



## Assessor's Evaluation for the IQM CoE Award



**School Name** Hirst Wood Nursery School  
Clarence Road  
Saltaire  
Shipley, Bradford  
BD18 4NJ

**Head/Principal** Ms Susan Jayne Taylor

**IQM Lead** Ms Susan Jayne Taylor

**Date of Review** 14<sup>th</sup> January 2026

**Assessor** Ms Nichola Russell

### **IQM Cluster Programme**

**Cluster Group** IP NW

**Ambassador** Ms Sylvia Cramp

### **Cluster Attendance**

<b>Term</b>	<b>Date</b>	<b>Attendance</b>
<b>Summer 2024</b>	6 <sup>th</sup> June 2024	Yes
<b>Autumn 2024</b>	14 <sup>th</sup> October 2024	Yes
<b>Spring 2025</b>	5 <sup>th</sup> February 2025	Yes
<b>Summer 2025</b>	18 <sup>th</sup> June 2025	No

### **Evidence**

#### **Meetings with:**

- School Leaders regarding IQM Review and Action Plan
- Parents/Carers
- Chair Of Governors
- Governor for SEND and Attachment
- Governor for Well-being
- Staff team to discuss the impact of the IQM priorities



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- Key members of staff regarding the impact of participating in IQM Cluster Groups, additional partnerships and the continued evidence towards the eight IQM elements
- School Leaders regarding future IQM and action plan for 'Moving from COE to Flagship' in relation to the School Development Plan.

### **Additional Activities:**

- Learning Walk
- Woodlands Wednesday – Support group for parents
- Time in classrooms
- Reflection and review of a wide range documentation to support the IQM COE review; vision and values, pupil premium strategy, school improvement plan, governor annual report to parents, curriculum long term planning, SEND information report.
- Policies
- Website
- Social media



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### Evaluation of Targets for last 12 Months

It remains abundantly clear that the deeply rooted vision of Hirst Wood Nursery School continues to shine through every aspect of school life. The exceptional sense of community, acceptance and belonging as observed during each of my visits, alongside the shared values and principles so expertly led and nurtured by the inspirational Headteacher, are as compelling as they were during my first visit.

There is a collective and unwavering commitment from all stakeholders to ensuring that every child fortunate to attend Hirst Wood Nursery School is supported to thrive, with the care and wellbeing of the whole child placed firmly at the heart of all practice. The 'Child in the NOW' model has always been at the heart of this school's practice, due to the immeasurable qualities and gifts of the Headteacher who leads with such intensity, integrity, warmth and purpose, nurturing everyone they cross paths with to flourish. This championing of a holistic approach to teaching and learning ensures that wellbeing is not only recognised but celebrated, with a highly bespoke and personalised learning journey crafted and honed for every child.

*"There is a clear ethos of valuing diversity, nurturing belonging and championing every child as an individual." – Parent/carer.*

#### **Target 1: To support and improve the mental health of the School community**

Leaders have prioritised the Continued Professional Development (CPD) of all staff, enabling them to be upskilled in the critical area of Social Emotional Mental Health (SEMH). Leaders are highly knowledgeable and speak with great passion of the needs of the school family and are determined and driven to ensure needs are recognised and supported. Leaders and staff are dedicated to their roles and demonstrate the skills to ably plan, resource and deliver a range of workshops across the school to ensure needs are met; Lau Lau song drawing method; a multi-sensory activity in which singing, drawing, movement and story-telling are combined, story massage, aromatherapy massage, TACPAC; a sensory communication resource using touch and music supporting those with sensory impairment, developmental delay, complex learning difficulties, tactile defensiveness, and pre verbal levels of communication. The introduction of Emotion Coaching (Education Endowment Foundation, (EEF)) provides a personalised approach to ensuring children have opportunity to self-regulate and understand how to regulate their emotions ensuring they are in a strong position emotionally to access learning. Leaders and staff also spoke of the positive impact of coaching. The embracing of relational approaches, emotion coaching strategies to support SEMH needs, looking at teaching and learning via a Special Educational Needs and Disabilities (SEND) lens, employing adaptive teaching strategies to ensure success for all children has been welcomed; opportunity to observe, model, question and reflect to ensure maximum impact. The coaching pro-forma and personal reflection blank grid were discussed during the visit.

