



Report on IQM Inclusive School Award



School Name: Sheringham Nursery School and Children's Centre

School Address: Sheringham Nursery School
Sheringham Avenue
Manor Park
London

E12 5PB

Head/Principal Ms Lindsey Foster

IQM Lead Ms Lindsey Foster

Assessment Date 15th December 2023

Assessor Ms Julia Ridley

Sources of Evidence

- Observation of staff, parents, and children on arrival to observe relationships with families.
- Tour of the Nursery
- Observations in Nursery- 2s and 3-4s

Meetings Held with:

- Four parents
- Headteacher/ SENCo
- Deputy Head
- LSA with SEND responsibility.
- Children's Centre manager
- SENCO from local primary school
- Governors – Chair and Vice chair



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Overall Evaluation

The Nursery and Children's Centre are very inclusive and outward looking with a dedicated, highly skilled staff, led by an inspirational Headteacher who states there is no ceiling to children's achievements, especially for those who have additional needs. This vision is shared by everyone I met, including staff, parents and Governors.

The staff are a strength of the Nursery and Children's Centre. It was pleasing to hear comments from a mixed group of staff members, saying that they feel very proud and privileged to work in the setting. They know that they are changing the lives of local families due to the long-lasting impact of the transformational work that they do. Governors describe the staff as highly skilled in forming positive relationships with families and children.

The school has an open-door policy which even extends to parents whose children no longer attend the nursery: they are always available for the local community. A member of the Senior Leadership Team is on the gate every morning as parents/carers arrive with the children to give a friendly welcome and be available for discussions if needed.

The Nursery consists of three classrooms - one is a separate provision for 2-year-olds whilst the other two rooms are for 3- and 4-year-olds. No children have 1:1 support as research has shown that it is not the most effective way for pupils to become independent and develop the skills for learning. Class teachers have overall responsibility for all children, a quarter of whom have additional needs. There is a team of 4 LSAs who run short intervention sessions for short bursts throughout the day, this is very specific and targeted work. They use intensive interaction, attention autism, boxclever language work as needed.

Early identification of needs is key, and this is fostered by the excellent practice of the Children's Centre. They have stay and play sessions for toddlers as well as a baby explorer group. They are four highly skilled family support workers who support families for Sheringham Nursery as well as other families in the local community. The Nursery School and Children's Centre belong to The Research Schools' Network: a network of schools that support the use of evidence to improve teaching practice. They are the only maintained nursery school in the country to have this designation. In addition, they are an East London Stronger Practice Hub. The school work in partnership with the Education Endowment Foundation to create exemplifications to add to their Early Years' evidence store.

Part of the school's role is to disseminate high quality practice across London, so they work in partnership with many settings to develop their practice. They are continually updating their practice, running research projects for the EEF as well as welcoming many professionals from the UK and international settings.

The school has started a Bike Project run by the Assistant Headteacher. The children go to a local playground to practise riding their balance bikes. The school has purchased all the bikes so that the children can take them home at weekends and during the holidays to continue practising the skills. Bikes have also been donated to parents who don't have a bike at home. One target for all pupils is that they will all be able to ride a balance bike before they leave the Nursery. I saw this activity as the children were leaving the school



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grounds, a reluctant child was supported by his parent showing him the Now and Next board, he responded by picking up his bike and joining his peers. It was very gratifying to see this strategy being used by a recently empowered parent who now feels much more confident about helping her son to regulate his behaviour.

All children wear a badge every day with their name and symbol representing their class, this is a great idea as all staff and visitors can address the pupil by name which is more inclusive for them. They get their badge as they start the day and can also access a snack if they like when they arrive, snacks are available at any time. There are pictures/symbols of the food that is available each day and pupils are encouraged to ask/sign for food which develops their independence skills. There is always a choice of food.

The school buys in one day a week speech and language therapy. A child who doesn't find transition easy was happily following a trail of bubbles made by the therapist so that she would move to the language activity. This was very creative and great to see! The school has appointed a specialist HLTA for SEND. Her role is to model for the teams and checking that the approaches are consistently being used in all classrooms. It was great to see how herself and a child with significant needs interacted and took turns to have a meaningful conversation about blowing up a balloon through the use of a communication core board.

Members of staff all benefit from 45 minutes developmental training each week, to discuss current research findings and how they are implementing this in their practice. The Headteacher makes sure that all pupils who need an EHCP or SEN support plan have them in place before they leave the setting. This was highly praised by the SENCO of the local primary school who describes very thorough transition arrangements as well as commitment of the Nursery school and Children's Centre to do joint planning with parents and the primary school to make the first term at primary school as successful as possible.

