



Assessor's Evaluation for the IQM CoE Award



School Name: Kennington Park Academy
20 Kennington Park Gardens
London
SE11 4AX

Head/Principal: Anne Sturman

IQM Lead: Stephen Orton

Date of Review: 1st July 2020

Assessor: Mrs Anne Spencer

IQM Cluster Programme

Cluster Group: Cosmos Learning Hub

Ambassador: Barry Carney

Date of Next Meeting: Cancelled due to COVID-19

Sources of Evidence during IQM Review Day

Discussions with:

- Headteacher.
- Assistant Headteacher - Inclusion Lead.
- Middle Leader-Behaviour and Attendance.
- Assistant Headteacher - Quality of Education Lead.
- Assistant Headteacher - Personal Development Lead.

Resources:

- Website.
- Ofsted Report.
- Kennington Park Academy Quality Assurance Report.
- Restraint Reduction Network Training Standards January 2020.
- Map of Character Education.
- Virtual Tour of the School.



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Summary of Targets from 2019-2020

The School's targets from the previous year were based on the school development foci towards:

To further develop the multi-disciplinary team and sharply analyse data and information they provide to devise plans to promote the health and wellbeing of pupils.

Multi professional meetings have been set up to take place each term, professionals from health, education and social care come together. Two weeks before the meeting the leaders and staff at the Academy identify pupils that have been a cause for concern. Using the data from SIS (Social Independence Scale), the professionals discuss the needs of the pupils. Every professional at the meeting may offer vital information giving a holistic overview of the individual pupil's need. The holistic approach towards the pupils was explained by one of the leaders as "It gives the whole picture of the child. It means we can fit all the jigsaw pieces together." The impact is that the Academy's Individual Support Plans for the pupils are fit for purpose and bespoke to the individual needs of the pupils. Due to this holistic approach and the multi-disciplinary collaborative working, parents feel supported. Excellent relationships are built with the parents resulting in the positive impact on the high attendance rates at the Academy.

From September 2020, the five key areas of SIS will be merged into three: Resilience, Relationships and Communication, My Emotions and Managing Myself. The Educational Psychologist, the Speech and Language Therapist, the Integrated Therapist, the Play therapist as well as the therapists from the Mary Dolly Foundation work closely with the leaders, staff and other professionals including CAMHs, to ensure progress occurs in the key areas of SIS that pupils find challenging. The positive results are seen in the progress the pupils make in their ability to self-regulate and communicate with adults. They are given opportunities through activities to form safe and secure relationships with their peers, which are closely monitored by the staff in terms of personal development and social interactions.

Pupils are recognised for their progress towards SIS which is addressed throughout the curriculum including in PSHE and assemblies. Parents are kept informed and encouraged to address SIS at home reflecting the strategies in school to support the pupils. The leaders and staff embrace and work hard to forge excellent relationships with the families, this is built on trust and the staff giving up their time freely to listen to the concerns and challenges the pupils and their families may be facing. The multi-disciplinary approach ensures that all issues can be faced universally. Each meeting has an agenda addressing the immediate issues as well as an evaluation of the actions from the last meeting and the next steps.

Next Steps:

- To develop an assessment system to evaluate the impact of therapeutic intervention. Using SIS statements to measure progress from pupils' baseline at the start of the intervention in comparison to the end of the intervention.



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Develop a consistent reporting mechanism using Go4Schools assessment toolkit. This will allow the progress of groups to be more effectively analysed with a focus on different groups such as the more able disadvantaged pupils.

Training has been delivered to staff by Go4Schools with ongoing support from the Assistant Head responsible for leading assessment and the quality of education. English, Maths and Science data are the focus for the academic year. This allows staff time to use the new system as well as create meaningful steps of progress statements for the foundation subjects. Data drops take place every six weeks, it is then analysed and discussed with staff at pupil progress meetings. The analysis of the data shows that progress between groups of pupils are similar. However, pupils at Rockbourne Park (which is the provision for Lewisham) appear to make more progress than their peers at Kennington Park and the complex SEMH provision called Oak Park. This could be due to the fact they may have been out of school for longer and therefore make accelerated progress on arrival from their baselines. Following on from the pupil progress meetings, SMART targets are then set according to the needs of the pupils. Targets are shared with both the pupils and their parents. Pupils with EHCPs work towards their EHCP outcomes through both the curriculum and through the individual intervention work.