Following the positive feedback received by Leaders from engaging with Children's Mental Health week, Leaders have subsequently introduced a weekly 'Well-being Wednesday.' This is an opportunity for children to engage in a wide range of outdoor



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activities. During the learning walk undertaken during the visit, children could be seen actively enjoying experiencing the wealth of opportunities on offer.

When speaking with the Chair of Governors and named Governors for Wellbeing it became clear that they are extremely aware of the pressures placed upon Leaders and staff; Teacher Wellbeing Index 2025 (TWIX 2025), and remain committed to ensuring that leaders and staff receive the support, love and care they each deserve and are entitled to and that as Governors, they actively promote a culture that values wellbeing alongside professional commitments. Governors highlighted the recruitment of new staff and the impact they hope this will have in the future. They also referenced the new staff room notice board identifying key wellbeing advice and signposting to support, in addition to the planned celebrations board which will give 'shout outs' to staff members for their contributions.

Leaders at Hirst Wood Nursery School value parents as partners and work tirelessly to build trusting relationships. I had the privilege to spend time with parents at Woodlands Wednesday– a safe haven for all who attend. Parents and staff spoke of the positive impact of the collaboration between school and external agencies in providing a cohesive programme of bespoke support tailored to the needs of the families, for example, Bradford Inclusive Disability Services (BIDS). BIDS were facilitating Woodlands Wednesday for parents during the visit. The introduction of Parent Clinics was also celebrated, with the aim of supporting parents with their personal well-being, providing strategies aligned to chosen areas of discussion; sleep, offering support and guidance; initial sleep assessment followed by a clinic focussing upon sleep strategies for children with autism (4.12.25) and the provision of a chart to log sleep activity each day. Family engagement continues to be a key area of strength

To conclude, Hirst Wood are exemplary in their work to promote stakeholder wellbeing. The schools Mental Health and Well-being Strategy 2024-2027, clearly evidences proactive practice in meeting the goals outlined in their strategy for improvement. This includes the achievement of a number of accreditations; Healthy Minds Chartermark (City of Bradford Metropolitan District Council) and Attachment & Trauma Sensitive Settings Award yet strive to continually improve which should be celebrated and applauded.

### **Next Steps:**

- Undertake a focussed project on improving whole community mental health and well-being over a 3-year period to sustain; "The promotion of mental health and well-being throughout the School community through a variety of ways."

### **Target 2: To devise and implement an internal resilience tracker to improve outcomes for children and families**

During the review day 2025 a comprehensive overview of the Schools chosen evidence informed Resilience Tracker (EEF) was provided. Since then, Leaders, the named Governor for Attachment and Trauma and staff have fully implemented the Resilience Tracker which has succeeded in the aim of providing a holistic overview of children and their families. School development meetings have been used to share the tracker, the



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information gathering process, implementation and the rationale for its use with a whole School training day used to model the use of the tracker and explain how it is able to support all staff in identifying personal and pertinent support for children and families. This in itself has led to consistency in use and application. Leaders have created a tool that has captured what they want and need to know about children and their families, using a spreadsheet to code entries to the agreed questions. Questions were devised as a whole staff team, considering the work of Edith Grotberg's resilience theory and associated factors: I Have (external support systems), I Am (inner strength and personal qualities), and I Can (social and interpersonal skills). This was a starting point to consider individual traits and the interaction between personal, social, and environmental factors, for example, What is their lived experience? What do children bring with them? What do they need from us? What support can be offered on a personalised basis to ensure a strengths-based approach? A personalised response based on the findings, bespoke to need has then been actioned using a tiered response. Leaders have reviewed the High Scope Approach (plan, do, review) and this, combined with the Hirst Wood constructivist curriculum, has created increased opportunity for children to develop a sense of purpose and meaning in their play.

