



Assessor's Evaluation for the IQM Flagship Project



School	Forest Academy Bridle Road Croydon Surrey CR0 8HQ
Head/Principal	Swabra Lloyd
IQM Lead	Ms Justyna Cross
Date of Review	13th January 2026
Assessor	Ms Lynne Dando

IQM Cluster Programme

Cluster Group	Cosmos Learning
Ambassador	Ms Fiona Robinson
Next Meeting	2 nd April 2026

Cluster Attendance

Term	Date	Attendance
Autumn 2023	7 th November 2023	Yes
Spring 2024	27 th February 2024	No
Summer 2024	11 th June 2024	Yes
Autumn 2024	13 th November 2024	Yes
Spring 2025	4 th March 2025	Yes
Summer 2025	10 th June 2025	Yes

The Impact of the Cluster Group

Forest Academy is an active member of the IQM Cosmos Cluster Group, working collaboratively with other Centre of Excellence and Flagship schools under the guidance of IQM Ambassador Fiona Robinson.

Across the 2024–2025 academic year, Forest Academy participated in three cluster meetings, each of which directly strengthened our inclusive and nurturing school development.



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During the March 2025 meeting, which Forest Academy hosted, the focus was on Adaptive Teaching. Staff shared how digital technology is used across classrooms to personalise learning, particularly for pupils with SEN. This demonstrated how adaptive platforms support engagement, scaffold learning and enable children to access curriculum content at their own pace. Forest Academy also presented its whole-school journey toward becoming a Nurturing School, explaining how emotional wellbeing, relationship education and inclusive classroom practice are embedded within daily routines and school culture.

The June 2025 visit to Muntham House School explored the impact of outdoor learning and SEN support. Staff observed how structured outdoor education develops resilience, teamwork and confidence, while also supporting emotional regulation. The school's approach to dyslexia screening and the use of classroom dyslexia resource boxes provided practical ideas that Forest Academy plans to adapt through the development of tailored SEN support boxes for each class.

In October 2025, the visit to The Mill School focused on inclusive learning, wellbeing and equity. Staff gained valuable insight into the impact of a dedicated SEN class model, where classroom design, routines and curriculum are tailored to individual EHCP needs. The use of a "slow start" to the school day was particularly influential, highlighting how thoughtful routines improve readiness to learn for pupils with SEMH needs. The school's ACE Programme also demonstrated how targeted mentoring and strong family engagement can significantly improve outcomes for disadvantaged learners.

Participation in the IQM cluster has strengthened Forest Academy's inclusive practice by:

- Deepening staff understanding of adaptive teaching and personalisation
- Enhancing SEMH-informed classroom routines
- Inspiring improvements to SEN support systems
- Supporting the school's Nurturing School and relationship-based approach

The cluster group has provided both professional challenge and practical inspiration, ensuring that Forest Academy's Flagship project is continually informed by national best practice and rooted in collaboration.

Evidence

- IQM Flagship Review documentation
- IQM Action Plan
- Time to Nurture Publication
- Trusted Adult Poster and Advert created
- School Website



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- School displays
- Zones of Regulation and Regulation Stations
- School core values
- IQM impact quotes on display
- Nurture UK Assessment Report
- Nurture UK Case Study
- RESET Programme Impact Report (September 2024-July 2025)

Additional Activities

- Tour of the school
- Classroom visits



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Evaluation of Annual Progress towards the Flagship Project

Forest Academy is in the third year of an ambitious and well-structured Inclusive Nurturing School Programme, supported through funding from the Violence Reduction Unit and delivered in partnership with Nurture UK and Tender Education and Arts. This work has led to the successful achievement of the Nurture UK Award and the Healthy Relationship Schools Award in 2025, both of which provide strong external validation of the school's inclusive, trauma-informed approach to behaviour, wellbeing and relationships. The visit of the CEO to present the award reflects the national significance of this work and the credibility of its impact.

The school has embedded the Six Principles of Nurture as the foundation for its inclusion strategy, with Boxall Profiles used systematically to identify, assess and respond to pupils' social, emotional and mental health needs. This diagnostic approach enables staff to understand not just what pupils do, but why they behave in certain ways. As a result, behaviour is viewed through a lens of need rather than punishment, captured clearly in the school's ethos of "purpose over power", where sanctions are used as a form of intervention rather than control. This approach has led to more thoughtful, responsive behaviour management and significantly strengthened inclusive practice across the school.

