



Annual Evaluation for the IQM Flagship Project



School: Goldwyn School,
Godinton Lane, Ashford,
Kent TN23 3BT

Head/Principal: Charlotte Lewis

IQM Lead: Kerry Greene

Date of Review: 8th November 2021

Assessor: Kenny Frederick

IQM Cluster Programme

Cluster Group: 24 Carat Cluster

Ambassador: Kenny Frederick

Date of Next Meeting: 8th March 2022

Next Cluster Group Meeting Focus: The Cluster Meeting is being hosted by Kensington Primary School in Newham.

Sources of Evidence during IQM Review Day:

- The School Development Plan
- Reports to Governors
- Visits to all the Goldwyn Hubs – Folkstone and Ashford
- Self-Evaluation Document
- Goldwyn Learning Ladder
- A Staff Appraisal document for Governors
- A Specialist Teaching and Learning Service Newsletter
- STLS Ashford Inclusion Training Programme 2020/2021
- Goldwyn Plus Pathway document
- Goldwyn Inclusive Pathway Provision document
- Leaver's destinations 2018 – 2021 including Sixth Form Retention figures
- Goldwyn History Curriculum Map



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- An overview of the prospective Year 7 cohort
- Reports from Governors

Meetings with:

- The Headteacher
- The Inclusion Lead
- The Interim Deputy Head
- Hub Leaders of all the different Hubs
- Various teachers and support staff
- Various students

Additional Activities

Visits to all four Goldwyn Hubs with a tour of each building and an opportunity to meet staff and students.



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Evaluation of Annual Progress towards the Flagship Project

The School's Flagship Project from the previous year was based on:

Target 1: *A collaborative approach to inclusion puts the child at the centre. All parents and professionals work together to co-produce plans that contain pupil voice. Parents and pupils feel confident and supported and outcomes are achieved.*

The school outlined, in great detail, the way they include parents and work together to support the children. Last year all parents and carers contributed to their child's EHCP process.

During COVID lockdowns staff spoke to parents/carers on a weekly basis to provide support and carry out welfare and safeguarding checks. These calls were a lifeline to many parents, some of whom did not speak to another adult all week apart from the call from the school. These calls strengthened the relationship with parents at a level that had not previously existed, and the school is working hard to sustain this positive relationship. Key workers provide an additional consistency to these relationships. This parent contact has created opportunities for wider engagement and enhanced success for parent/staff/student partnerships.

One of the Centre Managers said that the biggest change has been in respect of parents who had previously sat in the background now feel engaged in their child's education and wider school life. Furthermore, protocols have been developed for the STLS service working with parents/carers.

Staff at the school are extremely well-trained especially in supporting children who have been through trauma and/or are school refusers and other issues around positive mental health and wellbeing. This means they have a secure and in depth understanding of the issues students are presenting with and how best to support them.

As a result of this training the quality of emotional and pastoral support provided to students and their families has been extremely high. In recognition of this support and training the school was awarded the Leading Parent Partnership Award in May 2021.

Target 2: *To pioneer Ashford as an Inclusive Hub. Schools develop their practice and their curriculum so that they develop expertise in inclusive practice that is most appropriate to support all pupils including the most vulnerable.*

Having visited the school and the Ashford Hub I can confirm that this target has been achieved and the Hub is up and running and is proving to be very effective in the support they are providing. Detailed evidence to support this conclusion is included in the self-evaluation document.

Target 3: *To ensure the best possible outcomes for SEND pupils, all services will work well together in a supportive collaborative manner keeping each other informed. If any pupil is on a waiting list, parents will be signposted to the relevant immediate support.*



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All students attending Goldwyn have SEND or/and SEMH needs, and the school is focussed entirely on each individual child. Staff are knowledgeable and skilled in supporting their needs in the classroom and outside it. They have developed a menu of interventions to ensure that outcomes are positive. Staff training is ongoing and is extensive and they are well equipped to ensure students achieve their best.

Target 4: *To ensure that all schools set high aspirations for all pupils with SEND. The curriculum is shaped to meet the individual needs of every pupil so that they can thrive.*

All of my discussions and the breadth of paperwork provided by the school pointed to the effectiveness of this work. This target has been achieved but is always under review.

