



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 18th March 2025

Assessor Ms Julia Ridley

IQM Cluster Programme

Cluster Group Drive to Thrive

Ambassador Dr Kenny Frederick

Next Meeting 19th March 2025

Meeting Focus SEND and Inclusion

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	
Summer 2025	10 th June 2025	



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The Impact of the Cluster Group

The Assistant Headteacher has been able to attend two of the three cluster group meetings this year. She was unable to attend one of the sessions due to an important training day being held at the Nursery. She found the first session at a secondary school to be very beneficial, especially with their International Links. She brought back some ideas around displays that have been implemented.

The Nursery have entered their first competition because of evidence that they saw on their visit to another of the cluster group schools. They have recorded an anti-racism song, and it has been sent off to the project.

Evidence

Meetings were held with:

- Parents
- The IQM lead/assistant Head/SENCO/Class teacher
- The Headteacher
- Cover supervisor
- Inclusion TA with 2-year-olds
- A Governor
- Children centre coordinator
- A SENCO assistant
- Extended Days Manager and Teaching Assistant

Additional Activities

A tour of the Nursery and Children's centre



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Evaluation of Annual Progress towards the Flagship Project

Project Title:

1. To continue to build our Early Childhood Education for Sustainable Citizenship Award and Rights of a Child Award that will widen our educational offer to the children and parents.
2. To build strong connection with our Parent Partnership Group and outside settings in relationship to the Rebecca Cheetham Early Childhood Education for Sustainable Citizenship Award and Rights of a child Award.

The Nursery achieved the Leading Parent Partnership Award this year which is a testament to the hard work that takes place to make sure that parents feel included in all areas of their child's life at the Nursery and Children's Centre.

Staff have delivered a wide range of parental workshops over the year, covering a wide range of topics that parents found very beneficial. The setting have also started to take SEND children and their parents to local visits to help parents and their child have a purposeful visit around the local area and build up confidence to be able to take their child on their own.

All parents have been given a sustainability passport which contains i-care statements on a range of topics including social/cultural, economic, environmental, literacy and numeracy. Parents are engaging with the passport and starting to work on the statements with their children. All children will get a piggy bank so that they can start to experience saving money.

The Nursery have undertaken a book audit to ensure that children have access to reading material that shows inspirational people in the sustainability field. There is a lot of cross over with this work and that of the Rights Respecting Schools award.

The role of recycling heroes has been introduced across the Nursery and children have been taught to recycle paper and plastic as they use it throughout the day. Children enjoy this role!

The Nursery has a chicken coop, and children enjoy collecting the eggs and learning how to cook them in a variety of ways. They have made cakes and sold them to parents at the gates when leaving the setting. They are starting to see the sustainability agenda in real-life contexts.



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Agreed Actions for the Next Steps in the Flagship Project

It has taken a while for the majority of parents to actively take part in the Sustainability project. 60% of parents must be engaged to achieve the award.

As this figure has not quite been reached, some of the project's next steps from last year are being continued/ re-addressed in a different way, until this figure is reached.

It is envisaged that it will take a year to achieve the Bronze sustainable citizenship award and then another additional year to achieve the silver award. These are the next steps for the next two years.

The project will be embedded in lessons by using set texts, discussing and role playing the importance of recycling as well as teaching the children how to be more sustainable at home, switching off lights, closing doors etc.

The school have earmarked the organisation of a charity as part of the drive on sustainability. They are organising a food bank, toy donations, unwanted clothes and cash donations. This will form a large part of the June Fiesta Fun Day which is jointly held between the Nursery and the Children's Centre.

The Rights of Child award preparation is continuing.

All being well the school will achieve the silver award in May of this year. The next steps will be to achieve the Gold Award by May 2026.



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Overview

This outstanding Nursery and Children's Centre is at the forefront of Inclusion in the Early Years sector. A member of staff described it as "a very special place where everyone's ethos of inclusion for all aligns."

The inspirational Headteacher is highly respected by parents and his staff. He has made sure that Inclusion and Wellbeing for all are top of the setting's priorities. He is solution-focused and ensures that all his staff are well-supported so that they can pass on their skills and knowledge to meet all the children's needs.

All members of staff spoke about how they appreciate the senior leadership team and see them as role models as they develop their own teaching and management skills. They are approachable and helpful. It is a supportive environment in which to work.