I am of the opinion that the school fully meets the standard required by the Inclusion Quality Mark's Inclusive School Award. I recommend that the school be awarded the Inclusive School Award and be reassessed in 3 years' time. It has been a pleasure to visit the school and I wish them much success.

I also recommend that the school should consider applying for Centre of Excellence status subject to the inclusion within its plans of the appropriate areas for development and the completion of the Centre of Excellence documentation. If the school chooses to pursue this status and it were to be awarded the school would be subject to annual review from this point forwards.

Assessor: 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



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Element 1 - The Inclusion Values of the School

The setting is highly inclusive and has a strong moral purpose that drives everything that they do. One of their core values is that they will never turn a child away from their setting or ask for a child to be removed to go to another setting. The setting actively welcomes children with additional needs.

The community and needs of the community are paramount and a strong part of the inclusion values. Practitioners want to share their excellent practice, both locally, nationally and internationally to give all children the best possible start in life.

All staff are included in the same training and have the same career opportunities. Staff are asked to complete a staff wellbeing survey monthly and any issues raised are promptly addressed. Staff report that the setting is very inclusive and feel it is a privilege to work with the children.

Parents say the same as the staff. They feel that the inclusive approach means that all their child's needs are met, whether in the children's centre or the school. They are empowered and taught about all the evidence-based approaches that are helping their child's development and mirror their use at home for consistency. The Headteacher supports families with housing and social issues, she takes safeguarding extremely seriously and is always available.

Parents report feeling welcomed, valued and as part of the team, working with their child. One parent said that staff helped her get her child into nursery every morning as she was reluctant to leave the car. They did this in a very understated, respectful manner.

The school's ShREC approach, (Share Attention, Respond, Expand, Conversation) is an evidence-based approach to language development that works with all children as they access it at their own developmental level.

Next Steps:

The Nursery School has recently appointed a HLTA for SEND and she will be undertaking the Level 3 SENCO course. This will support the inclusive practice in the Nursery and Children's Centre.



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Element 2 - Leadership and Management and Accountability

The Nursery and Children's Centre leadership team are described as very approachable and inclusive by parents and members of staff. Parents say that they have a deep understanding of the needs of all the children.

At the beginning of the year the Headteacher meets with each family where she outlines the school's ethos around equality and the family member signs their agreement to uphold the ethos. The curriculum and approach to attendance are also discussed and made clear before the child starts at the setting.

The leadership team have produced comprehensive brochures for parents such as the Handbook for Families as well as A Parents' guide to special educational needs and disability provision at Sheringham Nursery school.

The chair and vice chair of the Governing Body both have a strong background in education and are ideally placed, in conjunction with the other talented members of the Governing Body, to challenge and support the Nursery school and Children's Centre. The Governors have a visible presence, one good example was a recent learning walk that they did with parents where they considered what the experience looks like for parents of children with SEND.

They are present at Open Days where they collect feedback via a questionnaire from parents on their opinions of the provision. This feedback is overwhelmingly positive.

Accountability is a strength of the provision.

The HT/SENDCO uses an inclusive quality rating scale termly to audit the provision for children with SEND and this is reported back to Governors. The senior leadership team carries out termly room reviews and discusses the support for children with SEND.

Safeguarding procedures are robust with all staff having the mandatory training as well as additional training as needs arise. The Safeguarding Link Governor meets termly with the Head Teacher and conducts Safeguarding checks.

All staff take part in reflective work discussion monthly which is overseen by a child psychotherapist where a solutions focused approach is taken.

There is a linked Governor for SEND/Inclusion who meets termly with the SENDCo.

Next Steps:

- The nursery will continue to work closely with its Governing Body to ensure they are skilled and confident members of the team.
- The school will continue to meet with and be advised by our School Improvements Officer.
- To exemplify practice in supporting children with SEND.



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Element 3 - Curriculum – Structure, Pupil Engagement and Adaption

The curriculum is highly ambitious, relevant, and broad and balanced. All children follow the same curriculum, adapted by skilled staff so that all make exceptional progress from their below average starting points.

The eight curricular goals of Settle In (Settle In and become a confident learner), Follow (Follow a recipe to make a bread roll), Make (Make a model and the woodwork table), Ride (Ride a balance bike), Create (Create your own dance to a piece of music), Sew (Sew using a running stitch), Make Up (Make up your own story) and Write (Write the first two letters of your name) are developmental, very clear for parents/carers to understand and fun for the children.

