring 2022	N/A	
Summer 2022	29 th June 2022	No
Autumn 2022	10 th October 2022	No
Spring 2023	13 th January 2023	Yes
Summer 2023	16 th May 2023	No
Autumn 2023	15 th November 2023	Yes

The Impact of the Cluster Group

Goldwyn continues to be committed to sharing and learning about Cluster Groups but was unable to attend the May session due to GCSE support requirements with the IQM Ambassador being made aware.

The January 2023 meeting re-established whole school expectations for Zones of Regulation, linking these to Behaviour Support Plans. The school also explored Non-Violence Resistance training with the potential to deliver to parents in the future. Following the November meeting with a focus on sensory provision, Goldwyn has established an appropriate sensory centre for each centre/pathway following environmental audits. The sensory spaces reflect the broad needs of the cohort.



Assessor's Evaluation for the IQM Flagship Project



The school is looking forward to the next meeting on 12th March and has offered to host a meeting following that. With the new distributed leadership of inclusion in the school, the opportunities for full attendance can be more targeted among the team.

Evidence

Meetings with:

- Principal.
- Assistant Principal for Inclusion.
- Director of Goldwyn Plus and Vocational Centre.
- Admission and Referrals Manager.

Additional Activities:

- Discussion with members of the Student Council.
- Discussion with the Transport Manager.
- Visit to Goldwyn Plus site.



Assessor's Evaluation for the IQM Flagship Project



Evaluation of Annual Progress towards the Flagship Projects

The momentum with the Goldwyn Flagship Project continues and whilst there is straightforward evidence of progress, the school continues to stretch aspirations with their 'next' and 'new' steps.

To build innovative inclusion solutions within the Authority in partnership with Kent County Council (KCC).

This desire to find solutions collaboratively with partners is a great strength. This has achieved the desired outcomes for young people but also shaped flexibility with those partners for a shared purpose removing barriers to participation. This is due to the confidence that partners have in Goldwyn to know their students and to deliver agreed objectives.

Building on the initial pilot project, in 2022-2023, a further five students engaged with the East Kent College (EKC) Dover Inclusion Programme. This resulted in students progressing to Level 2 vocational courses whilst still receiving quality Social, Emotional and Mental Health (SEMH) support from Goldwyn, alongside their families. Developing successful work with the Automotive Department, students also accessed Plumbing and Information Technology (IT) with all five achieving a full Level 2 Diploma or passing the first year of a two-year course with placements secured for the academic year.

This year the project expanded to include two college sites with a broader range of courses including Health and Social Care, Early Years, Art and Design and Electrical. Students have been able to access transitional support via two flexible pathways.

The project has not only increased the confidence of students in accessing mainstream education but, equally importantly, the confidence of their parents through the established relationship they have with Goldwyn. As a result, there are approximately 15 students interested in accessing the Inclusion Programme in 2024-25, across the three EKC sites and the two pathways, with the vocational courses expanding to include Bricklaying, Travel and Tourism, Engineering, Photography and Accountancy. Excitingly, the offer is not restricted to Level 2, with some students potentially being academically ready to access Level 3 courses. Students I spoke with were excited by this and spoke highly of experiences they had had.

Further developments will continue with the school and college working with the Local Authority (LA) to develop a more sustainable approach to the partnership work with an enhanced pilot project being agreed upon. There will be a commitment to broaden the offer with students accessing the East Kent College/Goldwyn Pathway increasing in a manageable planned way over the next two to three years with annual impact reviews.

Developing and embedding exemplary practice in Multi-Agency Working.

Goldwyn has used a Vulnerability Database to track and analyse students' needs within the organisation for many years. However, it has become increasingly apparent that the database has not fully reflected the changing demographic of recent cohorts. It has been updated with additions and revisions to categories, to better reflect the increasingly



Assessor's Evaluation for the IQM Flagship Project



complex needs of students who are joining Goldwyn School. This has been essential to better inform multi-agency working. An extended offer both on-site and within the community is being accessed due to the determination of the leadership team to identify specific needs and find an appropriate response and offer. The school is always scrutinising data for current trends and research support in a timely and focused way.

