



Assessor's Evaluation for the IQM Flagship Project



School	Rebecca Cheetham Nursery and Children's Centre Marcus Street Stratford London E15 3JT
Head/Principal	Mr Rohan Allen
IQM Lead	Ms Farhana Miah Hoque
Date of Review	13 th March 2024
Assessor	Dr Kenny Frederick

IQM Cluster Programme

Cluster Group	Drive to Thrive
Ambassador	Dr Kenny Frederick
Next Meeting	18 th March 2024
Meeting Focus	Visit to Kingsford Community School

Cluster Attendance

Term	Date	Attendance
Spring 2022	29 th March 2022	Yes
Summer 2022	17 th June 2022	Yes
Autumn 2022	3 rd November 2022	Yes
Spring 2023	31 st January 2023	Yes
Summer 2023	20 th June 2023	Yes
Autumn 2023	11 th October 2023	Yes

The Impact of the Cluster Group

The IQM Co-ordinator regularly attends the Cluster Group meetings. She always contributes positively to the meetings and is always ready to share the school's inclusive practice with others.

We are hoping the school can host an IQM Cluster Meeting next year when they will be able to find a suitable room to house everybody. The school is already sharing and collaborating with many other schools and organisations and continues to do so.



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Evidence

Meetings with:

- The IQM Co-ordinator/Assistant Headteacher/Special Educational Needs Co-ordinator (SENCo).
- Headteacher.
- The Deputy Headteacher.
- The Children's Centre Lead.
- The Inclusion Team.
- Two Cover Supervisors/Higher Level Teaching Assistants (HLTAs).
- The Special Educational Needs (SEN)/Safeguarding Governor.
- Meeting with a group of parents.

Additional Activities:

I visited all the classrooms and playgrounds during my visit. I also got the opportunity to see the following:

- Life Skills Books outlining activities completed.
- Learning Plans for SEN children.
- Philosophy For Children (P4C) booklets.
- Learning observations. I observed Floor Books from the Donaldson Class as well as individual special books recording the child's learning. Furthermore, I arrived early and observed the Wrap Around Care in action. As it is Science Week there were many planned activities in classrooms and the playground – parents were invited to see many of them, and a great many came along.



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Evaluation of Annual Progress towards the Flagship Project

One of the main aims of the Flagship project this year was to develop staff confidence in presenting and delivering the Education Endowment Foundation (EEF) projects to children, staff, Governors and parents. This is something they have done consistently this year and they have subsequently grown in confidence over the year.

Staff have completed some final stages of their EEF project and have resources available in the continuous provision for children to pick up inquisitive learning in their own time. Staff will continue to develop their expertise and deliver sessions to outside agencies in the next academic year.

The school have also started to deliver Maths training to staff which has empowered staff in the provision. They have also started to take Special Educational Needs and Disabilities (SEND) children and their parents to local places of interest. These visits help parents and their child have a purposeful visit around the local area. These opportunities are given every half term.

Developing parental partnership has been a priority this year. The school has started to bring families into the provision to learn alongside their child. These events have been a great success.

Next Steps

- The school is trying to achieve two awards that are important for their setting. One is Sustainable Citizenship and the other is Leading Parent Partnership. They have introduced the projects to the Nursery staff and parents.
- Another aim for the next two years will be dedicated to developing our strategy for achieving the Early Childhood Education for Sustainable Citizenship Award. The setting will engage in a progression of curriculum audits, to assess their current offer against Bronze and eventually Silver and Gold Level Awards.

Agreed Actions for the Next Steps in the Flagship Project

Project Title:

1. To grow and build the curriculum in Early Childhood Education for Sustainable Citizenship Award and widen the educational offer to the children and parents.
2. To build partnerships with parents and outside settings in relationship to the Rebecca Cheetham Early Childhood Education for Sustainable Citizenship Award.

A detailed action plan has been provided and discussed during my visit.