### Next Step:

- Undertake a focussed project on improving whole community mental health and well-being; "The promotion of mental health and well-being throughout the School community through a variety of ways"

### **Target 3: Continue to build on the range of opportunities to further strengthen links with the local and wider community.**

A wide range of evidence strongly demonstrates the commitment, dedication and determination of leaders and all staff in ensuring that children, families and community have opportunities to engage with partnerships and agencies to support the whole child and whole family. The school works tirelessly in this area with parents verbalising strongly their gratitude for all the school does. Leaders are proactive in their approach to further developing, extending and embedding community and agency links for children and families and will continue to include opportunities into the academic calendar for the community to visit School; open days, stay and plays, transition visits, themed weeks, grandparents stay and play sessions, bedtime stories.

In addition, Hirst Wood has participated in the Local Authority Intergenerational Play project. This has extended the current, highly valued work of the School with local care home; Shipley Manor, providing a wider range of opportunities for intergenerational socialisation. It was wonderful to listen to staff who facilitated the visits speak with such heart and emotion of the benefits of this project and of how this partnership and relationship will be further developed in the future. Photographs and play project folder evidence the shared happiness and joy of each visit with additional anecdotal evidence demonstrating improved social-emotional outcomes such as empathy and acceptance, in addition to an increased emotional maturity and regulation observed. In addition, it was heartening to see the two texts gifted to school so proudly displayed with the project photographs; 'Wrinkles by JR,' evocative black-and-white photographs of faces



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and appreciation of the aging process, alongside 'The Lines on Nana's Face' by Simona Ciruolo, a story of memories and cherished moments.

### **Next Step:**

- The school will continue to embed intergenerational work into their regular timetable deepening the partnership with Shipley Manor since relationships between children and adults (residents) have already been established.
- To further develop and increase opportunities for family events in School in order to increase involvement for a larger number of children and families.



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### Agreed Targets for next 12 Months

#### **Outline of Project: The promotion of mental health and well-being throughout the School community through a variety of ways.**

It is always a pleasure and privilege to engage in professional dialogue with the visionary, innovative and pedagogically sound expertise of the Headteacher; a wonderful discussion evaluating the IQM journey of the school so far and the focus of the project moving forward.

This project forms the school's IQM Flagship initiative and is focused on further strengthening mental health and inclusion through high-quality outdoor learning, curriculum review and development, and engagement with professional accreditations. As a Flagship school, Hirst Wood Nursery School will model innovative, sustainable and scalable practice that promotes wellbeing and ensures that everyone fortunate to be connected with the Hirst Wood School community is able to thrive.

A strong evidence base highlights the positive impact of regular access to outdoor environments, particularly green spaces, in supporting mental health and emotional wellbeing. Time spent outdoors reduces cortisol levels, lessens anxiety and builds emotional resilience. Play provides children with a natural and powerful means of processing emotions, managing stress and developing effective coping strategies, thus supporting improved mood, enhanced attention and engagement in learning. In addition, exposure to natural light, fresh air and diverse outdoor spaces is recognised as a key factor in enhancing concentration, executive functioning and creativity. By extending sensory-based outdoor play opportunities, Hirst Wood Nursery aims to continue to deeply embed inclusive mental health support into everyday practice.

