



# Inclusion Quality Mark (UK) Ltd

15<sup>th</sup> August 2016

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

**Date of Assessment: 14th July 2016**

## Summary

“Kennington Park Academy works with up to 50 primary-age pupils who have been permanently excluded or are missing education. The school aims to reintegrate pupils back to mainstream primary school or support the transition to secondary school at the end of Year 6. By providing high quality teaching and learning to those pupils who need short and medium term intervention the school makes reintegration into the mainstream a real possibility. The school also provides additional support to parents/carers and schools of pupils with statements of special educational need, (Education Healthcare Plan) and facilitates additional support through the transfer to specialist provision as soon as possible.” (School website 2016)

The mission statement of the school includes the following:

1. To offer a secure and carefully structured environment, where disaffected and/or permanently excluded pupils develop as confident and independent learners able to achieve their best outcomes.
2. To facilitate and support the successful reintegration of pupils into schools.
3. To promote the values of citizenship, courage, friendship, equality, determination, inspiration, mutual respect and tolerance.

In line with their overall mission statement, the schools approach to inclusion is to provide a highly structured teaching and learning environment which aims to engage and motivate all pupils. Also, in recognising that reintegration back into mainstream school is high on the agenda, teaching and learning areas are laid out and equipped as near as possible to mainstream classrooms.

The school is currently undergoing an extensive refurbishment and new build programme, all due to be completed by the end of 2016. This will provide extra classroom space to accommodate the increasing numbers on roll. At the time of my visit, staff were in the later stages of packing resources etc. in preparation for the summer holidays and the internal building work.

The school operates on traditional timings (9.00am-3.30pm) but due to the travelling times of some of the pupils, start times for lessons are flexible and can be adjusted to 9.30am. An integral part of each day is the “meet and greet” of all pupils on arrival.

Kennington Park is a member of the recently formed (2014) “Parallel Learning Trust,” a Multi-Academy Trust specialising in primary, special and alternative provision. The members of the group are as follows:

- Park Academy (Lambeth)
- Kennington Park Academy (Lambeth)
- Ramsden Hall Academy (Billericay)
- Inspire Academy (special school Medway)
- Seabrook College (Pupil Referral Unit Key stage 3/4)

The most recent Ofsted inspection (2011), prior to its conversion to academy status, the school was formerly known as Kennington Park Bridge to School. The inspection report judged the school to be good overall, with particular mention of:

1. Good care, guidance and support enable them to successfully overcome their behavioural, emotional and social difficulties.
2. Pupils' needs are assessed accurately. Lesson planning takes good account of these assessments.
3. The school has developed especially effective partnerships with mainstream primary and secondary schools. The positive work of school staff in preparing pupils for transition and supporting them on reintegration placements ensures that those pupils who are ready to return to mainstream on a part- or full-time basis do so successfully and with improved confidence and self-esteem.
4. Teaching is often dynamic and exciting.
5. The senior leadership team has a comprehensive and accurate view of the school's strengths and weaknesses.

I can confirm from the discussions during my visit, the observations I made of teachers, support staff and pupils and the documentary evidence presented, that the school has maintained the above standards and worked hard to further develop and embed approaches tailored to the individual needs of the pupils.

The Ofsted report recommended that the school should improve pupil attendance and raise pupil attainment through regular written feedback identifying what pupils need to do to achieve the next steps in their learning. A variety of interventions (parental contact, advice and monitoring) has seen pupil attendance improve since the report and over the last two years the school has bought into the “Outstanding Teaching Intervention” programme, focussing heavily on feedback, challenge and engagement, which in turn has had a positive effect on teacher feedback and pupil attainment.

This is the first IQM assessment of the school and was conducted over one day during which time I met with:

- Head Teacher
- Members of the Senior Leadership Team
- IQM Coordinator and SENDCO
- Representatives of the teaching team (assessment, science)
- Observed lessons: Maths, English, PE

I also had lunch with the pupils in the school dining room. All food is cooked on site with a strong emphasis on healthy eating and making good choices. Lunchtime staff interacted very positively with pupils and continued the excellent role modelling of conversational social skills set by the teaching and support staff.