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Overview

The day of my visit was a busy one for the school. It is always a busy place but there were numerous parental activities taking place during the day. It was also Science Week and many planned scientific events were going on in classrooms. Parents were coming in and out all day to participate in these activities alongside their children. I was able to see many of these events during my visit and the exploding volcanoes were particularly popular with the children.

I arrived early and the Wrap Around Care Session was already in action and children were fully engaged in play supported by adults. The Nursery is open all year round and although the numbers are less during the summer holiday time there is a full programme running. Staff worked in shifts to cover the full working day and there is a skeleton staff who cover the holiday periods. Safeguarding during this time (as always) is carefully planned and instituted.

My first meeting of the day was with the IQM Co-ordinator. The last Flagship Review took place via Teams due to snow in London when public transport was problematic. It was good to return in person to visit this amazing Nursery that I had visited on several occasions previously. The inclusive culture and ethos are tangible throughout the school. Staff, pupils and parents were all happy to be there. Staff were attentive to the needs of the children and knew them well. They plan carefully for every child, and they monitor and record their progress. I spent much of the day visiting classrooms and the playgrounds and intervention rooms and saw the work that was going on first-hand. The planning and delivery were so good, the staff made it look easy and not hard work at all. I know the reality is very different!

The IQM Co-ordinator has been working in the school for many years and is committed to the school. She is a class teacher three days a week and is also the SENCo and an Assistant Headteacher. She is also part of the Safeguarding Team. She works closely with the Deputy Headteacher and Headteacher to ensure the smooth running of the Nursery and to contribute to the strategic planning. However, her heart is in her classroom where she enjoys working with her children and her staff team.

I asked her what the biggest changes had been in the Nursery since the COVID-19 pandemic. She told me there was a growing special needs cohort, but she was not sure if this was down to COVID-19. Nobody is very clear about the cause of this growth. Speech and Language delay is the biggest concern, and the Nursery is focused on language development. There are many different interventions across the provision, but Quality First Teaching (QFT) is key. Staff at all levels have had lots of training on developing communication skills and interaction. P4C is used to help extend children's language and deep thinking. The aim is to get children to critically think and develop metacognition. I was shown many of the P4C questions and some of the ideas, solutions and answers children had given to these questions. P4C has been a very useful tool to address the need to develop speech and language.

We looked at the Floor Books used to record what the children had been learning in their classrooms. These give a full overview of what has been planned and what has been learned since the beginning of the year. The children also have individual Special Books that record their work and their progress. The two books together evidence the curriculum and the pedagogy used to teach these young children. Their enthusiasm for



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learning at this age is not in doubt but maintaining and sustaining their interest is important so they do not lose focus. Staff are very good at finding a hook to plan the work around so they can build on that to achieve the learning aims. One of the hooks was snakes and we looked at much of the work that was completed around this topic. The hooks are incorporated into the planning for the class and individuals.

The Inclusion Team consist currently of three practitioners who have responsibility for supporting a small number of SEND children. I was able to meet with the team during my visit. The SENCo explained that all children are included in the mainstream but those with special needs receive additional interventions and support. The Inclusion Team are all SENCo Level 3 trained and all staff are constantly being trained and developed to ensure the support provided is effective.

We talked about early/delayed diagnosis and applying for Education, Health and Care Plans (EHCPs) which is tricky at such a young age. The SENCo tries to start the process for children who will (in her opinion) need an EHCP even though she knows that the time it takes to get these agreed by the Local Authority (LA) will be so long it will not benefit the Nursery in terms of funding. However, she explained that she starts the process to help support parents and to ensure that the children will have the support they need when they move on to Reception classes in another school. The staff start collecting evidence from observations and the knowledge they gather after getting to know the children well. If a child is granted an EHCP it means parents can name the school they want.

