



Assessor's Evaluation for the IQM Flagship Project



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

Head/Principal: Ms Kirsty Rogers (Executive Head)

IQM Lead: Ms Kirsty Rogers

Date of Review: 14th July 2022

Assessor: Jane Flynn

IQM Cluster Programme

Cluster Group – Allsorts & Also member of special PRU cluster

Ambassador – Sandie Isherwood/ Steve Gill

Sources of Evidence during IQM Review Day:

- School Website.
- School Self Evaluation Document.
- A wealth of other documentation pertaining to inclusion, wellbeing etc. provided by the school: Governors' Monitoring Schedule; Curriculum Structure; Aims and Values; Personalised Timetables; Mental Health and Inclusion Charter paperwork; Cohort analysis; Students' Personal Learning Plans and Positive Behaviour Support Plans; Wellbeing Weekly Newsletter; Wellbeing Prompt Posters; Whole School Approach to supporting Staff Mental Health and Wellbeing; Certificates for Wellbeing Award and Attachment and Trauma Informed training; 'Kind Minds' Newsletter; Staffordshire PRUs Baseline and Progress Assessment Tool.

Additional Activities:

- Attendance at staff briefing
- Observation of Reception Meet and Greet Process
- Meeting with Executive Headteacher
- Meeting with Head of School
- Tour of School
- Telephone Call with Educational Psychologist
- Meeting with Assistant Headteacher leading on Curriculum
- Meeting Assistant Headteacher leading on Behaviour, Rewards and Relational Practice
- Meeting with SENDCo across the Federation
- Telephone Call with Chair of Governors
- Review of students' work
- Conversation with Student



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Evaluation of Annual Progress towards the Flagship Project

The focus of Kettlebrook Short Stay School's (KSSS) project during the last year has been to put 'Wellbeing for ALL' at the centre of its educational provision. To this end, it has achieved much.

- 1. Staff: Great emphasis has been placed upon the wellbeing of staff in order that they can care for students emotionally and academically to secure the best possible outcomes.***

Following an audit of staff wellbeing in 2021, alongside other surveys, a review of practice ensued, resulting in various actions being taken:

All staff have access to supervision and are signposted to external support if required; Curriculum planning in developing subject 'Road Maps' and resources takes place across the Federation, providing mutual support for staff and sharing of tasks.

Data is comprehensive and easily accessible for staff on the 'Arbor' and 'My Concern' Management Information Systems. This is also shared with several other local secondary schools, thus easing communication.

An Educational Psychologist has worked closely with Kettlebrook on exploring the unconscious dynamics of organisations and developing a relational policy to support staff wellbeing. Kettlebrook has since presented at Staffordshire County Council's Conference on Relational Good Practice. Training of staff in Mental Health and Attachment has taken place. Most staff have been trained in Mental Health First Aid and training in mental health and wellbeing for all staff has been introduced on an annual basis.

Posters around the school remind staff and students about the importance of positive mental health and promote self-reflection and resilience. Staff have access to counselling and physical fitness which is supported by Reflexology, Body Massage, Fitness Sessions, and Reiki.

Great emphasis is placed on debriefing at the end of each day. Staff are able to offload, evaluate situations and manage issues with the support of other staff. Monthly Peer Mentoring also enables staff to speak openly about any concerns, reduces stress and promotes positive relationships. It is clear that an ethos of teamwork and 'looking after each other' is providing a strong structural basis to the wellbeing of staff.

Weekly timetables for students and 'Week Ahead' plans are mailed on Thursdays to assist planning and all calendared events are on whole school calendar, so that staff are aware and involved in the life of the school. They are encouraged to access and deliver mental health and wellbeing activities and SLT only request tasks which are SMART and can be completed in directed time. Sessions with individual students are limited after school in order that staff have time to assess and plan high quality lessons which meet the needs of individual students, both socially and academically.

Mental Health Awareness Day involved staff in writing poems about mental health to voice their thoughts and feelings which were received positively and discussed. Staff also wore yellow and contributed to a shared lunch. They regularly receive gifts for birthdays, baby showers etc. and can participate in Curry Club and Fishy Friday if they wish to do so. A social network exists and staff can opt in and out of activities as they wish.

The school publishes a 'Wellbeing Weekly' pamphlet containing positive news stories about school and local involvement, along with helpful tips and signposting to support wellbeing. These are attractive, accessible and very varied in content. Leadership also makes the Staffordshire 'Kind Minds' Newsletter available to staff, ensuring that they are fully aware of updates, opportunities and resources regarding how to support the emotional health of children and young people.

2. This target was to ensure that students have 100% access to bespoke Individual Learning Plans that are underpinned by quality SEND entry testing; induction to PRU education; secure, suitable, alternative provision; access to wellbeing and mental health staff, courses, strategies, external professionals and the teaching of wellbeing and mental health.