In addition to the meetings and discussions with staff I had access to all areas of the school and, in addition to the submitted IQM information, the following documentation was presented for scrutiny:

- All mandatory policies including: Anti bullying, SEND, Safeguarding, Behaviour, Reintegration and Equality.
- Record of CPD.
- School newsletters.
- Photographic evidence of visits, pupils work etc.
- Pupil progress data (Purple books).
- Transition details.
- Home/school agreements.
- Pupil premium spend/accounts.
- The cob oven project (cob oven built in the outside communal area).
- School Improvement Plan 2015-16.

Evidence was also provided detailing the links the academy has made with outside agencies and external providers:

- The Connected Learning Centre
- Darwin Court
- CAMHS, Educational psychology service
- Police
- Lambeth local authority
- Mainstream schools (via outreach service and integration plans)
- Therapist: play, speech and language
- School councillor (Mary Dolly Foundation)
- The Mary Sheridan Centre (Paediatric)
- Chance UK (Mentoring)
- GAIA (Domestic violence support)
- Wilson Consulting 1997 Ltd

The school makes excellent use of the available space, which is currently limited, and is able to provide classroom spaces, gym and break out/intervention rooms. Outside space

includes an enclosed play area (similar to a Multi-Use Games Area: MUGA) plus grassed and covered seating spaces.

Following discussion with staff I was asked to note the following resources which the school might like to investigate further

1. PASS: Pupil Attitudes to Self and School. "PASS is an all age attitudinal survey that provides a measurement of a pupil's attitude towards themselves as learners and their attitudes to school (ages 4-18+) published by GL Assessment
2. Emotional Literacy: Assessment and Intervention. "identifies the status of the pupils' emotional literacy and provides follow up activities for intervention." published by GL Assessment
3. School Pod ([schoolpod.co.uk](http://schoolpod.co.uk)) "a web based management information system allowing schools to manage all aspects of behaviours, monitor assessments, track progress and eliminates the need for paper reports"
4. [mintclass.com](http://mintclass.com) "A seating planner giving you instant access to all the data you need"
5. "Class charts" (as 4 above)
6. Microsoft OneNote "a computer program for free-form information gathering and multi user collaboration. It gathers users notes (handwritten or typed) drawings, screen clips and audio commentaries. Notes can be shared with other OneNote users over the internet or a network."
7. CPOMS ([www.cpoms.co.uk](http://www.cpoms.co.uk)) "a revolutionary software application for monitoring child protection, safeguarding and a whole range of pastoral and welfare issues"

The dedicated staff team operate extremely consistent systems throughout the school, beginning with a comprehensive induction to the school for new pupils and then an ongoing attitude of high expectation and drive towards pupils gaining the necessary skills to achieve to the best of their abilities, with a clear view to reintegrating back into a mainstream placement. Staff have an in depth knowledge of all pupils based on continuous assessment and the sharing of information.

The curriculum is broad and varied with an increasing focus on a "Growth Mindset" approach to learning, which both engages and enthuses learners and helps them to become independent learners. I was particularly impressed during my tour of the school in seeing pupils working collaboratively using self-evaluation skills. ICT is becoming an integral part of the teaching and learning environment both as a resource for pupils and as a tool for engagement, monitoring, tracking and recording. The school supports the professional development and skills of the staff team with CPD activities directly related to the skills audit of staff and the overall school development plan.

The school has been working under some stress and difficulty over the past year, directly due to the building and conversion works. This has affected not only the long term planning, but also the day to day running of the school. Spending on resources and ICT upgrades have been put on hold pending a full analysis of what is required within the new provision however the outstanding teamwork and expertise of staff members and the highly valued outreach service to schools has ensured that the school has remained focussed on their mission statement and their inclusive ethos.

Given the evidence presented to me during my visit and my observations of the high quality practice in place within the school, I am confident that it has the capacity to sustain and further develop inclusive practice.

Pupils who had previously been having a difficult time in their previous schools are now settled and happy. The data and tracking information clearly highlights the positive effect this is having on their attendance and levels of attainment. The new build and alterations will give the staff the opportunity (and space) to develop the success of the provision.

I am of the opinion that Kennington Park Academy fully meets the standards required and should be awarded the Inclusion Quality Mark, to be reassessed in 3 years' time.

**Assessor:** Dave Stott

**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: The Inclusion Values and Practice of the School**

The IQM Self Evaluation document is comprehensive and I was able to verify the accuracy during my visit. Inclusion is a central ethos for all staff, recognising that all of the pupils have been excluded from their previous schools. The school uses a wide range of therapeutic and holistic approaches and combines this with a clear and consistently applied approach to the management of pupil behaviour. Staff fully understand the importance of giving all pupils the very best opportunities to succeed in their own learning journey, either at Kennington or by reintegrating to a mainstream provision.

