



Assessor's Evaluation for the IQM Flagship Project



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

Head/Principal: Mrs Kirsty Rogers

IQM Lead: Mrs Kirsty Rogers

Date of Review: 29th March 2021

Assessor: Steve Byatt

IQM Cluster Programme

Cluster Group – Inclusive Allsorts

Ambassador – Barry Carney

Date of Next Meeting – TBA (Headteacher unavailable for last cluster meeting - Ormiston Wodensborough Academy due to COVID-19).

Next Cluster Group Meeting Focus: TBA

Sources of Evidence during IQM Review Day:

Scrutiny/Evaluation of documentation:

- Ofsted Reports (Kettlebrook and Burton).
- IQM Reports
- School's Evaluation of IQM Progress
- Minutes of Management Committee Minutes
- Curriculum Planning Documentation
- Federation Staffing Models
- Federation Strategic Plan
- Wellbeing Audit
- Wellbeing Strategy Document



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- Minutes of East Staffs PRU & Tamworth PRUs Federation Management Committee
- Development Plans for Federation and the two schools

Discussions Held with:

- Executive Headteacher
- Chair of Management Committee

Additional Activities:

- Virtual tour of school

Evaluation of Annual Progress towards the Flagship Project

The project for 2020-2021 was an extension of the 2019-2020 project that saw the establishment and development of the Federation. The year 2019-2020 was successful with the Executive Headteacher ensuring that structures and process across both schools were developed and that succession planning was in place for a more rationalised staffing structure across the federation.

For 2020-2021, the scope was widened '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.'

A key aspect of the project was to explore what could usefully be common/shared across the Federation, whilst ensuring that each setting remained autonomous in terms of approaches to learning. With relatively small numbers, budgets in the two settings are volatile and small changes to the number on roll can have a disproportionate impact on possible staffing levels. Although, the Management Committee successfully negotiated a more manageable funding mechanism that has gone some way to protecting the high-quality curriculum in both settings. Both the Executive Headteacher and the Chair of the Management Committees recognise and place great importance in the need to appoint strong staff. This is a challenging environment and one that demands exceptionally high levels of professional competence and sensitivity. Achieving value for money is essential if high quality staffing is to remain affordable. During the review, the Assessor and Executive Head discussed the staffing model that has already begun to see an improvement in operational efficiency at a reduced cost through, for example, leadership, rationalisation of HR and Finance Officer roles and plans to appoint a SENCO to work across the Federation. A switch to a cloud-based MIS system designed primarily to enable collaboration across schools in Multi-Academy Trusts has led to much more efficient sharing of administrative tools and performance data across the Federation.

The 2020-2023 Development Plan outlines ways in which the curriculum offer could be adapted further, in order to maximise qualifications meeting the needs of each student across the Federation. Some aspects such as Sex and Relationship Education, were temporarily put on hold due to COVID-19 limitations. Others, however, such as AP



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arrangements have been progressed via online meetings. As a school whose mission is to reintegrate students or prepare them for a life beyond school, Kettlebrook has always made highly effective use of external providers and work experience is a key component of their success. This has clearly been an enormous challenge during last year's extended periods of social distancing and lockdown. However, there is a high and realistic degree of confidence that this will continue to be a strength of the school and, following recent appointments, an increasing strength of the federation.

The discussion with the Executive Headteacher and Chair of the Management Committee explored the potential benefits of a third school joining the Federation. Although this would bring increased financial stability, it is clear from the discussions that this is not the primary aim. The Management Committee sees financial efficiency as a way of improving the quality of education, of securing a better deal for the area's most challenging, most vulnerable learners. Both schools are rated as 'Good' by Ofsted and, arguably more importantly, the local secondary schools, Social Workers, CAMHS and Local Support Teams recognise the federation as high-quality alternative provision. Against the backdrop of an exceptionally challenging year for all schools, the Federation has continued to develop, grow and strengthen. The emerging leadership model is strong and is clearly building a structure with a degree of futureproofing through careful attention to succession planning.

The aim of establishing a vision that encompasses a positive shared value-system across both schools, whilst allowing each to retain its identity has been met and there is a strong sense that this will continue to flourish.