The induction process for students has been refined in order that careful, robust assessment and appropriate plans can be put in place to address specific individual needs. The SENDCo has access to information on a student as soon as a referral is received and she is part of the pre-Admission meeting, if at all possible. During the first week a new student attends for afternoons and has one to one meeting with each subject member of staff, discussing strengths, challenges, interests and to begin to encourage positivity towards learning in a new environment. In week 2, a student attends morning sessions and is introduced socially to groups. Interactions are observed and assessed. Further work is rooted in relationships and is personalised.

The SENDCo works with each student on their individual 'Iceberg,' to facilitate emotional understanding of issues affecting them, their feelings and triggers in response to 'You will see...I will be feeling...I need...' and 'I will try...I am/I like...Do this...Please do not do this... My aspirations are...' Iceberg information is then combined with information from the student's mainstream school, CAMHS, Early Help Workers, parents and other relevant agencies to create a Pen Portrait of the student and a specific, personalised Positive Behaviour Support Plan. These documents are comprehensive, include a risk assessment and provide graduated strategies to employ according to a student's 'level' of behaviour. Sections include Behaviour, Support Strategies, Student Self Support and strategies to help the student calm down. All are colour coded according to when a child is calm and reasonably focused or exhibiting signs that they are unhappy or when anxiety/anger have clearly escalated. All information is available to staff electronically and students are discussed in some detail in morning briefings during the induction period, and whenever necessary thereafter, in order that there can be a holistic approach to working effectively with the student. Specific targets are set and progress is regularly reviewed. The SENDCo instigates EHCPs when appropriate. Personal Icebergs are explored and developed further in Art classes as students physically create fish to place on their iceberg pictures in relevant places.



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All subjects at Kettlebrook are taught by skilled staff who are specialists in their own areas. However, they all use their knowledge and skills within a thematic curriculum which was introduced in September 2021. It comprises six themes across the year: Community and I; Celebration; Me, Myself, and I; The World around us; Healthy Living; Belonging. Each theme encompasses specific learning in ICT, Music, English, Math's, Humanities, PSHE, Science; Food; Art; PE; Enrichment activities. Subject specific content of each theme is displayed in classrooms and subject leads provide 6 week plans for delivery. In Years 10 and 11 the curriculum is flexibly adapted to incorporate the requirements of a range of national qualifications and every subject, with the exception of PSHE, offers at least one of these.

The nurturing style of the curriculum enables students to develop personal skills of Reflection, Respect, Responsibility and Resilience underpinned by the requirement to STEP: Stay in the room; focus on Task; have the necessary Equipment; and be Polite.

Every day begins with staff meeting and greeting students in the reception area. This enables there to be an assessment of students' wellbeing and fitness to learn, in order that necessary support/interaction/time and space can be provided for the student before they enter the building fully and attend classes. I witnessed very positive, constructive interactions and relationships between staff and students during this process. These relationships are fundamental to students' success and are developed through building trust, listening to students and sharing positive experiences with them. For example, staff and students sit down to eat lunch together on Wednesdays, when students are supported by staff to prepare and cook the food. External lunchtime supervisors are not employed as consistency and ongoing relationships based on knowledge and understanding are considered key to success in students successfully managing their behaviour. In a conversation with a student, he declared to me, 'It's better here because teachers listen to you'. When Year 11 students leave, each department writes a 'personal' message in a book for them, re-enforcing their care and support.

Students are taught in small groups on personalised timetables which are issued weekly by the Assistant Headteacher for Curriculum. PSHE lessons provide formal wellbeing and mental health lessons. Issues are explored through the five elements of Connecting, Being Active, Taking Notice, Learning and Giving and include safety sessions related to food, drink, drugs, exercise, sex and relationships, knives, use of internet etc. Each student has a bespoke Learning Plan which includes KS4 qualifications and Work Experience, if suitable, and is placed positively at 16+ where age appropriate.

Kettlebrook recently piloted a Year 12 provision for vulnerable and needy students who were not considered to be ready for college and required an EHCP. Following these being in place, students are now following a Level 2 course at an FE College.

Wellbeing posters and behaviour guidance are evident in classrooms and students have access to counselling and therapeutic work with an Educational Psychologist. They have also undertaken a mindfulness programme. One particular student addressed Headteachers at a conference at Birmingham University, explaining how mindfulness had helped him, demonstrating his personal development and increased self-esteem



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and confidence. It is also notable that a 'low literacy' version of mindfulness resources was produced in order to be accessible for students with lower literacy levels.

