



# Inclusion Quality Mark (UK) Ltd

9<sup>th</sup> November 2016

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

**Assessment Date: 1<sup>st</sup> & 2<sup>nd</sup> November 2016**

## Summary

Kenilworth School and Sixth Form is a highly successful, larger than average secondary school with a sixth form located on a separate site approximately 1.5 miles away from the main site.

The school is very welcoming with a warm, friendly atmosphere that is evident from arrival. As you walk through the main entrance you cannot fail to see a large, professionally produced poster that captures the essence of the school through celebrating students' achievements. The Headteacher and SLT lead by positive example and set the tone for the supportive, caring framework. It was impressive that throughout the assessment, the Headteacher devoted time ensuring he was directly involved as appropriate, indicating the importance of the award to the school. The proportion of students for whom the school receives the pupil premium funding is much lower than average at 10%. The proportion of disabled students and those who have special educational needs supported at school action is similar to the national average. The proportion supported at school action plus or with a statement of special educational needs or EHCP is also similar to national averages. Almost all students are from White British backgrounds. (96.3%)

The Headteacher is a National Leader of Education and currently supports an Academy in Warwickshire (The Nuneaton Academy). The Principal provided a written testimony stating that:

*"The support provided...has been greatly appreciated in terms of driving forward leadership and the school to school support...they prioritise the importance of each child as an individual."*

Kenilworth school is the lead school in the Kenilworth School Direct partnership which includes a total of seven local secondary schools: Campion, North Leamington, Aylesford, Trinity, Myton and Southam.

Kenilworth School was judged by Ofsted as Outstanding in all areas in February 2013.

Students begin at the school with attainment levels that are above average. By the end of Key Stage 4, the vast majority gain five or more GCSE passes at grades A\*-C including in English and mathematics, with many of those passes at the very highest grades. In summer 2016, 82% of students achieved A\* - C in both English and Maths at GCSE, a slight improvement over 81% achieving this measure in Summer 2015. All students perform well and despite the high standards of attainment, in terms of top grade GCSE passes, the school still adds value, as seen in the Progress 8 indicator for Summer 2016 (+ 0.38).

Students, including those eligible for the pupil premium, make excellent progress in a broad range of subjects. The school regularly assesses each student, and this information is used by heads of department and heads of year to decide where to place additional support. This, alongside outstanding teaching, has been very successful in improving achievement.

The Headteacher's welcome message on the school's website sets out the school's ethos: *"We combine high aspirations with a care for individual students. Our students are happy and confident individuals, who enjoy good relationships with their fellow students and the staff. We are a friendly, orderly school with a well-earned reputation for academic, sporting and personal achievement. In this environment students are given every chance to grow and achieve success."*

The rewards system is based around the 5Rs: Reasoning, Resilience, Reflectiveness, Responsibility and Resourcefulness. These five areas are key to students' success in all aspects of school life from; academic achievement, community work, supporting one another, representing the school in sports and productions to the pride that they have in their education and their school. They celebrate students' achievements on a day to day basis through the rewards system, through sharing their successes with the local community and beyond. I attended a year 7 assembly during which the notion of resilience was explored.

There is a culture of listening to the views of students and acting upon feedback through a range of democratic views. For example, there are active student council and year councils elected by students to represent the views of the wider student body. I met with several members of the council who provided evidence of this during our discussion. One student told me that;

*"Teachers treat you with respect and they do not patronise."*

The student council for students from years 7 – 11 meet regularly with the Headteacher to discuss the views of the wider student body and the sixth form council meets with the senior deputy who is also responsible for the sixth form. Over the years, the student council has made suggestions for improvement which have resulted in changes to policy and practice such as appointment of new caterers (Innovate), additional items for the school uniform, production of a Road Safety video and improvements in recreational areas, such as additional benching at Leyes Lane and new seating for the sixth form common room. Members of the student council have made presentations to other students in assemblies on issues such as road safety, and have worked in primary schools to raise awareness of key issues.

Student leadership is particularly strong and students are encouraged to initiate fund raising ideas and a record of all fund raising activities led by and promoted by students is kept in school. Student led initiatives have resulted in significant proceeds donated to a range of charities and has enhanced the work in local churches and day centres for the elderly in the local community.

Staff induction is effective for all staff (NQTs and School Direct staff follow a separate weekly induction programme) and all are expected to be positive role models. All staff receive training on school priorities and have been trained appropriately on Child Protection and Safeguarding Procedures.

