



Assessor's Evaluation for the IQM Flagship Project



School: Kettlebrook Short Stay School
Tame Street
Tamworth
Staffordshire
B77 1AL

Head/Principal: Mrs Kirsty Rogers

IQM Lead: Mrs Kirsty Rogers

Date of Review: 24th April 2020

Assessor: Anne Spencer

IQM Cluster Programme

Cluster Group: Inclusive Allsorts

Ambassador: Mr Barry Carney

Date of Next Meeting: 24th June 2020

Next Cluster Group Meeting Focus: Metacognition & Philosophy and Forest School
(postponed due to COVID-19)

Sources of Evidence during IQM Review Day:

Discussions with:

- Executive Headteacher: Kirsty Rogers
- John Brodie: Chair of Management Committee

Additional Activities:

- Virtual Tour of the School
- Review of Website
- Latest Ofsted Report
- Review of last IQM Report
- Review of Current IQM Submitted Documentation



Evaluation of Annual Progress towards the Flagship Project

The School's progress from 2019-2020 was based upon the project focus of:

'The Development of the Federation'

The Executive Headteacher has worked hard to establish structures and processes across the Federation. Along with the support from the Chair of the Management Committee, staffing structures have become more secure across both provisions so that the range of expertise across subject areas and strategic direction is being established.

Within the structures and processes, job descriptions of the SLT have been updated and re-evaluated. Certain roles such as the School Counsellor, the SENCO, WEX, Health and Safety and the Educational Psychologist have been strategically considered so they can be shared across both provisions as well as HR and Finance. This will be cost effective and streamline the working relationships between the two provisions leading to continuity and sustainability.

The Management Committee along with the Executive Headteacher have also sustained a more manageable funding mechanism for both PRUs so that the delivery of the high quality curriculum is not dependent on the number of pupils attending at any one time as this can fluctuate from year to year in terms of pupil numbers in classes.

The Executive Head has fully implemented Arbor across the federation. This has been successful through CPD training by the Data Manager for the staff. It means that all information of pupils is kept centrally, meaning it can be accessed by the staff. Assessment criteria for the curriculum has been developed by subject staff across the Federation so that everyone understands what expected and above expected progress looks like. Pupils' termly assessment data can be reviewed and discussed by staff as well as moderated to ensure that all subject teachers agree with the level awarded along with the success criteria.

Behaviour logs are also recorded within Arbor and can be analysed according to individual pupils, groups of pupils and subject areas. Once the data is reviewed and evaluated, an action plan can be put in place for any pupil that is demonstrating some behaviour challenges.

Arbor reports are used to report to the Management Committee regarding the outcomes and actions in relation to both the quality of teaching and learning according to the progress of the pupils as well as the quality of the behaviour management structure in relation to the pupils' engagement in school life.

The Executive Head has ensured that there is a cohesive exams calendar across the two provisions so that all staff are clear of their roles as well as important dates and actions to be considered throughout the year. This is to ensure excellent practice prevails across the two provisions.



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Joint CPD is continually considered according to the needs of the pupils across the two provisions, examples of CPD training for staff include: Attachment Theory, Functional Skills, Exam process and invigilation. Further CPD has been arranged for the academic year 2020-2021.

The Executive Head has ensured that structures and processes across both provisions have been developed. She is ensuring that succession planning is an ongoing theme so that staff can develop the skills and qualities to become Leaders of the Future.

Agreed Actions for the Next Steps in the Flagship Project 2020-2021:

The IQM Project Title for 2020-2021 builds upon the IQM Flagship Project from 2019-2020 with a broader focus upon:

'To Develop the Learning Base Federation's Vision, Culture and Values addressing their unified aim to ensure better outcomes for all the pupils on their learning journey to adulthood.'

The Executive Head and the staff have worked tirelessly to ensure pupils feel a sense of pride in themselves by creating an environment where they are motivated to learn.

In discussion with the Executive Head and the Chair of Kettlebrook, it was clear that they have identified further developments that would make a difference to the lives of the pupils as well as the staffing structure. The structures and processes are continually being developed and expertise shared with a consideration for value for money.

Monthly finance meetings take place to ensure that funding is spent for better outcomes for all pupils. This means that creative pathways are considered for those hard to reach pupils. This includes attending alternative provision for some pupils or home tutoring if they will not engage in the more traditional offer at either school. The Executive Head and staff know the pupils very well and ensure that that each pupil's 'Pen Portrait' on Arbor gives essential information to understand the bespoke curriculum suitable for the needs of the pupils.