Three staff, including the SENDCo across the Federation, are trained in ELSA which will be introduced to more staff in September, and Kettlebrook has completed the Staffordshire Attachment Aware and Trauma informed Pathway. Furthermore, staff are able to sign up to The National College Webinars in order to access high quality CPD in various areas at their own rate. The Executive Headteacher attended THRIVE workshops in the Spring Term and has signed up to THRIVE newsletters. The principles are in line with Kettlebrook's values and are being shared with staff. Unfortunately, there is no funding available to train another member of staff.

I witnessed the wellbeing and behaviour of individual and groups of students being discussed in a positive, proactive manner during the morning staff briefing. It is clear that the school will try whatever it takes to support young people in being able to achieve.

The cumulative effect of all the above is reflected in students increasing their attendance, thus supporting safeguarding. Exclusions of 2 or more days reduced since pre Covid during Autumn Term 2021 as there were fewer students and space to reflect upon issues with them in school. However, increased numbers of students and lack of space have meant that there has been an increase in 0.5- and 1-day exclusions over the whole academic year. The number of NEETS has reduced to one student. Two Managed Move students have attempted to return to mainstream but this has not been successful in either case and they have returned to Kettlebrook.

3. This target focused upon families and providing them with opportunities: to be involved in the wellbeing of their children in school; to offer support; to signpost external support; to offer family learning projects.

Covid outbreaks have meant that parents and carers have not visited school unless for essential meetings such as at preadmission or re-integration. A Face-to-Face Performance Review Day was held in April. Prior to this they were held remotely.

A food and cooking workshop planned for November was cancelled as Tamworth had the highest number of new cases of Covid. Unfortunately, high rates of Covid infection amongst students and staff meant that the intended Arts and Crafts session on Christmas decorations had to be cancelled. From January to March numbers of students at Kettlebrook increased considerably. A decision was taken to extend the length of Pre-Admission meetings with parents and offer support through that means rather than potentially expose more staff and parents to infection, unnecessarily.

However, the school was able to hold the first Year 11 Leavers Assembly and Awards since Covid. A recent Macmillan Coffee morning attended by a limited number of visitors because of caution around Covid, raised £700 and helped to develop students' sense of giving and community.



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The issuing of 'Wellbeing Weekly' and daily/weekly phone calls home from students' Key Workers alongside postcards re progress and achievement from Curriculum Leads have sustained contact with parents and carers.

In view of the action taken to promote and support the wellbeing of staff and students, it is not surprising that in December 2021, Kettlebrook was awarded the Wellbeing Award for Schools. It has also achieved the Mental Health Charter Bronze Award and is working towards Silver.

Agreed Actions for the Next Steps in the Flagship Project:

The overall aim of the project is to use the MHWB hidden curriculum to enable every student to achieve positive outcomes and destinations of their choice.

The next stages of the project are to use the practice and training embarked upon to date, including restorative practice, emotional coaching, Mental Health First Aid and Trauma and Attachment training holistically support the development of each student.

Using a range of identified actions, Kettlebrook will:

- ensure that staff have CPD updates in Mental Health First Aid and Restorative Practice and embed it in practice.
- work with Staffordshire County Council Virtual School in order to achieve the Silver Award of Mental Health Charter.
- become an ADHD friendly school and embed good practice to support all learners.
- further develop the student Pen Portrait and create an Exit Review of Progress Report for students when they move to another setting, in order that appropriate and accurate data is provided to inform the next stage of education.
- develop Work Experience, ensuring that students have meaningful and successful experiences with Employers and Employees.
- source Vocational Qualifications off site, supported by the acquisition of a minibus.
- use the Staffordshire Baseline PRU Document to assess and record students' holistic progress on a termly basis, in order that social and academic programmes result in good progress to secure a positive destination: return to home school, return to mainstream; assessed for EHCP and moved to appropriate SEND setting; post 16 of choice; no NEETS.
- design an ETHOS Tree showing desired skills and attributes of staff ensuring that all stakeholders are on board and participate in creating a tree which will become an Art installation to use with staff, students, families and share with other settings.



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The Impact of the Cluster Group

09/12/21 TEAMS

*Immersive Reader IT support
Primary Reading Books*

Kettlebrook staff shared the Immersive Reader system with the local Primary PRU.

10/03/22 TEAMS

*This was an initial PRU/AP Meeting.
Each setting provided an introductory PowerPoint.*

Planned visit to Bishopton which also has Thematic Curriculum

Overview

Kettlebrook Short Stay School is located in Tamworth and is one of 6 Pupil Referral Units within Staffordshire. It is federated with Burton on Trent PRU. 22% of Staffordshire exclusions are from Tamworth schools. Kettlebrook also admits young people from North Warwickshire and is the largest PRU in Staffordshire. It currently has a cohort of sixty-two students, the PAN being 60. 40% of students are dual registered with their mainstream school, the remaining 60% are permanently excluded students who are single registered. I was informed that the school is currently operating with a 71K underfund owing to census issues, but hopefully, these will be addressed as soon as possible.