Over the years there have been many initiatives to bring the staff together as a collective community in which they share ideas for teaching and learning together and engage in social activities, for e.g. introduction of lesson study, half termly publication of teaching and learning newsletter across the school and a staff ball.

The Learning Resource Centre comprises an extensive library with texts that cover a full range of inclusive topics plus an ICT suite for research and photocopying facilities for students. This a thriving area of the school and students use it from 8am before school, during break times and lunchtimes with numerous clubs and activities being held after school. Students volunteer to take on the responsibility of helping the administration of the LRC during break and lunchtimes.

There has been a large investment in IT equipment and networking over recent years. Every classroom has its own 'wall' or teacher computer connected to a data projector and sound. All teaching staff are supplied with their own laptop which has full network accessibility through school wide Wi-Fi. The pastoral team are supplied with school phones to facilitate effective communication throughout the school day. All students have access to school IT systems both within school and from home.

Electronic communications with parents and other stakeholders improve engagement and efficiency in operational management. Weekly newsletters are sent to parents by email and these are posted on the website. The school has a Twitter and Facebook account. Students and parents make use of the resources on the VLE to access study resources, revision materials, schemes of work and past exam papers.

The school environment is safe, bright and conducive to learning. All classrooms display students' work as well as using wall space for teaching and learning purposes such as literacy focuses and word walls. The displays also carry safeguarding and pastoral messages including posters designed by students as part of their GCSE Citizenship studies.

The school boasts a wide variety of sporting venues and equipment including a 4G pitch, a fully equipped gymnasium, sports hall and gym which used by all students, staff and the community.

The staff and students make visitors very welcome. This term they have had a party of teachers from Sweden (September 2016) and from Sierra Leone (October 2016) to observe lessons.

Ofsted stated: *‘The behaviour of students is exemplary. They participate enthusiastically in their learning and behave maturely around the school. Consequently, they feel safe and are safe at school.’* and *‘Excellent relationships between staff and students are a key strength and result in confident students and a highly positive climate for learning.’* This was clearly the case throughout my time at the school and during the various learning walks conducted.

Students are highly motivated and are involved in a wealth of extra-curricular activities which help to engage and involve them in all aspects of school life, developing them as learners, but also holistically as moral, responsible young adults. In addition to sporting and other activities the school offers the opportunity for students to become ‘Learning Ambassadors’, researching and delivering lessons to younger students and, later, the chance to be prefects with a range of different roles and responsibilities. In my discussion with Learning Ambassadors, one said that:

*“It enables you take ownership of your own learning.”*

The ethos of the school is communicated through lessons, through the Headteacher’s newsletter, through assemblies and through the ‘5 Rs’ – qualities and attributes that are the basis of the school’s rewards system which allows students to view their house point totals and eventually spend points earned in the ‘sleuth shop’. The 5 Rs system enables staff in rewarding academic effort and excellence, but also beyond that in considering responsibilities and resilience outside the classroom.

A strong pastoral team with Heads of Year, who are all experienced teachers, means that our students are confident of being supported outside of lessons and always have somewhere to turn when facing the challenges of education and the barriers to learning that pastoral issues can create. The team are all CAF-trained and experienced in finding the right support for students’ various problems – involving families at every step of the way. There are multiple ways that students can seek help, including a ‘bullying button’ on the student VLE area which allows for students to contact senior staff via email. There is a robust behaviour system, BFL, which uses software to record, report and monitor behaviour effectively. Students know the very high expectations of behaviour and respond positively to intervention on the rare occasions it is required. There have been no permanent exclusion in the past 8 years since the present Headteacher was appointed, and the use of fixed term exclusion is minimal. Students spoken to were clear that good behaviour was the norm and understood how this contributed to the success of the school and the students.

Students have raised large sums of money for a range of charities and the take-up for activities such as this is very high. Along with the Kenilworth Rotary Club, students raised an impressive £16,000 for the ‘Shelter box’ charity. I was extremely impressed at the amounts raised and the variety of good causes supported all of which were recorded in the school’s weekly newsletters.

I was told about ‘USU’ (Urban Sounds for Uyogo). It developed from when local churches made a friendship link with the village of Uyogo in the Tabora Region of Tanzania. It has developed in school as a “movement” as one teacher described it and it

is clear to see why it might be regarded as such. During 10 years since its inception, students have raised an incredible £70,000.