Leaders are proactive in approach and prioritise wider reading and research in order to design an ever evolving, dynamic curriculum offer to positively impact on the lives of the school community. The Hirst Wood curriculum is built on a constructivist approach, with children building their own curriculum through their wonderfully enabling environment, inspiring a love of experiential learning; wilderness garden, forest school, encouraging children's natural exploration and eagerness to investigate and create to understand their world; both now and in the future. Further enhancements will be introduced during the time of the project, with Leaders currently exploring the Natural Thinkers accreditation; raising children's achievement, health and wellbeing using the gifts of the outdoor environment whilst also encompassing science, technology, engineering, art, and maths (STEAM), elements already deeply embedded within the current curriculum of Hirst Wood. The implementation of Emotion Coaching will continue alongside professional evaluation and reflections born from pertinent reading and research, in particular, Bronfenbrenner's ecological systems theory; recognition that children's lives are shaped by relationships, environments, and influences, 'Love and Nurture in the Early Years' (Bradbury and Grimmer, 2024) and the highly insightful 'Child in the Now Model', (Bradbury and Grimmer, 2025), all of which prioritise wellbeing at the heart of teaching and learning and honour the whole child;



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*“The Child in the NOW offers a framework, and a philosophy, that centres care, connection, and presence. We hope it supports practitioners, leaders, and policymakers alike to reclaim early childhood and honour the whole child.”*

As discussed during the visit, participation in professional accreditation processes will promote ongoing reflection and refinement of curriculum design and practice. It will also strengthen a shared and collective responsibility for wellbeing through enhanced family engagement, shared outdoor experiences, community partnerships and staff wellbeing initiatives linked to nature and outdoor spaces. Together, these approaches are intended to deliver improved wellbeing, increased emotional resilience and readiness to learn; a curriculum that is increasingly inclusive, relevant and rooted in real-world environmental experiences; stronger community cohesion; and a school culture that prioritises health, nature and positive relationships.

### **Target 1: Outdoor environment focus.**

#### **Comments**

- Review of the outdoor environment to incorporate regulation spaces considering both calming and alerting sensory areas.

Leaders plan to undertake a baseline review of current provision and review what is currently available to support co and self-regulation. This will be followed by in depth evaluation and a mapping out of activities, costings, timeline of events, long-term goals - a Theory of Change (ToC). This will be shared with Governors and wider school community members. Once the development plan is agreed, project management of

the areas for improvement will take place with constant review of resources, provision and cost comparisons to ensure best value.

- Increase community partnerships and intergenerational work, Shipley Manor Care Home.

During the review day it was wonderful to both hear and see the evidence of recent intergenerational workshops with residents of Shipley Manor Care Home. The happiness and delight seen on the faces of children and residents was a complete joy! This partnership will continue to flourish during the life of the IQM project and beyond.

- Increase family events outdoors, promoting parental involvement and potentially reducing barriers for families who may be less engaged with formal school settings.

Staff during the visit spoke of the success of a vast range of events and initiatives organised during the academic year to promote parental involvement. Woodlands Wednesday is fantastic evidence of the strength of community cohesion and partnership working, based upon trusting relationships (observed during the visit) between parents, staff and wider professionals. Future plans include the continuation of Parent Clinics, for example, the Sleep clinic offer to parents.



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**Target 2:** Continue to raise the profile supporting the mental health and well-being of the School community by considering work intensity and time poverty and if this impacts on psychological, behavioural & physical presentation.

### Comments

Leaders are keen to utilise outcomes from research to impact positively on their school community. The findings from the Education Support's ninth annual Teacher Wellbeing Index 2025 (TWIX) will be evaluated with responses introduced (should this be required) to support colleagues in managing personal mental health and wellbeing.

The Teacher Wellbeing Index reveals harsh headline reality:

*"The wellbeing of our education workforce is at crisis point. The pressures educators face is unrelenting, and the consequences should alarm anyone who cares about education."*

- 76% of all staff are stressed
- 36% are at risk of probable clinical depression
- 77% experience symptoms of poor mental health due to work
- 86% of senior leaders report feeling stressed
- 81% say they have too much to do and not enough time
- 49% say their organisation's culture negatively affects their mental health
- Leaders will review the 96-page full report noting the content and the conclusions drawn nationally and in context to Hirst Wood, whilst also acknowledging the recommendations and how Governance can drive the prioritisation of meaningful, dedicated support for leaders and staff.

