



Assessor's Evaluation for the IQM Flagship Project



School	Rebecca Cheetham Nursery and Children's Centre Marcus Street Stratford London E15 3JT
Head/Principal	Rohan Allen
IQM Lead	Ms Farhana Miah Hoque
Date of Review	17th March 2026
Assessor	Ms Julia Ridley

IQM Cluster Programme

Cluster Group	Drive to Thrive
Ambassador	Dr Kenny Frederick
Next Meeting	North Beckton April

Cluster Attendance

Term	Date	Attendance
Autumn 2023	11 th October 2023	Yes
Spring 2024	18 th March 2024	Yes
Summer 2024	28 th June 2024	No
Autumn 2024	15 th November 2024	Yes
Spring 2025	19 th March 2025	No
Summer 2025	10 th June 2025	Yes
Autumn 2025	8 th October 2025	No
Spring 2026	10 th January 2026	-

The Impact of the Cluster Group

The Nursery have been able to attend two out of the three sessions this year. The IQM lead was very ill and was unable to attend the session that was due to take place in the Autumn term of 2025. It was too late to ask anyone else to attend in her place unfortunately. She attended the other two sessions and found them very useful and beneficial even though they are both Primary schools.

The first one was at a primary school in a different Local Authority to Rebecca Cheetham Nursery. It is also an Outstanding provider. The group had a chance to visit the Acorn Room which is an SEMH provision for pupils who may have had trauma and attachment issues. It was interesting to see the EAL and Wellbeing Provision too. The Nursery no longer use the term EAL, preferring to call the team the Multilingual team, which has no negative connotations which changes the narrative.

The second cluster group visit was to a setting which is part of the same soft Federation as Rebecca Cheetham Nursery and Children's Centre- in fact the IQM lead did her placement at the setting, so she was very familiar with the way that they operate at the setting. They have a very similar approach to life-skills education and teaching. Over the years the IQM lead has implemented and adapted a range of ideas from the school.

The setting have introduced self-regulation bags which the Nursery have decided to adopt as they feel they will be very useful for the young children at Rebecca Cheetham to use at lunchtimes. The self-regulation bags will be ready to roll out to the children in the summer term of 2026.

As regards holding a cluster group meeting at the setting, Rebecca Cheetham feel that they do not have enough space to comfortably host a cluster group day for their cluster. The IQM lead said she does not feel that they currently have capacity to hold two days for half of the cluster group over two days now. It will be re-considered in a year's time.

Evidence

Meetings were held with:

- Parents
- Assistant Headteacher/ SENCO/ IQM lead
- Headteacher
- Children Centre coordinator
- Deputy Head
- 2 Senior Nursery practitioners
- Multilingualism lead teacher
- SENCO assistant
- 2 year old room lead
- TA (Extended day manager)
- TA (team teach lead)

Unfortunately, I could not speak to a Governor as we had planned, due to unforeseen circumstances.

Additional Activities

- Tour of the setting
- Observation of an intervention session for pupils with SEN.
- Review of Life skills 2025-2026 evidence
- Individual pupil progress folders review
- Look at recent Ofsted report

Evaluation of Annual Progress towards the Flagship Project

Once again, Rebecca Cheetham Nursery and Children's Centre have had a very successful year and made a lot of progress on the Flagship project. All staff were able to talk about the activities that have taken place and the milestones that have been achieved. The setting like to measure their progress and keep themselves accountable by achieving accreditation in a range of Awards, including IQM!

This year they achieved the bronze award in Sustainable Citizenship Award with the active support of parents. Parents completed worksheets linked to a range of targets showing how pupils followed sustainability practices at home. A successful coat swap took place in the Autumn term so parents could swap coats to reduce waste and have a sense of the community helping each other. Children were also involved in supporting the local food bank with their parents. It is the foundation skill of helping others that is being developed at a very young age of development.

The parent partnership group also helped other parents at Christmas and World Book Day by discouraging them from buying new costumes online for the events. Instead, they were invited into school to share a craft session where they helped each other to make costumes out of donated materials and other recycled products. This fostered a sense of working together, reduced costs to zero and showed parents a practical way to promote sustainability.

The school see it as part of their role to educate parents in ways to help themselves to spend less and be empowered through more knowledge of what is available to them.

Life skills are a key area for the setting, so it is good to see that they have achieved the Transport for London Gold award as well this Flagship year. The working party model to achieve the award worked well and will be replicated next year, as the school aim for the next level rights respecting school award.