I was told some parents/carers are in denial about the child's needs and she has to have some difficult conversations with parents. They tell them that their child is not making progress and they want to put in additional support for them. However, to do this, they need to agree for the child to be put on the SEN Register. Some parents think this will label their child and will often resist this request. A lot of time and effort goes into communicating with parents/carers. They will often agree to continue to monitor the child for an additional six weeks before they have the discussion again.

Rebecca Cheetham has a good working relationship with the Tapscott Trust who have a small number of schools in the local area. They are not allowed, as a Nursery to join the Trust, (officially) but they have a Service Level Agreement (SLA) with the Trust and they benefit from this partnership. Everybody I spoke to during my visit spoke positively about the training and services provided through the Trust. The SENCo told me that being part of this group of schools helped her keep 'ahead of the game' and ensured she and the school were fully informed and fully involved in new educational developments. She was also appreciative of the support offered for meeting SEN needs across all the schools in the Trust. The Trust SENCo network is particularly useful.

The SLA with the Trust covers the cost of all training courses and moderation exercises and the facilitation of meetings for Headteachers and Deputy Headteachers. If they were not part of the Trust, the Nursery could be isolated. However, they lead the Early Years Forum/Network in the Borough and are involved in a range of projects and networks. The Headteacher knows that it is important to ensure Early Years Education is a priority and is central to developments in the area.



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In terms of SEND the SLA with the Trust provides a Physical Play Therapist who runs a range of interventions for children, they also get Speech and Language support through Box Cleaver. Furthermore, there is additional training to develop a universal approach to developing communication. Philosophy for Children has helped with this aim.

Next on my list of people to meet were two experienced practitioners. Both have been working in the school for between 20 and 24 years. During that time, they have taken on many roles and responsibilities. Both started as NEEBs and Extended Day Care staff and have worked with all age groups and have supported SEN children. Their collective experience is awe-inspiring, and they are valued by the school. Currently, they cover teachers and other staff in the case of short-term absence as well as doing anything else that needs doing! Both agreed they need to be adaptable and flexible in their approach. One of the colleagues covers the SENCo/IQM Co-ordinators class when she is carrying out her SENCo and Senior Leadership Team (SLT) roles two days a week. This works well because the children know her well and welcome her without question.

I asked what a typical day was like, and they said there was no such thing as a typical day! That is what makes their jobs even more enjoyable! They told me there had been a lot of change over the years but whilst some changes were difficult at first, they have resulted in improvement in the quality of the provision over the years.

When the colleagues are covering for a class teacher they start with Focus Groups. These are held every morning and afternoon when there is a focus activity set up for children who are organised into three groups. The aim is to get them "Reception Ready" so they can sit for about 20 minutes working on one joint activity. These are carefully planned and executed and the children I saw appeared to be fully engaged in what they were doing, and most were able to sit and concentrate for 20 minutes. The first job of the day is to settle the children in their focus groups and to make sure the teacher's plans for the day are put in place. Every class has a small team of colleagues who know the children, know the routines and are supportive of each.

We talked about the noticeable differences between the way boys and girls learn. They told me that hand see lots of research on the topic, and they continue to try to find new ways of getting boys to write. They mentioned that the Headteacher had bought clipboards that boys could use to write on even when they were dashing around the playground. We talked about the way the outdoor areas are used and how staff plan learning activities both in and outside the classroom. They remarked that most of the children love the garden as many live in flats or temporary accommodation and have no outside garden area in their own homes. We talked about the various trips that they take children and parents on. The trip on the Cable Cars was the last one. Taking parents/carers along with them gave them the confidence to organise such trips for their own families at their weekends and free time. They have been to the Science and Natural History Museums and parents/carers have said they have gone back again on their own following the organised visit.

A recent activity designed to improve the partnership with parents/carers was in preparation for World Book Day. Parents were invited into school to take part in a workshop to make costumes for their children on the day without spending money. Many did come in and enjoyed the experience. Today they are participating in Science Week activities. The school is pleased with the number who are coming in to work alongside their children.