In discussion with the Executive Head, she is ensuring that she continues to establish links within the LA and industry to support work experience placements through WEX as well as College placements and Alternative Provision at places such as the Boxing Club and the NJK Skills centre. The Gatsby Benchmarks are used within the Careers curriculum to ensure pupils are prepared for the 'World of Work' and understand what this means.

To prepare them more fully and to extend their horizons, trips are arranged for pupils which include 'Curriculum Enrichment Days' with visits to Oxford University, Newcastle University, the local church and visits to the theatre, fishing, the Outdoor Education Centre and the local radio station to name but a few. The Executive Head stated, "We invest in them and so they want to invest in the school." The investment was also apparent during the virtual tour of the school.



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The school is extremely welcoming with the words at the front entrance: 'Stepping Forward Together' by being 'Caring, Sharing and Aspiring'. In the main entrance, it was followed by a wonderful display of personal learning qualities to develop: 'Reflective, Resourceful, Responsive and Resilient'. The pupils had then used words to describe what each quality meant to them, this made up the colourful display. The displays set the atmosphere within the school. The classrooms were orderly showing pride in displays and the pupils' work. The Art was magnificent with projects being carried out with an Artist in Residence. One was of a 'Wise Owl' which had been developed by all the pupils in the school emphasising that each one of the pupils was 'a wise owl' investing in school. There was a true sense of purpose within the school throughout the tour.

Qualifications for the pupils have been well thought through so pupils can study towards GCSEs, BTECs and ELCs according to their starting points on entry.

The personal well-being of the staff is a key focus of the Executive Head. Friday afternoons are dedicated to curriculum planning, as well as time for emotional well-being activities such as sports massage, reflexology, counselling either as group supervision or on a 1:1 basis. The impact of this provision is that staff feel valued and supported to be resilient enough to deliver quality education even if they can face some weekly challenges.

'The Good Stuff' board in the staff room means that pupils are valued too. The staff pin up positive affirmations and the form tutor collates them and delivers them to the appropriate pupil. Year 11 leavers have an 'Afternoon Celebration Tea' with a book collated for each one of them with positive comments in.

The positive relationships built up between staff and pupils means that pupils at Kettlebrook engaged in the learning process. The Executive Head discussed the attendance figures which she felt could be higher. However, some of the pupils' attendance is a significant improvement on their attendance at their previous setting. The staff do everything to encourage attendance. The introduction of a Family Support Worker will support and encourage improved attendance.

CPD continues to be a priority of the Executive Head with staff being able to access the National College Webinars from March 2020. They can attend twelve webinars which they will then share and discuss at CPD meetings. CPD Growth Mindset is also a key area that was mentioned and the work of Carol Dweck which could help establish the generic vision, culture and values across the federation.

In conclusion for the IQM Flagship Project, it is vital that the Federation establishes a vision that encompasses a positive shared ethos across both schools whilst keeping their own identity. As the Chair stated: 'we have to develop strategic clarity.' This means ensuring all staff and leaders are involved in developing the vision. This will ensure that the collaborative positive learning environment at Kettlebrook permeates across the Federation. Excellent shared practice across the two provisions will be emulated and Teams will develop and work together across designated areas of the two schools.



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The Executive Head was extremely positive and passionate about the developments within the Federation. The key priority for her and the Chair is to develop the collaborative vision.

Staff and Leaders are becoming established and have or are developing the expertise to improve pupils' knowledge, skills and understanding according to their individual needs.

Throughout the IQM Flagship review process, it was clear that the Executive Head's leadership inspired and supported others. The Chair of the Management Committee was extremely knowledgeable and brought his expertise as an experienced retired Headteacher of two schools to help guide the vision.

It was a pleasure to witness such passion and sense of purpose from a Leader who showed resilience, resourcefulness, responsiveness and reflectiveness in abundance.

The Impact of the Cluster Group

The Cluster Groups have been informative. Growth Mindset is being reviewed across the Federation as well as cooperative learning. Resources have also been evaluated such as Lego for therapeutic purposes.

Recommended Reading

- When the Adult Changes Everything Changes by Paul Dix.
- Growth Mindset by Carol Dweck.

I am of the opinion that the school fully meets the standard required by the Inclusion Quality Mark's Inclusive School Award with Flagship School status.

Assessor: 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