Agreed Actions for the Next Steps in the Flagship Project:

The focus of the new Flagship project is around further development of the Goldwyn Post 16 provision. A full action plan is included.

The Impact of the Cluster Group

The school has been well represented by Dominic Gunn who works between all the Goldwyn sites. He makes an excellent contribution to the group.

Overview

The aim of the school as outlined on their school website is to:

‘Through developing personal resilience and providing students with the motivation to succeed Goldwyn School encourages students to be the best that they can be!’

I spent the day of my visit with the Headteacher who gave me a very detailed tour of the school and accompanied me to the various Goldwyn Hubs. She also told me about the school and the way it works supporting students with a wide range of needs. She also spent time explaining the way the school was organised and the vision and principles that inform policy and practice.

Goldwyn School is quite unique and provides a safe and secure setting to educate secondary aged students with a wide range of needs. Most have been previously attended mainstream schools and have come to Goldwyn after these placements broke down. The school is ambitious on behalf of the students and while they prioritise their emotional and social needs, they aim to provide a curriculum that is challenging and prepares them for life after school. Staff know each individual well and they work together to find the right ‘fit’ in terms of curriculum and care. It is very clear that students come first, and staff go to great lengths to engage them and to develop positive relationships. These positive relationships are the cornerstone of all the work that happens in the school.

The applications for places in the school are much higher than the school can admit. This year they school has had seventy requests for Secondary Transfer Placements. Out of those twenty-two have been offered places. A further fifteen students will be admitted to the Ashford site and eight will have access to the Folkstone Nurture group. We talked about the way they



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decide who to admit and it is a long process where every individual potential student is looked at and is matched against what the school can provide.

The Headteacher told me that the school is seeing an increase of complexities amongst incoming students, and they present multiple needs some of which fall outside the schools normal criterium. This detailed information is shared with all staff, who then put plans in place to provide an appropriate curriculum, pastoral, and emotional support as well as a range of interventions as required.

The school mission statement (on their website) says that they work towards providing learning opportunities where students experience:

- A sense of personal security.
- Enjoyment of learning.
- Respect and being valued.
- Supportive relationships.
- Sharing their lives with positive adult role models.
- Clear, flexible boundary setting.
- Successful achievement boosting their self – esteem.
- Opportunities to obtain academic and/or vocational qualification.
- A chance to flourish and exercise personal responsibility.

I witnessed staff working with individual students throughout the day in all the different settings and saw them providing all of the above experiences in one guise or another. The atmosphere and ethos were remarkably relaxed but purposeful. I could feel no stress or tension. Getting students into school in the first place is a challenge as many suffer extreme anxiety and many have not attended school for a long time.

The curriculum is personalised and designed to offer a wide range of qualifications and is based on individual interests. The aim is to fully engage students in their learning and get them excited by the subject. They use research methods to develop the curriculum but most of all they talk to students to find out what they need and what they want from the curriculum. Social and Emotional Development underpins the philosophy of care and educational delivery (Goldwyn Learning Ladder, linked to Maslow's Hierarchy of Needs). There is also a Goldwyn Charter that all staff are committed to which outlines expectations of themselves as "professional, compassionate and positive role models".

There are a number of Goldwyn Pathways that offer a carefully planned and holistic curriculum, designed to meet the needs of the whole child, ensuring that students' SEN needs or their social and emotional needs do not create a barrier to learning. The different pathways are offered at Goldwyn School's two sites – one in Ashford and one in Folkstone. The Ashford



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site caters for 11–16-year-old students with SEMH/ASD needs, with average to higher ability. The student staff ratio is 7:2 and courses offered are predominantly Level 2 GCSE qualifications. There is a broad mainstream National Curriculum at KS3. There are seventy students on that site. The Goldwyn school site based at Folkestone also admit students aged between 11-16 with severe or complex SEMH needs. This is the Nurture Group and is a full-time provision based on the National Curriculum. Practical Vocational Courses are offered and there are excellent facilities and trained professionals on site to deliver these courses. I was able to visit many of these specialised vocational workshops during my visit. There are currently forty-five students attending this school site.