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The two colleagues act as cover supervisors when teachers are absent (usually planned) from school or if it is their Planning, Preparation and Assessment (PPA) time. They are given the lesson plans by the teachers, and they are supported by the staff in those classrooms. They are provided with the resources they need to get the children involved and active. The carpet instructions and focus group activities are presented by the cover supervisors and they work with the class team to ensure that each class has the support and resources they need.

The school does use agency staff when necessary. Those who do what is required enthusiastically and satisfactorily are quickly spotted and often recruited on a more permanent basis – if there are vacancies.

The low salary for support staff in early years is a big issue and means that it is increasingly difficult to recruit and retain good staff. However, Rebecca Cheetham is different in the way they support staff wellbeing and support their training and development. They feel their contribution is valued and they feel they are part of a successful team. I was told that there is great job satisfaction which helps make up (somewhat) for the low salary.

I was told it was all about the children. Seeing them grow and develop during the time they attend the Nursery is priceless.

One member of staff told me she is currently completing her degree. Although she is paying her fees she can work and study at the same time. The IQM Co-ordinator/SENCo encouraged her to complete her degree and this encouragement and support to expand her education and prospects is a feature of the school. There are many opportunities for staff to take up further and higher education and to go out once a week to university. Several staff have taken up this opportunity.

The Nursery uses SMART LOG which contains a list of courses that staff can log on to and can complete when they have time. They can get some time during the school day to work on them. The SENCo delivers training on autism and the Trust delivers Team Teach and Paediatric First Aid training. There have also been several twilight sessions on early years maths which is a priority for the school. Performance Management reviews are used to establish what training staff need and are interested in. There is always something new and interesting that they can get involved in.

All staff receive Safeguarding Training every September, and they receive regular updates. The Nursery use an IT system called 'Smooth Wall' to report concerns. There is a large Safeguarding Team and there is always someone to talk things through with. There is always a Designated Safeguarding Lead (DSL) on duty throughout the long day and during the holidays.

There is also another Wellbeing system which is a QR code on the wall where staff can report what they consider low-level concerns. This is a step before it goes on Smooth Wall and the safeguarding team check this out regularly and check to see if any patterns are emerging and decide if it needs to be followed up.



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Every family and child receive a home visit before they come into the Nursery. The two colleagues I spoke to are experienced in carrying out these visits and they are properly prepared and trained to carry out these visits. We discussed what happens during the visits and the way they gather the necessary information while putting the family and child at ease.

Each visit usually lasts about 40 minutes depending on the child. I was shown the suggested questions to be asked and details of the information that needed to be gathered. A set of forms – 'About Me' are completed and passed on to the Key Person who will work with the child. They will ask about any potential anticipated difficulties when the child starts at the Nursery. Observing the child in their own home may mean staff spot a special need. They would note this and try to ask parents about what they have observed. However, each child is carefully observed for eight weeks when they start at the Nursery and any needs will be identified then. The information gathered during home visits is used to decide which classroom the child will be best placed in.

I was told that many families are in temporary accommodation but when this is the case they are usually known to the Children's Centre, and they work together to support the families.

My meeting with the Inclusion Team echoed much of what was said by the Cover Supervisors above. There are three on the team and one is completing her Level 3 Apprenticeship and is in the last year of her degree. She is then going to complete her Level 3 SENCo training. Another member of the team has already started her Level 3 SENCo training. All are experienced in working with children with SEN and they told me they find the work rewarding and have a lot of job satisfaction. Working with children as Key Persons means their communication with parents/carers is vital. Many ask for advice and come to the organised workshops. They can give them tips on making their children more independent at home.

The team told me that they work with whatever works for individual children. They spend time in classrooms working alongside their child and get to know how to reach them. They have completed and used Box Clever tools.

The three members of the Inclusion Team are well-trained and experienced and are committed to their roles.

