



Assessor's Evaluation for the IQM Flagship Project



School	Goldwyn School Godinton Lane Ashford Kent TN23 3BT
Head/Principal	Kerry Greene
IQM Lead	Sarah Miller
Date of Review	23 rd November 2022
Assessor	Louise Simpson

IQM Cluster Programme

Cluster Group	24 Carat Cluster
Ambassador	Kenny Federick
Next Meeting	13 th January 2023

Cluster Attendance

Term	Date	Attendance
Spring 2022	21st March 202	No
Summer 2022	29th June 2022	No
Autumn 2022	10th October 2022	No

The Impact of the Cluster Group

Due to long term sickness, Goldwyn School has not maintained its usual full commitment to the Cluster Group. This has been discussed as a matter of priority and will be reinstated. As inclusion is embedded in the school and to promote staff professional development, the school are considering identifying key individuals to participate with this responsibility distributed so that the impact of attendance is maximised i.e., send individuals who can contribute to a specific area to be discussed and who can action developments following the session more readily. Staff are keen to share this experience.



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Evidence

- School Development Plan
- Goldwyn Self Evaluation
- Verbal feedback following the recent Ofsted Inspection
- Presentation from Headteacher and IQM Lead/Vice Principal based on the School Development Plan, Goldwyn Values, the Goldwyn Vision and the Curriculum Offer and Pathways
- Goldwyn Learning Ladder
- Goldwyn Core Values and vision 2022-2025
- Key Stage 5 Curriculum
- Attendance Data
- School Website
- Future Challenges and Opportunities Document

Additional Activities:

- Visits to three of the four sites. (One site was closed for the day due to a gas leak however discussions with staff still took place as they were redeployed for the day)
- Learning walk for start of the day at Goldwyn Main Site
- Meeting with the School Council
- Observation of a cross site Inclusion Team Meeting



Evaluation of Annual Progress towards the Flagship Project

Project Title: Further Development of the Goldwyn Post 16 Provision.

Goldwyn School continues to push the boundaries when it comes to aspirations and opportunities for Post 16 pupils. (This has also been recognised in the latest Ofsted Inspection however the report has not been released in time for the completion of this report). The School Development Plan, which was shared with me, clearly demonstrates the vision for this area of work with challenging actions and stretching targets.

The creative, innovative Key Stage 5 curriculum is under constant review and development, with clear, bespoke pathways for students informed by strong Careers Education Information, Advice and Guidance started at the earliest opportunity in the school. There are strong links with the biggest college group across Kent ensuring that opportunities for pupils with Social Emotional and Mental Health (SEMH) needs are planned for as well as developing links with mainstream and industry.

Goldwyn Sixth Form offers a combined studies programme where students have an extended opportunity to develop their social communication skills and experience a broad and stimulating curriculum, without fixed career choices being made. They offer qualifications and experiences in maths, English, Motor Vehicle Mechanics, Construction and Multi-skills, ASDAN, Independent Living Skills, Art, Music, PE, Catering and Hairdressing, all within a specialist setting. This additional year to mature allows students to in effect make up for lost learning and social development in order for them to integrate successfully into a mainstream setting or workplace environment (many students arrived late to Goldwyn and had disrupted education and poor attendance prior to arrival).

After 5 years at Goldwyn, the majority of students are able to transition to mainstream colleges or sixth forms successfully. The Goldwyn Plus Pathway is designed to cater for students who have even more significant barriers to learning, such as very late diagnosis, periods out of school due to hospitalisation or school phobia/anxiety. As such they arrive at Goldwyn in KS4. Goldwyn Sixth Form provides these students in particular with an extended opportunity to engage in education and make both academic and SEMH progress, leading to successful transition to mainstream college or employment at the end.

The destination data is strong with 92% of school leavers in confirmed education, training or employment, however there is still a clear desire to improve this even further. This is a 'live' topic. During the day for example, I witnessed a discussion where a member of staff reported a new opportunity for work for pupils with Special Educational Needs with a well-known retail company. Plans were immediately made to follow up this lead. There is a sense that this is a school that goes out and seeks and grabs opportunities proactively as a matter of course.



Objective 1

A collaborative approach to inclusion puts the child at the centre. All parents and professionals work together to co-produce plans that contain pupil voice. Parents and pupils feel confident and supported and outcomes are achieved.

- **All parents and professionals work together to co-produce plans that contain pupil voice.**
- **Ensure parents are involved in their child's learning journey so that they develop high aspirations for their child.**

The work with parents continues to be a significant success, with relationships improved during the pandemic sustained and enhanced resulting in wider engagement. All parent/carers actively contribute to the Education Health and Care Plan process with more outcomes being achieved due to this collaboration, with students fully involved also.

