

19<sup>th</sup> November 2018



Mr Hayden Abbott  
Headteacher  
Kenilworth School and Sixth Form College  
Leyes Lane  
Kenilworth  
Warwickshire  
CV8 2DA

**COE Review Date: 6<sup>th</sup> November 2018**

## Summary

Kenilworth School and Sixth Form College is a school where inclusion permeates the learning community. This is achieved through the vision and leadership of the Headteacher, the strong collective strategic drive of the senior leadership team, the commitment of all stakeholders and a shared ownership of and support for inclusive practice. The commitment to inclusion is underpinned by a strong foundation of policy documents, working practices and protocols that clearly reflect an inclusive vision and provide strong frameworks within which staff, pupils and the wider school community are expected to operate. There was clear evidence during my visit that policies and procedures, target and action plans are collectively developed understood and implemented with confidence and effectiveness.

However, inclusion is not just a policy but a fully embedded part of the culture and the ethos of the school. There is a coordinated response to the inclusion agenda that is clearly demonstrated in a variety of ways. These include:-

- The implementation of the 5 R's (Responsibility, Reflection, Reasoning, Resilience and Resourcefulness.)
- Teaching clearly identifies learning objectives and differentiates into must, should and could.
- The continuing development of teaching and learning through coaching and feedback. This is achieved through the FAR marking process that removes the emotive barriers to learning that grading can create and increases the effectiveness of teaching and learning.
- A new lesson observation cycle that is not graded and has a focus staff development and coaching.
- CPD that adds to the overall implementation of inclusive practices such as the level 1 AET Autism training for all staff and the training for all staff using the Stonewall programme to support a student who was transitioning gender.

### AWARD OFFICES

**Inclusion Quality Mark Award**  
Ling House  
173 Slieveboy Road  
Claudy  
BT47 4AS  
United Kingdom

### CONTACT

**Tel. 028 7127 7857**  
Fax. 028 7127 7856  
info@iqmaward.com  
www.iqmaward.com

**Company Registration No.**  
07748285

**Company Registered Address:**  
Inclusion Quality Mark (UK) Ltd  
Grove House Lutyens Close  
Chineham  
Basingstoke  
Hampshire  
RG24 8AG

- The flexible approach to provision and access to the curriculum. This is demonstrated in how Latin is provided in the Sixth form; Further Maths has been extended, Criminology A level is being added and applied literacy made available to less able students throughout the school. There are also examples of where additional TA support is available when necessary and SEN support is available through the HUB and modified timetables.
- There is strong and robust careers support offered at year 11 and sixth form but also to year 9 and 10.
- Strategies to tackle attendance issues are clearly a priority with the appointment of a specific member of staff with responsibility.
- A comprehensive set of interventions for students highlighted through student progress meetings, SEN, Pupil Premium
- The use of Class charts software which allows teachers to record and track a variety of elements such as homework, seating plans, progress, attendance, safeguarding information, house points and any other concerns. It is used across school for all students and parents/carers can access.

The school has an impressive list of achievements that give further support to its inclusive ethos. This includes:-

- Judgement of Outstanding Ofsted 2013.
- Stonewall Champion School 2016.
- Teaching School Status 2017 and is the lead school in the West Midlands for the Leadership, Equality and Diversity programme funded by the DFE.
- Awarded contract to deliver National Professional Qualifications from 2019.
- Gained "The World Class School" Quality Mark 2017.

There are other factors that contribute to the implementation of the school's continued commitment to inclusion. Not least the impressive set of data related to outcomes. 85% achieving grade 9-4 in English and Maths, 41% obtaining EBacc and a progress 8 score of 0.63. There was significant improvement for Pupil Premium with 73% gaining a 9-4 grade in English and Maths up from 54% and progress improving from 0.1 to 0.45.

However, during my visit while there is obvious satisfaction in regard to these results and a reflection of the hard work by both staff and students I was reminded that it was the character and culture of the school that was the driving force behind them.

Kenilworth is a very successful school that embraces the inclusion agenda, and this is reflected in the fact that it is over subscribed. There are challenges ahead such as the move to a new site in 2021 and the move to be a Multi-Academy Trust with another Academy. However, it is more than capable of responding to these challenges in its usual creative and innovative way that will lead to more success. Throughout the visit I was continually impressed with the student's behaviour and general conduct. Staff provide excellent guidance and support for all students within the context of developing the learners sense of ownership and responsibility for their learning.

Having discussed the progress made since the IQM Assessment and the school's plans for the future I am of the opinion that the school should continue to hold Centre of Excellence status and be reviewed again in one year's time to look at gaining flagship status.

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 COE status.

