



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 26th April 2023

Assessor Mr Cathal Lynch

IQM Cluster Programme

Cluster Group Inclusion Fusion
Ambassador Ms Alison Merrills
Next Meeting TBC
Meeting Focus TBC

Cluster Attendance

Term	Date	Attendance
Spring 2022		
Summer 2022		N/A
Autumn 2022	15th November 2022	No
Spring 2023	7th February 2023	No

The Impact of the Cluster Group

The cluster groups have been highly beneficial where the Pupil Referral Units (PRUs) have worked together on sharing best practice. This has tended to happen more outside the formal meeting structures such as by creating Sunburst holistic overview of provision based on collaboration with heads of schools.



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Evidence

- Meetings with Chair of Governors
- Pupils
- Staff
- Web site
- Evidence folder
- Senior Leaders
- Special Educational Needs and Disability Co-ordinator (SENCo)

Additional Activities

- Learning walks
- Parent phone call



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Evaluation of Annual Progress towards the Flagship Project

Progress

There has been updated training on mental health and wellbeing delivered by a specialist Education Psychologists (EP) undertaken with the federated PRU in Burton. This work is continually updated on an ongoing basis and has helped staff to understand more about the topic as they are able to apply their learning to new situations and contexts. The continual revisiting helps embed the learning with staff which means they are better able to meet the needs of pupils. Training is highly responsive, for example an upsurge in self-harm is about be addressed through In Service Education and Training of Teachers (INSET) and dissemination of information to parents. Designated Safeguarding Leads (DSLs) are also attending additional training to acquire a heightened level of understanding.

Restorative practice has become an embedded feature of the school however formal restorative conferences proved overwhelming for pupils. As with all things at Kettlebrook adaptations have been made to the approach so that it has become less formal and more accessible. Pupils now complete a restorative conversation record or engage in informal discussion with staff usually during a therapeutic activity. This ensures that a level of reflection and a better understanding of self-regulation is the result. This allows pupils to move on and understand that every lesson is a fresh start.

The school was invited to be part of the Local Authority (LA) advisory group on the restorative and relational approach. This builds on attachment and trauma aware practices that the school implemented in 2021. The result of this has been the creation of a final draft set of standards and audit proforma that will be rolled out across the county. Consequently, the LA has nominated Kettlebrook for a nationally recognised Alex Timpson award and the school has been invited to present at the virtual school conference on their induction model. The SENCo also presented this to an Emotional Literacy Support Assistants (ELSA) group in a neighbouring district and the art teacher has been approached to create an emotional iceberg artwork for a neighbouring primary school.

Kettlebrook Short Stay School are collaborating with the five Staffordshire PRUs to work towards the awarding of Attention Deficit Hyperactivity Disorder (ADHD) friendly status from the ADHD Foundation. This has been supported by the SENCo undertaking a Level 7 Exam Access Arrangements course which has resulted in better accessibility for pupils. For example, white noise and fidget spinners have been used in mock exams. The completion of the six ADHD pledges has been pushed back slightly due to the promotion of the Head of School.

The student induction programme is well embedded and explores unmet need that historically can manifest as uncooperative behaviours and shame in mainstream settings. This clearly tells children that Kettlebrook Short Stay School takes a different approach which is important as mainstream school has not worked for them in the past. Individual learning plans are now well embedded alongside pen portraits which allows staff to have a better understanding of what pupils need. The pen portraits still need



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further embedding because of the high number of recent admissions, though this will be addressed in due course.

Kettlebrook Short Stay School has also worked with the LA to create an agreed baseline document that has been adopted by all six PRUs in the area. It is used to hold each of them to account on a termly basis alongside Key Performance Indicators (KPIs) such as Not in Education or Training (NEET), qualifications and attendance. This has ensured that a common and consistent approach is used across the authority to ensure pupil progress.

The Ethos tree work is still at a development stage due to the Head of School leaving for promotion. This work will be picked up when a new Head of School is in place.



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Agreed Actions for the Next Steps in the Flagship Project

To continue to embed all areas of practice specifically:

- Mental health and wellbeing through the Silver Mental Health Charter for Learning and Care Award with support from EPs.
- The development of a restorative conversation proforma.
- The adoption of the final Staffordshire Standards for Relational and Restorative Pathways.
- The six ADHD pledges will be finalised by adding multi gym equipment to enhance daily opportunities for exercise.
- Ensuring all preadmission data is recorded on the pen portraits and track progress carefully. Design an exit progress report and formalise the soft landing start of day transition with breakfast in lesson one.

