



Assessor's Evaluation for the IQM Flagship Project



School Kingsnorth Church of England Primary School
Church Hill
Kingsnorth
Ashford
TN23 3EF

Head/Principal Mr Iain Witts

IQM Lead Ms Denise Moore

Date of Review 27th November 2024

Assessor Mr Matt Smith

IQM Cluster Programme

Cluster Group 24 Carat

Ambassador Dr Kenny Frederick

Next Meeting

Meeting Focus

Cluster Attendance

Term	Date	Attendance
Autumn 2023	15 th November 2023	Yes
Spring 2024	12 th March 2024	Yes
Summer 2024	26 th June 2024	No
Autumn 2024	14 th October 2024	Yes
Spring 2025	13 th March 2025	
Summer 2025	5 th June 2025	



Assessor's Evaluation for the IQM Flagship Project



The Impact of the Cluster Group

15th November 2023 - All support staff were trained in sensory circuit activities to better support the needs of children. Dedicated sensory circuit corridors were created, providing all pupils with opportunities to take sensory or learning breaks. These spaces were equipped with structured activities that helped children regulate their emotions, improve focus and enhance motor skills, ensuring a more inclusive and supportive learning environment.

12th March 2024 - The school curriculum was reviewed and tailored for individual children who were unable to access the national curriculum due to their specific needs. This process involved assessing each child's unique learning requirements, strengths and challenges to develop a personalised curriculum. The goal was to create an inclusive educational plan that incorporated alternative subjects, specialised resources, therapeutic interventions and flexible teaching methods, ensuring these children could achieve their full potential within an adapted learning framework.

26th June 2024 - Non-attendance

Evidence

Discussions with:

- Governor responsible for SEND and Inclusion
- SENCO/Deputy Headteacher
- Executive Headteacher
- Inclusion Team (TAs and SENCO)
- Nurture Lead
- Sensory Circuit Lead

Additional Activities:

- Review of documentation relating to the Flagship Project - folder provided.
- Learning Walk - Saw all classrooms within the school and spent time in lessons.
- Visited a nurture session within the Nurture provision.
- Pre-assessment Website review and documentation review



Assessor's Evaluation for the IQM Flagship Project



Evaluation of Annual Progress towards the Flagship Project

At Kingsnorth Primary School, nurture is an integral focus that shapes the school's approach to supporting Pupils' emotional well-being, especially those with additional needs. As part of their journey toward achieving Nurture UK accreditation, the whole school has embraced nurturing principles that are tailored to meet the unique needs of each pupil. This has had an impact on the culture of the school and the Executive Headteacher described this approach as the 'bedrock to everything we do.'

One of the key initiatives worked on is a Nurture Passport, a booklet designed to support pupils' transition into new environments, whether it be moving within the school or preparing for secondary education. The passport includes important information about each child's likes, dislikes and emotional needs and is updated annually to ensure that it remains relevant and effective. This document also plays a critical role in supporting Year 6 leavers, addressing their anxieties and helping them to manage the changes associated with moving to a new school.

Transitioning within the school, whether it is changing year groups or adjusting to different classroom environments, is another focus of the nurture provision. Specific pupils are identified for additional support during these transitions, ensuring that they feel secure and understood in these potentially challenging moments. The school has also developed a robust system for supporting children who require more tailored emotional support through the Nurture Room and the Rainbow Room. When concerns around emotional well-being arise, pupils are referred to the SENCO (Special Educational Needs Coordinator), and the teacher may then complete a Boxall Profile Assessment. This tool is used to assess the pupil's emotional and social needs and the Nurture Lead then designs targeted interventions to support them.

The Nurture Room sessions are carefully planned, with pupils grouped together in mixed-ability groups, ranging across different age groups. The focus of these sessions is to address the specific targets identified in the Boxall profile, which helps guide the development of each child's social and emotional skills. The sessions are highly adaptable, with the activities tailored to the interests and needs of the pupils. For example, one activity, initially intended to help with mindfulness, was adapted when the children requested different resources to make it more engaging. This flexibility ensures that the sessions remain relevant and meaningful to the pupils, fostering an environment where they feel supported and empowered.