As a Research school, Sheringham Nursery and Children’s Centre have used research data collected from Early Years settings around the country to formulate their curriculum. They have built the curriculum on the following approaches that research has shown to be the most important areas that lead to the best outcomes in adulthood, namely, Language, Relationships, Independent Play, Adult-guided play and Direct teaching through the sessions.

Pupils are all fully engaged in learning due to developmentally appropriate opportunities that are offered to them, both on-site and in the local community. They are also a Forest school so pupils get the opportunity to develop new skills in this natural environment.

The Nursery uses a wide variety of adaptations to meet all needs. These are easily accessible for children and staff. Core vocabulary boards are carried by staff members and used at the snack tables as well as in sessions. Staff carry lanyards which have emotion cards, core boards and bespoke resources for children.

Large sensory bags are available outside each room for easy access. One LSA I saw had a see-through bag which contains objects of reference to support her work with a child who was exploring sparkles from Christmas decorations.

Another child goes directly to the water zone on arrival and interacts with the peanut ball, has a massage and then he gets his badge. This adaptation to the curriculum is ensuring that the child can experience a normal nursery environment as he is more settled when he reaches the classroom.

Next Steps:

- Embed further the ambitious curriculum for all children and adapt to meet the needs of the new cohort.



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Element 4 - Teaching and Learning - Learning Environment, Planning Resources, Pedagogy

Teaching is of the highest quality, both from the teachers and support staff in each age group. Access to all the research data that comes from pilot projects that the school undertakes from Research Academics, means that all staff are very reflective and active learners of pedagogy around early years education.

Staff teach in the same environment so can learn from each other and support each other to maintain the high standards that they have.

The environment and premises are very bespoke and personalised to meet the needs of all children. The school completes Early Years environment audits which shows that the school values the role that the learning environment plays in supporting the children to access the curriculum.

The outside environment is tailored to address all physical and sensory needs. Slides, balance bikes, sandpits, an old piano, tyres, hoops, mirrors, mud kitchens all create a wonderful, imaginative area that the children enjoy as they are developing new skills. The two-year-old playground has similar resources, but the separate setting means they don't get lost or feel overwhelmed in the larger playground. Pupils are provided with wetsuits so they can really get to grips with the mud and water etc whatever the weather!

Inside, the new wooden furniture helps provide various cosy areas, full of enticing tools and a range of stimuli to stimulate a child's interests. All adaptations that the child might need or at their height so that they are clearly accessible.

Planning is a joint exercise; each class meets weekly to give an overview of the class and discuss the next steps and upcoming plans. Everyone is aware and involved in the planning process.

Next Steps:

- To further embed the hybrid curriculum and refine curricular goals for 2s.



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Element 5 - Assessment

The children's centre starts informal assessments through observations and discussions with parents as soon as the child enters the setting. The family support workers work very closely with the key workers. The setting is excellent at early identification and make referrals in a timely manner where needed.

On entry assessment to the nursery is very thorough for new starters. The key person assigned to the child does a home visit to start to get to know the youngster in their home environment and to start building up the relationship with the family, which is seen as key.

Most assessment is through skilled observations of the child's interactions, language output and participation in activities as well as other new skills.

The school are keen to avoid excessive tracking or written assessments as they rightly feel that it is more important to be interacting fully with the children so that they are learning new skills and concepts.

Parents value the progress days that are held once a term for all children. The nursery is closed so that parents/carers have the time to listen, share good practice and talk about their child in detail. Next steps are discussed, and parents included as the expert on the child.

All children receive an end of year report that outlines the child's journey in nursery celebrating their progress.

For children who are three or over, staff use toolbox assessment data to identify gaps in the children's learning.

Early Years Support Plans for children with SEND are reviewed regularly with staff and parents. Parents have a copy and are encouraged to advocate for themselves and help with the input of the plans.

All children have a special book which includes photos, pictures and text to show what the child has learned and experienced over the year. Staff complete the book at the nursery and parents are encouraged to add additional contributions showing what the child has done at home. Children love sharing these books with their families!

Next Steps:

- To embed the new on entry assessment for all children.



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Element 6 - Behaviour, Attitudes to Learning and Personal Development

The Nursery follows the key worker approach with each child building up a strong relationship with this person. This approach makes settling into nursery easier for the child and supports their personal development as they have the trusted, familiar adult in the setting to seek out if needed.

