

6th July 2019



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Flagship Review Date: 26th June 2019

Thank you for welcoming me back to your school, and to Mr Snowden who organised the day. It was once again a pleasure to meet your lovely children, staff and parents.

Summary

Kenmore Park Infant and Nursery School became an IQM Flagship School in June 2018. The four-form entry school serves a culturally and ethnically diverse population in Harrow, with the majority of pupils having English as an additional language. A large proportion of pupils (43%) are of Romanian heritage, reflecting a change in the local demographic from a predominantly Asian population over the past four years. The school continues to face significant challenges related to a fall in pupil numbers and a low proportion of pupils entitled to Pupil Premium, which has impacted significantly on the school budget.

Despite these challenges, the school has remained firmly committed to the inclusion of all pupils and the support of their families. Parental engagement is regarded as an integral part of supporting children's learning, and there is a consistently strong emphasis on involving families in a variety of different ways. The school continues to offer workshops, family learning and coffee mornings aimed at helping parents support their children's learning. Also on offer are wider opportunities for family support such as parenting courses and ESOL classes in conjunction with Stanmore College. Nine out of ten parents who took the ESOL course last year passed, and five more have started the course this year. Recruitment has been difficult as there is no longer funding to provide a crèche, although the school is continuing to promote ESOL in various ways. Plans for next year include targeted meetings with parents of vulnerable children who may be underachieving. The intention is to invite parents in on a one to one basis to observe model teaching sessions and help them to develop strategies to support their children.

The school has responded proactively to address the changing needs of the school community. A Romanian speaker has been recruited this year to support parents with translation and access to the school, as well as offering to support children at an early stage of learning English. She also supports home visits to new Romanian families. Newsletters and other important communications are translated into Romanian. Staff also speak several other community languages, and this is helpful in developing

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relationships with parents who do not speak English. A number of community events and charity fundraisers are held throughout the year, including an enterprise-based event to raise money for UNICEF and an International Cultural Evening. The school's commitment to parents is emphasised in their decision to work towards the Family School Partnership Award, which they recently achieved.

The school has identified an increasing rise in the number of children with social, emotional and mental health needs, and have addressed this by partnering with Harrow Schools' Counselling Partnership. This initiative offers the school a day of support per week, which is used in a number of different ways. Counsellors offer individual play based therapy to a small number of children with significant emotional needs, and there is also a lunchtime drop-in, "The Space", which almost a hundred and seventy children have accessed during the year. Classes have had input during Mental Health Week, using an age appropriate text, "Have You Filled A Bucket Today?" as a focus to raise awareness of mental health issues. The service has also offered counselling support to parents and to members of staff.

The provision for children with special educational needs, particularly those with very complex needs, is bespoke to the individual child. The school responds with flexibility to ensure that tailored provision is put in place promptly for children who require additional support. For example, this may include part-time attendance or provision of equipment to support inclusion, such as teacher microphones which transmit to hearing aids. Class teachers think carefully about what is needed and put in place reasonable adjustments to ensure the children's needs are met, such as allowing a child with ADHD movement breaks during lessons, and seating him at the edge of the carpet so he can move around if he needs to. One teaching assistant liaises closely with the speech and language therapist so that programmes can be followed up in school. The school has also provided parents with resources to use at home, such as weighted blankets, sensory toys and reading materials about their child's needs.

The school goes over and above to ensure the needs of every child are met as completely as possible. In the case of one new arrival with very complex needs and refugee status, this included supporting the family and liaising directly with the Red Cross. Additional training was organised for staff after three children with hearing impairments joined the school mid-year. One parent told of the support she had had for her daughter, who is an elective mute; staff have been supporting her to come into school to work on a "Sliding In" programme. Within a few weeks her daughter was laughing in lessons and has very recently begun to use a whisper to communicate with school staff. The school also made her aware of an app that she could use to record her daughter reading at home, and as a result, the child was moved up to the next reading level.

Parents told me how approachable the staff were and how much they appreciated the efforts made for their children; one parent volunteer, speaking about how well her son had been supported, said, "I felt like I owed the school so I volunteered – I felt inspired to make a difference in people's lives". Parents spoke about the support they had had to get referrals leading to diagnosis, and how the school had supported them to better understand their children's needs. They talked about the support for all children, including those identified as able, gifted and talented: "The children are challenged consistently and get all the support they need". They felt workshops and the chance to observe "seminar lessons" were helpful to understand what is expected of their children at different ages. Several parents told me that they had concerns when their children

joined the school, but that they had been surprised at how quickly they had settled; one said, "The patience the school has with children is amazing". They also said that if there is a problem or concern, the leadership team acts quickly to resolve it. One mother said, "Children are happy to come to school – when there is no school, they are sad!"

Staff feel well supported in the school both personally and professionally. The staff I spoke to talked about the "community feel" of the school, and the strong relationships with families. One said, "We come from such diverse places – as employees, we feel included really well". They felt that their colleagues were supportive, that they could ask colleagues for help, and that the Headteacher and Deputy provide additional support when required. They valued the training provided as well as opportunities to meet colleagues from other schools at cluster meetings to share resources and ideas. The school is also investing in staff skill sets in particular areas, such as using a specialist P.E. coach to mentor the P.E. co-ordinator to further develop the expertise within the school.