The school has recently been awarded 'Stonewall School Champion' demonstrating its commitment to tackling homophobic, biphobic and transphobic bullying and making school where all students and staff are accepted. The school champions diversity and celebrates difference.

GCSE and 'A' Levels results are continuously well above the national average for attainment and progress. Value added scores have been significantly positive for the last three years in the majority of student groups and under the new performance measure in 2016 Kenilworth's provisional score for Progress 8 is +0.38. In the last inspection Ofsted noted that "Academic standards have risen year-on-year and are well above national averages. Students make excellent progress from their starting points and achieve outstandingly well." (Ofsted 2013)

Since the last Ofsted inspections, Kenilworth have consistently achieved high outcomes resulting in being placed within the top 200 schools in the Sunday Times School Guide. In 2014 and 2016 they received acknowledgement from the Minister of State of Schools that the percentage of students achieving 5 or more A\* -C including Maths and English, showed that Kenilworth School was placed in the top 100 non-selective schools.

Aspirational target setting is embedded for both staff and students and is personalised to address any gaps between student groups. Students are aware of their targets and are clear on what steps to take to improve. Staff use data effectively to track and target intervention for all groups of students. This has continued to have a positive effect of disadvantaged students where progress has improved over the last two years to being well above national levels at KS4 (Value added score +2.5 in 2014 to +22.2 in 2015 against national figures – Raiseonline). The percentage of students eligible for pupil premium achieving A\*-C in Maths and English has also consistently been above National averages for disadvantages and steadily improved over the last two years from 53% to 55% which is well above the national average.

At KS5 Value added has been significantly positive for the last 10 years (ALIS). The gender gap has been reversed and in 2014 and 2015 boys outperformed girls on level 3 Value Added. FSM pupils also outperformed non-FSM in 2015 in terms of APS per entry (Inspection dashboard 2015).

In my discussion with the Deputy Headteacher responsible for curriculum and achievement, it was evident that data is used effectively and a variety of 'case studies' provided showed how interventions were used to good effect. Comprehensive records are kept for pupil premium and SEND and clearly demonstrate the school's commitment to all students.

CPD is personalised and targeted to address student needs. Heads of department have focussed on within school variations in data enabling significant improvements in all Key Stages. The majority of the projects focussed on either gender differences or closing the gaps between FSM and non-FSM pupils. One teacher described such a Lesson Study exploring within school variance (WSV) where performance of students across different

subjects were compared and subject staff then worked together to improve practice and minimise variance.

The school has recently appointed 2 new Assistant Headteachers with responsibility for teaching & learning and coaching.

Lesson observations, learning walks, departmental reviews and the monitoring of student work are undertaken by both middle and senior leaders to check that students of all abilities are being catered for. This provides information that is used as part of the teachers' Performance Management assessment.

Staff have detailed information on the staff section of the school's VLE to inform them of students' different needs. This information is then used to help guide teacher planning and teaching of the different needs. Teachers lesson planning was made available and it showed a consistency of approach including 'must', 'should', could learning objectives linked to rewards and the 4-phase accelerated learning model 'connect', 'activate', demonstrate' and 'consolidate'. Differentiation was planned and named students were included.

The Assistant Headteacher (SENCO) ensures that students with special needs are supported through effective use of Teaching Assistants (TAs) and some of these students have additional lessons in the School's inclusion centre, where both TAs and teachers support students on a one to one or small group basis. I was able to visit the centre and saw two students at work, one of whom had been permanently excluded from another school and was following a transition programme in the centre.

A detailed and standardised Quality Assurance calendar has been introduced this term, autumn 2016, to ensure that there is consistency across the school in all aspects of monitoring learning and teaching. The calendar includes:-

- Standardised learning walk template.
- Standardised work scrutiny template.

Pivot charts generated from data to highlight strengths and areas for development in departments and to provide a starting point for coaching conversations.

An Assistant Headteacher has been employed to lead on coaching and staff training. All teaching staff will participate in the coaching programme to improve the quality of an aspect of their teaching as identified from self-review.

Parents and carers are kept fully informed through a range of different means: the school uses texting and email effectively along with a detailed weekly School Newsletter including an address from the Headteacher every week. The school's policy states that parental emails must be answered within 24 hours. In discussion with parents, it was evident that this was the case and overall they were very happy with communication from the school.