The impact of this work can be seen clearly in individual case studies, including pupils who present with high levels of emotional and behavioural need. In one example, a pupil in Year 2 who met the threshold for suspension due to physical behaviour was instead supported through a coordinated, multi-agency approach. This included repeated Boxall assessments, speech and language support, communication tools such as Grid Player and Now-and-Next boards, engagement with the Local Authority, Early Help, and sustained work with the family. Over time, measurable progress was seen in the closing of developmental gaps and in improved emotional regulation, demonstrating how the school's inclusive systems prevent exclusion and promote long-term success.

Staff at all levels have received high-quality CPD, enabling a shared understanding of trauma, attachment, domestic abuse and their impact on behaviour and learning. Leaders have been highly effective in securing staff buy-in, ensuring that adults understand both the emotional drivers of behaviour and the importance of consistency, empathy and professional support. Leaders also demonstrate strong moral purpose in recognising the emotional toll of working with high-need pupils and actively supporting staff wellbeing as part of a sustainable inclusion model.

The partnership with Tender has significantly strengthened the school's relationship education and safeguarding culture. Pupils can articulate complex concepts such as coercive control and unhealthy behaviours, and understand what healthy relationships look like across friendships, families and peer groups. The presence of pupil-designed posters around the school, identifying trusted adults, and the powerful pupil-created advert shared by leaders, demonstrate authentic pupil voice and ownership. The fact that a pupil contacted Childline as a direct result of this work illustrates the real-world safeguarding impact of the programme.



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Parental engagement has been a notable strength of the project. Through creative approaches such as raffles, hampers and incentive-based workshops, the school has successfully engaged families who are typically harder to reach. Tender-led sessions on online safety and healthy relationships were particularly well received, with parents gaining increased awareness of digital risks, app controls and safeguarding strategies. The use of external facilitators added credibility and reinforced key messages, leading to high levels of parental engagement and positive feedback.

Forest Academy's work has now reached national significance through its inclusion as a case-study school in Nurture UK's "Time to Nurture" report launched in Parliament in November 2025. The invitation for the Headteacher to speak to ministers and contribute to national policy development demonstrates the strength, credibility and wider influence of the school's inclusive practice.

Meetings with the LSAs demonstrated the strong impact of the Nurture and Boxall Profile approach on pupils' emotional wellbeing, behaviour and readiness to learn. As a result of this work, pupils now feel confident to speak to any adult and know they will be listened to. This has significantly strengthened relationships and trust across the school. The Tender posters and pupil-created advert have further reinforced this message, giving children clear, accessible ways to identify trusted adults and seek help when needed.

Following three days of Nurture training and Boxall Profile training, LSAs now use these tools to identify pupils' social, emotional and developmental needs, particularly those who find transitions such as after lunchtime challenging. Pupils with higher levels of need are supported through carefully planned nurture sessions, using Boxall targets to close gaps and develop key skills before returning to class. Activities such as building with Lego, playdough and structured play are used purposefully to support communication, turn-taking, listening and emotional regulation, helping pupils to re-engage with learning successfully.

Many pupils now have a Boxall Profile, and staff have been trained in how to use them effectively. Initially, LSAs worked in pairs to build confidence and consistency, which has strengthened practice. Pupils are reassessed half-termly, and observations show clear progress in emotional regulation, confidence and social interaction.

Nurture groups provide a safe and predictable space for pupils to share experiences and develop communication skills. For example, during the weekly Friday group, pupils now wait for each other, take turns to speak and listen respectfully. One pupil who previously selectively mute is now able to speak in the group, showing how the nurture environment supports emotional safety and growth.

LSAs plan together weekly, carefully considering pupils' interests and emotional needs. Adults model appropriate language for feelings, helping pupils to understand that all emotions are valid and giving them the vocabulary to explain how they feel. This consistent emotional coaching helps pupils to develop self-awareness and resilience.

The Six Principles of Nurture are embedded alongside Boxall Profiles to support highly dysregulated pupils. One Year 1 pupil, who previously arrived distressed and physically dysregulated, was supported through consistent routines, nurturing care and firm



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boundaries. Over six weeks, the pupil became calmer, happier and more able to engage in learning, arriving at school settled and confident, equipped with a toolkit of strategies to support herself.