Training for staff plays an important part in ensuring children's needs are met, and staff have training on attachment theory, as well as an opportunity to hand over to the teacher for next year. Further training in the areas of autism and ADHD is planned for next year, as more children are being identified with these needs. Staff have reviewed the use of SEN support plans and arrangements have been altered so that the Inclusion Manager has responsibility for the plans of the more complex children who are likely to need an Education and Health Care Plan. Class teachers now devise early intervention plans, in consultation with parents, for children with less complex levels of need. Data is now shared directly with teachers so that the needs of individuals and groups can be pinpointed and more quickly addressed.

The school continues to maintain strong links with other schools through the Harrow Teaching Schools Alliance, including attendance at cluster meetings and moderation events. Training in phonics was provided to six other schools by an external consultant in partnership with the school. The school is shifting its training provision from phonics to an emphasis on "Visible Learning" and the behaviours that children need in place in order to learn, partly in response to the national drive towards a more integrated curriculum. This also forms the basis of the action research planned for IQM. There will be a particular focus on the development of language through the curriculum, as the school has identified gaps in children's vocabulary; one example was year 2 children not knowing the meaning of "furry". The Headteacher and Deputy Head will deliver six sessions to other staff in Harrow, and plan to incorporate opportunities for small scale action research into the course. An introduction has already been delivered to a number of newly qualified teachers from other schools in Harrow.

A summary of the findings will be shared from the completed action research with the school's IQM Cluster group and with a wider audience via the IQM website. The school has engaged in IQM Cluster meetings and has found these informative. One visit to a Nursery in West Ham enabled them to see a speech and language intervention, Box Clever, in action. In particular the school was interested in the range of resources used to promote vocabulary development with the youngest children, and the ways parents were involved – this fits in well with Kenmore Park's current priorities and future plans. Due to budgetary concerns, support staff who have left as a result of retirement or who have taken up jobs elsewhere have not been replaced, leading to a fifty per cent reduction in staff available to deliver interventions. Remaining staff are also used for cover for

children with complex needs if their colleagues are absent. Despite this, the school continues to use a range of interventions including Fisher Family Trust and Becoming 1st Class@Number, although interventions that were previously delivered on a one to one basis are now delivered in pairs. These enable children to make accelerated progress, tracked through a renewed emphasis on baseline and review data for all interventions. The school put in place succession planning by asking a departing member of staff to mentor a colleague so that she could then take over the running of the intervention.

Other strategies to address the reduction in support staff have also been explored; these include training a parent volunteer to deliver phonics to children in Year 2, and shared reading sessions with Reception which are facilitated by junior school pupils. Children appreciate the help they receive; one year 2 child told me, "They help us and give feedback" whilst a year 1 pupil said, "She's helping my brain to learn". It is anticipated that parental support for learning will become even more important due to financial constraints, which is partly why the school are investing such a lot of effort in this area.

The school remains committed to being a UNICEF Rights Respecting School, despite a long absence of the member of staff leading on this. The United Nations Articles of the Rights of the Child continue to underpin the school ethos and children are encouraged to value their rights and respect those of others. The school has raised money for UNICEF through an Enterprise event and there are plans for a similar event next academic year, involving children weaving scarves which will then be donated to a local homeless shelter. The school is also exploring using Recipe for Change, a programme to make lunchtimes more enjoyable for all, and OPAL (Outdoor Play and Learning) to further embed these principles. The focus of these initiatives is to support children to increase their independence and autonomy, whilst managing risk in an appropriate way.

Governors are kept informed of developments and challenges in relation to inclusion, through annual reports and feedback from the Headteacher and Deputy Head. The school is planning to arrange focussed governor in school days with particular themes, to further enhance the governors' knowledge of how the school operates on a day to day basis.

Having discussed the progress made since the last review and the school's plans for the future, I am of the opinion that the school continues to meet the criteria for Flagship status. This should be reviewed in one year's time.

The next review will look closely at how the school has interacted with its Inclusion Cluster and promoted continuing outreach and in-school research. Evidence of Cluster working will underpin the capacity for the school to maintain its Flagship status.

Assessor: Siân Morris

Findings confirmed by Inclusion Quality Mark (UK) Ltd:



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



Assessor Commentary re Future Targets

I am fully supportive of the actions identified by the school for the year ahead. The Flagship Action Plan seeks to preserve and extend the inclusive practice of the school, with a focus on developing alternative ways of supporting children in the face of significant budgetary challenges.

Further developments agreed after discussion

At present the over-arching concern of the school is to find ways to continue to meet the needs of all children with reduced staffing and increasing financial constraints. Small scale action research focused on “Visible Learning” will enable the school to explore the impact of different strategies and share their findings with colleagues locally and through IQM. Focus areas may include:-

- Development of vocabulary in Early Years.
- How to identify and foster behaviours for learning at Key Stage 1.
- Impact of social and emotional support on children’s learning.
- Case studies of parent-child support on an individual basis.

Sources of data:-

- School website.
- IQM review and Flagship Action Plan.
- Conversation with Headteacher and Deputy Headteacher/SENCo.
- Learning walk of school.
- Discussion with parents.
- Attendance at parenting coffee morning.
- Meetings with teachers, support staff and counsellor.
- Meeting with pupil representatives.
- Examples of documentation, e.g. reports to governors, impact tracking etc.

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