Staff mentioned that their wellbeing is taken seriously. They have all received fleece tops recently with the nursery logo. They have access to private healthcare and employer assistance schemes that are advertised in the staffroom. They all receive a free well-being day to use as they choose. At Christmas, all staff donated to a local food bank rather than the traditional Secret Santas!

Staff career progression is important. Staff are supported to access Foundation degrees and degrees so that it is usual to see apprentices move to become teachers and even middle leaders. Staff told me about the intensive CPD programme that they all access.

All members of the Inclusion team have undertaken the Level 3 SENCO qualification. This helps to spread the workload for the SENCO as well as upskilling staff.

All staff have had training in Maths so that they all have the same consistent knowledge about how to deliver maths to the pupils, through focus and free flow activities.

The Nursery is a Rights Respecting school, and the voice of the child is at the centre of everything that the Nursery offers. The steering group has 6 children as rights champions, and they are asked what they like about the Nursery and what they would like to change. They have been taught the difference between a want and a need. They are considering the articles relating to a right to education, a right to warmth and shelter as well as a right to play.

On the day of my visit, children were going on a Place of Worship Day that included visits to a church, a mosque and a temple. Parents were keen to accompany their children on this visit. All children in the Nursery have been included on this visit, there is no one who is being kept behind. This is the first time that the school have organised such a visit as part of the sustainability project.

The Nursery is very well-thought of by parents and carers. Parents say that their children are happy to come to the setting each morning. Parents report that staff on the front desk are very helpful and approachable. One parent described it as her second home where she feels very included as a parent. Communication with parents is excellent. The school let her come in to observe her child as he transitioned into this



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new setting. She was provided with photos of the staff and classroom as an additional support. His needs were quickly assessed, and he got his EHCP in preparation for moving to Reception.

Her experience at the Nursery has made her decide to pursue her own qualifications in child-care!

Her husband and sons have enjoyed the FRED project (Fathers Read Every Day) with the boys making rapid improvements in their reading and understanding. It has increased their love of reading.

The school assess all pupils rigorously and ensure that EHCPs are in place for those who need them before they start school.

The website is very informative, and weekly newsletters support home/school communication. Parents can see examples of what their child is doing at the Nursery as well as access all relevant policies.

Learning is made relevant for all pupils who are divided into apprentices, novices and experts for planning purposes, which link to the pre-formal, semi-formal and formal curriculum. It was interesting to hear about a pre-formal session linked to the Gingerbread Man book, which was multi-sensory, feeling and smelling ingredients, leading to cooking and tasting.

The children are exposed to a rich and varied curriculum. They do yoga, Pilates, mindful breathing to support their well-being. Academic subjects such as Maths are very well taught due to the high quality CPD that has been provided by the Assistant Head as part of her Maths champion role.

Focus lessons ensure that the older children understand new topics and free flow gives them the chance to explore their interests. The outside areas are very spacious with opportunities to play, climb, do some woodwork activities as well as read in the book house. Chickens, a tortoise, forest school area all play their part in making an exciting and stimulating setting for all pupils.

The nursery has a multi-cultural feel. At the moment, a summer house outside is set up as a Ramadan house, with books and dolls, which will transform in a couple of weeks into an Easter house. Books and resources in the rooms reflect a wide range of cultures.

The Nursery understand the financial pressures that some parents face. Parents are discouraged from buying costumes for World Book Day, rather they hold a craft workshop for all parents where they make costumes for their children, this forges friendships between parents, fosters a great community spirit and saves money!

The Governing Body is made up of local people, predominantly parents of children who have left the nursery. They are very knowledgeable about the Nursery and describe themselves as a close-knit group of Governors.



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A Governor spoke to me about the Children's Centre being a lifeline for parents where nothing was too much trouble. The Children centre coordinator spoke to me about the myriad training/workshop and family events that they hold for parents and their children throughout the year. They work hard to adjust and work with strengths of each family. She described the Nursery and Children's centre as being very good at bringing all people together, whatever their backgrounds.

Governing Body meetings are well-organised, thought out, and follow best practice with the rights of the child being at the centre of all of the meetings.

This is a snapshot of all that the Nursery and Children's centre have to offer. Everyone spoke passionately about their role and how important Inclusion is to the setting. The Nursery is a strong flagship school, and I wish them continued success with their project.

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:

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