The school encourages parental voice, with regular PTA meetings and events attended by the Head and senior leadership team, Headteacher's parental consultations, surveys for parents at every parents' evening and numerous support evenings throughout the

academic year, for example revision support evenings in year 11 and introductory evenings in years 7 and 11. Parents were keen to emphasise the attendance of the Headteacher and other senior leaders at the PTA meetings, seeing this as an important statement.

The school website is detailed and has support information for all subject areas; there is also a 'Parent Portal' which allows parents to view the number of house points (rewards) and sanctions their child has received as well as being able to view achievement data and their child's attendance. The website had recently been redesigned and this prompted some parents to express that they were having a little difficulty navigating what is a new and unfamiliar website.

Parent surveys are carried out at each parents evening and the results published on the school website. In the last academic year 98.3% of parents stated their child was happy in school, 99.3% of parents stated their child felt safe in school, 98% of parents said their child was making good progress and 99.5% of parents said they would recommend the school to another parent. The parents who visited school in support of this assessment were very positive about school.

Every year group has a full parents evening to discuss progress, along with interim data reports which are sent each term showing progress and effort levels. This is supported by a full written report for each student with data and detailed, personalised, comments from subject staff. In addition to academic communication, our pastoral team make early contact and intervene quickly, where any behavioural, emotional or social issues arise, involving parents at each stage of intervention. Parents were appreciative of the transition arrangements into year 7 and the sixth form.

The School communicates directly with parents via email to report positive achievements such as House Points gained both in and out of the classroom. Parents are also involved in the extensive extra-curricular programme which runs throughout the year.

The Governing body provides effective challenge in holding the Headteacher and senior leaders to account in all areas of the school and provides support in generating a culture of inclusion and cohesion in the community. Governors attend high profile events such as the school Open Evening and Parents' Evenings and have practical strategic workshops on school development planning and self-evaluation alongside the senior leadership team. In addition to providing support in calendared governor meetings, there is a link governor who meets with key staff with responsibility for safeguarding, child protection, pupil premium and SEN. The role of link governor ensures that the school meets all statutory duties of the governing body. Senior and middle leadership remains focussed on strategic priorities and the Headteacher and leaders are relentless in their approach to setting high standards for all and maintaining excellent student progress.

The Kenilworth School Ofsted report of 2013 states that governors demonstrate a great commitment to the school and bring a wide range of personal skills and professional expertise. Members of the finance committee play a key role in overseeing the school's spending priorities and understand the importance of carefully spending pupil premium funds to close the gaps for eligible students. Governors receive regular

updates in meetings on the school's performance and scrutinise this carefully. All governors have access to, and have received, up to date training and support from Warwickshire Governor Support Service. Governors have undertaken considerable research on conversion to an academy and have consulted with all stakeholders on academy conversion.

Since September 2015, Kenilworth School & Sixth Form has been designated a National Support School and the Headteacher has been awarded NLE (National Leader for Education) Since September 2015, the Headteacher has provided executive coaching once a week to the principal of the Nuneaton Academy and has brokered effective school to school to enhance leadership and management of the core subjects of English and Maths. The Headteacher was successful in being awarded £20,000 in a bid submitted to the NCTL for additional funding to enhance partnership working and school to school support between Kenilworth School and The Nuneaton Academy. The executive coaching provided the Headteacher and other staff members of Kenilworth School has brought benefits to The Nuneaton Academy and resulted in the removal of special measures in their most recent Ofsted inspection in 2016. The work of Kenilworth School staff and the contribution of the executive principal (also the Head of Kenilworth School) are written in The Nuneaton Academy Ofsted report for 2016. Governors told me about the work experience they had set up for the Headteacher at Warburton and through the Chamber of Trade, various other experiences for senior leaders.

The school works in partnership with other secondary schools in the Warwickshire Central Area and with all primary schools in the Kenilworth Headteachers' Cluster group. These partnerships have enabled teachers to share ideas and expertise and has brought communities together. The benefits have been not only at the level of staff partnership working but has provided new opportunities for students to work with other young people from different schools.

