



4th July 2019

Ms Anne Sturman
Headteacher
Kennington Park Academy
20 Kennington Park Gardens
London
SE11 4AX

Assessment Date: 20th June 2019

Summary

Firstly, I would like to thank you, your team and your students for such a warm welcome. It was a privilege to spend the day with such a committed team and very special children.

Kennington Park Academy (KPA) is a Key stage 1 and 2 Alternative Provision serving the London Borough of Lambeth area. The Academy joined the Parallel Trust in 2014. The provision capacity is 50 students and there are currently 48 students on roll aged 5-11. The school currently has 4 girls and 44 boys on roll. The largest group in the school are children of black Caribbean heritage (currently 33%). The next largest group is black African (currently 23%) and white British (currently 8%). 31% of pupils are entitled to free school meals and 8% of the current cohort have English as an additional language. Every pupil at the school has a SEN support plan and 12 pupils have an EHCP with a further 9 pupils under assessment.

Attendance is currently 91%. There are currently 2 LAC, 3 children with CP plans, 2 children with CIN plans and 3 with EHAs. The teaching staff are supported by a speech and language therapist (one day per week), a play therapist (one day per week) and an integrated therapist (2 days per week). The school also benefits from one morning a week from a Mary Dolly Foundation funded counsellor and there is an allocated school nurse and community paediatrician. The school buys in to the local authority EP service from Lambeth to support with completing EHCPs for students as required.

Exclusion is very rarely used with no FTE to date this year and only 2 FTE last academic year.

The school was awarded the Advanced Healthy School Award in 2008 and gained the Bronze award in 2016. The academy was accredited with the Let's get Cooking Award in 2009 and the International School award in 2011. The IQM award was achieved in 2016. Children generally start at the school with a history of negative school experiences and low levels of achievement. Progress at the school is good however due to very low starting points children's overall attainment compared to national expectations is low.

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The school's last OFSTED inspection was completed in April 2017 and it was deemed to be good in all areas.

The academy currently has a service level agreement with LB Lewisham and from September 2019, the provision will be supporting Lewisham with their new primary alternative provision. Commissioned by LB Lambeth, this academic year the academy has opened and is developing an SEMH provision, Oak Park. This provision will support the sixteen KS1 and 2 pupils whose needs will not be met in a mainstream school. The re-integration team/behaviour outreach team has been dissolved since the last IQM assessment as a result of cuts in funding. The Headteacher, SLT and SENCO do much of the liaison work with the schools who refer students in to KPA.

Over the course of the review I spent time with each class, visited breakfast club, an assembly and completed several learning walks. As part of the review, I met with parents, students, a Governor, the Headteacher and various staff, including the counsellor who was particularly complimentary about the adherence to clear boundaries and practices consistently applied at KPA.

I am of the opinion that the school continues to fully meet the standard required by the Inclusion Quality Mark. I also recommend that the school consider applying for Centre of Excellence, which I would fully endorse. This would be 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: Andrea Atkinson

Findings confirmed by Inclusion Quality Mark (UK) Ltd:



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



Element 1 - Inclusion Values and Practice

Strengths:-

- The value and priority placed on the inclusive ethos of the school is evident with the emphasis on building positive behaviour through high expectations. There are clear routines which are positively re-enforced by all staff with a consistent blend of challenge and nurture.
- Each class teacher is supported by a Learning Advisor and is responsible for a group of up to ten children. Each class is identified by a colour and a value and all are welcoming, bright spaces with the children's work displayed throughout.
- On entry to KPA, children are assessed and their individual needs discussed with class teachers and parents. The school uses a range of therapeutic and holistic techniques to support the individual needs of the pupils. These include play therapy, speech and language therapy and counselling sessions as well as assertive discipline and positive touch techniques.
- All staff complete a clear and complete induction period which involves them observing other teachers for at least one week before taking up their designated role. All staff are role models for the students, demonstrating positive and socially acceptable interactions as well as correcting inappropriate behaviour. Staff undertake and share a broad range of professional development. In this last year, all staff have completed SALT training and all are team teach trained. Children are consistently reminded about the value of inclusion, tolerance and respect as part of the school's commitment to promoting 'British Values'.
- From my conversations with the children throughout the day, it is evident that they feel valued and cared for in school. They are able to articulate that they are working on developing positive attitudes to their learning and greater independence. There is a wide range of rewards, with learning tokens awarded throughout the learning sessions, re-enforcing positive behaviour and learning. Staff consistently use a shared, positive language of learning with the children and high expectations are visible throughout the school.
- Every child has a personalised SEN plan and there is a strong emphasis on providing the broadest range of interventions and opportunities to enable children to make progress and to be re-integrated in to mainstream wherever possible. Barriers to learning are identified and the school uses Climbing frames assessment and Go4schools to track individual progress.
- During the review visit, students were engaged in 'bikeability' sessions and I observed the Year 5/6 students working with a mentor from 'Growing against violence' who delivered an engaging session on the dangers of gangs. I also observed a whole school assembly focused on kindness and random acts of kindness, a theme which teachers and learning advisors referred back to throughout the day.