During my visit I heard heart-warming case studies of how the communication and relationships with parents has not only improved the education of a young person but facilitated access to support services for families not engaging previously, helping families more holistically and widely. These approaches have been creative, sensitive and persistent, having great impact both on wellbeing and attainment.

I was able to observe the 30-minute Goldwyn Time at the main school. This approach has been well thought out and thoroughly researched. The time is spent as a 'parachute landing,' not only preparing young people for learning but allowing bespoke opportunities to focus on a range of activities linked to their EHC plan addressing SEMH needs, social skills and other aspects of learning. Engagement was high, focused and productive. Staff could be seen modelling good practice such as reading and social skills in games activities, and individuals were able to pursue activities which were personalised for them such as using the music room. Pupils articulated that they understand and value the rationale for this time and responded well to the expectations.

The physicality of the areas is also well thought out. Each area has a classroom area, a pastoral space and a support room. The groupings for these Hubs are planned carefully and reviewed regularly to ensure maximum impact.

Objective 2

To pioneer Ashford as an Inclusive Hub. Schools develop their practice and their curriculum so that they develop expertise in inclusive practice that is most appropriate to support all pupils including the most vulnerable.

This vision of an Inclusive Hub continues to be a driver for the school. The training offer is targeted appropriately to address identified needs in the district. The online training via the website has had 2540 hits surpassing any other year.



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Peer Reviews hampered by Covid are being revisited rolling out the NASEN Self Review Guide and Peer Review tool.

There have been very positive reviews from the SENCo forums held locally and from those attending the New Headteacher Induction Programme.

There is a renewed focus to further engage secondary schools building on the 90% engagement of primary schools.

The internal Goldwyn development is constantly under review. Staff are becoming more familiar with cross-centre working delivering the curriculum successfully in different pathways. Cross fertilisation of ideas, development of professional practice and colleague mentoring support have all been enhanced. In doing this, Goldwyn have been able to maintain a high-quality broad curriculum offer for all students whilst offering individualised, preferred programmes for most students. This has resulted in increased student engagement and self-confidence leading to improved attendance attainment and transitional outcomes.

Whilst the school has SEMH designation within Kent, Goldwyn has an expert understanding of the range of needs within this cohort of young people and the different approaches that are required for particular types of and the continuum of need. One example discussed was the different presentation of the curriculum required for extrovert and introvert pupils with SEMH. This is managed and planned very effectively currently but when looking at future challenges for the school in terms of increased requests for places, the expectation of increasing numbers may well present a real threat to the ability to provide such a bespoke successful offer.

Currently classes are grouped with up to 8 pupils- in line with the DFE guidance. The school has therefore worked proactively with the Local Authority to suggest innovative solutions that have inclusion at the heart for SEMH students to mitigate any future impact. The principal is passionate to empower inclusive approaches beyond the school, but also to safeguard the Quality of Education at Goldwyn, as to exceed DFE number would fundamentally have an impact of the offer the school could provide to students on roll. This in turn would impact on a number of outcomes including parental buy in and post 16 destination success.

Objective 3

To ensure the best possible outcomes for SEND pupils, all services will work well together in a supportive collaborative manner keeping each other informed. If any pupil is on a waiting list, parents will be signposted to the relevant immediate support.

This is an area which Goldwyn School continues to develop with partners understanding the impact that delayed support can have on a young person and their families. There has been a review of the training offer as well as information on the website making it easier for families to navigate.



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Goldwyn has a number of proposals and solutions to offer however much of this work requires the commitment of partners although there are early signs of changes.

Objective 4

To ensure that all schools set high aspirations for all pupils with SEND. The curriculum is shaped to meet the individual needs of every pupil so that they can thrive.

It is evident that the understanding of the range of SEMH needs at the Goldwyn Schools is well understood and planned for. There is evidence captured which suggests that there is a need work with schools on better use of progress data and tracking both academic and personal development. Goldwyn has committed to working with the Kent Company supporting school improvement to develop this strategically and would be able to offer support with training schools more widely on the use of assessment tools such as The Boxall Profile, The Leuven Scale of Wellbeing and the Strengths and Difficulties Questionnaire.

Agreed Actions for the Next Steps in the Flagship Project:

Project Title:

- **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.**
- **Developing and embedding exemplary practice in Multi Agency Working.**
- **Staff team working with national leaders in developing research led approaches.**

Outline of Project:

- To Build innovative inclusion solutions within the Authority in partnership with KCC.
- To empower student voice through strengthening school councils.
- In partnership with parents review school priorities and put parents at the centre of planning.