A particularly successful initiative has been the Nurture Breakfast. This has had a positive impact, with 13 children benefiting from a calm, structured start to their school day. The school is keen to expand this initiative further, creating more opportunities for children to engage in small group sessions that promote emotional stability before the school day begins. Alongside this, the school continues to integrate nurturing practices into classrooms. The Nurture Lead works closely with teachers and teaching assistants to embed nurturing strategies into daily teaching practices. This collaboration ensures that the skills learned in the Nurture Room are applied across all areas of school life, helping children generalize their learning and apply it in different contexts.



Assessor's Evaluation for the IQM Flagship Project



The school has also introduced professional development (CPD) sessions for staff, focusing on behaviours, the Graduated Approach and how to best support pupils' emotional needs. These sessions have been shared with parents as well, helping them understand the needs of their children and supporting their involvement in the nurturing process. A key goal for Kingsnorth Primary is to help teachers see nurture as an essential part of the learning process, rather than a supplementary or "nice-to-have" addition. By focusing on readiness for learning, the school aims to ensure that all pupils are supported in their emotional development, which in turn aids their academic progress.

From a governance perspective, there is a clear emphasis on modifying pupils' attitudes toward behaviour, focusing on a restorative approach rather than traditional punitive measures. The school encourages pupils to take ownership of managing conflicts and promotes the idea that behaviour is often a form of communication, signalling unmet needs. This shift is also reflected in the growing emphasis on neurodiversity in the school, helping children understand the varied and sometimes less visible needs of their peers. For instance, a teacher led a session with Year 6 pupils to discuss the needs of a new child who had autism, fostering a culture of empathy and inclusivity.

I met with five members of the inclusion team. The inclusion team at Kingsnorth Primary School plays a pivotal role in fostering an inclusive environment, drawing on the expertise of trained ELSAs and teaching assistants, who share a deep knowledge of various interventions. Each member of the team brings a specific focus, such as liaising with the Specialist Teaching and Learning Service (STLS) or Speech and Language Therapy (SALT). This collaborative approach is underpinned by bi-weekly meetings where teacher referrals are addressed through a "team around the child" model, leading to carefully developed plans that are reviewed with class teachers. As one TA explained, "We are here for the children," reflecting the team's unwavering commitment to pupil well-being.

The inclusion team's efforts extend beyond SEN support to the broader school community, including key groups such as PPG and LAC pupils. Teachers review these groups during pupil progress meetings, with the team available for guidance and support. Provision maps are in place for every class and reviewed termly, while children with higher needs, such as those requiring EHCPs, benefit from personalised plans crafted in collaboration with parents and teachers. For pupils with EAL needs, the Learning Village program provides targeted language support. A play therapist is also available to work with children requiring additional emotional or behavioural interventions, demonstrating the school's proactive approach to addressing diverse needs.

One notable example of the team's dedication to inclusion was adapting sports day for a pupil in a wheelchair, ensuring they felt fully involved. As a TA emphasised, "It's important that children feel like they belong." Similarly, the introduction of sensory circuits in 2019 has been transformative, offering sensory spaces and movement breaks that enhance pupils' focus and independence. Staff have been trained to implement these tools, with the ultimate goal of empowering pupils to self-regulate.



Assessor's Evaluation for the IQM Flagship Project



The team's emphasis on creativity and flexibility is summed up by the Deputy Head's mantra: "Where there is a will, there is a way." Clubs and activities beyond the school day also strengthen community bonds and provide opportunities for disadvantaged pupils. Weekly meetings allow teaching assistants to share good practices and as one TA noted, "It is a very supportive place—we all support each other." With initiatives like OPAL improving playtime experiences and reflection sheets aiding behaviour debriefs, the team's holistic and innovative approach ensures every child at Kingsnorth Primary feels supported, valued and ready to thrive.

The OPAL (Outdoor Play and Learning) program has had a significant and positive impact on the whole school community at Kingsnorth Primary. Children now enjoy playtimes more, with a range of structured activities that support their social interactions and emotional well-being. OPAL has been particularly beneficial in improving behaviour, as it provides opportunities for pupils to engage in purposeful play, making them more ready to learn when they return to class. The program fosters a sense of inclusion, as it offers activities beyond traditional options like football, catering to the diverse needs and interests of pupils. This approach has been especially helpful for pupils who would traditionally find playtimes challenging, allowing them to interact and engage in unstructured time in a positive way.