It was a great pleasure to meet with the Headteacher who told me he has been in post for 11 years. He told me about his journey from secondary teacher to Headteacher at Rebecca Cheetham. He told me that staffing the Nursery is not as difficult as it might be in today's climate because staff rarely leave. When they do, they leave for promoted posts elsewhere or are moving out of the area. One person moved on this year.

It was clear that all those I spoke to felt valued, and they knew their contributions made a difference to the children they cared for. Teamwork is a key component of their daily lives, and everybody is part of a team and collectively they make up the Rebecca Cheetham Team. The SLT encourage them to take up the many Continuing Professional Development (CPD) opportunities and to further their qualifications. Many are doing degree courses to eventually qualify as teachers. Staff are supportive of each other and flexible in their approach. Every day brings new challenges, and they work together very effectively to make sure all areas are covered.



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The Headteacher explained that the partnership with the Tapscott Trust has been beneficial to the Nursery. Although they pay for the SLA, he is keen to stress they get their value for money! A huge training package for staff at all levels is provided. The Nursery benefits from the expertise of particular officers on the Trust and is part of a thriving educational organisation. As Early Years practitioners they can contribute their expertise and lead and organise a range of Early Years Foundation Stage (EYFS) activities within the Trust. However, the Headteacher and Governors remain autonomous although the Tapscott Trust and his own Chair of Governors carry out the Headteacher's performance management review.

The Headteacher values his autonomy, and he wants to work with other Nursery Schools and Headteachers in the Borough and beyond. He wants a good relationship and partnership with them. He now leads a strong network and organised the recent EYFS conference which was well attended and well received. This was held at the East London University. Being an active member of the Newham Learning Partnership is important and he now runs the Early Years networks which includes Private Voluntary and Independent Child Care (PVI's), Child Minders, EYFS and Nursery Schools. He aims to ensure EYFS has a high profile and is valued. He has also been asked to be a visiting Fellow at the Ambitions Institute and to deliver EYFS programmes and training through them.

Increasing the partnership with parents/carers is a priority for the Nursery and much has been done in this area and more is planned as part of the Flagship project. The fact that the school was full of parents/carers on the day of my visit was testimony to this priority. In addition, the regular Parent Forums have been important in gathering the views of parents/carers and getting them involved.

We had a long discussion on the role of Headteacher – which is a role he loves. He is committed to the inclusion of all children, families and staff. He has ensured that his Nursery is a beacon of good practice in the Borough and beyond. He is ambitious for Rebecca Cheetham and is ambitious for himself. He told me he loves a challenge and has found many ways to extend his leadership through leading different networks and so on. His influence now is far-reaching, and he (and his school) are seen as leaders in the Early Years community. He is an inspiring Headteacher, and he has much to be proud of.

My next meeting was with the Head of the Children's Centre. We had met in previous years and the last time I spoke to her she was worrying about the creation of Family Hubs across the Borough. This is to be a change of designation of Children's Centres and will invariably lead to some Children's Centres being closed or amalgamated. She told me that nothing much has happened in the last year and no major decisions have been made. I was told that the Children's Centre is currently working alongside a Family Hub, but the only difference so far has been more meetings and training with other services which is welcomed. However, so far there have been no disenable changes and nobody is sure what the future looks like. She is still Head of Centre and is just carrying on day to day but finds long-term planning difficult as there is so much uncertainty.

The locations for two Family Hubs in the Borough have been identified and are set in areas of extreme deprivation and need. There are going to be four Hubs and the Rebecca Cheetham Children's Centre is going to be one of them. However, they are not sure about the location and building and there are ongoing discussions to decide this.



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Currently, through the centre's family support work, they pull Team Around the Family (TAF) meetings together (gathering all the agencies and personnel involved) and then they complete all the actions agreed upon and then hand them over to the school involved. I was told they have strengthened the process and are getting better at it. There are lots of good schools on board and there is Lead Professional Guidance, but many schools do not have the capacity, so the Children's Centre do it for them.