The school also achieved the silver award as a rights respecting school which is very rare for nursery settings. They are rightly very proud of this accolade. I spoke to the two staff leads for the Award. They told me they have recruited seven helpers (from the 3- and 4-year-olds) who meet every fortnight with the remit of how can we help others? The young children are becoming very interested in good causes through charity work which is a pleasure to witness at such a young age. Pupils and parents will decide what to spend money on in preparation for the summer fair. Parents are more involved than previously and there is a greater sense of community.

I saw some great comments from pupils when they were asked key questions about their rights and needs. It was fascinating to read the responses from 3-year-olds to such questions as "how do you show people you care about them?" and "how does it feel when someone listens to you?" Their responses show the value of giving young children a voice because they do have the ability to reflect and consider.

Work has been done in giving pupils a voice in class. They vote for the core book each day, they self-register and they estimate how many objects in a jar. This happens daily for the and is a non-negotiable for staff to implement.

Agreed Actions for the Next Steps in the Flagship Project

As mentioned above, the setting was successful this year in gaining the Rebecca Cheetham Nursery Sustainable Citizenship Award at Bronze level. It took two years of collecting evidence showing children's progress achieved through new sustainability activities and sessions to gain the award.

The next step in the Flagship project is to achieve the Early Childhood Education for Sustainable Citizenship Award at silver level. This is a very ambitious and challenging target to set as a Nursery and Children's Centre, but the setting believes that it is achievable.

The staff are very adept and skilled at making sessions and concepts of sustainability accessible and appropriate to children at this very young age, so I also believe it will be achieved to a high standard.

The Nursery do not expect to have gained the silver award in a year's time but expect it to take between eighteen months and a year to complete.

The project will be led by the Headteacher in conjunction with the assistant Head who has responsibility for Inclusion. Staff will have training sessions on the rationale for continuing with the award, priorities linked to the award as well as an overview of the expectations at this higher level. The expectation is that staff will include sustainability activities into the curriculum and consequently into their weekly planning.

The next step will be to involve parents; this will happen through a variety of ways; newsletter, texts and on the nursery website; through a parent forum session where they will be introduced to the requirements of the scheme at silver level.

A large proportion of parents will be required to be actively involved in the project because a lot of the sustainability activities take place off site, within the local community. A part of the project is to empower and upskill parents too which is why parents need to be present to support their child for these community visits.

Currently the life-skills part of the project has centred around those children who are neurodiverse. Next steps will see the introduction to the scheme of pupils who currently have access to the pupil premium grant. The SENCO wants to make the provision of life skills education more robust.

As part of the Sustainability project, the setting are going to renovate the garden area as well as the area that is currently used for the forest school project. This needs to be adapted to be more accessible for all pupils, with play equipment being sectioned off from the forest school. It is paramount to the school that the forest school stays on the school grounds rather than move to an off-site location. The team would also like more people to be trained as Forest school practitioners. This will obviously depend on funding.

A new pergola is being purchased and an area designated as a zone for a wildflower area- this might not all be completed by the end of next year as it is funding-dependent.

Overview

Rebecca Cheetham Nursery and Children's Centre continue to be an exceptionally inclusive provision for all young children. All needs are met to a very high standard. Staff are a very strong asset to the setting with their knowledge, dedication and commitment to inclusion.

Even though the school was graded outstanding by Ofsted in all areas last year, (March 2025) they see themselves as being on a constant journey of self-improvement.

The seven nursery schools in Newham are shortly going on a trip to Bristol to see outstanding nursery practice in the city. They intend to also showcase the nurseries in Newham to celebrate their own excellent practice. Rebecca Cheetham Nursery is a key player in the group.

The staff are ably led by a very committed and approachable senior leadership team who work tirelessly for the children and have an open-door policy for all staff. Staff members speak highly of the leaders and are keen to support them with new initiatives.

There is very low staff turn-over with many members of staff spending most of their career at the setting. One of the reasons for this is, undoubtedly, the well-being offer that is provided by the setting. The deputy Head spoke about the culture of all staff supporting each other; staff well-being is also an important section on everyone's Performance Management programme.

Each member of staff has access to an external, confidential support package with access through a portal. Staff can access a discretionary well-being day which is internally covered, where they can go somewhere different, do something special for their own mental health. It is really appreciated rather than "forced fun".