IQM Assessment Report



- The school runs a breakfast club and parents are encouraged to share relevant contextual information with teachers in the mornings which facilitates personalised planning for the day. After school provision is also available when necessary. Many of the parents are engaged in study and the school actively supports this.
- The Parallel Learning Trust is expanding and colleagues at KPA will develop an active role in supporting other schools within the Trust, specifically with attaining IQM awards.

Areas for Development:-

- As part of the Trust's development, consider how to engage social care and CAMHS at directorate level to explore ways of securing specialist secondment in to a wider holistic team based at KPA to support students and families.
- Consider IQM COE award to support leading the development of IQM across the Trust.



Element 2 - Learning Environment, Resources and ICT

Strengths:-

- The school has expanded since the last IQM review and now has five classes (previously there were 4) each with a teacher and learning advisor (TA). All teachers and learning advisors have a clear understanding of the needs of the children in their class and how to support them to access areas of the curriculum. Behaviour sanctions and rewards are clearly displayed and articulated in each class.
- Children and adults have a positive and productive level of conversation, where needs and expectations are discussed freely. Children's accomplishments are celebrated wherever possible and positive praise and behaviour management underpins the school learning environment. Four of the classrooms have an interactive whiteboard and all classes have two in-class PC's. The school has a one set of laptops which is shared throughout the school and there are plans to upgrade and extend these as the school expands.
- Lexia and Mathletics programmes are used with students as part of the computer-based literacy and maths curriculum and are adapted to meet individual needs. Purple Mash is used to help deliver the ICT curriculum. Children have regular cooking lessons which are both popular and instrumental in developing life skills and healthy eating habits. P.E. lessons are delivered by a company 'Moving Matters' who also provide staff training. Members of staff share the responsibility of providing resources and work in teams to coordinate themes and different subjects.
- The school building has undergone some re-modelling in anticipation of the new SEMH centre - Oak Park, a provision for up to 16 children who will have an EHCP for SEMH.
- Teachers plan the learning to meet the individual needs of students and common learning themes are clearly visible around the school e.g. Rainforest - a very popular topic with the children.

Areas for Development:-

- Further develop the use of IT to create and support opportunities for more independent learning.
- Consider how best to develop a sensory room in the current 'time out' space (see above - securing CAMHS intervention and support).



Element 3 - Learner attitudes, values and Personal Development

Strengths:-

- All of the students I spoke with told me how much they like attending KPA because they feel helped and cared for. This was echoed very much by the 6 parents I met with at morning drop off.
- As to be expected within an SEMH provision, students can and do experience episodes and emotional outbursts. This occurred with one student during the review and the incident was dealt with so that the child was given the opportunity to calm down and have a fresh start. Evidently, students feel safe and secure, even in moments of extreme distress. All staff have received team teach restraint training and parents/carers are fully updated as appropriate.
- When starting at KPA, many of the children struggle with behaviour and forming positive relationships, most having been permanently excluded from their mainstream schools. KPA focuses on improving children's ability to manage their own behaviour and integrate positively. Moving forward and working through difficulties and challenges is at the heart of practice and the school's ethos.
- The system for rewards and sanctions is understood and valued by the students. Children can describe good and bad behaviour and can articulate the impact on others. The children are encouraged to talk through their difficulties and there is a strong emphasis on restorative approaches. Apologies are insisted upon and there is a clear focus on helping others, reminding them of the rules and offering positive peer support.
- Children are involved in setting their own targets and encouraged to think about future choices. Personal goals are included in the individual SEN plans which are at the centre of planning and assessment. Children understand that they all have different needs and often support each other well. Children understand that staff are there to help and they openly talk to the teachers/learning advisers.

Areas for Development:-

- Ensure that the Headteacher and the Chair of Governors have up to date management of allegations training (incidents of restraint).



Element 4 - Learner Progress and the Impact on Learning

Strengths:-

- Each child in the school has a SEN Support Plan which describes their strengths, areas for development and individual targets. The children are very much included in discussion around their individual targets.
- Progress is tracked by their teachers using 'Climbing Frames' and the school has recently implemented the GO4Schools assessment programme. The Learning Advisor conducts baseline reading and spelling testing for all students on entry and throughout the year. Children are also assessed using a behaviour competency checklist and behaviour targets are included in the SEN Support Plans.
- Progress is reported to parents on a regular basis and through termly progress reports. Areas of progress and need are further discussed in pupil progress meetings. The 2017 Ofsted monitoring visit confirmed that children make good progress within the school, often from a starting point well below national expectations.
- Parents are surveyed about the progress they feel their child is making and much of the positive feedback from the most recent survey focusing on behaviour and nurture.