The Children's Centre employs two family support workers and holds about 24 cases (with 22 open cases), and they are also supporting Plaistow cases as well and helping them manage their caseload. The Head of the Children's Centre told me she and her team wear many 'different hats' and they depend on lots of external agencies and charities to help them take action.

There was an Early Positive Approach to Support (EPAS) workshop going on during my visit. This is run through the Children's Centre and their worker co-delivers this course with a parent who has a child with SEN. The workshop is designed to support parents/carers of children with SEN. I was told this could be targeted at specific parents/carers or they could sign up themselves. These sessions are very popular with parents.

Little Talkers is another workshop offered by the Speech and Language Therapy (SALT) team and is designed for parents of children identified as having speech and language concerns. The children and parents/carers participating in the Little Talkers session help parents identify the issue and give them strategies to get them talking. The stay-and-play sessions run at the Children's Centre and in other local nurseries refer children and parents to the Little Talkers sessions. The worker facilitates the sessions and builds relationships with parents /carers. She uses the first session to explain what the programme involves and sets out the activities they will be doing with their children. She tells them what to do with their children (strategies), asks them to observe their child doing it and asks lots of questions and how to talk about the activity with them. This communication and interaction between the child and parent are paramount.

I was told that many more parents need support but the Health Teams have often disappeared or have been drastically reduced so children do not get picked up and this means children are not always identified. They are picking up more through stay-and-play sessions.

The Children's Centre used to have twelve members of staff but now there are only eight through cuts in budgets. This limits what they can offer families. They continue to do a lot of outreach work and do calls and home visits - door knocking to make sure families know where they are and what they can do to support them. The LA gives them lists of children and families to contact. They write letters, phone calls, and run sessions in churches and different community places to reach more parents.

They use an IT system called Child View and Azeus to keep track of who they see and support, who attends sessions and who they give vitamins to. Social workers also use this system.



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Finally, the Head of the Children's Centre told me she has a great team. They are a tight-knit, experienced team who are clear about their mission, their aims and their ethos. The partnership with the Headteacher and the staff of Rebecca Cheetham is strong, and they work well together.

It was good to meet once again with the Deputy Headteacher whose main responsibilities include Wellbeing and PVI as well as the usual Deputy Headteacher responsibilities. She has been in the post for nine years. She also organises the staff rotas and makes sure that areas have the correct staff ratios, and that all children are supported. This is quite a task as staff work different shifts and some work during the holidays.

It was clear that staff wellbeing is carefully considered in the Nursery, and she said that this involves lots of conversations, talking through different situations and helping people resolve issues. She carries out many performance management reviews and these are regarded as wellbeing sessions. It is an opportunity for staff to talk about their ambitions, their training and development and any other issues that need discussion.

There are lots of informal social events for staff as well as in-school events for children and families. These events enable staff to show their 'flair' and talents in different areas and allow them to lead and run different activities. These allow them to be creative in their roles. For instance, the member of staff who planned and led today's Science Fair did it very well! She gave another example of another practitioner who led the session on reading. The Deputy Headteacher told me it is all about staff feeling ownership and trust.

The school is involved in the apprenticeship scheme, and they currently have two apprentices in the school. They also have lots of colleagues on work experience from schools and colleges as well as a steady flow of student teachers. Rebecca Cheetham has lots of connections with local colleges.

The Deputy Headteacher's responsibility for PVI comes from her work with the LA where she would go to private childcare providers and give advice, assess their needs and support them. This brought some additional funding into the Nursery and has also been a good experience for the Deputy Headteacher. She often picked up different ideas that she brought back to the Nursery.

At the moment she is not working so much with the LA (they have other priorities now), but she works with the Best Practice HUB and can raise the profile of Nursery Schools and the importance of interaction and communications across all settings.