A key strength of the project is the shared understanding across the whole staff team. Consistent training, language and approaches ensure that pupils experience the same calm, emotionally attuned responses from all adults. Strong relationships, combined with well-planned classroom adaptations, enable pupils to feel safe, understood and ready to learn.

As one LSA expressed, "There is a bond and we are like a family where the children are the focus. The school is unique."

The Junior Leadership Team, spoke with confidence, maturity and impressive emotional awareness. Pupils were able to explain clearly how they have trusted adults in school whom they can talk to if they need support, and they spoke very positively about the impact of the Tender project. One pupil explained that it had "helped massively", particularly in understanding personal boundaries, privacy and the importance of saying "stop" when something feels uncomfortable.

Pupils were able to describe in detail the strategies they use to support their wellbeing, including breathing techniques, regulation stations and time-limited opportunities to calm themselves so that they can return to learning quickly. They explained how they can discreetly signal to an adult when they need a break and how tools such as the Colour Monster help them to identify and manage their emotions by writing down worries and placing them in the appropriate space.

Pupils also spoke positively about the availability of the school counsellor and the chance to talk through worries in a safe, supportive environment. They said that behaviour in the school is very positive and that when difficulties do occur, staff manage them effectively so that learning is not disrupted.

Throughout the discussion, pupils were articulate, reflective and respectful, building on one another's ideas and demonstrating a strong understanding of emotional wellbeing, inclusion and shared responsibility.

During my meeting with two class teachers, it was evident that the six principles of nurture are embedded as a consistent and progressive approach across the school, beginning in Reception. This structured process supports pupils in reaching their full potential.

A strong emphasis is placed on language and communication. Classroom environments are language-rich, with sentence starters used to support pupils in explaining and reflecting on their learning. Staff also use widgets, visual sound buttons and oracy-based circle time, ensuring pupils develop both expressive and receptive communication skills across different contexts.

Teachers also focus on supporting pupils to understand and express their emotions, using targeted strategies to build emotional literacy. A sensory room, developed specifically for



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the cohort, has been adapted to meet pupils' needs and contributes to a highly inclusive and supportive environment.

The use of regulation stations was highlighted as particularly effective. Pupils access these independently to support their emotional regulation rather than being directed by adults. Similarly, brain breaks are used well to support focus and self-regulation throughout the day. Teachers also use 'now and next' lanyards, created by the SENCO, to support structure and understanding for pupils who need it.

Teachers reported that school leaders are highly supportive, with an open-door approach that encourages discussion and problem-solving. Leaders are proactive in offering alternative strategies and practical support.

Staff have also benefited from refresher training on Boxall Profiles, which has increased their confidence in using the tool to inform planning. This enables teachers to adapt lessons effectively, for example by building in opportunities to develop communication or emotional skills where needed.



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Agreed Actions for the Next Steps in the Flagship Project

In the final year of the Flagship Project, the school will focus on further strengthening consistency, sustainability and impact. While the Boxall Profile is already well embedded at an individual level, the next phase will extend its use across the whole school. The intention is for every pupil to have a Boxall Profile, including the ongoing tracking and review of pupils who already have one in place.

This whole-school approach will enable staff to identify wider trends in emotional and developmental need, plan more proactive and preventative support, and evaluate the impact of whole-class and group interventions more effectively.

To ensure long-term sustainability, additional staff will be trained in the use of the Boxall Profile so that expertise is not reliant on a small number of specialists. This will support consistent practice and enable the approach to be maintained over time.

The school continues to demonstrate a strong understanding of its pupils and families. As a small school, this close knowledge supports early identification of need and responsive, personalised support.

The inclusion tracker is already live and captures a comprehensive picture of each pupil, including experiences, barriers to learning and wider contextual factors. Inclusion meetings are centred around this document, and it will now be shared more widely with staff to support collective understanding and responsibility. The guiding questions of *"What do we know?"* and *"What do we need to find out?"* underpin its use.

As Boxall Profiles are completed, they will be directly linked to the inclusion tracker. The tracker already contains hyperlinks to a range of services and support pathways and will be further enhanced to incorporate Boxall Profile information automatically, removing the need for duplicate data entry. This will strengthen the inclusion team's ability to track, monitor and respond to pupils' needs effectively. Appropriate safeguards will remain in place to ensure that confidential information is shared on a need-to-know basis. Staff views will be sought as part of the next stage of development.