Kenilworth School works very closely with all of their local feeder primary schools and staff organise a full programme of activities during the year which are firmly embedded within the school calendar. These foster good relations and improve induction into secondary school. They offer an induction day for year 6 in the summer term, an Introductory Day for parents, a two-week Summer School for year 6 students in August, regular visits to the primary schools to teach maths and prepare students for the Maths Challenge, student-led presentations in primary school assemblies and sports festivals in the summer term, led by our sports leaders and ambassadors. Every summer students in year 5 and 6 from Kenilworth primary schools and students from years 9 and 10 from The Nuneaton Academy attend a special matinee performance of the school's annual school production. These joint initiatives challenge stereotypes about how daunting it is to go to secondary and brings young people together from different schools to form closer friendship bonds.

The Africa Week and USU is a week of fundraising that has been embedded within the Kenilworth School calendar over the last ten years. This major fundraising initiative is led by the USU Committee of students who oversee all of the events and liaise with various community groups to set up assemblies with poetry recitals from the visiting speakers, Chinese drumming, African poetry and international cuisine. The event

culminates in two USU concerts and a jazz evening and raises on average £6,500 every year. All monies donated (in excess of £65,000 over the last decade) have been sent to our twin village of Uyogo in Tanzania. The Kenilworth- Uyogo Friendship Association has recognised that the generous donations have resulted in improvements to the village such as supplies of hot water, books and equipment. Kenilworth students also donated £570 in September 2016 to support the world's poorest people in provision of a toilet, clean water and hygiene education through the Toilet Twinning organisation. Eight students from Kenilworth represented England in the World Schools Education Games in Greece in April 2016. This highly prestigious event coincided with the handover of the Olympic Flame in Athens. Students took part in the torch relay running alongside an Olympic marathon champion.

Following the death from cancer of a year 10 student last year the whole community came together to raise funds for The Teenage Cancer Trust in a year-long campaign. Every fund raising event such as 'non-uniform days', staff, students and parents undertaking a cycle trek from London to Paris,' 'shaving heads for charity', 'the Three Peak Mountain Challenge' a 'Dance Evening' and individual sponsored activities raised over £20,000 for TCT. The school also worked closely with Myton Hospice who attended school and ran a number of bereavement counselling sessions for students. The close work of the bereavement counselling groups raised awareness of cancer amongst young people, and the fundraising activities that were held brought everyone, students and staff, from different friendships groups and age ranges together.

In addition to the above, students have raised large sums of money for charities, both in this country and abroad. All ideas for fundraising come from the students and these funds have made a difference to a range of causes from medical research to providing shelter for homeless people in this country and abroad.

Every year a number of visitors from the local community lead assemblies or make visits to our school to enhance students' understanding of the roles of individuals and groups in the community. These include visits by the police, paramedics, holocaust survivors, local MPs, councillors, church leaders and business leaders. Twice a week at lunchtimes members of the 'Kenilworth Youth for Christ' organise a mentoring service and 'Thinking Space' in school for any student in school who wishes to talk about any matter that may be of concern to them, either in school or at home. The school has a newly formed 'Alumni Association' and former students have been invited into school to discuss their career choices and raise aspirations. In September 2016, for example, six graduates were invited to school to talk about their study of modern foreign languages in order to promote the study of a subject that is in decline across the country. Former students have also returned to the sixth form to prepare students for mock interviews for Oxbridge. Postgraduates from 'Clare College' in Oxford visit school to talk to year 9 and 10 students about life at Oxford to raise awareness and challenge stereotypes about the inaccessibility of entry to Oxbridge. Parents, company directors, employees from the local community visit school to advise students on jobs or to arrange simulated mock interviews. Parents and volunteers have supported SEN students with reading and spelling. Sixty percent of year 11 students obtain voluntary work experience in the summer term and teaching staff visit students in their place of work. Representatives from local businesses attend school to provide workshops and support for students in our annual careers fair.

Every year students support a number of high profile events in the town. These include music recitals in St Nicholas Church, student performances in the Lions Annual Show in Kenilworth, music and readings at the Mayor's Inaugural Ceremony, contribution and nominations for 'The Worthies' Award in Kenilworth, hosted by the Chamber of Commerce. Students of business studies attend the chamber of commerce and trade annual business fair. Students make contributions to the Kenilworth Rotary Club, the Lions Club, and, following a student presentation at the Kenilworth Round, the association has made a generous donation to sponsor the Kenilworth kit for a forthcoming international rugby tour in 2017. The 'Edwards Charity', a Kenilworth based educational charity, make grants available every year to enable a small number of pupil premium students to participate in more costly residential visits foreign visits or D of E expeditions. The Headteacher was successful in gaining £90,000 from the 'Edwards Charity' towards to cost of a 'Flexible Learning Space' in school, which has dual use during the day as a teaching space/classroom and at weekends for community classes or for voting by the local residents on polling day.

