



Assessor's Evaluation for the IQM Flagship Project



School	Forest Academy Bridle Road Croydon Surrey CR0 8HQ
Head/Principal	Ms Swabra Lloyd
IQM Lead	Ms Rachel Le
Date of Review	23 rd January 2024
Assessor	Ms Lynne Dando

IQM Cluster Programme

Cluster Group	Cosmos Learning
Ambassador	Ms Fiona Robinson
Next Meeting	Spring Term 1 - 27 th February 2024
Meeting Focus	TBC

Cluster Attendance

Term	Date	Attendance
Spring 2022		N/A
Summer 2022	29 th June 2022	Yes
Autumn 2022	11 th November 2022	Yes
Spring 2023	17 th March 2023	Yes
Summer 2023	16 th June 2023	Yes
Autumn 2023	7 th November 2023	Yes

The Impact of the Cluster Group

Forest Academy School is thoroughly committed to the Cluster Group and has attended all the Cluster Meetings. Currently, the IQM Lead is on maternity cover and her role is being covered; the IQM remains a high priority.

Through the Cluster Group meetings, the school has proactively networked with other schools, gained a great insight into pedagogy as well as learning from expertise. The Cluster groups provide a safe environment to learn and the willingness to share from everyone has been welcomed. The opportunity to attend meetings which are held at both mainstream and specialist schools has supported the school with their current project. The most recent meeting, which focussed on emotional regulation and co-



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regulation using Zones of Regulation, was particularly beneficial with an interactive presentation from the Occupational Therapist about the way children's sensory activities impact their emotional regulation. It also highlighted the importance of the outdoor environment in providing motivating opportunities to co-regulate.

Evidence

- IQM Flagship Review documentation.
- School website.
- School policies.
- Curriculum Intent and Implementation documents.
- Boxall Profile.
- Core values.
- School Improvement Plan (SIP).
- Newsletters.
- Ofsted Report (2022).
- School displays.
- Zones of Regulation/Regulation Stations.
- Book corners.
- Inspire Trust website.

Additional Activities:

- Learning walk.
- Pupil Voice.
- Observation of Junior Leadership Station.

Meetings with:

- Headteacher.
- IQM Co-ordinator/Special Educational Needs and Disabilities Co-ordinator (SENDCo).
- Deputy Head.
- Inclusions Team - SENDCo, Deputy Headteacher, Designated Safeguarding Lead (DSL)/Family Support Leader, Attendance Officer and Behaviour for Learning Mentor/Learning Support Assistant (LSA).
- Pupils.
- Teachers.
- LSAs.
- Staff, Parent and Chair of Governors.



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Evaluation of Annual Progress towards the Flagship Project

Project Title:

Zones of Regulation.

The school has conducted a tremendous amount of work to embed the Zones of Regulation and support pupils to self-regulate.

The focus of the Flagship Project was based on children being able to identify their own emotions and develop a range of strategies to help them self-regulate. This has also supported staff in their self-regulation and understanding of de-escalation strategies.

This review provided the opportunity to reflect on the impact of the implementation to date, celebrate and discuss further steps for the project.

- All classrooms have the Zones of Regulation clearly defined and pupils are actively using them to help to identify their emotions during the school day.
- Each morning starts with a “check-in” and through various interactions and interventions pupils can reflect and self-regulate if required.
- Alongside the Zones of Regulation, Regulation Stations are established in each classroom and are well-resourced to provide a range of engaging and creative resources to help pupils self-regulate. For example, in one classroom the station included sand timers, the book “The Colour Monster” plants and key questions.
- The Regulation Stations are resourced appropriately for the age and emotional needs within each class.
- Pupils can confidently talk about the Zones of Regulation and articulate where they would place themselves in the zone.
- Pupils can discuss the different strategies that they use to self-regulate. They appreciate the daily check-ins that the Behaviour for Learning Mentor conducts and how it helps them to calm down and learn.
- There is a whole school focus on how pupils can self-regulate which is shared daily with the pupils and from discussions with the Headteacher and SENDCo it has had a positive impact on behaviour throughout the school.
- Behaviour incidents are recorded in the school system and all staff are clear on how this works. The number of incidents has reduced since the start of the project.
- The highly effective Inclusion Team knows individual children and families extremely well and has been extremely effective in removing barriers that impact their emotional well-being.