The Six Principles of Nurture will continue to be embedded more deeply into daily practice and the wider school culture. Further work will ensure that families and the wider community understand and support the school's nurturing approach. This will be achieved through regular communication via reports, newsletters, the school website and social media, alongside opportunities for parents and carers to engage in nurture-based workshops, open events and information-sharing opportunities.

There will also be a continued focus on ensuring that nurture-based strategies are applied consistently across all classrooms and phases. Ongoing monitoring, professional dialogue and reflective practice will support staff to further develop their confidence and skills in promoting pupils' emotional wellbeing and mental health.

Internal CPD will continue, and newly purchased resources will be introduced in a planned and gradual way to ensure they are used effectively. These include mindfulness



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resources, intervention materials, books and practical activities that will support the school's ongoing nurture work.

By the end of the project, Forest Academy aims to have a fully embedded, sustainable nurturing model that supports positive behaviour, emotional wellbeing and high levels of engagement for all learners.



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Overview

Forest Academy serves a community with high levels of deprivation, with over 60% of pupils eligible for free school meals, 36% speaking English as an additional language and around two-thirds of pupils supported through Pupil Premium funding. Despite these challenges, pupils achieve strong outcomes that are above national averages and attendance remains high.

Forest Academy demonstrates a strong and deeply embedded commitment to inclusive education, ensuring that every pupil is valued, supported and enabled to achieve their full potential. All pupils access a broad and balanced curriculum which is carefully adapted to meet individual needs, with every member of staff sharing responsibility for pupils with special educational needs and disabilities. As a Flagship Inclusion Quality Mark school, the academy provides highly effective support across communication and interaction, cognition and learning, social, emotional and mental health, and sensory and physical needs, underpinned by robust assessment and strong multi-agency collaboration.

Provision is purposeful, responsive and rooted in evidence-based practice, with a strong emphasis on building pupils' independence, confidence and resilience. Most pupils with SEND are supported within the classroom through high-quality teaching, targeted interventions and regularly reviewed individual plans. The school works in close partnership with families, the Local Authority and external professionals to ensure provision is joined-up, transparent and focused on securing meaningful outcomes for every child.

Leaders and staff share a clear belief that trust, respect and a high-quality environment enable pupils to flourish. The school is calm, welcoming and aspirational, creating a sense of dignity, pride and belonging. This carefully designed environment plays a vital role in supporting emotional wellbeing, positive behaviour and engagement in learning, ensuring pupils feel safe, valued and motivated to succeed.

Teaching and learning are enriched through high-quality experiences beyond the classroom. Educational visits, such as the Paddington Bear Experience, are carefully planned to deepen understanding, extend vocabulary and inspire writing, supporting the school's literature-rich curriculum and fostering a love of reading.

Attendance at Forest Academy is a high priority and is strengthened through close partnership with families, the Local Authority and national networks. As a Department for Education Attendance and Behaviour Hub Lead School, the academy not only models effective practice through early intervention, positive incentives and high expectations, but also supports and advises other schools across the region to improve attendance and reduce barriers to learning.

The learning walk demonstrated that Forest Academy provides a highly inclusive, carefully designed and emotionally intelligent learning environment in which all pupils are able to access learning, feel safe and thrive. The wider curriculum is coherently planned through global themes, such as the Here We Are project, which enables pupils from the early years upwards to explore sustainability, identity and the world around



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them while developing ambitious vocabulary. This thematic approach ensures that learning is meaningful, connected and accessible to all.

Strong pastoral and emotional support are embedded throughout the school. The Meadow Room and Treehouse Room provide calm, purposeful breakout spaces where pupils can regulate, reflect and receive individualised support. During the learning walk, pupils were observed using these spaces appropriately, supported by rotating staff who know them well and apply consistent strategies. These systems are underpinned by strong communication with families and ongoing training for LSAs, particularly in supporting pupils with complex needs.