**Findings confirmed by Inclusion Quality Mark (UK) Ltd:**



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



## Sources of data:-

In preparation for this annual review the school submitted clear and accurate information relating to the targets set in 2017. I was provided with documentary evidence including:-

- An annual review of the 2017-18 Action plan.
- Centre of Excellence Action Plan for 2018-19.
- Case studies.
- Data related to examination outcomes.
- Presentation to a parent study skills evening.
- Details of activities related to the teaching school.
- Review of mentoring scheme.
- Pupil Premium grant expenditure plan 2017-18.

During my visit I also held a series of meetings with members of staff who have a significant role and responsibility for aspects of the targets that were reviewed and the new targets.

- The Head Teacher.
- Senior Deputy Head with responsibility for Sixth Form.
- Deputy Head Teacher with responsibility for Assessment and Data.
- Deputy Head with responsibility for Teaching and Learning.
- Assistant Head with responsibility for Inclusion, Pupil Premium.
- Assistant Head with responsibility for the Teaching School.
- Assistant Head with responsibility for development of FAR marking process and behaviour.
- Careers officer.
- Attendance officer.

## Progress with Targets:-

This is the school's second annual review and it assessed targets that were developed in 2017.

### Target 1 (Element 1 The Inclusion Values and Practice of the School)

- Explore opportunities to broaden level 3 provision.
  - The sixth form currently has 404 students on roll and this includes a small number from the Academy school that will form part of the MAT. It is a popular sixth form with the open evening attracting about 600 students from 25 schools and colleges across the region. It offers up to 30 A levels and BTEC sport. There are currently plans in place to introduce criminology as an A level. Latin has also been added to the Key Stage 5 curriculum and this is delivered for 5 hours over two weeks. This is an example of how flexible the sixth form can and will be to meet the needs of its students and another of this is the combined delivery of the music curriculum for years 12 and 13 where appropriate. Further Maths has been extended to eight lessons a week.



- There are also a number of enrichment activities that contribute to the overall opportunities. These include the Notabella all girls singing group which has members from year7 to12, the male voice choir for years 12 and 13, football, netball and dance. There is also a vibrant Thursday lunchtime debating club that is run by the students.
- Continue to develop careers information, advice and guidance.
  - The full-time careers advisor continues to make a significant impact both supporting students and offering them opportunities. The list of activities includes speed workshops where Year 9 students had the chance to meet up to 25 different professionals and organisations, a careers festival for Year11 attended by 60 companies and included a parents evening, Careers Expo for Years11-13, workshops run by the RAF, workshops to support Year 13 students who will be attending University and those who want information on an alternative to university and one to one sessions for both Year 11 and sixth form students.
  - Priority is also given to those students who highlighted as a concern by staff as well as those with SEN and Pupil Premium. The careers advisor will also make specific contact with parents where there is an attendance issue including a home visit and in general will always respond to any parental request.
  - The school takes part Employability skills programme with 9 other schools run by Employability UK and the Coventry building society. This involves Year 12 students. On the day of visit a Live stream by Siemens to Year 9, there are close links with the Coventry building society developed and 20 Year 9 students have had work experience. Year 11 work experience is organised after exams and for Year13 at the beginning of the year.
  - The careers advisor attends a Business for breakfast group to develop business networks and is a member of the Careers advisors' group that meet regularly throughout the year.

### Target 2 (Element 3 Learner Attitudes, Values and Personal Development)

- Maximise the already powerful student leadership, for example through Learning Ambassadors and extend understanding resulting in even more students taking ownership of their learning.
- The development of the Learning Ambassadors scheme continued mostly comprising of Year 9's with the ambassadors from last year acting as guides and leaders. There is no selection process and is a voluntary scheme, however staff do provide support and encouragement. The focus this year has been on enhancing the students' understanding of the process of independent learning and continue to develop those skills associated with learning and leadership skills. The scheme this year focused on students working together in groups to



plan and deliver a lesson on independent learning to Year 6 students at the induction day.

- The next steps for this scheme have been identified as establishing it as more common place, build into schemes of work and link the ambassador programme to the FAR process by embedding formative assessment in the lessons they deliver. This will involve a wider review of how to use the Learning Ambassadors in more lessons and build it into teacher planning. This may involve some CPD for all staff.