A dynamic and passionate Executive Headteacher now leads across both PRUS in the Federation and is keen to support recently appointed Heads of School to facilitate effective succession. Relationships with Governors are positive and there is a shared vision to provide a curriculum and structure which works for children who are quite transitory. The Development Plan aims to maximise positive Mental Health and Wellbeing and to maximise qualifications for students. The Executive Head and Heads of School are provided with monthly supervision from an Educational Psychologist. KPIs are documented in such a way that questions are invited and reports are refined. Governors do not appoint staff unless they are assured that they are of high quality and right for Kettlebrook. Governors have approached the LA in an attempt to secure accurate funding but have not been successful to date.

The curriculum is broad and enables students to take a wide range of qualifications in various packages as appropriate for individuals. I was presented with details of student achievements which included passes in: Functional skills in Math's and English at Levels 1 and 2; GCSE English Language and Literature at Level 5; GCSE Math's Level 5; GCSE Science Level 4, GCSE Art Level 7; RE Short Course Level 6; Level 2 PE and Sport; Level 2 Home Cooking Skills and IT User Skills; Step Up Gold English. National Cambridge Sport Award; GCSE PSHE. Kettlebrook has secured a strong relationship with the local college and students are able to follow City and Guilds Construction Courses as well as Motor Vehicle and Hair and Beauty Courses. The school is constantly



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seeking to broaden opportunities to provide an even more diverse curriculum to engage students off site and facilitate their achieving qualifications through practical learning.

The recently introduced Thematic Curriculum combines the warp and weft of social and academic learning in an engaging and relevant structure which will continue to be developed by subject specialists and curriculum leads across the federation. Enrichment activities and positive life experiences are integrated into Curriculum and Learning Plans, in order that children's holistic learning needs can be addressed.

Although Kettlebrook is not housed in a purpose-built building, leadership has managed to provide some well-equipped specialist rooms which promote high standards of learning and achievement. The range of Artwork demonstrating the use of multimedia, is outstanding. Work is highly personalised and skills are taught sequentially according to students' interests and level of skill. The school recently gained the Bronze Arts Award. The moderation reports relating to this and GCSE are outstanding. An artist in residence attends every year to work on mural projects with students. I was told of a student who, subsequent to attending Kettlebrook, went on to obtain a degree in Art. It is a popular and successful subject.

Students are treated as Scientists within the Science Room and are able to participate in some practical work within the context of an awareness of health and safety and the potential for certain equipment to be misused. In reviewing some students' exercise books, it was clear that pride in presentation and accuracy are positively encouraged and 'expected'. The quality of work was impressive and reflected students' engagement with science. The Lead member of staff secured a grant to run a CREST Award for STEM Activities with a small group of KS3 students, in which they carried out a series of mini-investigations. Students have also planted trees in the school grounds and have created a small eco biodiversity area.

The school's 'Utopian aim' is that all students achieve GCSE qualifications in English and Math's. Currently, some do so and no student in Year 11 leaves with no qualifications.

Kettlebrook is supported by an Educational Psychologist who has a triadic working relationship with staff, students and parents. She provides supervision, consultation and training for staff and works with a range of outside agencies to facilitate bespoke support for students and families. Links with 'home' mainstream schools are essential and staff at Kettlebrook are aiming to strengthen these as they currently vary from school to school. 'Arbor' Information Platform enables quantitative and qualitative data to be shared effectively between all schools who use it.

The recognition and acceptance that children need to be fit to learn underpins all practice at Kettlebrook and is reflected in the training provided for staff as part of its IQM Flagship School Project, as described above. This will become embedded in practice during the course of next year alongside circles of adults, led by an EP, around individual children. Further planned training in Motivational Interviewing, Eating Disorders, ASD and ADHD training and updated Safeguarding training (delivered by an external expert) will further extend and enhance the understanding and practice of staff in supporting students' wellbeing and learning.



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The caring and rigorous teamwork which I witnessed at Kettlebrook Short Stay School demonstrated a determination to provide the very best possible support, curriculum and teaching and learning for students, many of whom are very 'damaged' and have a wide range of cognitive and social needs. Systems and structures have been put in place to facilitate ease of communication of high-quality data, both digitally and personally, which support the wellbeing and professional practice of staff and, ultimately, the achievement and life chances of students.

Having discussed the progress made since the last IQM review and the school's plans for the future, I am of the opinion that the Kettlebrook Short Stay School should continue to hold Flagship School status and be reviewed again in 12 months' time.

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: Jane Flynn

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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