The Quality Assurance Report states (January 2020):

'Teachers and leaders use assessment well to help pupils embed knowledge and inform teaching.....Teachers and support staff have both received training in the new progress system and work collaboratively to assess pupils at opportune moments identified in the curriculum plan.'

Both curriculum targets and SIS targets are embedded into the curriculum. Termly themes are displayed focussing on a key area of SIS. All conversations with pupils address the SIS and curriculum targets to ensure the pupils understand the importance of personal development as well as the importance of acquiring new knowledge, skills and understanding through the curriculum. The introduction of Go4Schools means monitoring and tracking systems assess the progress of all groups of pupils through the rigorous analysis of data triangulated with learning walks and work scrutiny.

Next Steps:

- Pupils to be re-baselined (WRAT Test) when school fully reopens.
- New teaching staff to be trained in Go4Schools.
- Refresher training for all staff in September.
- To review the use of Lexia and Mathletics.
- To research other programmes such as Read write inc, Talk for Writing, 123 Maths, Times tables Rockstars and White Rose Maths Scheme.



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Create opportunities for staff at all levels to share best practice from across the PLT.

Kennington Park Academy (KPA) welcome visitors and visit other provisions within the PLT to share excellent practice. The discussion of excellent practice is ongoing through the PLTs' steering groups. The steering groups' promote the sharing of excellent practice in key identified areas such as Teaching and Learning, Leadership and Behaviour. The sharing of CPD brings a sense of collaboration and unity across PLT.

In October 2019 Oak Park staff at KPA visited an SEMH provision within the PLT, this reassured them that their own structures and processes were all in place to achieve the best possible outcomes for the pupils. Inset training in the Spring term allowed staff to visit other Academies to take part in professional workshops. MAPA (Management of Actual or Potential Aggression) induction training took place at Park Academy, meaning that KPA staff were prepared for their whole school MAPA training later in the Spring term. Training at the Inspire Academy supported the Assistant Head leading the Oak Park provision at KPA to ensure in depth understanding of the EHCP and Annual Review process. KPA welcomed visitors from Wandle Valley Academy to engage in workshops on web planning and the IQM status. The topic webs planned were taken back to Wandle Valley to teach to the pupils.

CPD also takes place for new teachers, current staff and leaders on an individual basis to ensure they reach the high expectations of KPA. This includes SENCO training, MAPA refresher training, Safeguarding, HR training, Safer Recruitment, EduCare online training as well as Go4 Schools, Purple Mash and Google Classroom refresher training.

The Head is passionate in her quest to support and develop leaders of the future as well as upskilling all staff, she is continually developing the outcomes for all pupils through shared practice within KPA and by working collaboratively within the Trust. The Head also works closely with local and further afar Primary and Secondary schools to ensure smooth transitions, ensuring pupils can continually move forward in a positive manner on their learning journeys. The excellent practice of staff through the CPD opportunities ensures the learning journeys of the pupils are as smooth as possible.

Next Steps:

- To continue to work collaboratively within the PLT to develop excellent practice in identified areas.
- To continue to welcome visitors to share excellent practice within KPA including Oak Park and Rockbourne Park.



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Agreed Targets and Actions for 2020-2021

To continue to use SIS assessments and data to plan interventions for pupils. This will mean that therapy will be targeted to identified pupils to support the personal development in social, emotional and mental health.

- To agree a key area to focus upon divided into six half terms.
- Learning assistants to monitor key area on a weekly basis.
- Behaviour Lead to collate data and feedback to staff termly.
- The focus to be reviewed at the end of each term so that areas can be identified as key priorities for the following term.
- Interventions for pupils to be planned and informed from the data.
- Pupil Progress Meetings use data and pupil observations to inform next steps.
- Curriculum plans embed key focus.
- Therapists have access to Sleuth to view SIS data to inform practice.
- Therapists are included in pupils progress reviews working collaboratively with SENCO, Behaviour Lead and Class Teachers to ensure pupil targets are SMART.
- All Individual Behaviour Plans have 1 or 2 SIS targets specific to individual pupil's identified need.

Redesign the curriculum and the timetables so that all learning is sequenced. This will have a positive impact on the acquisition of knowledge, skills and understand of all pupils in the core subjects of English, Maths and Science.