**Target 3** Embed relational practices to further establish connection before correction.

### Comments

The introduction of Emotion Coaching (Education Endowment Foundation, (EEF)) has been prioritised and become more firmly embedded in whole school practice during the last year in order to support children in being able to express themselves through language linked to feelings. Training will now also be offered to parents and new colleagues across the school in order to ensure consistency of approach.

The Early Years Love and Nurture Rating Scale (Grimmer and Bradbury, 2024), Love and Nurture (the Child in the Now model) will be used to review provision focussing upon the five key strands of: belonging, becoming, being, believing and loving interactions. Action plans aligned to outcomes will be designed to feed forward into School Development Plans (SDP) and continuous professional development (CPD) opportunities.



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Leaders are inspired by the work of Kerry Murphy and the Early Childhood Neurodiversity Affirming Collective (2025): The Diverse Pathways for Early Childhood; The Rest, Flow and Spark mini curriculum, recognises the importance of the neurodiversity-affirming framework in supporting early years practitioners to think differently about regulation, energy and readiness in early childhood. An exciting framework to work with.

**Target 4** Explore and achieve professional accreditations to demonstrate commitment to raising awareness of mental health and how children and families can be supported.

### Comments

The school website demonstrates the vast range of awards and accreditations the school has achieved due to their strategic and rigorous approach to aligning vision and values with exemplary curriculum and commitment to health and wellbeing support for all. Leaders will continue to strive to ensure that a humanistic approach always prevails at Hirst Wood Nursery. During the forthcoming year, Leaders will collate and submit portfolio evidence in order to achieve the gold standard Healthy Minds Chartermark, and gold standard Attachment and Trauma Sensitive Settings (ATSSA).

### The Impact of the Cluster Group (with details of the impact of last three meetings)

Staff from Hirst Wood Nursery School continue to prioritise participation in their Cluster Group; IP NW and have attended regularly, reflecting on aspects of the training shared to support and inform their daily routines whilst also utilising content to provide CPD opportunities for staff. The impact of each session attended has had a positive influence on developing staff knowledge, understanding and ultimately supporting all staff in meeting the needs of their school community. Staff I had the privilege to speak with during the visit spoke with enthusiasm and clearly articulated the positive impact of each of the sessions attended on both a personal and school-based level. Future sessions will be attended by the newly appointed Deputy Headteacher who is keen to attend, network with colleagues and participate in professional dialogue.

- Attendance at the Autumn term 2024 Cluster group provoked discussions around the impact of joined up working and collaboration alongside the importance and effects of the use of robust processes and procedures around safeguarding and vulnerability. The Headteacher of Hirst Wood is exceptional in their approach to identifying and embracing the application of pertinent wider reading and research, for example, Edith Grotberg's resilience theory. In using and applying the context of this work, leaders and staff have designed and implemented their own tool to assess children within the context of their whole family and provide tiered waves of support based upon a number of sources; attendance, wellbeing, behaviour, pastoral notes, safeguarding context, supporting early identification and intervention as required.



