



## Assessor's Evaluation for the IQM Flagship Project



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| <b>School</b>         | Goldwyn School<br>Godinton Lane<br>Hothfield<br>Ashford<br>Kent<br>TN23 3BT |
| <b>Head/Principal</b> | Ms Kerry Greene   |
| <b>IQM Lead</b>       | Ms Joanne Chessum   |
| <b>Date of Review</b> | 28th February 2025  |
| <b>Assessor</b>       | Ms Louise Simpson   |

### **IQM Cluster Programme**

|               |                    |
|---------------|--------------------|
| Cluster Group | 24 Carat           |
| Ambassador    | Dr Kenny Frederick |
| Next Meeting  | 13th March 2025    |
| Meeting Focus | TBC                |

### **Cluster Attendance**

| <b>Term</b>        | <b>Date</b>   | <b>Attendance</b> |
|--------------------|---------------|-------------------|
| <b>Autumn 2023</b> | 15th Nov 2023 | Yes               |
| <b>Spring 2024</b> | 12th Mar 2024 | Yes               |
| <b>Summer 2024</b> | 26th Jun 2024 | Yes               |
| <b>Autumn 2024</b> | 14th Oct 2024 | Yes               |
| <b>Spring 2025</b> | 13th Mar 2025 |                   |
| <b>Summer 2025</b> | 05th Jun 2025 |                   |

### **The Impact of the Cluster Group**

Goldwyn School continues to be a consistent and active member of the 24 Carat Cluster Group.

Whilst there are a number of primary schools in the cluster and special schools with different designations, Goldwyn always uses these opportunities to identify shared issues and strategies to consider in their own school context.

The Academy of Cuxton Schools meeting for example resulted in an investigation as to how the concept of Eco Ambassadors could be introduced. It also triggered the potential of mapping experiences against values as part of the wider whole-child curriculum development.



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Goldwyn was also the host for the IQM Away Day in June 2024. A great deal of thought went into the planning and delivery of this day to offer a comprehensive understanding of the range of excellent practice that takes across sites reflecting how inclusion is at the heart of Goldwyn.

The sessions covered vision and values, REACH and student voice, transition, and partnerships with East Kent College. Case studies were used as powerful illustrations of the impact well-thought-out approaches and interventions can have a transformative effect on individuals.

### **Evidence**

- Inclusion Quality Mark Self Evaluation Report
- School Development Plan
- Slides from IQM Awayday
- Case studies from each of the provisions

Meetings with:

- Duke of Edinburgh group
- Students and Head of School from the Goldwyn Plus site
- Nurture Hub Lead
- Principal

### **Additional Activities**

- Tour of Outdoor Learning environment and meeting with Outdoor Education Lead
- Visit to Circus School



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### Evaluation of Annual Progress towards the Flagship Project

The focus of the Flagship Project for this year was to develop Whole Child Inclusive Classroom Practice. Reviewing and development of classroom practice has been developed further through collaboration with Speech and Language, Occupational Therapy and Educational Psychology colleagues who have advised, co-planned, supported implementation and been involved in reviewing delivery and impact.

The Leadership Team walks take place termly to ensure consistency in appropriate inclusive learning environments which also evidence school vision and values, student voice and school priority areas. Areas for development are approached in a supportive and empowering way.

A workshop took place where an element of focus was agreed upon, and staff worked to demonstrate what excellent practice would look like for whatever role they carry out. This is a live issue with inclusion and quality first teaching being cohesive.

There was a very strong message received through the documentation I have seen and the discussions I have had that there is a renewed drive for embedding evidence-based teaching that goes hand in hand with the other elements of support essential for a school like Goldwyn who have a changing demographic all of whom require a range of support to begin to access learning. Relationships remain a primary element of this.

All Senior Leaders this year undertook Leading a Trauma and Mental Health Informed School training. All staff have accessed 2 sessions with follow-up activities. The team of school transport drivers have also had the introductory training, again showing the school's commitment to all staff understanding the approach and direction of the school and the vital roles that every member of staff has in supporting students. Staff wellbeing also remains a focus.

The recognition that many young people in the school have experienced multiple adverse childhood experiences (ACEs) in their lives drives the support in this area with a team of practitioners being developed working alongside Trauma Informed Schools UK (TISUK) and the Kent Virtual School.

Practitioner status has been achieved by 6 staff members, while 3 others are in training and 3 more will begin in June. These staff will provide direct intervention as well as championing whole school evidence-based approaches for supporting young people with multiple ACEs. Workshops focusing on evidence-based teaching are followed up with peer-to-peer support and drop-in sessions.

To enhance this work further the school have adopted the trauma-informed approach of the Crisis Prevention Institute (CPI) with training delivered to all front-facing staff and plans to deliver this to the wider staff team. An Assistant Principal and a Head of School have qualified as assessors.

To reflect the school values and be in line with the practice developed through the TISUK and CPI work, the previous policy titled Supporting the Behaviour of Students with Mental Health Needs has been completely reconsidered and replaced with a Relationships and Behaviour Policy following consultation with students, parents, and staff.



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The evidence-based Circle of Adults approach which had been introduced previously to problem-solve emotional needs and challenging behaviour is firmly embedded now with a minimum of 6 opportunities a year built in for teams to review student support and revise ways of working to support those not yet responding to their support currently in place.

The Emotional Wellbeing Practitioners are now embedded across all sites providing targeted interventions and delivering workshops. The first parent workshop will be Understanding the Teenage Brain in March.