Considering the revised Vulnerability Data and linked to the School Development Plan (SDP), a comprehensive training plan has been developed for the academic year 2023-24, in liaison with multi-agency partners. The focus is on upskilling staff in enhanced, inclusive strategies to meet the increasingly complex needs within the classroom, supported by Health and Social Care, a designated Educational Psychologist and providers of the established, high quality services available to support young people in Kent.

Enhancing parental engagement and establishment of a Parent Association to involve parents more and to provide comparable experiences for parents whose children are in mainstream schools.

The challenges of transportation to a special school remains with families having difficulty accessing the sites. Parent consultations both face-to-face and virtually have been well received. The meticulously planned transition events are successful, and all families have a designated pastoral key worker making a minimum of weekly contact, daily where appropriate. One student described how the relationship between her parent and this member of staff was, "like my mum is talking to a friend with lots of laughing and good conversations even though I know they are discussing important things". Students also said their families were clear and confident in knowing how to communicate with the school about a range of issues. The school is often used to signpost other services families will benefit from.

There are a range of celebratory events and the first whole school sports day took place in the summer creating a real sense of belonging and cohesion between all sites and families and creating the 'mainstream experience' that the school wanted to achieve to be built upon. The impressive accessible Goldwyn newsletter is incredibly well thought out and informative with pupil input, a wealth of school information and wider family support truly supporting families holistically.

This year the school will be seeking to gain re-accreditation of the Leading Parent Partnership Award and/or the newly launched Local Authority Family Engagement Award. Goldwyn is also looking at practices outside of Kent to seek new ideas to enhance parental engagement. The desire to include parents in the review of policies remains a school development priority.

To empower student voice through strengthening school councils.

The Student Council is certainly not a tokenistic exercise at Goldwyn. The Principal and a School Governor attend a whole school termly meeting. There was a clear excitement about the system when I spoke to students who confirmed that their voices were heard and responded to. They had been involved in school uniform changes considering sensory needs, practicalities as well as fashion issues! They have also been involved in



Assessor's Evaluation for the IQM Flagship Project



developing the optional homework system into a virtual offer. When articulating their rationale for this they demonstrate their understanding of the differing needs of students within their school. One student described how a discussion with her family about an area she was less confident about and therefore disliked has resulted in improved outcomes of which she is proud.

The school has responded positively to requests and investigated these. A Sixth Form Common Room has now been created which again has helped the 'mainstream feel' for some students. Students have also been instrumental in influencing the REACH rewards system offering ideas for more meaningful rewards such as purchases and trips.

Staff team working with national leaders in developing research-led approaches.

Goldwyn School continues to be a steering member of the 26-member Kent Special Educational Needs Trust and is a key voice in Kent's Special Educational Needs and Disabilities (SEND) review.

Having researched thoroughly, the school has partnered with the Virtual Schools Kent and Trauma-Informed Schools UK to establish trauma-informed practice across the school. Several key inclusion and pastoral staff are also undertaking a Diploma in Trauma and Mental Health Informed Schools and Communities, Practitioner Status which is a significant commitment.

This commitment to professional development is further demonstrated by an impressive number of over 20 staff accessing the National Professional Qualification (NPQ) in Leading Behaviour and Culture. A targeted group from the English Department is accessing the NPQ in Leading Literacy.

The Principal is also a member of the Pathways for All Strategic Board and RIG 2 and the Assistant Principal for Inclusion, who is the Senior Mental Health Lead (SMHL), sits on the RIG 5 (Mental Health) Board.

There are strong connections with several organisations that are leaders in SEND education.



Assessor's Evaluation for the IQM Flagship Project



Agreed Actions for the Next Steps in the Flagship Project

For the next phase of the project, many existing areas will still develop but the new areas of focus will be:

- **Review and develop current practice through a Growth Mindset Project revising the Goldwyn Charter.**

Emphasising evidence-based relational practice and core strategies for Teaching and Learning (Golden Thread). This will be supported by immersion days and staff training.