Agreed Actions for the Next Steps in the Flagship Project:

Kettlebrook, like all PRUs is a challenging environment within which to work and the last year has added further pressure for staff and students alike. PRU students are both vulnerable and challenging and many, through no-one's fault, will have had reduced access to support. Reintegration is going to be difficult. The process will need support for learners, for their families and for those involved in their education. Never has attention to the wellbeing of all parties been so important. The school has decided that 'The well-being for ALL at KSSS' should be their IQM Flagship project focus for 2021-2022. During the assessment process, the Assessor and Executive Headteacher discussed the results of the school's recent wellbeing audit, with surprise being expressed by the former at the choice of project given that the audit was such clear evidence of a school that already took the well-being of its staff so seriously. The Executive Headteacher explained that the reason behind the focus on developing well-being was not from a position of relative weakness but rather the further systematic development of an existing strength.

Outline of Flagship Project:-

To put Wellbeing for ALL at the centre of the school's educational provision:

1. For Staff – to ensure that all are well to give 100% to students holistic educational (social and academic) provision.



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2. For Students – to ensure that all 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 & mental health staff, courses, strategies, external professionals etc. and the teaching of wellbeing & mental health etc.
3. For Families – to offer parents/carers the opportunities to be involved in the wellbeing of their child in school; offer support, signposting support from external agencies; offer family learning projects

Agreed Actions (Full detail in school's Flagship Action Plan):-

- Carry out Staff Mental Health and Wellbeing (MHWB) audit; to be reviewed by newly formed Wellbeing Warriors group - Establish policy and extend provision.
- Audit Student MHWB practice - Set up curriculum review to map out MHWB in academic and social events
- Establish termly/half-termly family project to establish opportunities for child and parent to work together through:-
 - Food/cooking experiences.
 - Art Projects.
 - Coffee mornings.
 - Sport.
 - Careers; IAG and Post 16 opportunities.
 - PSHE updates.
 - ICT updates/keeping safe online.
- Restructure SEND at KSSS and across the federation to support better quality testing on entry - Complete trauma assessment and train all staff in conjunction with SCC Educational Psychologist.
- Extend Restorative Justice training and establish this as a supportive mechanism to repair broken relationships and MHWB of all parties
- Training for all staff on Emotional Coaching.

The Impact of the Cluster Group

Wellbeing resources - Audit tool and Wellbeing triangle developed at KSSS shared.



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Overview

The school's ethos, displayed prominently at the front entrance, is captured in the statement: "Stepping Forward Together" - recognising the central importance of partnerships; staff and students working together, school and families working together and the school working with other local schools, especially in the case of dual-registered students. An impressive display by students of what it means to be Reflective Resourceful, Responsive and Resilient makes clear the values on which Kettlebrook is built. Impressive use of high-quality artwork both indoors and out, makes a significant contribution to the establishment of a positive learning environment and is also a good example of how the school makes excellent use of staff strengths where they match the needs/interests of learners. This flexibility within an impressively wide curriculum offer is a real strength of the school. Another strength of the school arises from the importance attached to establishing and developing good relationships with learners and their families. Starting with a pre-admission meeting and taken further from the moment students arrive at the school, the first steps are taken in rebuilding learners' confidence in the education system – especially important given that most will have had less than positive experiences in their other settings.

The school is ambitious for its pupils, as evidenced by the curriculum offer, university trips and examples such as having stories published in books.

When the school was last inspected, Ofsted confirmed that parents' views matched the school's own analysis of parental feedback and that there was deep support for the work carried out by Kettlebrook, "Parents value the caring and compassionate support their children receive and they see the improvements being made".

In addition to the highly visible and tangible care and quality of education provision, behind the scenes systems and procedures are also highly effective. Pupils are kept safe and staff receive frequent briefings as well as annual training. Systems for sharing highly confidential information are robust and effective.

The strong ethos at Kettlebrook is now having a stronger influence on Federation-wide working and they seem to have struck the difficult balance of shared values, whilst allowing an appropriate degree of autonomy and individuality. The Chair of the Management Committee provides very measured and knowledgeable challenge and support to both the school and across the Federation. The school is rated by Ofsted as 'Good' and to be 'Outstanding' would probably need an improvement in attendance rates. This is clearly difficult in PRUs but is clearly worth persevering with. Ofsted noted that attendance was improving and the school had successfully engaged with parents in tackling this.

Kettlebrook is a well-led, successful and ambitious PRU. Its sole purpose is to secure better outcomes for its students, often in the most challenging circumstances educationally and financially. In the words of the Executive Headteacher on the school's website, they "believe that every student has a fundamental right to education and must be given the opportunity to achieve and maintain their learning at the highest level possible. Every student has unique characteristics, interests, abilities and learning



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needs and through a holistic approach to learning (the school) endeavours to meet their needs". It was clear in this review process that this not just rhetoric.

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 school should continue to hold Flagship School status and be reviewed again in 12 months' time.

Assessor: Steve Byatt

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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