Part of the new build project will be to increase the space and resources available to Kennington Park, but will also include the creation of a new school on the shared site (Auora House, a specialist provision for students identified with ASD) Kennington plans to use the unique opportunity to share best practice, advice and specialist knowledge.

### **Strengths:**

1. Highly effective lines of pastoral care and communication within the school (staff briefings, email, face to face). This results in all staff having in depth knowledge of both academic skills and levels of pupils plus their social, emotional and behavioural skills.
2. Achievements celebrated and shared using an effective reward system.
3. Safeguarding, recruitment and child protection all well embedded in the ethos and practice of the school.
4. The school uses a “re integration readiness” scale to determine future provision for pupils.

### **Areas for Development:**

Once the new build and internal alterations are complete, teaching and learning areas, resources and furnishings will be reviewed, audited. The internal changes will make significant changes to the variety of teaching approaches and suitability of provision for pupils on roll.

## **Element 2: The Learning Environment, Resources and ICT**

The current classroom learning environments are well equipped and carefully structured in consideration of the social, emotional and behavioural needs of the pupils. Communal areas are well maintained and use high interest stimuli to engage and motivate youngsters. The school has recently contracted a photographer to produce very high quality pictures of pupils and staff at work in classrooms, children’s work and photos of trips, activities are also a feature of the communal areas.

Whilst ICT is available in all areas, the school has had some technical problems re online access and the maintenance and repair of hardware, however the new ICT contract which comes into action in the new school year will alleviate this.

There will obviously be significant changes to the learning environment following the completion of the building works.

### **Strengths:**

1. Good facilities and resources throughout the school. Classroom areas are well equipped and ICT forming an integral part of many lessons. A range of software programmes (Lexia/ Mathletics) increase pupil engagement and attainment.
2. Outdoor spaces are well planned, used creatively and carefully thought out.
3. The whole school site is well maintained and litter free. Many areas inside the building are carpeted which has a positive impact on noise levels and subsequently, the behaviour of pupils.

### **Areas for Development:**

As documented in the SER:

1. New playground area.
2. Refurbished classrooms.
3. Ensure the new ICT contract fulfils the requirements of teachers, both in terms of teaching and learning, but also in monitoring, tracking and communication.

### **Element 3: Learner Attitudes Values and Personal Development (based on in-school observation and discussions with learners)**

Through a very structured and consistently applied approach to teaching and learning, all staff focus on teaching and recognising good and appropriate behaviour. This in turn leads to pupils improving their own skills and being able to monitor and manage their own behaviour. There are many activities undertaken to focus on the pupil's sense of community and self-management (Cob in the Community, school visits, collaborative working in classroom projects). There is a constant and continuing drive to give pupils the skills to self-manage and also recognise the differences and difficulties of others. Problems and difficulties are confronted and discussed calmly and solutions are found. A range of outside agencies and providers are also involved.

### **Strengths:**

1. The school always gives all pupils the opportunity to take part in trips to enrich their lives and further develop positive attitudes to school and themselves.
2. Students are involved in discussions re Individual programmes and target setting.
3. Consistent use of clear and effective school policies.

### **Areas for Development**

The school is very keen to develop more, and easy to access activities which include: nurture group, cookery classes and workshops for parents.

## **Element 4: Learner Progress and the Impact on Learning**

The IQM Self Evaluation document gives and clear evidence of learner progress and impact on learning, which was verified on the day of my visit. The school has appointed a member of staff with the specific responsibility of assessment and tracking who works closely with class teachers in monitoring progress. This whole process begins pre-admission for all pupils with detailed pupil files prepared using information from feeder schools, induction assessment activities and the ongoing monitoring of learning and behaviour. Pupils are involved in discussing progress and setting their own learning targets, developing their own self-evaluation skills. marking and verbal feedback ensures that pupils know what they must do to improve or further their understanding.

### **Strengths:**

1. Effective initial assessments and rigorous tracking/monitoring of progress and achievement.
2. The school staff are skilled in identifying individual needs and are able to quickly respond with bespoke individual education plans to meet those needs. Pupils know and respond well to their identified learning targets and are actively involved in the evaluation and review processes.
3. Pupil progress meetings including all relevant staff are a particular success factor in the monitoring and tracking of pupil progress and achievement.