The children themselves are actively involved in the development of OPAL through play leaders and play assemblies. These assemblies not only introduce new play zones but also provide a platform to reflect on areas where pupils might be finding challenges. The School Council also plays a vital role in shaping the OPAL program, further amplifying pupil's voices and ensuring that the activities offered align with their interests and needs. Governors have recognized OPAL as a key success, noting its inclusive nature and its positive impact on pupils' well-being and their ability to interact during unstructured times.

As part of the OPAL initiative, every staff member has received training to support the program, ensuring that it is embedded throughout the school. The Nurture Room is an integral part of OPAL, offering a welcoming space for all pupils and reinforcing the message that "we are in this together." The Year 3 teacher, who leads the OPAL initiative, oversees play assemblies that consolidate the learning around OPAL and introduce new activities. Additionally, the Nurture Shed, now managed by Year 6 pupils, encourages them to take ownership of the space, further promoting a sense of responsibility and community. This collaborative approach ensures that all children feel included, accepted and supported during their playtimes.

The school places a strong emphasis on parental engagement and the importance of embracing diversity within a shifting demographic. Any new initiatives that are introduced have a focus on fostering collaboration and ensuring that parents are actively involved and supportive. The Headteacher highlighted the significance of the school-home-child partnership as a cornerstone of success, emphasising open communication and mutual support. This approach is underpinned by a commitment to being non-judgmental, creating an inclusive environment where all families feel valued and respected.



Assessor's Evaluation for the IQM Flagship Project



Agreed Actions for the Next Steps in the Flagship Project.

Project Title: To develop the teaching strategies to support the implementation of Nurture as well as supporting the SEN children within the school.

Context: The project will enable the school to improve outcomes for SEND children, with a focus on SCLN and SEMH ensuring that children are ready to learn and engage in learning, developing their resilience. We recognise that the project will support the teaching and learning as well as the holistic needs of all children which in turn will enhance Inclusion throughout Kingsnorth School. The main driver of the success of this project will be how the inclusion team operate and are empowered to bring about this change.

Target 1: *To reflect on our whole school approach towards nurture and on the behaviour policy ensuring that there is consistency across the school.*

The school wants behaviour for learning in the school to be excellent. Parental engagement will be key to the introduction of systems like Class Dojo.

Another key element of this will also be increasing community presence such as church visits and a real focus on being proud of being a part of their local community.

Agreed Next Steps:

- Introduction of Class Dojo and whole school approach to the use of 'Dojo Points.'
- Corridors to have sensory circuits visuals made and these are to be used effectively.
- Nurture-based targets to be more child-friendly and pupils to take more ownership of what they are working on within these sessions.
- To continue to embed and generalise practice from the specific nurture provision to classes - to continue to support staff to understand this and the approach that this then has towards behaviour.

Target 2: *To further develop inclusive resources for all pupils that they can access within the classroom to aid their readiness for learning and academic progress.*

Agreed Next Steps:

- CPD and staff meetings to look at 'Inclusive Quality First Teaching' and the resources that could be available - go back to basics to ensure that the 'universal offer' is in place.
- Action Plan has been completed for being part of the Literacy Project Resource Hub to look at how Literacy teaching can be more inclusive and resources are accessible to all.
- To work with STLS to look at inclusive resources that need to be available.



Assessor's Evaluation for the IQM Flagship Project



Target 3: To continue to develop and empower the inclusion team so that they are confident in supporting staff to identify and adapt provision for pupils so that no opportunities are lost and inclusive practice becomes more consistent across the school.

The inclusion team have only been fully formed this academic year and systems and processes are not yet fully embedded and this is really important for the next year. Building the team's resilience and confidence is an important part of this. The work that this team does with the parents will also be key in linking up and signposting to different professionals.

What do you want to achieve?

Agreed Next Steps:

- Priority is about encouraging pupils to be independent in accessing support to be regulated and ready for learning.
- Embedding understanding of all staff around spotting the barriers to learning and possible interventions required.
- To continue to meet with the inclusion team and allocate specific classes to member of the inclusion team - take ownership.