Kenilworth School has the highest number of participants (250) who are enrolled and complete the Duke of Edinburgh Awards across the whole of Warwickshire.

In addition to the above, Kenilworth School support elderly people in the town. Students from Kenilworth visit the Waverley Day Centre and the senior citizens attend a 'Strawberry Tea' party in Kenilworth School every year in which they listen to presentations by young people. These events have bridged the gap between the generations and many of the elderly guests have written letters of appreciation, stating that they have found these experiences useful in uniting the generations in the town. On 21<sup>st</sup> November this year, the school is set to be inducted into Rotary and will receive their own charter having agreed to form an Interact Club. I met with three members of the Rotary Club who were glowing in their praise for the students and the school.

I am of the opinion that the school fully meets the standard required by the Inclusion Quality Mark.

I also recommend that the school should consider applying for Centre of Excellence status subject to the inclusion within its plans of the appropriate areas for development and the completion of the Centre of Excellence documentation. If the school chooses to pursue this status and it were to be awarded the school would be subject to annual review from this point forwards.

**Assessor: Barry Carney**

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

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

## Element 1:- The Inclusion Values and Practice of the School

### Strengths:-

- Inclusion is central to the school's vision and purpose and this sets the framework in which all work takes place in this warm and welcoming school.
- There is a compelling and commendable long term vision for the school (Kenilworth School 2020).
- The leadership of the head teacher, the senior leaders and SEND Leader ensures that all children are fully supported to attain to their full potential.
- Individuals are valued at this school and the very happy, caring atmosphere is immediately evident.
- The school is very careful to ensure that all students feel they are valued within the school.
- There is a sense of common purpose amongst staff, who have the students' best interests at heart and work very hard to meet their diverse needs.
- Parents speak very highly of the school and they are involved in the life of the school in many ways.
- Excellent transition practices are in place for students entering the school, for students transferring from year to year and for those transferring to secondary schools and to post 16 provision.
- There is a consistent approach to behaviour management resulting in very high standards of learning behaviour throughout the school.
- There is a thorough system of data analysis and meetings with parents ensure that all students' needs are identified and that any students who are not progressing as expected are highlighted and targeted for appropriate interventions.
- The needs of students eligible for pupil premium are carefully tracked. The school is very sensitive in supporting the students who qualify for this funding as well as for all vulnerable.

### Areas for development:-

- Explore opportunities to broaden level 3 provision and continue to develop careers information, advice and guidance and investigate the potential of the Inspiring IAG award.

### **Element 2 - The Learning Environment, Resources and ICT**

#### Strengths:-

- The school's learning environment is very well thought out with excellent learning spaces and is continually being enhanced. Display is very good and clearly demonstrates the school's inclusive ethos.
- Corridors and other spaces are bright and very positive environments, including interesting and engaging displays.
- The school's very welcoming reception area and reception staff provide very positive first contact for all visitors.
- The school website is clear and very informative including all the required policies and information. The ethos of inclusivity is reflected through the content.
- There are positive displays around the school reflecting its mission and ethos as well as displays of students' work promoting and celebrating students' achievements.
- The Learning Resource Centre is very well stocked with texts and IT. Overall, IT has been improved significantly to a good standard.

#### Areas for development:-

- There are no areas for development in this element.

### **Element 3 - Learner Attitudes, Values and Personal Development**

#### Strengths:-

- Students are very clear on what is expected of them and they feel very well supported by it. There is a very positive, happy atmosphere in the school and there is mutual respect between staff and students.
- In all lessons observed, attitudes to learning were exceptionally positive and behaviour was exemplary.
- Pastoral support and safeguarding arrangements are extremely thorough and ensure that all children's needs are catered for and that children are supported through any difficulties they may face.
- Attendance and punctuality are good and improving and there is a clear focus upon improving both still further.
- There are a number opportunities for students to take on roles of responsibility within the school and sixth form. These include the learning ambassadors, sports leaders, head boy and head girl and the student council. Students are proud to take up these roles and undertake their roles seriously and effectively. Students know they are listened to and that their views are respected and taken into account within the school. Students spoken to were very articulate and positive about their school.
- Numerous charity events take place each year. The amounts raised and the range of charities supported is staggering.