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Overview

It is encouraging to see that there has been no loss of momentum at Goldwyn School despite the change in Headteacher since the last IQM Review demonstrating how the values and vision for inclusion underpin all school developments. Inclusion, personalisation and a commitment to equality are at the very core of the Goldwyn offer.

The newly appointed Headteacher prioritised the revising of the Vision and Core School Community Values at the beginning of her leadership consulting with staff and students. These have been professionally published for all with a commitment that “these values will remain our constant anchor for the years ahead and at the core of everything we do.”

The following values have been collaboratively decided upon and students are articulating their understanding of these at appropriate levels. The aim is for a school community where all members demonstrate:

Resilience – Resilience to barriers faced in creating independent, innovative and creative minds.

Empathy- Caring for ourselves, for each other, showing respect to each other and building a sense of belonging.

Aiming- Aiming to achieve our potential.

Commitment – Commitment to success, personal development and opportunity.

Heart- Passionate for the difference we can make, to our community, for equality, diversity and inclusion.

The Goldwyn Time is developing specific REACH activities so that pupils can understand the essence of the vision regardless of the language initially. There is a proposal to use a system like ‘Catch Me cards’ to recognise peers using the REACH values.

Goldwyn School has an exceptional whole child curriculum, built around evidence led approaches to attachment and emotional regulation. Through developing personal resilience and providing students with the motivation to succeed, Goldwyn School encourages students to be the best that they can be. The school uses research and evaluated methods to develop a curriculum that is appropriate and engages its students. Social and Emotional development underpins the philosophy of care and educational delivery (the Goldwyn Learning Ladder linked to Maslow is the key framework) and all staff are committed to the Goldwyn Charter which outlines the school’s expectations of teaching staff as professional, compassionate and positive role models. Across each Goldwyn Pathway, a considered, planned and holistic curriculum offer is designed to meet the needs of the whole child, ensuring that students’ SEN needs do not create a barrier to learning.

Whilst this is a school that is immersed in research and evidence-based practice, it is easy to see practical examples of this demonstrated in day-to-day practice. I had the



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opportunity to attend the Goldwyn Inclusion Team Meeting. The focus was on continuing to make the vision and values meaningful for students demonstrating that these are not abstract aspirations but active themes. An Early Help Worker had been invited to ensure that partnership work is as developed as it can be for the pupils in the school and actions were agreed. It was also a forum where colleagues problem solved a complex individual situation utilising the experience and expertise across the Goldwyn sites. This was carried out in a supportive and non-judgemental way.

During the day I visited two of the other sites. Staff there clearly articulated the specific purpose of the provisions and the successes they were having. However, the commonality between the sites was clear both visually and in approach and it was evident that each centre operates as an integral part of the Goldwyn suite of provisions understanding where they are on the continuum of need and the specialism required for the particular students they teach.

Staff spoke about the changing needs of students with the number of Adverse Childhood Experiences significantly increasing. Consistency of approach is key and all staff are expected to share the values of the school including support and other ancillary staff.

Pupils are involved in many ways in the decision making in the school. The School Council have recently made recommendations regarding the current reward scheme requesting experiences not gifts e.g., an extra lesson of a favourite subject. Another student mentioned that older pupils would like to access the Intervention Hub used for Year 7 pupils because of the atmosphere and the interaction with staff there. This kind of feedback is listened to and informs decisions ensuring that motivation and engagement remain high.

When asked what makes Goldwyn the special place it is, there was agreement that it was the relationship with teachers who “you can talk about personal things with.” They also commented on the virtual grouping in Hubs saying that “in other schools it’s seen as weird to talk outside of your year group but here it’s accepted and it’s good.” Students also commented on the staff pupil ration as a positive factor in their learning.

Discussions with the Headteacher and staff during the day highlighted how the school is aware of their current priorities whilst being mindful of how changing situations might impact on the success of the Goldwyn offer. The school is committed to being part of the solution to any challenges faced in SEND in Kent but is concerned how the recent inspection will impact on planned developments. The increasing number of directions via Tribunal decisions and directly from the Local Authority are also potentially impacting on the bespoke offer Goldwyn can currently provide.

In trying to find possible solutions to the pressure for places, as is the case with other Special Schools in Kent, Goldwyn is keen to develop satellite provisions to support transition back into mainstream where progress measures indicate this might benefit pupils along with other in reach approaches. This would further develop their long history of working to support mainstream provision.

The Headteacher and the staff at Goldwyn School are confident and positive that they can respond to changing demands and seek appropriate external support to do so



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where appropriate. They are committed to challenging and developing work constructively with multiagency partners.

I am therefore firmly of the opinion that the school continues to fully meet the standard required by the Inclusion Quality Mark's Inclusive School Award 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