- **Establish the role of the SMHL and develop the whole school strategy.**

This will be addressed by enrolling for the SMHL Lead Qualification, conducting an Emotionally Based School Avoidance Audit, reviewing consistency in the use of Zones of Regulation and establishing a team of Trauma-Informed Schools UK Practitioners. We discussed how this would be building on existing practice to create a more strategic approach.

- **Develop an approach to improving literacy across the curriculum.**

Goldwyn plans to do this by establishing a Leading Literacy Working Party to develop a reading strategy, through whole school events, deep dives and curriculum approaches, departmental meetings and individualised approaches for those hardest to engage.



Assessor's Evaluation for the IQM Flagship Project



Overview

Although inclusive practice has always been incredibly strong in Goldwyn School across all the sites, it feels that this has stepped up yet another gear this year.

The Principal continues to ignite innovative practice and set the culture of inclusion across the school with passion and integrity. During this visit, it was clear that the leadership of inclusion has been distributed across a range of roles and areas demonstrating this commitment with the support of Governors. There have been some changes to the staffing structure since the last visit with a specific focus on inclusion to increase capacity and impact with dedicated staff driving improvement. This includes the creation of an Assistant Vice Principal for Behaviour, Safeguarding and Attendance. Inclusion Leads are embedded in each of the sites with inclusion responsibilities and accountabilities at all levels. The Specialist Engagement Officer role has been particularly impactful bridging a previously identified gap and demonstrating strategy into practice. The development of the Inclusion Team is a powerful message that elevates this area to be equal to areas such as Teaching and Learning. Inclusion is certainly not a bolt-on in this school.

Safeguarding practice has been further improved with the introduction of weekly Senior Leadership Team (SLT) and Designated Safeguarding Leads (DSLs) weekly meetings which are effectively chaired and recorded to be responsive, impactful and reflective. There is a robust system of ensuring that actions are completed, new concerns are highlighted and trends and issues are identified. The interconnectivity with attendance had been a focus with more scrutiny on mapping data to identify causality and risks. The Ashford Youth Hub Manager spends time on site which has improved responses due to timely and effective information sharing. The Co-ordinator commented on how the sharing of safeguarding concerns across sites has built connections in this regard, helped to identify good practice and training needs and informed the local offer of services when issues have been identified.

The complexities of transporting students both to and between sites have resulted in the creation of a bespoke Transport Manager role. He clearly described how this is managed well with extensive consideration of both health and safety and safeguarding. There has been training provided to drivers who overall are a bespoke Goldyn bank of drivers. He reported how staff are interested in further training to meet the needs of young people and their families even better. There are excellent relationships between these regular drivers, students and families with many going the 'extra mile' to engage students with personal interests, some even with oversight of the school, supporting them in their own time when they are able, to build that relationship further using their shared interests. They are a key feature of the communication between school and home and a positive start to the 'soft landing' the school speaks about consistently.

The School Council's feedback is not just responded to in terms of bespoke actions, it has highlighted the importance of pupils wanting equitable experiences in mainstream schools. The school has responded not just by organising visits and changing rewards but by departmental enrichment trips. A Year 11 optional residential has also been organised and sports fixtures are taking place. The house system has been successful



Assessor's Evaluation for the IQM Flagship Project



for sports events. The Principal, recognising the impact of this has committed to establishing a programme of wide-ranging experiences that pupils can expect to have whilst at the school in addition to the current offer. This will be clearly planned.

The Careers Fairs continue to be an excellent feature of the school raising aspirations and opening opportunities for young people and their families. One student gave a clear description of his direction of travel with the steps he would be taking.

A key feature of Goldwyn is its successful partnerships with a wide range of services from different disciplines. This is enabled by their professional credibility with these partners who know that the school will follow through with commitments and find positive ways of working together. These relationships are sustained and continually developed reflecting the outward-thinking ethos of the school.

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:

J. McCann

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