Classroom practice is highly inclusive and responsive. Across the school, pupils benefit from visual timetables, Now and Next boards, regulation stations linked to the Zones of Regulation, individual learning stations and carefully adapted resources. Staff are empowered to personalise these supports based on the age and needs of their pupils, ensuring that all children can engage successfully in learning. Pupils with EHCPs were observed learning alongside their peers, with seating, resources and adult support used effectively to ensure both academic progress and emotional security.

The learning environment is rich, purposeful and affirming. Displays across the school celebrate high-quality pupil work, diversity and shared values, helping pupils to see themselves reflected and valued. In Reception, the snack table, self-registration and Zones of Regulation promote independence and emotional awareness, while continuous provision is highly visual, supported by sound buttons, modelled examples and clear prompts to ensure that all pupils can access learning confidently.

Floor books provide a powerful record of pupils' wider-curriculum learning, capturing experiences, reflections and progress over time. These are also shared with parents, strengthening home-school partnerships and supporting retention of learning. Interest tables, linked to current learning or topical events such as winter weather, further enhance curiosity, engagement and talk.

Behaviour and engagement are exceptionally strong. Pupils understand expectations and are motivated through positive reinforcement, including ClassDojo and personalised reward systems. One example included a pupil working towards a Thomas the Tank Engine book, demonstrating how incentives are used thoughtfully to encourage engagement and perseverance.

Pupil voice is highly valued. The Junior Leadership Team has contributed to displays linked to emotional regulation, including photographs and quotes that help pupils identify and talk about their feelings. Trusted Adult posters across the school reinforce safeguarding and belonging, ensuring pupils know that any adult can support them. The pupils demonstrated a strong sense of voice and responsibility, explaining how they contribute to school life through voting on initiatives such as the climate change posters and encouraging other pupils to share their views. One pupil articulated with pride the following, "We are the next generation, and we are trying to keep the world safe, like a shield and the world at times is trying to break it." Showing a strong sense of global awareness and social responsibility.



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Communication with parents is strong and purposeful. The new external information board keeps families informed of events and priorities, and celebration assemblies are well attended. Parents have given positive feedback about the clarity and accessibility of school communication.

Leaders also demonstrate a strong commitment to staff wellbeing. Access to counselling services and supportive leadership ensure that staff are emotionally supported, enabling them to meet the complex needs of pupils. External partners, including the Palace for Life coach, further strengthen wellbeing, positive role-modelling and nurture-based practice. Teachers spoke very positively about the school's ethos, describing it as a collaborative and caring environment in which staff are passionate about their work and support one another, describing the school as "one big family."

Technology is used effectively to support inclusion, with laptops, visual resources and digital tools enhancing learning and accessibility. Visual timetables are used in classrooms, helping pupils to feel secure, organised and ready to learn.

Parents and carers spoke very positively about the school and were keen to highlight the dedication and commitment of the leadership team and staff. They shared that leaders consistently go above and beyond to support both pupils and their families, always placing children at the heart of everything they do.

One parent explained that their child travels a significant distance to attend the school yet is always enthusiastic and eager to come in each day, which they felt reflected how happy and supported their child feels. Another parent described the exceptional support provided by the site team, sharing how the caretaker made a bespoke sloped writing platform at home to support their child's handwriting, demonstrating a willingness to go the extra mile for pupils.

Parents also identified communication as a key strength of the school. They spoke positively about the contact book, which helps maintain strong, effective partnerships between home and school and ensures that families feel informed and involved.

Families expressed a strong appreciation for the school's inclusive ethos, noting that every child is valued and included. They also recognised that while the school places a clear focus on academic progress, it equally prioritises pupils' wellbeing and development, taking a holistic approach to supporting the whole child. The school consistently goes beyond expectations, demonstrating an unwavering commitment to doing everything within its gift to ensure all pupils can succeed.

Forest Academy has clearly built a deeply inclusive, nurturing and aspirational community where every child is genuinely known, valued and supported. From the thoughtfully designed curriculum and learning environments to the strong focus on emotional wellbeing and pupil voice, all aspects of school life work in harmony to help pupils feel safe, confident and ready to learn. It is evident that children at Forest Academy are not only supported to achieve academically, but are also encouraged to grow as resilient, happy and self-aware individuals who believe in themselves and their futures. I am confident that the school continues to meet the high standards required for the Inclusion Quality Mark Inclusive School Award.



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Thank you for such a positive, engaging and professionally rewarding visit.

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