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- Impact of attendance at the Spring term 2025 Cluster group focussed on numerous aspects of interest; Reading for Pleasure via Diverse Literature; Transition and Early Intervention; Making the community more active. Staff in attendance has disseminated the content to Leaders with the outcome being to investigate Forest School sessions exclusively for groups of children with SEND.
- The Autumn term 2025 Cluster group focussed on how best to support children who have English as an Additional Language. The use of Cherry Garden School branch maps; a bespoke assessment package for children with SEND and complex needs, was disseminated to colleagues. The Cherry Garden Branch Maps are designed to meet the needs of children who are working below Year 1 expectations, allowing achievement to be assessed in a broader, more holistic way in order to ensure staff are able to celebrate the breadth of experiences and the range of skills being demonstrated. The opportunity to discover more about the Equals Curriculum was also a valuable feature of the day; curriculum schemes of work for children with Profound & Multiple Learning Difficulties (PMLD), Complex Learning Difficulties (CLD) and Severe Learning Difficulties (SLD), Moderate Learning Difficulties (MLD) and Global Learning Difficulties (GLD). Since attendance at the Cluster session, on reflection, Leaders intend to explore the different curriculum offers disseminated by the two providers in terms of depth, variety, flexibility and holistic approach.
- During the Autumn term 2025 Cluster group, a presentation on Hirst Wood Nursery School was included, led by the Teacher for SEND. This was an opportunity to showcase the exemplary practice of Hirst Wood to the participants of the IP NW Cluster. The presentation highlighted the critical importance and value of maintained nursery schools and why they matter? including an overview of provision and practice, championing the key features of an Early Years Enhanced Specialist Provision (EYESP) and how children access an EYESP place. A thought-provoking session focussing on school readiness; milestones not rules, the bigger picture, a more ethical view followed with time given to participants to discuss their thoughts and take – away regarding this unique, inimitable school environment.



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### Overview

Hirst Wood Nursery School is one of seven Nursery Schools within the Bradford Local Authority and includes a specially resourced provision for ten children with Special Educational Needs and Disabilities (SEND), with placements allocated by the Local Authority.

It is always a privilege to visit Hirst Wood Nursery School, a wonderful setting that demonstrates an unwavering commitment to inclusion and equity, ensuring that all children access aspirational opportunities that enable them to thrive. The Headteacher is truly inspirational leading with heart, compassion and empathy always ensuring that Inclusion is firmly embedded at the heart of the school's practice. Hirst Wood Nursery School offers a rich and immersive curriculum that is highly responsive to individual needs, with a clear focus on developing the foundations for lifelong learning and living. The range of stakeholders spoken with during the review day; parents, leaders, staff and governors articulated with clarity the breadth and depth of curriculum experience they wish for every child, underpinned by the school vision and values; *"A place of possibilities"* where *"creativity and individuality, doing your best, respect and pride in the community"* are celebrated.

It was a pleasure to meet once again with the skilled and dedicated leadership team; the Headteacher demonstrates a remarkable pedagogical knowledge and understanding that impacts so positively on school life; children and staff and also cascades (fortunately) more widely to practitioners and professionals within and across the district (myself included). The content of discussions had regarding the current educational landscape and that of the future and how certain aspects could impact on school life was heartfelt. Leaders demonstrate an exceptional knowledge and understanding of every child, enabling learning opportunities to be carefully planned and maximised so that children are fully engaged, achieve well and succeed. The inclusive culture of Hirst Wood is fully embraced by leaders, staff, parents and children.

*"Inclusion is visible not only in individual support plans, but in policies, communication and day to day teaching of all children regardless of background, family structure or ability."* - Parent/carer

At the start of the day, I had the opportunity to engage in a learning walk of the school. This was a powerful demonstration of how thoughtfully designed environments promote engagement, communication, language and oracy. Each area indoors and out, reflected strategic planning based upon children's needs, with adjustments and 'tweaks to transform' ensuring full access for all. The curiosity and delight of children engaged in high-quality play, expertly supported and scaffolded by knowledgeable staff, was evident throughout.

Discussions with the Chair of Governors, Governor for SEND, Attachment and Trauma and the Governor for Wellbeing spoke with a wonderful enthusiasm, determination and commitment to ensuring that children, families and staff are well supported. Governors articulated a clear vision centred on inclusion and wellbeing for all, with high quality CPD; National College recognised as being impactful and the allocation of Planning, Preparation and Assessment (PPA) time provided for all staff being celebrated. Plans to



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support staff wellbeing are thoughtful and informed by staff voice; wellbeing questionnaires, with follow up analysis and actions taken, consistency in review and evaluation. The prioritisation of staffroom displays providing positive affirmations and quotes, recognition of staff achievements, parental appreciation, signposting to wellbeing activities is evident yet in their embryonic stages. Governors have been proactive in recruitment since my previous visit with the appointment and induction of new office staff and leader taking place, which should, over time alleviate some of the current extensive workload of the Headteacher and support a healthy and sustainable work life balance.