The Deputy Headteacher is also responsible for student teachers, and she acts as a mentor, and this is a role she enjoys very much. However, she does find the programme prescriptive. She is also part of the Safeguarding Team. In addition, she collates data from the different rooms. She also does cover when teachers are absent, and she says she likes to keep her hand in, in terms of teaching and learning. Currently, she is changing the displays in the reception area. She says that the first introduction to the Nursery should be welcoming and reflect their culture and ethos.



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She is also working with the Headteacher on the new MPSEYL which is a new course run by the Ambition Institute. There are 30 participants in the course. She is enjoying this new challenge, and their participation means they can bring in more funds for the Nursery.

I had a brief discussion with one of the Governors – the SEND link and Safeguarding Governor. She talked about her role as Governor and the fact that the Governors are very loyal to the Nursery. They take their responsibility seriously and work well together.

She told me she comes into school once a term to meet with the SENCo and Designated Safeguarding Lead (DSL) and to see the Nursery at work. Her child attends the Nursery, and she checks in with staff when she is dropping off her child.

Funding is the biggest issue facing the Governors and they are waiting on information from the LA and Government. There are about six Governors, and they have a WhatsApp group to help them communicate with each other. They bring different experiences and expertise to the group. One issue that is of concern is the increasing number of Social, Emotional and Mental Health Needs (SEMH) pupils and supporting the Nursery and parents/carers. Several families are moving out of the area – many are being moved out to cheaper areas and others are moving because of the high crime rate in the area. Furthermore, it is true that so many families can no longer afford to live in London and are moving out to cheaper areas. Those who can work from home are in a better position to do this. The number of families in temporary housing is increasing.

I asked about the ways the Governors support the Headteacher's wellbeing and was told that this is a priority for the whole Governing Body and especially for the Chair of Governors.

My final meeting of the day was with two parents/carers. One told me that she had come to the school through the Children's Centre. Her child had separation anxiety and had to be carefully transitioned into school. The Children Centre prepared her well for school and she is now settled in well and looking forward to the transition to primary school. They have chosen a school that has clear links with the Nursery, and she knows their reputation for pastoral care and for meeting the needs of SEN children. This parent was full of praise for the staff at Rebecca Cheetham and the Children's Centre.

The other parent told me that her child also came through the Children's Centre. As a parent, she liked both the Children's Centre and the Nursery. She found the staff welcoming and friendly. They know what they are doing. Her daughter has special educational needs, and she was able to get the support she needs. This mother has also chosen the same school for her daughter, and she is now reassured that she will be fine when she gets there. She told me relationships between staff and children and parents are excellent. Her daughter's relationship with her key worker is very strong.

Both parents told me that they have a good relationship with the SENCo. One parent said that the SENCo saw her potential and persuaded her to set up a Parent Teacher Association (PTA)/Friends group because she said she wanted parents to be more involved. Thankfully, she (the parent) was able to help as she is not currently working. She has an 18-month-old child who will start at the Nursery when he is two.



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So far, the group have had a Zoom meeting and a WhatsApp Group and their first event to celebrate World Book Day when they brought parents in to make costumes. Her role was about raising enthusiasm. Together with staff, they set up workshops. Parents were keen to come in and participate in the event. The aim was to empower parents and to build on their contribution to the whole school. She also told me that some parents have useful connections in their working or personal life, and they want to build on these connections. The PTA is in its infancy but has made a positive start. Currently, they are preparing for the Summer Festival. I was told the Parent's Forum is now well established and involves a whole series of workshops to help parents support their child and they also get to see the work their child has been doing in the classroom.

Parental/Carer involvement is already strong in Rebecca Cheetham, but they are not content to rest on their laurels and continue to push forward to make it even better.

Rebecca Cheetham Nursery and Children's Centre continues to meet the IQM Flagship criteria. They have prepared a full action plan for their Flagship Project, and they are clear about what they want to achieve. The Nursery and Children's Centre works in partnership with other nurseries and schools and other agencies and organisations. They value this partnership and contribute as much (if not more) than they gain.

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: Dr Kenny Frederick

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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