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- The Junior Leadership Team has developed child-friendly versions of the Six Principles of Nurture and shared them with the whole school during an assembly.
- Pupils can explain how the Zones of Regulation are introduced at the start of each new year and revisited to ensure everyone has a full understanding. They understand that no emotions are bad and emotions are a way of expressing how you are feeling at that time.
- The Six Principles of Nurture form part of the School Development Plan (SDP) and everyone within the school is fully committed to them. They have been shared with pupils, staff, parents and Governors.
- Pupils can articulate the Six Principles of Nurture using child-friendly language. Pupils have a good understanding of them.
- All staff have undertaken training on the Six Principles of Nurture and the staff confidently talk about them and can provide examples of how they are being incorporated into various aspects of school life. For example, one teacher explained that transitions have been a focus. She uses the time effectively to check in with individual pupils in the line and ask them how they are. This not only supports transitions but also their wellbeing.
- All staff have been trained on “Theory and Practice of Boxall Profile” and can articulate how they will be used to support pupils within the school.
- Key pupils have been identified and Boxall Profiles have been completed by class teachers in conjunction with LSAs.

Next Steps

- Weekly whole-school activities to focus on one Principle of Nurture and continue to support pupils' understanding.
- Pupil Voice to gather views of the pupils and the impact of the project.
- “Chance to Chat” boxes to be checked daily.
- Identified support staff to complete the “Theory and Practice of Nurture Groups”.
- Review and identify which pupils will have a Boxall Profile completed during the spring term.
- Interventions to be put in place to support pupils' identified and close developmental gaps that have been identified through the Boxall Profiles.
- Continue to develop parents' understanding of the Six Principles of Nurture and Boxall Profiles.
- To use the Boxall Profiles and Six Principles of Nurture to support end-of-year in-school transitions and from Year 6 into Key Stage 3 (KS3).



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Agreed Actions for the Next Steps in the Flagship Project

Project Title:

To undertake the Inclusive Nurturing School Programme (3-year project) with support from Nurture UK and Tender Education and Art

During the spring and summer terms, the school recognises the need to embed and ensure all members of the school community, have a secure understanding of the Six Principles of Nurture and Boxall Profiles. This includes additional pupils to be identified to have their Boxall Profile completed and deepen teachers' understanding of this process to support gaps.

Six Principles of Nurture and Boxall Profiles

During the spring and summer term, time will be spent with pupils to support them to deepen their understanding of the Six Principles. What they look like, what they mean to them and how they have helped them. Referring to the child-friendly language that has been developed to support them further with their understanding.

For staff, it is a case of embedding the Six Principles and providing opportunities for them to reflect and consider the impact. Gradually more pupils will be identified and their Boxall Profile completed so that interventions can be planned and reviewed.

The school recognises that, although the Six Principles of Nurture have been shared with parents, they need to be supported in developing their understanding of them and the project. The school plans on sharing information through workshops, newsletters and meetings.

The Governors have a good understanding and are hugely supportive of the project. The Headteacher will share the next stages of the project with them, so they are clear on the intended outcomes for Year 2 and Year 3.



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Overview

On arrival at the school, I was immediately impressed with the displays in the main reception area which greet you with a sense of kindness, inclusion and diversity.

The six core values are central for all to see as you enter this very inclusive school.

1. Resilience.
2. Collaboration.
3. Responsibility.
4. Kindness.
5. Respect.
6. Curiosity.

The Special Educational Needs and Disabilities Co-ordinator (SENDCo) explained that in each term there is a different focus value; the current being 'curiosity' which enables everyone to highlight this value and work towards it. The staff are role models for the core values and the level of respect shared within the school community is a huge strength. Recently Year 2 pupils visited a mosque as part of their Religious Education (RE) curriculum and their curiosity and questioning were exceptional. This is linked to the school's current core focus of 'curiosity'.