Assessor's Evaluation for the IQM Flagship Project



Overview

Kingsnorth CEP School, located on Church Hill in Kingsnorth, Ashford, is a vibrant and dynamic two form entry primary school with 420 pupils on roll and an impressive attendance rate of 96%.

Kingsnorth Primary School has fostered a deeply inclusive environment that is evident through its policies, practices and everyday interactions within the school community. Over recent years, the school has seen a dramatic shift in the needs of its pupils, particularly with an increase in those requiring support for speech, language and communication needs (SLCN) and autism. This change in need has prompted the school to evolve its provision, ensuring that all pupils, regardless of their challenges, feel supported and included. For example, in response to rising levels of anxiety and signs of autism among Reception pupils, the school adapted its transition arrangements, offering individual visits after school and additional transition days, alongside activities like play therapy and music sessions. These adjustments also allowed for early intervention by external professionals, helping to better support pupil's emotional and social development at the earliest opportunity.

The inclusion team, made up of key staff including ELSAs (Emotional Literacy Support Assistants), focuses on individualised provision for pupils. The team works closely with external partners such as NHS Speech and Language Therapy. They are part of a pilot program using the Balanced System which involves having a Speech Therapist 'attached' to the school who is able to offer support and guidance in an integrated way to the class teams rather than relying on multiple individual referrals.

Additionally, the school has formed strong partnerships with the NHS's NELFT mental health and wellbeing practitioner, who visits the school weekly to deliver group sessions on mental health and provide direct support to both pupils and parents. This close working relationship has led to noticeable improvements, particularly in one year group, where the use of complex language around behaviour has been reduced and the class environment has become more settled and cohesive.

One of the standout features of the school's approach to inclusion is its focus on sensory needs and emotional regulation. The school has developed a "Sensory Champion" role, where staff are trained to identify and support pupils with sensory processing difficulties. Sensory circuits, sensory breaks and adapted learning spaces are incorporated throughout the school day, helping pupils manage their emotions and stay focused in class. For example, staff use visual cues such as "Zones of Regulation" in each classroom to support pupils' emotional states and TAs work individually with pupils to provide targeted sensory support when needed. For example, a TA was working with a child in the corridor when we carried out a learning walk, to complete wall pushes and ball squishies.

Additionally, the Rainbow Room provides a designated space for nurture-based interventions and the newly developed use of corridors as learning spaces further supports pupils' need for regulation.



Assessor's Evaluation for the IQM Flagship Project



The school's commitment to inclusivity is also evident in its broader community involvement. Parents describe the school as a "family," and the school actively works to ensure that all pupils, regardless of their needs, have access to events and activities. For example, the school's Parents' Friend Association runs a variety of inclusive events such as a silent disco, where children with sensory sensitivities can participate in a less overwhelming environment. Special provisions are made for events like the Christmas Fayre, where quieter, less crowded sessions are organised for pupils with additional needs and children can meet Santa one-on-one in a calm setting. The school's approach to inclusion extends beyond just pupils with special educational needs (SEN); it aims to ensure that all children feel valued and supported, with initiatives like the "Hot Chocolate Friday" program recognising pupils who consistently demonstrate positive behaviours.

The leadership team at Kingsnorth Primary is strongly committed to maintaining and growing this inclusive culture. Staff are supported through regular professional development (CPD) opportunities, particularly around understanding behaviour as communication and using restorative justice approaches. As one TA put it, "There's always someone who can help or someone to learn from," highlighting the school's ethos of collaboration and support. Governors are equally dedicated to inclusivity, making regular visits to monitor the effectiveness of inclusive practices across the school. They work closely with the leadership team to ensure that inclusion is at the heart of everything the school does. This commitment is reflected in the school's wider philosophy that good SEN practice benefits all pupils, not just those with formal diagnoses.

In summary, Kingsnorth Primary School demonstrates a highly inclusive approach to how they support their pupils and maintain their Flagship Status with Inclusion Quality Mark. They endeavour to ensure that every pupil's individual needs are met through tailored support, thoughtful transitions and a community-driven culture. The school's leadership, staff, and governors work collaboratively to create an environment where all pupils, regardless of their backgrounds or challenges, feel welcomed, supported and empowered to succeed.

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: Mr Matt Smith

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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