The setting is very proficient at identifying any special educational needs at the earliest stage possible. The school applies for EHCPs early so that when pupils leave they are either on the pathway or have an EHCP in place. The school recognises that this is a great advantage to parents so that they are accepted for their first-choice primary school. The SENCO has a SENCO assistant and members of the Inclusion team who have all gained Level 3 in the SEND qualification. This means that there is a strong team in place.

Parents speak very highly of the Nursery school and Children's Centre. All the children love the setting and there is a real sense of "family" for all the parents. They feel that all staff know all the pupils very well, they know each child's routines and likes and dislikes. They report that they find all staff including the Senior Leadership team very approachable and inclusive towards all the children. One example was how all the children take part in the Nativity play, at their own level. They spoke about the excellent communication systems between staff and the parents- the very informative newsletter got a special mention!

As part of the Parent Partnership group, some parents act as unofficial advocates for other parents. All concerns are dealt with promptly, in a very open manner. A good example was parents suggesting that staff create an exemplar for a recording sheet that parents found a bit confusing. This was acted on immediately.

Wellbeing is a significant part of the curriculum for the pupils. They learn strategies to self-regulate, how to name their emotions and mindful activities through the listen to the stories in their core books.

Parents have access to an annual well-being parent forum workshop as the setting recognises that how parents are dealing with their own mental health has an impact on their child. The Nursery adopts a relaxed and friendly approach as they aim to eliminate any stigma around the topic of mental health. They may be signposted to the children's centre, to family support workers or to apps that they might find useful. Many of the staff are now qualified mental health First Aiders.

Children are brought together through whole nursery events such as the annual Fiesta Fun where all families take part, meet other families and enjoy the community event. It promotes the sense of belonging and community cohesion that is so vital for everyone.

80% of the pupils at the school are multilingual which is seen as a great opportunity for them by the setting rather than seeing that something is lacking if English is not their first language. The school no longer uses the term EAL as it works to change the narrative around other languages and the importance of home languages.

The multilingual lead at the school works under the Trust's multi-lingual lead so the variety of languages spoken at home forms a well-considered part of the curriculum. Parents have written in the home languages in the floor book, the children are exposed to stories in a wide range of different languages, even if they don't understand the words, it is the discussion and interactions that matter! Parents volunteer to read books to children in this wide range of different languages and add cultural richness to the offer.

I had the chance to watch a targeted intervention linked to attention skills. There were 8 children at various stages of development within the pre-formal curriculum. The resources used were very attractive and appealing to the children. The three members of staff are skilled at redirecting to keep pupils on task and taking turns effectively. There was a sense of fun and joy in the session that was lovely to witness.

The school is an accredited Forest school, with currently two qualified practitioners who work with all the pupils in the nursery in the forest school setting for one day a week. It is accessible to everyone, through scaffolding and other inclusive techniques. It is an opportunity for pupils to access nature in a safe but stimulating environment.

The Curriculum is very rich, diverse and extensive. Pupils do woodwork- they learn to take risks in a controlled and safe environment. They use saws, hammers and drills which boosts their creativity, improves dexterity and helps with their mark making skills.

The school have re-purposed a room so that it is a dedicated space for gymnastics and dance activities for pupils who are seen as “experts”. Staff have been trained in these areas so that pupils get the full benefit from the sessions.

All religions and cultures are represented in each classroom. All pupils go on the places of worship visit with the staff and parents. They see a church, temple and a mosque. Parents have found this particularly empowering as they have lead tours for parents of other religions to explain their own beliefs. It has broken down barriers between different cultures.

I enjoyed looking at the Life Skills 2025-2026 folder which is a record of the life skills activities undertaken by neurodiverse students. It is broken down into individual weeks with progress measured and photos which show the activities in practice.

A particular favourite was visiting Tesco with parents to buy Afro-Caribbean foods. Last week parents and pupils enjoyed buying flowers together to celebrate Mother’s Day. It is also an opportunity to support parents to see what they can do with their child at the weekend and in the holidays. The whole nursery go to the beach at Leigh on Sea in the summer so parents can see how accessible the nearest beach is from their homes in Plaistow.

The nursery school is also attached to the children’s centre which is a welcoming and inclusive space for parents and their toddlers and young children. The Centre lead told me about all the support that is offered such as CAMHS one day a week and a substance misuse programme for those who need support in this area. She also spoke to me about the very successful EPAT training programme for parents of children with autism. This has also been very much appreciated.

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 Julia Ridley

Findings confirmed by Inclusion Quality Mark (UK) Ltd:



.....
Joe McCann MBA NPQH
Chief Executive Officer of Inclusion Quality Mark (UK) Ltd