Behaviour is very good and attitudes to learning are outstanding as the pupils are stimulated and become curious about the exciting resources and language-rich situations that are planned for them by the staff.

Adults support children to self-regulate by labelling their emotions and commenting on how they are feeling. They actively use the zones of regulation as a visual tool so that the children can learn to name their emotional state in due course. Adults also carry emotion cards with them. It was very apparent that all the adults in the setting are warm and responsive and support young children to feel safe. Children are also supported in how to problem solve if sharing/turn taking or friendship type issues take place and how to manage this conflict.

All staff have an induction session with the Head Teacher where the behaviours expected by the adults is articulated as well as a discussion about the behaviour policy and clear explanations and exemplars so there is no ambiguity around expectations. A large proportion of the staff have completed the Team Teach training in positive handling with a strong emphasis on de-escalation.

Personal development is a strength of the setting. One of the aims for the children is to help them to become as independent as possible. A good example is using hammers when working on the workbench. Scaffolding means that hand to hand support might lead to a child using a lighter-weight hammer on their own and as they get stronger, using the normal children's hammer.

Next Steps:

- To embed the new curricular goals in the curriculum focusing on self-regulation and co-regulation.



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Element 7 - Parents, Carers and Guardians

Parents are overwhelmingly positive about the education and support that their children receive and the care that the families also get from the Nursery school and Children's centre. They said that they can't praise them enough!

Communication between the Nursery school and home is outstanding. All staff are very approachable, and solution focussed. Parents feel confident to discuss any matter with the staff. Staff provide resources for the children to use at home for example if they use a vocabulary core board or emotion cards at school, then they will have the same resources at home.

They appreciated the support they got regarding benefits to which they are entitled, that they were not aware of- one parent successfully won her appeal to get a blue badge for her son with the help of the Headteacher and many parents have been told about the Disability Living Allowance and the school have helped them to complete the paperwork needed.

The Buttercup project for 2-year-olds, referred to the project by health visitors, was highly praised by parents who felt that it was a great transition for their non-verbal children starting the Nursery.

The Speech and Language therapist leads the 6-week programme which models strategies for parents who then use them at home, then feedback the following week. Parents described feeling empowered and much more confident about meeting their child's needs at home now.

Settling in periods are very flexible according to each individual child's needs, parents find this very reassuring as it helps reduce their anxiety.

Parents value the trips that their children can attend. They spoke about all the experiences that their young children have had such as going to the local parks, library, Discovery storytelling, the bike project and the Flip out trampoline experience.

The Headteacher has started a WhatsApp group for parents and herself so that nobody needs to feel isolated or not know what is happening at the Nursery. Parents can also contact the headteacher directly too if there are any concerns.

Coffee mornings have been adapted so that as well as being a place to offer each other emotional support and networking, the Headteacher ensures that there is also a learning component. The last parents' workshop was led by the Speech and Language Therapist who offered training in using the core vocabulary board. The next training will be linked to Sensory Needs and will be led by the Borough's Language and Communication and Interaction Service.

Next Steps:

Further embed parent workshops and coffee mornings/afternoons for parents of children with SEND.



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Element 8 - Links with Local, Wider and Global Community

Educational visits in the local and wider community are a top priority for the Nursery and Children's Centre. All children go on a wide range of outings, if a child has SEN they will go on additional visits as it is felt that it is vital that they have as much access to the community as possible to develop communication and self-regulation development in a real-life setting. This is a valuable opportunity for parents as well to see strategies used by staff so that they can feel more empowered to take their children out of the home environment due to this on-the-spot training.

The day before my visit, twenty pupils with additional needs, staff and parents went to see a performance at the Barbican theatre which involved using public transport. As the Headteacher explained this helps them "fill their backpacks with cultural capital" as well as supports parents to be more confident about taking their child out of the immediate area at weekends and holiday time as well as giving them networking opportunities.

Locally they visit parks, the local library, the supermarket to buy snacks as well as a wide range of places of worship.

As regards sharing good practice on a professional level, the staff have many links with the local, wider and global community. The SENDCo works in partnership with the other maintained nursery schools and PVI settings to share high quality practice and support for children with SEND.

The Headteacher is an Ofsted inspector for Early Years so she shares her expertise and knowledge with many different settings and provisions.

As part of the Research school, members of the senior leadership team speak at national and international conferences and host many colleagues who want to see outstanding early years practice in action.

Next Steps:

- To further embed the school's outstanding practice.