### Target 3 (Element 4 Learner Progress and the Impact on Learning)

- Continue to narrow the achievement gap for Pupil Premium funding and their peers.
  - The work on this has been by an Assistant Head with responsibility for SEN and Pupil Premium. The Pupil Premium plan for 2017-18 is extensive with 4 targets that include:-
    - Ensure students make good progress in all areas.
    - Raise aspiration and improve resilience.
    - Enhance the ethos of support to promote wellbeing and improve parental engagement.
    - Ensure Pupil Premium grant is spent on areas where it has the most impact.
  - The success of this plan can be seen in a variety of ways not least in the result data that was mentioned earlier. The provision put in place is extensive. This includes dedicated parents evening, breakfast and homework clubs, weekly pupil briefings with staff and the Pupil Premium working party meets regularly. Head of Years are asked to contact all those on Pupil Premium and the class charts can help with highlighting concerns. There is also support from the attendance officer who works closely with Pupil Premium students and families when appropriate.
  - A review of the pupil briefing system noted 29 students being identified. All teachers email written reports on progress and improvements and meet with the SENDCO and Head Teacher to review strategies. Feedback is given to the student and a report to parents. A teachers mentoring scheme for those predicated as not making progress by the end of Year 10 is in place and includes those on Pupil Premium. Mentors give regular updates.
  - However, interventions also cross reference to those students who may have SEN and identified needs or vulnerabilities. These include one to one support in both English and Maths, review of curriculum with access to more vocational subjects available, social skills groups and a mentoring scheme for Year 7 students by Year 11.



- The development of the IASK group, improving autism support at Kenilworth meets half termly and includes representation from CAMHS and the Autism support team, specialist teaching service.

### Target 3 (Element 5: Learning and Teaching)

- Continue to develop teaching and learning through coaching and feedback.
- The FAR marking process is now established across the school. The FAR assessment takes place a minimum of 1 per half-term and part way through the unit. This process is based on the idea of developing the effectiveness of learning through a process of self-evaluation. It increases the extent by which the students are owners of their own learning. This year the process needs to be consolidated through the curriculum. There is an element of summative assessment that is completed with a grade but is not discussed unless requested by the student.
- A new lesson observation cycle followed up with a coaching conversation and non-graded. This represents a shift to focus on staff development. Teachers also have access to coaching groups to develop teaching and learning.
- In 2017 the school became a teaching school with 3 main remits involving teacher training, CPD and school to school support. The school took a lead role in the DFE funded Equality and Diversity fund 2016-18 with a focus on Women into leadership. This involved the participation of over 20 participants in events such as workshops and presentations, with 60% gaining promotion. The school is also the lead school in the West Midlands for the Leadership, Equality and Diversity project funded by the DFE 2018-2020.
- The school was awarded the contract to deliver National professional Qualifications starting in 2019.

### Target 4 (Element 8 The School in the Community–How this Supports Inclusion)

- Provide further opportunities for students to work with local councillors and community groups to develop facilities and amenities for young people.)
- The school continues to work with the local rotary club. This has included supporting the tackling hunger event. The local foodbank has also received contributions.
- The school has been successful in an ARRIS bid to communicate with Astronauts on the international space station.
- There have also been close connections with the Uyogo Friendship group. There is on-going support to raise money for a new school and the supply of text books. An Africa week of events also takes place.



## Developments for the future:-

Targets 2018-19.

The school has identified the following targets 2018-19:-

### Target 1:-

- To build on the character and culture and attitudes for learning for all students.
  - September training day input to all staff on developing culture, ethos and values with clarity on the role of the form teacher and how to reward for 5Rs.
  - All form teachers issue the roadmap and monitor its progress.
  - Students issued with revised planner outlining expectations, calendar, study guides and revision support etc.
  - New rewards and 'ladder of recognition' will be created for all with the addition of rewards from a wider range of staff and the Headteacher.
  - New assembly rota with planned student led activities to raise awareness of sense of pride and belonging in school.
  - All Learning Ambassadors will complete a lesson study with teachers.
  - Creation of new positions of responsibility for students in KS3 and KS4, e.g. student LRC assistant, KS3 leader, sports leader, technician assistant.
  - Promotion of incentives for students who demonstrate leadership through their participation in community and school-based events from Year 7. These will be promoted in assemblies.

### Target 2:-

- Strategies to reduce persistent absence and lateness.
  - Continue newly implemented late-gate process and ensure all parents/students are aware.
  - Review of attendance and punctuality policy/process.
  - Greater monitoring of punctuality within the school day within new policy/process.
  - Extension of breakfast club to other days to target PP students in KS3.
  - Enhanced rewards and recognition related to attendance and punctuality as part of new policy/process.



### Target 3:-

- To review the curriculum provision at all key stages for the needs of all learners.
- Review new tech level and other qualifications to increase option choices at KS4 and KS5.
- Review curriculum model at KS3 and explore best practice at other outstanding schools.
- Review curriculum for pupils with SEN and most able and develop alternative provision.
- Develop qualification to develop life and workplace skills.
- Enhance curriculum to develop resilience in Kenilworth pupils.
- Develop study and revision skills at all Key Stages.
- Improve curriculum provision to include mindfulness and develop resilience.

**Assessor: John Murray**

**Review Date 6<sup>th</sup> November 2018**