Governors were keen to celebrate the enrichment opportunities available to all and the intervention/supportive measures in place; all aboard, story massage, speech and language support, forest school (nature and nurture) alongside the wider use of the outdoor environment to support wellbeing; Natural Thinkers accreditation.

Governors demonstrated a good understanding of their strategic roles and responsibilities, supported by ongoing professional development. Clear reporting mechanisms ensure that the full Governing Body remains well informed. The success of Woodlands Wednesday has also inspired plans to extend an additional wellbeing-focused opportunity for all parents, reflecting the Governors' ambition to strengthen community engagement further. A monthly drop in coffee morning is currently being planned; the poster advertising the event is welcoming and inviting and it is hoped that parents will enjoy the informal opportunity to meet and chat, make new friends and socialise.

During the visit, I had the privilege to visit the monthly Woodlands Wednesday parent group. This session, was facilitated by professionals from Bradford Inclusive Disability Services (BIDS), providing a valuable opportunity to witness the strength of the home-school partnership. The session provided opportunity to discuss regulation and sensory safe places, with numerous suggestions and advice shared to support parents when children encounter moments of dysregulation; intense wrapping (quilt), slam ball, trampoline, battle ropes, fan with water. Professionals discussed the success of the WhatsApp communication group and how this can be used to ask questions and request equipment. Parents clearly trust, respect and value the opportunity to engage in Woodlands Wednesday and look forward to the session each month noting that the meaningful parent/carer involvement, *"helps their child connect their home and nursery worlds, strengthening relationships and reinforcing the sense that nursery is a place where they are truly cared for."* - Parent/carer

Time spent speaking with parents/carers was a particularly affirming experience. Parents/carers spoke confidently about the positive impact the school has on their children and on their families as a whole. They highlighted relationships and the open, trusting and honest communication as strengths. Parents/carers celebrated the determination of leaders to ensure appropriate adaptations and adjustments are in place so that all children and families feel fully supported and welcomed into the school community.

*"Inclusion is deeply embedded in practice, culture and values"* - Parent/carer



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They expressed high levels of trust in the Headteacher to understand and meet their children's individual needs; *"Can't fault her", "honest, open with advice", "so approachable", "it's all about the relationships", "they reduce our anxiety", "they are down to earth, have positive mannerisms", "my child feels safe, understood and able to thrive."*

The final feedback meeting with the Headteacher and Deputy Headteacher further evidenced their strength in leadership, detailed understanding of school improvement and unwavering commitment to excellence for all. Staff during the day demonstrated a proactive approach to professional learning as identified via discussions and within detailed CPD logs with all leaders and staff driven by a shared ambition to meet the needs of the whole child. I would like to reiterate that it was an absolute a privilege to spend time again with such a committed staff team and dedicated Governing Body, who together provide children and families with a rich, inclusive and nurturing experience that extends far beyond the academic curriculum.

I would like to thank everyone at Hirst Wood Nursery School for making this visit such a memorable experience.

In recognition of the relentless, sustained and determined drive and commitment of leaders and staff, the progress made since the previous IQM review, the recognition by other professionals of the incredible work of the school alongside the school's ambitious plans for the future, I am firmly of the opinion that the school fully meets the standard required by the Inclusion Quality Mark to pursue Flagship School status. I therefore recommend that the school moves to 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 Nichola Russell**

**Findings confirmed by Inclusion Quality Mark (UK) Ltd:**

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