- To establish a new timetable where English, Maths and Science are taught over a period of at least a morning or a day so that pupils are immersed in learning in an engaging and fun way to support deep understanding.
- To ensure that all schemes of work reflect the sequencing of knowledge and skills.
- Monitor teaching and learning through learning walks and book scrutiny.
- Rigorous analysis of data on Go4Schools to inform next steps.
- Teachers' planning supported by meetings led by subject leads and Assistant Head for the quality of education.
- Staff meetings to review data with staff regarding pupil progress.



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To enhance the work of KPA to improve the personal development of the pupils to include addressing cultural capital. This means that KPA will impart the essential knowledge that pupils require to prepare them for their future success. They will give the best learning experience to every pupil.

- The detailed 'Character Education Map' will be reviewed alongside the curriculum success.
- Pupils will have Activity Passports.
- Pupil Activity Passports will enhance pupils' experience.
- Parents will have ownership of pupils experiencing suggested activities at home to compliment activities in KPA.
- Pupil Activity Passports will be reviewed and inform future planning.
- Specific areas of Personal Development will be added to the topic web.
- Activities in KPA will be designed to address the pupils' wellbeing post COVID-19.
- Staff meetings will inform the introduction and impact of Activity Passports on pupils' progress.
- Activity Passports will be reviewed half termly to ensure there is focussed planning for the following half term.

The Impact of the Cluster Group

The Cluster Meetings have been successful and well attended, they are shared between staff to develop their leadership qualities and areas of expertise. This means that different staff attend the Cluster Meetings depending on the topic.



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Overview

It was an absolute pleasure to discuss the developments of the CoE Outcomes for 2019-2020 and the future aspirations with leaders and middle leaders at Kennington Park Academy. It was evident from the discussions that leaders are given the opportunity to develop their leadership pathway in their areas of expertise and interests to support the strategic direction of the Academy. It was apparent that they all displayed a true sense of purpose and passion in their roles. The distributed leadership means that everyone feels valued and engaged to lead in their area of expertise. Leaders proactively seek opportunities to continue to develop the caring and nurturing environment they have helped to create. It came across very strongly that they are all motivated to develop their own area of knowledge for the best possible outcomes of the pupils.

Inclusion is at the top of the agenda at KPA. Leaders have carefully planned the curriculum in terms of what the pupils need to learn, this means that by the end of their time pupils will have acquired the knowledge, skills and understanding in key areas of the curriculum as well as in key areas in their own personal development through SIS. Pupils develop the confidence to apply their experience into a variety of environments including staying at Oak Park, reintegrating into mainstream or special education carefully explored to ensure it is a suitable choice for their individual needs. The Head and the leaders' supportive and outward looking approach ensures positive relationships are developed with other professionals and the local authorities of Lambeth and Lewisham. This ensures that pupils are fully supported to attain the best possible outcomes.

The Academy is also active in the PLT (Parallel Learning Trust). The collaborative approach ensures excellent practice is shared and developed amongst the Academies bringing and giving CPD opportunities to both leaders, the teachers and learning assistants. KPA are extremely successful in providing an education for pupils to reintegrate back into mainstream or to move to a more specialist provision. Rockbourne Park has moved from its original site to the KPA site whilst an alternative building in Lewisham is sought. It is commendable to the leaders and staff that the transition for the pupils has been successful. Although they are taught separately, they access the playground and assemblies together along with the pupils in Oak Park which is for pupils with more complex SEMH needs. The fully inclusive environment means that pupils on a twelve-week placement integrate with the permanent pupils in Oak Park.

Through the SIS key areas and targets, pupils learn to self-regulate and begin to understand the importance of their own personal development and the impact of the choices they make. They learn to take ownership of their behaviour. The skilful strategies that the staff and leaders at KPA, Rockbourne Park and Oak Park use, are shared with the mainstream schools so that re-integration is achievable if deemed appropriate. The tailored programme for each pupil ensures that their needs are swiftly identified and addressed. Leaders and staff work closely with the mainstream schools to ensure the strategies can be followed through when they are reintegrated back into their schools.



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The Leaders are skilful in making a judgement on the best future provision for the pupils, Lambeth and Lewisham respect the judgements of KPA. The expertise of the Head means she can swiftly identify if a pupil requires an EHCP to access more support. The close relationship with schools means that they may seek support from KPA when applying for an EHCP for a certain pupil.