The Headteacher provided an overview of the school's context at the start of the day. Mobility is high and the majority of pupils come from the second lowest percentile for deprivation. Many pupils are in temporary accommodation and live on the Shrublands estate. It was a huge recognition of exceptional outcomes under challenging circumstances that the school was asked to lead the Department For Education (DfE) Attendance Hub. The school supports their families incredibly well and the Headteacher spoke about this with passion. "As a school, we know our families and always take a personal approach".

The school is part of the Inspire Partnership Trust and through the geographical hubs, the Headteacher has supported the promotion of the IQM values. The aim is to have a Flagship school in each of the three hubs. The academy is forward-thinking. Networking, creativity, passion and drive all contribute to the school being at the forefront of opportunities. New initiatives are tackled with enthusiasm.

Leadership has been developed at every level including pupils. The Junior Leadership Team (JLT) is one example of this. The pupils have specific roles and lead initiatives and projects to drive the school forward. One example is the weekly "JLT Surgery" where Pupil Voice is collected on various topics whilst the pupils are having their lunch. There is a real commitment to this role and whilst pupils in the younger year groups are voted in, older pupils complete an application form and attend an interview. The Junior Leadership Team visited the Houses of Parliament and met with their local Member of Parliament (MP). The pupils told me this was a great honour and some of them had never visited London before.

Behaviour incidents have dropped because of the project and pupils are more secure in self-regulation. The SENDCo explained that a Year 2 pupil who had previously struggled when other pupils received rewards, and at times had become quite physical, was now



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more aware of their emotions and the ability to self-regulate resulting in them clapping to acknowledge another pupil's success.

There is a universal understanding that pupils have "peaks and troughs", and that behaviour is a way of communication. The school manages this exceptionally well and understands the level of need the pupils have and how to act upon it at the right time.

The Headteacher and the SENDCo gave me a tour of the school where I was able to see key aspects of the project outcomes come to life and the incredibly high expectations that the school has.

The school building was built to serve as a three-form entry school; however, currently, it is a one-form entry school with 192 pupils on roll. This allows a large amount of space to be seen as an opportunity to create additional learning spaces which the pupils benefit from. One example is the "Chess Area" where pupils receive ten weeks each term of chess tuition and can take part in tournaments.

There is a private Nursery on site which supports the transition into Reception.

The Multi-Faith room allows Year 6 Muslim pupils to pray daily and it is also used by staff and visitors.

The dining hall is well-planned with a spacious and inviting atmosphere. The lunch on the day of my visit smelt appetising and the pupils told me how much they enjoyed the food. The Junior Leadership Team has collaborated with the catering company and brought back milkshakes much to the delight of the other pupils, demonstrating leadership at every level.

The learning environment throughout the school echoes exceptionally high standards. Displays are creative, engaging, purposeful and celebrate strengths. Adults are role models and keep the site clean. I was told that adults pick up the litter and want to make the site pristine! Book corners are exceptional and provide an exciting and safe place to develop a love of literacy. Leaders explained that they want to provide their pupils with a safe space to thrive and learn. From my observations, they are doing that and far more.

Visual timetables, cards to support what comes next and reminders outside classrooms, all support the principle of transition. Adults focus on the needs of the pupils and their actions focus on what is best for the child, always looking and considering the different ways that pupils can communicate.

The Zones of Regulation and Regulation Stations are consistent in every classroom that I visited. Pupils understand how to use them and have developed strategies to support self-regulation. One pupil was seen removing herself from the classroom to change her clothes as they were wet. This was done calmly without any fuss. Another pupil was reflecting and self-regulating before she continued to join in the learning and was then ready to learn.



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Community links and support for all are an integral part of the school. The well-resourced community storage room provides a wealth of resources and support from school uniforms to coats and shoes. Breakfast is provided for the pupils and delivered by the Junior Leadership Team daily. The weekly food bank is offered to both staff and the families. No one goes unnoticed or neglected.

The Headteacher spoke proudly of the team and how everyone supports each other.

"We are a team. The care that everyone puts in each day is relentless. We look after our staff. Life is hard. I like to think we have a happy staff."

Behaviour is built upon a consistently positive approach at Forest Academy. Learning behaviours are exceptional, pupils are engaged enthusiastically with their learning.