These areas will be complimented and enhanced by:

- The SENCo completing Level 7 Exam Access Arrangements course and using the psychometric tests as a screening tool for new arrivals. This will help to detect undiagnosed additional needs for which strategies and interventions can be flagged for staff together with possible training and referrals to outside agencies.
- Embedding Circle of adults training by EPs to build capacity for staff to run their own sessions and continue to support mental health and wellbeing for staff and students.
- Codification of essential Kettlebrook Short Stay School ingredients to create a robust staff handbook that supports induction of new staff, exemplifies expectations and preserves institutional memory. Key pedagogy should be shared on the school website demonstrating a commitment to evidence informed practice and multidisciplinary working.
- Considering adopting the Voice 21 Oracy project to enhance speaking and listening which is often an area of difficulty for pupils.



Overview

Kettlebrook Short Stay School was founded in 2000 by the five secondary Headteachers in Tamworth as a result of an increase in permanent exclusions in the area. They had a fundamental belief that they were all equally responsible for pupils with the concept of a pre-emptive placement at the PRU with a revolving door for reintegration, to reduce exclusions. The current Chair of Governors was one of these Headteachers and so has a detailed understanding and ambition for the school. While this was successful at the time it has now become a reactive facility receiving pupils after they have been permanently excluded and the revolving door concept is far less able to function. The number of pupils permanently excluded is currently 82% with the rest dual registered but unlikely to return full time to their home school.

The school is currently federated with Burton PRU which has allowed sharing of resources, expertise and resulted in economies of scale such as shared training days, cross site working, curriculum buddies and shared working at all levels. The Published Admission Number (PAN) has also increased to 60 however the actual number on roll is 68 though the school is only funded for 60 places. The school building is not well designed and has limited outdoor space which presents challenges. None the less staff are dedicated, skilled, highly committed to their work and have good relationships with pupils and each other. Turnover is subsequently low, with the exception of two senior leaders who have recently been promoted to other settings. Recruitment of a new Head of School is proving difficult and so the Executive Leader is currently acting in role.

Governors are very involved in the school and know it well, they are mindful of workload of staff and have a linked Governor for wellbeing. They advocate to the LA for additional funding however, so far this has been unsuccessful. As a result, it is currently cheaper for schools to permanently exclude pupils than to pay for placements.

Leaders understand the needs of pupils well and know what it is that makes the school work to include everyone. The curriculum is deliberately designed to optimise examination success, access to next stage of education and minimise the number of leavers who are NEET, for example 95% of current Year 11 have access arrangements in place for exams.

One parent told me "words can't explain the difference the school has made to my child." Her child has been diagnosed with a range of additional needs including ADHD and possible Autism. The child has self-harmed and suffers from anxiety. She got sick or had an upset tummy before school but she is like a different person now. The school has time for her and goes above and beyond. The child has done more work in her short time at Kettlebrook than in 4 years at high school. Being in the class wasn't achievable before, if she has a blip she knows who to go to and the school know how to react to her to get the best out of her. The parent said "I wish she went there much earlier as she would have had a much better experience at high school. I was always phoned 5 or 6 times a day previously and now I never hear anything but positive news. She wants to be in school as she loves it. At mainstream she would get detentions for swearing even



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though it was a tic because of stress. People don't appreciate how much they do in schools like this one."

Staff have a daily briefing and debriefing which is essential to ensure a timely transfer of information and decompression at the end of the day. They also have access to weekly supervision and pupils have a counsellor they can speak to in order to promote wellbeing for all.

One pupil summed up their experience in the school by saying "at my old school no one listened to me, I was just at the back of the class. They wanted rid of me anyway. Here people listen to me."

Kettlebrook Short Stay School continues to operate as a Flagship school and is shaping practice at a systemic level due to their work with the Local Authority and particularly the EP service.

The school continues to move from strength to strength in terms of its superb inclusive practice and I am firmly of the opinion that the school fully meets the standard required by the Inclusion Quality Mark to maintain its status as a Flagship School. I therefore recommend that the school retains its 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 Mr Cathal Lynch

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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