#### Areas for 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.

## **Element 4:- Learner Progress and the Impact on Learning**

### Strengths:-

- GCSE and 'A' Levels results are continuously well above the national average for attainment and progress.
- The use of data, tracking and monitoring systems are exemplary and lead to precise and effective interventions.
- Students who are more able are tracked very carefully to ensure they are challenged appropriately, through differentiation in lessons. Children with learning needs are given support in lessons and in intervention groups.
- Excellent transition arrangements are in place for children, including liaison with families of children before joining Year 7. Transition between years is also excellent as it is post 16.
- CPD for staff is an important feature and staff meetings include training and development for staff as well as sharing good practice opportunities.
- Good use is made of robust, evidence based research to inform practice. The school is proactive in seeking advice to further its already excellent, inclusive practice and is generous in its support of other organisations in furthering their practice.

### Areas for development:-

- Continue to narrow the achievement gap between students eligible for pupil premium funding and their peers.

## Element 5 - Learning and Teaching (Monitoring)

### Strengths:-

- The school is thorough in monitoring all aspects of learning and teaching, to ensure a high degree of consistency of standards and approaches across the school. Targets are very challenging for students and they are supported and enabled to meet these in a variety of ways.
- Formal lesson observations take place by SLT and middle leaders provide support to teachers to enable them to improve their practice where necessary.
- Performance management is thorough, robust and developmental.
- A range of differentiated approaches is used in lessons and learning is differentiated to meet all needs. Lessons are challenging and engaging with students collaborating very well and planning ensures the provision of motivating tasks for all.
- Teachers have very high expectations of their students. Lessons are challenging for all students.
- The overview of teaching and judgements about teaching show a majority of good teaching, much that is outstanding and none that is inadequate. Senior leaders know what to do to move every member of the team forward.

### Areas for development:-

- Continue to develop teaching and learning through coaching and feedback.

### **Element 6:- Parents, Carers and Guardians**

#### Strengths:-

- Parents spoken to were very positive about the school's supportive and caring ethos. They value the attention the school gives to the individual needs of their children. They find communication with the school is excellent and the teachers are very approachable, enabling them to see a teacher when they need to.
- Attendance at parents' evenings is outstanding and parents are very pleased with the support the school provides for their children.
- Parents agree that the school has very high expectations of their children and they help them to develop their self-confidence.
- There is a very active, supportive and successful PTA.

#### Areas for development:-

- There are no areas for development in this element.

### **Element 7:- Governing Body and Management:- External Accountability/Support**

#### Strengths:-

- The governing body is very involved in the life of the school: they provide appropriate support and challenge to the school and share its inclusive values and high aspirations for all students.
- The governors feel able to support the school and are capable of challenge and being a 'critical friend', when necessary and appropriate, they are fully supportive of the school and the continuing drive to maintain high standards and improve further.
- Governors are vigilant regarding safeguarding, recognising its importance and regularly reviewing practice.
- Governors have high praise for the school and its work. Governors spoken to were very proud of the school's inclusive values and excellent, supportive work with children and their families.
- The Governing Body regularly carry out a skills audit and currently there are no vacancies or skill deficits.
- The Governing Body are proactive in seeking support from Governor Support.

#### Areas for development:-

- There are no areas for development in this element.

### **Element 8:- The School in the Community**

#### Strengths:-

- The school is heavily over-subscribed indicating how highly it is valued by the local community.
- Students undertake a variety of fundraising activities to support charities and shared between a variety of good causes. Their work with the Rotary Club has been used to good effect. In all, this aspect of the school is exemplary.
- USU (Urban Sounds for Uyogo) is a charity that hosts an annual set of urban shows and a dinner swing night, at Kenilworth School. Founded in 2006, USU has raised over £70,000 for numerous causes, with a large amount of funds given to the rural village of Uyogo, Tanzania.
- The school has good links with other schools.
- Students participate in a huge variety of clubs and after school activities and participate in a range of school trips to enhance their learning.
- There is a thriving PTA, which raises funds and supports the school in many ways and provides a further link with the local community.

#### Areas for development:-

- Provide further opportunities for students to work with local councillors and community groups to develop facilities and amenities for young people in the town.