The curriculum meets the needs of all the pupils, it is enhanced by educational visits. For example, Rockbourne Park has taken part in Forest Schools which gave the pupils a love of the outdoors and taught them new skills such as, den building and craft making. Visits to the Science Museum have enhanced the wonders of Science for the pupils. A visit to the Young Vic for a drama workshop in December 2019 culminated in the pupils putting on a production in the theatre. Engaging in cookery activities taught the pupils the importance of healthy eating as well as the need for cleanliness and hygiene in the kitchen and the importance of cleaning surfaces and washing up. Picnics in the local park supports the pupils to respect the local community and enjoy calmness and a chance to interact socially in a new environment with their peers, learning assistants and teachers.

The Head and the leaders have thoughtfully planned out the needs of the learners balancing the need to develop their social and emotional skills as well as addressing their academic needs. This has been carefully achieved through mapping out the academic curriculum alongside character education curriculum. The implementation of the new monitoring systems along with SIS ensures that the holistic needs of every pupil will continue to be met with an embedded 'Assess, Plan Do Review' cycle informed by assessment data, pupil progress meetings, learning walks and book scrutiny.

The virtual tour of the school confirmed the discussions with the staff. The classrooms were extremely well organised with wonderful displays addressing literacy and numeracy as well as topic work and displays addressing the current focus from SIS. Displays in the corridors showed wonderful artwork related to a famous painter that the pupils had studied. The library was an engaging place for the pupils to take part in one-hour library sessions for each class. Inspirational and informative displays regarding a workshop on the Windrush generation informed the pupils of an important time in history. They enjoyed dressing up and playing parts of a newspaper reporter, taking the role of an interviewer and the role of being interviewed. They experienced Caribbean food as well as craft workshops and music. The displays reflected the joy and fun the pupils and the staff had together learning about the Windrush.

During the virtual review, staff were happy and friendly, calmly supporting pupils with their learning. Pupils were motivated and engaged in their work, they were playing calmly together on the playground. It was clear that the atmosphere was nurturing and conducive to learning created by such inspiring and patient staff.

During the COVID-19 pandemic leaders and staff have gone above and beyond to support families and the pupils. KPA has remained opened throughout the Easter holidays to the most vulnerable pupils throughout the lockdown. Their support extends to planned visits every two weeks to each home to deliver home learning including resources to use such as pencils, reading books and crayons. This is to ensure that



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pupils and their families are safe, it also means that those pupils who cannot access learning online continue to be included in learning. Regular telephone calls are also made to ensure the wellbeing of all the pupils and their families.

A social distancing leavers assembly is taking place at the end of this term in the playground for the Year 6 leavers and their parents, there will be tea and cakes. Each pupil will be given a stationary pack as a gift and will prepare a speech giving advice to the younger pupils. This shows the commitment of the staff even in these challenging times to keep to traditions, to ensure Year 6 do not miss out and feel valued as they move onto the next phase of their education.

The start of the new term in September is being prepared for with topics such as 'All about Me' to ensure and evaluate the wellbeing of the pupils. The key priority for September is to keep the pupils safe and to assess their starting points so that the holistic approach to the curriculum will address the needs that have resulted due to lockdown. Staff will also ensure that they address the EHCP outcomes at every opportunity for those pupils with EHCPs and that topics taught have a sense of reality to the pupils' lives.

The three key points in the mission statement sum up Kennington Park Academy. The Academy does:

- Offer a secure and a carefully structured environment where disaffected pupils develop as confident and independent learners able to achieve their best.
- Support the reintegration of pupils back into schools.
- Promote the values of Citizenship, Courage, Friendship, Equality, Determination, Inspiration, Mutual Respect and Tolerance.

This was apparent in abundance. The Head, leaders, teachers and learning assistants achieve this daily.

The virtual review and the virtual tour of Kennington Park Academy (KPA) left one feeling very humble. The Head and leaders provide a fully inclusive environment where everyone is valued and supported to achieve; whatever their individual starting point and needs. The Academy goes far and beyond the extra mile.

I recommend that they retain the Centre of Excellence status and be reviewed again in 12 months. I look forward to visiting next academic year.

Assessor: Mrs Anne Spencer

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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