### **Areas for Development:**

As identified in the SER: The school intends to make further use of the objective pupil progress information and is using RAG assessment approach to identify which pupils need to be stretched further, and which pupils require more intensive interventions to ensure they achieve their full potential.

I would recommend further use and development of electronic methods of recording and tracking to aid internal communication and have a more strategic view of pupil progress.

## **Element 5: Learning and Teaching (monitoring)**

The school has, over the past 2 years included 4/5 teaching staff in the Outstanding Teaching Intervention programme which has had a positive impact on engagement, challenge and feedback in the classroom. The outstanding relationships between teaching and support staff (Learning assistants) means that the consistent approach is used by all staff.

There is an inextricable link between learning and behaviour throughout the school. All staff are fully committed and dedicated in helping pupils to not just reach their full potential, but also become independent learners.

There is a strong and well established system of performance management and appraisal. Lesson observations, CPD and the skills audits of all staff are totally focussed on the individual needs of the pupils and the overall school development plan.



### **Strengths:**

1. Objective based tracking and monitoring of Teaching and Learning.
2. Performance management and appraisal systems are embedded and targets impact on learning and achievement.
3. Clear and effective teaching and learning policy adhered to, consistently, by all staff
4. SLT maintain (electronically) up to date details of lesson ops, application of teaching and learning policies.
5. Excellent internal communication.

### **Areas for Development:**

1. A cross-academy style format for lesson observations and effective feedback systems for staff.
2. Include objective based assessment of social, emotional and behavioural skills (see suggestions in summary).

### **Element 6: Parents, Carers and Guardians (referred to as parents in document)**

Response to parental questionnaires and attendance at review meetings indicate are unanimous in their support and praise for the school. Many of the parents have had very negative experiences of schools. They have previously only had negative comments about their child which has in turn affected their opinions and aspirations of school.

Kennington Park works tirelessly to develop positive relationships with all parents through direct face to face contact, phone, text and email. Information and advice is available to parents on the school's website, on site meetings with CAHMS and EHCP reviews all include parents. These meetings are as far as possible on site to encourage parental involvement.

### **Strengths:**

1. Good home/school communication, parent satisfaction monitored by regular feedback questionnaires.
2. Excellent induction and welcome programme for prospective and new parents.
3. Daily home-school communications.
4. Parent surveys and questionnaires.

### **Areas for Development:**

As noted in the SER: The new build will provide better on site facilities for parents (coffee mornings, meetings, informal advice and discussion).

The school might like to investigate the use of social media (closed Facebook accounts) to further involve parents in their child's learning and the day to day events in school. There are several IQM accredited schools across the country who are successfully using this media and have reported tremendous progress in involving hard to reach or negative parents.

## **Element 7: Governing Body and Management: External Accountability/Support**

The governing body is very well supported and is involved in school life including challenge and accountability of the senior leadership team. Governors with allocated responsibilities monitor in school activities and meet termly with teaching staff. Academy partners attend cross academy training events and the inclusion agenda features highly in all aspects of governor training.

### **Strengths:**

1. Governors engaged in recruitment processes and receive regular cross academy group governor training.
2. An understanding of the Inclusion agenda and a determined drive to support and challenge school action plans.
3. Governor skills audit.

### **Areas for Development:**

As noted in the SER I would support the school intentions to further develop the cross academy responsibilities and training.  
Recruit/appoint a link/inclusion governor.

## **Element 8: The School in the Community - How this Supports Inclusion**

Kennington Park works very effectively with a range of local schools, both as a preventative advisor to reduce exclusions and also as the key link for pupils already on roll at Kennington to reintegrate into mainstream schools. The SER details the wide range of outside agencies and providers who support the school.

The school is very aware of its proximity to the residential housing nearby and is planning to develop gardening clubs (Bee Urban) and link into the Friends of Kennington Park.

### **Strengths:**

1. As detailed in the SER, the school has forged effective links with a variety of local enterprises and organisations.
2. The school keeps in regular contact with local residents.
3. Ongoing programme of visits to the school by local community organisations and providers.

### **Areas for Development:**

The school has identified the following areas:

1. Collaborative working with the new school.
2. Links to community groups.
3. Expanding the network of schools currently linked to Kennington Park.