Following the pilot trialled as a response to the increasing cohort of students experiencing Emotional Based School Avoidance and periods of poor mental health impacting attendance, each Goldwyn site has a dedicated Specialist Engagement Officer.

I heard powerful examples of how young people supported at home, online, off-site and in school to rebuild their confidence have gone on to access full-time education and achieve their aspirations and onward pathways. One such success is when an individual unable to leave their bedroom initially was supported with a variety of approaches and is now accessing a Level 3 course at college.

The transition support for college has been a huge success with young people able to move to independence in a supported way knowing that Goldwyn has "still got you." These relationships have worked well with the increasing numbers of students accessing college. The college comment on how well supported the students are and students are able to self-regulate much more.

The focus on literacy evidenced last year continues with Goldwyn still researching for evidenced-based strategies and age-appropriate resources which support students with SEMH who may be academically able but have gaps in their reading development. The school are therefore building their own reading strategy doing research with the Education Development Foundation and using new assessments to do in-depth analysis.



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### Agreed Actions for the Next Steps in the Flagship Project

A comprehensive and targeted range of staff training is already planned in the school calendar covering the following:

- AET Autism and Anxiety Awareness
- 'Botheredness'-Creative Pedagogies
- Trauma and Mental Health Informed Approaches for all staff
- The Adaptive Teaching Project

Whole school TISUK training will take place in term 6 with supervision implemented for TISUK practitioners. A referral system will be initiated for TISUK Practitioners with a review process put in place.

A 'Goldwyn Environmental Checklist for Inclusive Practice' will be developed following the TISUK and AET training including EBSA. Alongside this, the Goldwyn Core Standards including the 'Golden Thread of the whole child curriculum will be consolidated.

The impact of Circle of Adults will be reviewed and evaluated with experience and expertise shared with other schools.

The strong Student Voice representatives from Goldwyn will continue to define what works for them including their views on extracurricular activities and outdoor education.

Development of the new Nurture Hub will be ongoing with a key feature of this being student input in design and the offer.

There is a desire to consolidate the Reading Strategy following the research and staff training and embed the monitoring of reading and spelling and promotion of literacy skills across the curriculum.



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### Overview

When visiting Goldwyn School, as well as being reassured that the focus remains on the Flagship Project, it is always clear how any new developments have been identified, what the research says about these and how they will add value to existing initiatives and interventions for the benefit of pupils whilst also considering the impact on staff workload and motivation.

Moving across sites where the offer can look very different due to the demographic of students, it is clear that the values and principles are subscribed to universally with a clear rationale regarding how these are applied in a particular context.

The wellbeing measures have been reviewed, and bespoke targeted social-emotional measures will be rolled out across all sites in a bespoke personalised way. PASS interventions and Boxall will be embedded as approaches.

On this visit, there was a consistent message and demonstration of how strategies for social and emotional development for pupils in this school go hand in hand with a rigorous commitment to an inclusive curriculum which is aspirational and empowering in order to achieve success. Case studies and discussions with staff and pupils clearly evidence this achievement.

On this visit, I was able to observe elements of the curriculum supporting this commitment. The outdoor learning developments are impressive with big plans to extend these experiences for a wider range of students offering opportunities for different kinds of connections with lasting impact.

The volunteering opportunities enhance this and those working at The Rare Breeds Centre spoke highly of their experiences.

I had not expected to observe an off-site circus skills provision on my visit but should not have been surprised at the rationale for including this option for students or at the impact it has had. A more individualised programme would be hard to find.

The expansion of the Duke of Edinburgh Award Scheme is to be celebrated, and students about to go on a hike to practice skills for their bronze expedition were able to articulate the experiences they are having in preparation for this. There is a real buzz about this.

At the last Inclusion Quality Mark review, the work with the local authority was impressive in terms of utilising specialist support, sharing Goldwyn's expertise with other schools and contributing to local developments including a Special School Review. The principal now jointly chairs the Special School Forum and is a key influential voice in making sure student needs are considered in shaping the direction of travel for future changes in provision. This is an extension of the wider community influence that Goldwyn has always demonstrated.

An unexpected huge development since the last visit has been to create a Secondary Nurture Provision in response to receiving pupils from 2 independent special school provisions which closed.



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Goldwyn with their ‘can do’ approach worked with the local authority and acknowledged that receiving these students could be facilitated if the right provision were developed and were robust in advocating for these young people. They have therefore created this provision on a new site with meticulous planning never losing sight of the need for this to be a bespoke secondary setting offering something very different.

It is opening imminently and looks and sounds to be a great asset. The Goldwyn approach of flexibility is clear with planned movement between provisions for both students and staff ensuring that successes continue, and needs are monitored.

The investment of a focus on outdoor education was exciting to see and the lead member of staff is clearly very experienced and passionate about what has and will be achieved. Pupils accessing this are already benefitting from the opportunities in a different environment, a different relationship, and experiences they may not have had before but ones that can be nurtured and developed independently for their wellbeing. Involving parents will be a great opportunity to showcase their child’s development and potential.

This is a school that continues to strive for excellence through a balance of well-researched interventions delivered with creativity and cohesiveness. There are no standalone initiatives, every new development is planned to add depth to their inclusive practices to enable a curriculum which will inspire, stretch, and enable young people to believe in and achieve their aspirations. Staff on the different sites are positive about developments and how they are managed.

Despite adding a massive project in the opening of the new site Secondary Nurture Provision, Goldwyn has remained focused on the work planned in their Flagship Project and is still looking beyond this with additional improvement areas. I have no hesitation in recommending that they retain their Inclusion Quality Mark Flagship Status.

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: 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