The Goldwyn Plus Pathway involves KS3 and KS4 students (11 to 16) with SEMH/ASD/SLD needs. Many are phobic and vulnerable and have complex needs. The Ashford site delivers a modified National Curriculum, along with entry level qualifications. In addition, some Level 2 qualifications including some GCSEs and vocational courses are taught according to need. Timetables are flexible to suit the students and there is some individual tuition provided. Home tuition is also offered for those who need it (where students will not leave home.) There are forty students attending this provision. The Goldwyn Plus Folkestone is for girls in KS3 & 4 with ASD and other high-level needs. Individual bespoke timetables are in place for all children. There are 12 students attending this provision.

The Goldwyn Sixth Form has two sites – one is Ashford and one in Folkestone. The Ashford site is for students aged 16 to 19 and provides practical vocational courses as well as English and Maths qualifications from Entry Level to GCSE. Employability skills are also taught. There are twenty-four students attending currently. The Folkestone site offers combined studies for 16 to 19-year-olds. There are twelve students attending this site. They take a mixture of courses according to their abilities and interests. Employability Skills and Life Skills are also taught. I visited one of the life skills sessions in the ‘flat,’ where students were cooking and ironing and carrying out gardening tasks under the supervision and guidance of staff.

The STLS Outreach and Inclusion Service offers specialist teaching and school to school support. They also provide extensive professional learning opportunities for Goldwyn staff at all levels along with staff in other schools.

The starting points and progress of every student is carefully assessed using a variety of tools and methods including – regular Progress Review meetings, attainment, Boxall scores, attendance data, BRITA points. All students have an ECHP, and a review of the targets is a regular activity that helps to inform teachers. In addition, communication and interaction skills are collated and reviewed by a ‘multi-faceted’ team of teaching, learning support and pastoral staff. These meetings identify both positive achievement and highlight any underachievement which requires more bespoke intervention, to be delivered within the classroom, through ‘Goldwyn Time’ or by a referral to external agencies.

I was able to see Goldwyn Time in action which is a sort of ‘soft start’ to the day where students drift in and spend a relaxed time with staff and other students and can talk about anything that is on their mind. The students were generally welcoming and were happy to be in school in spite of the fact that it was a Monday morning.

I was able to meet all the Hub Leaders and they gave me a tour of their site and introduced me to staff and students. During our discussions it was clear that they know the students well and



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have worked hard to develop trusting relationships with them. Staff told me that many of the students had had very poor experiences of school and getting them to attend on a daily basis is the first hurdle to overcome. While attendance is below national average all students improve their attendance when they start attending Goldwyn. A lot of energy goes into capitalising on this improvement. Involving and engaging parents in this has been key and has been a priority last year.

The destinations of students leaving Goldwyn are carefully recorded and individuals are tracked. A lot of advice and guidance and support is given to ensure students go on to appropriate courses or apprenticeships or employment. The figures over the last four years are very impressive and there are very small numbers of NEETs. Where they do exist, there are very good reasons for individuals not being in education or employment. Last year 100% of students transitioned to college, employment, or training and this is an achievement to be extremely proud of.

Many students require additional support from a range of professionals and the school has developed excellent partnerships with multi-agencies such as CAMHS, YOT, Early Help etc. However, the partnership with parents has been a priority. Many families also need support from professionals and from the school. The school is proactive in signposting support for families and will often attend multi-agency meetings.

In conclusion, Goldwyn School is led by a very determined Headteacher, who has an eye for the big picture and an eye for detail. The school, every part of it, is well organised and well managed. Her leadership over the last four years has made a huge difference and it is clear that despite the last two years of the Covid pandemic the school has continued to move forward. The School Development Plan shows that this forward thinking and planning will continue this year and into the future. The Headteacher understands that the staff are her greatest asset. They make things work and they make the relationships happen. They are professionals who take their work seriously but are relaxed enough not to take themselves too seriously! Humour is an important part of their way of working and the students love their approach.

I am very happy to recommend the school retains its Flagship status and be reviewed annually. It is a truly inclusive school.

Assessor: 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