Areas for Development:-

- Further develop the parental survey, and seek ways to secure a higher response percentage - consider engaging parents through focus groups



Element 5 - Learning and Teaching (Monitoring)

Strengths:-

- It is evident throughout that staff nurture strict and positive relationships with the children, with a clear focus on personalising learning to support individuals. This is a priority as the children have likely not had a positive experience at mainstream school. They have drawn negative attention to themselves and have often struggled with the work. Students arrive with low self-esteem and poor engagement in learning generally. Visible, consistently applied boundaries and expectations compliment strong nurture to quickly stabilise very vulnerable and damages students.
- A culture of regular learning walks has been developed to support teaching and learning. Lessons engage children well and support them take a positive interest in their learning. All of the lessons I visited were both engaging and positive. Planning is centered around individual needs, participation and achievement. The Learning advisers know the children well and work with teachers to make sure all children are supported and are moving positively towards their individual goals. Children's progress is regularly monitored and updated both in class and as part of a regular formal assessment process.
- Teachers and learning advisers focus on strong behaviour management and creating a positive learning environment where confidence is boosted, self-esteem is raised and achievement in attitude to learning, as well as academic achievement is celebrated.
- The Headteacher is a highly experienced leader who models the ethos and high expectations at KPA. Individual staff development and performance management is monitored using the Perspectives system and Academy council members provide quality assurance in support.
- As the provision expands and to grow middle and senior leadership, the Head will take on a more strategic role and 3 new assistant head posts are to be created.

Areas for Development:-

- Consider introducing a Key Worker system to further enhance team development and support re-integration where possible.
- Consider sourcing regular clinical supervision for staff to support.
- Consider offering open training sessions for mainstream colleagues to support re-integration.



Element 6 - Parents, Carers and Guardians

Strengths:-

- I met with 6 parents at the start of the day, all of whom expressed the relief they feel knowing that their child is in an environment where the team work through challenges and they no longer have to dread the phone calls from school as was previously the case in mainstream. All the parents felt that the staff at KPA go the extra mile for their children and expressed very positive views of the support they receive.
- The team at KPA put a great deal of effort in to developing positive partnerships with parents and focus on a shared desire for the children to thrive and make progress. Parents are greeted warmly in the morning and throughout the day. On the afternoon of the review day, some parents were arriving to join the parent session around gang awareness.
- Parents and carers maintain regular contact with the team through the home school book which goes home every day for parents to write in. The school offers parents support with referrals and applications to other agencies and there is a personalised approach to secondary transfer arrangements. Where students are not considered ready to transfer in to Year 7 in a mainstream school, placements are secured within specialist provision.
- Parents receive termly reports about their child's progress in addition to learning review days and regular reintegration meetings.

Areas for Development:-

- Consider developing parental support groups which give parents the opportunity to connect with each other and share their experiences with managing routines and positive behaviour strategies. They would really welcome this!
- Develop proactive strategies to secure feedback from all parents and increase parental participation in policy review/school development/parental survey.



Element 7 - Governing Body and Management: External Accountability/Support

Strengths:-

- I met with a member of the Academy Council who was also scheduled to join the parent session on gangs. The Academy Council consists of ex-teachers and education professionals, and all members have their own area of responsibility reflecting their expertise. Teachers have a termly informal meeting with council members to discuss issues relating to the school and the roles that the Academy Council members have.
- Governors have undertaken a skills audit and they meet and train with council members from the other academies within the Parallel Trust to share experience and expertise.

Areas for Development:-

- Consider actively seeking wider stakeholder engagement with the commissioning local authorities and children's services to secure school based multi-disciplinary team development - specifically, social care and CAMHS.



Element 8 - The School in the Community and how this Supports Inclusion

Strengths:-

- KPA provides a vital provision for children with significant needs within the boroughs of Lambeth and Lewisham, working closely with schools across both boroughs to promote inclusion and the reintegration of pupils. This includes offering support and advice to schools on how to support children in mainstream education as well as ongoing support throughout the re-integration process.
- The school utilises a wide range of local resources to maximise learning and developmental opportunities for the children, and there are plans to further exploit the resources within Kennington Park; gardening clubs, 'Bee Urban' and with the community group 'Friends of Kennington Park.'
- The Spinnaker trust delivers assemblies and regular visits by the community police officer. The school works closely with 'Chance UK' who provide 1:1 mentoring over a one-year period for students. The school drummers have performed at the Lambeth school's music festival and the team have arranged visits from Battersea dogs home workers to talk to children about dogs and responsible dog ownership.

Areas for Development:-

- Consider extending experiential learning, for example, engaging local theatre groups, theatre visits (special performances for SEND students).