The Headteacher explained how the school positively celebrates behaviour and supports pupils. "We understand that all behaviour is a form of communication. At Forest behaviour is very positive. There is no toxic shaming. If conversations need to happen, they are done in private - we praise publicly and reprimand privately and appropriate consequences are issues if required."

The curriculum is creative and engaging for the pupils and has a global dimension. High-priority themes are central including:

- Social justice.
- Equity.
- Identity and Diversity.
- Sustainability.
- Peace and Conflict.
- Human Rights.
- Power and Governance.

Projects drive engagement, resilience and motivation. There are planned opportunities to help pupils remember and recall information. The thinking process is a focus when planning learning and teaching comes from clear well-defined outcomes. Through social experiences pupils "live the curriculum" and have opportunities to reflect, make links and communicate their thoughts.

It was a pleasure to meet the Inclusion Team whose passion, commitment and enjoyment for the role they have is infectious. They explained that covid had a huge impact on the school community and that even before the project the school was already implementing many aspects of the Six Principles of Nurture. The difference is that everyone is now using the same terminology and it is under one umbrella. The Zones of Regulation have focussed the pupils to know when they need to self-regulate. Pupils are becoming more confident when expressing their feelings and know to take time out before they enter the red zone.

"The development of language has been significant and the acceptance that it is ok not to be ok".



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The school supports their families and in doing so at times has had to be creative to break down barriers and allow communication to take place. The school appreciates the importance of building relationships with the whole family and gaining the necessary respect to be able to make a difference. Staff, including the Headteacher, are visible at the gate every day and are very approachable.

Drawing and Talking is one of many interventions that support the pupils to understand their emotions and self-regulate. The pupils' feedback following these sessions demonstrates the positive impact that it has:

“I feel more confident in class”.

“If I am upset, I know I can speak to someone now”.

“I can express my feelings to you now and I do not have to keep them in my head”.

The next step for Drawing and Talking is to develop the one-to-one sessions to incorporate group sessions and allow for greater social interaction with peers.

The Boxall Profiles have been completed for key pupils that the school has immediate concerns about. The Inclusion team is now eager to continue this and act upon the training that they have received to include more pupils. A force that drives the team is the knowledge that together they can raise aspirations and what is often normalised as ok, is not ok. They want the pupils to not only reach for the stars but catch them and put them into their tool kit for later life.

As part of the review process, I met with the Junior Leadership Team who were beyond engaging. They spoke confidently about the Zones of Regulation and shared examples of how they and others use specific strategies to self-regulate. They explained that the zones help them to recognise how they are feeling and that if they are in the red zone, they use breathing techniques to help them calm down.

One pupil explained that she had just completed chapter three of her novel so was currently in the green zone and she felt happy.

During a whole school assembly, the pupils shared the Six Principles of Nurture with the school, after having reworded them using child-friendly language. There was a strong element of teamwork and co-operation as they shared their understanding of the Six Principles of Nurture with me.

As part of the review, I met with class teachers and Learning Support Assistants (LSAs) who reiterated the keen sense of cohesion within the school, they told me how they are supported and how everyone helps each other. They are not only happy, but they also feel safe and protected at the school.

“You feel like you are part of one big family”.

“You are the trusted adult and it is so rewarding”.



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"Leaders know their staff and skills. There are no negatives!"

The teachers and LSAs articulated with passion how the project has supported the pupils within their class to be more aware of their emotions and through self-regulation, they are more prepared to learn. They enjoyed the training and are eager to move forward with the next stage of the project.

Governors at Forest Academy value the inclusive ethos of the school and are fully committed to the aims of the school and the IQM. During our meeting, they spoke about the importance of creating a safe environment for the learners so that pupils feel comfortable to take risks and learn from their mistakes. They are incredibly proud of the staff and recognise the hard work that they continually maintain to ensure all pupils receive the best opportunities possible.

Forest Academy is an exceptional place to learn, it is a happy place and a place where barriers are removed not created; anything is deemed to be possible.

I do not doubt that the project will continue to flourish and have a positive impact on all the pupils.

Thank you all for such an inspiring and enjoyable visit to your 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 Lynne Dando

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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