



30<sup>th</sup> November 2017

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**Centre of Excellence Review Date: 10<sup>th</sup> November 2017**

## Summary

The school has more than maintained its philosophy and ethos towards inclusion over the last 12 months and has extended the number and variety of activities as detailed in last year's review. All members of staff I met on the day have a thorough understanding of, and were included in, the IQM process. The group of sixth form students were a pleasure to meet and speak to. Without exception, their enthusiasm and commitment to the school was evident. They had clear and aspirational plans for the future, spoke with pride about the in-school activities which encourage and inspire younger students and are actively involved in the activities linking the school to the local community.

The school is very keen to become an IQM Flagship School in two years' time, particularly in view of the exciting and innovative approaches to professional development and the assessment of teaching and learning. Peer assessment, pupil-briefing and careers advice are clear examples of this. In recognition of the well-being needs of the staff, the school has introduced a range of interventions and opportunities which are now available to all members of the team. These include:-

- Health care.
- Free Flu jabs.
- GP Helpline.
- 5 Physiotherapy sessions.
- Stress helpline.

I am very interested to see how the "Growth Mindset" approach is embedded into lesson planning, direct teaching and the development of student independence in the classroom. The school has a methodical and practical style of action planning, linked strongly to the teaching models used in the classroom. The objective is clearly identified and thoroughly researched before carrying out a complete self or baseline assessment. Once the gaps have been identified then a meticulously planned course of action is begun with a firm timeline and with key responsibilities identified.

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This approach, together with a high level of professional skills, has been demonstrated in the support and advice given to the Nuneaton Academy. Following the direct support at Headteacher level and the on-going input from Kenilworth School staff, Ofsted has now made the following judgements:-

“Leaders and managers are taking effective actions towards the removal of the serious weaknesses’ designation. The school’s action plan is fit for purpose.”

In addition to the conversations held on the day of my visit I should also like to mention both the welcome and hospitality offered to me. The conference room used during my visit had direct access to the outside areas used by students at break and lunchtimes. The behaviour I witnessed was exemplary and all students I met during my visit were helpful and happy to speak to me.

As is often the case during a Centre of Excellence review, there is much to celebrate with interventions and strategies to share. Kenilworth School is certainly a leader and an example for other schools to benefit from. It was my pleasure to be involved with, if only for a short snapshot, the expertise, dedication and inspiration of both staff and students. I should also like to wish them every success in their bid to become accredited as “A World Class School.”

**Assessor: Dave Stott**

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



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



In preparation for this annual review the school has submitted clear and accurate information relating to all targets set in 2016. I was also provided with documentary evidence including:-

- Pupil Premium Intervention information (PowerPoint presentation).
- Mentoring 2016-17, including case studies and impact details.
- Pupil briefing notes and case studies.
- Details of the Kenilworth Arts Festival.
- Ofsted reports relating to school currently receiving advice, consultation and support from Kenilworth School.
- School prospectus.
- Examples of the school "Chalkface" magazine.
- School information booklet.
- Options' booklet.

The prospectus, magazine and info/options' booklets are all available to parents and are immaculately presented reflecting the importance the school places on both home/school communication and also the professional quality of all aspects of school life.

During my visit I also had the pleasure of meeting and speaking with the key members of staff with responsibility for all aspects of the current targets:-

Members of the senior leadership team including:-

- The Head Teacher.
- Senior Deputy Head Teacher with responsibility for 6th Form and School Direct.
- Deputy Head Teacher with responsibility for Behaviour Management.
- Deputy Head Teacher with responsibility for Assessment and Data.
- Assistant Head Teacher with responsibility for Teaching and Learning.
- Assistant Head Teacher with responsibility for Inclusion, Pupil Premium.
- The Careers Adviser.
- Teacher with responsibility for the coordination of PSHE.
- Teacher with responsibility for Literacy/German.
- A representative group of 6th Form students.

I was unable to meet one member of the Senior Leadership Team who was on the day of my visit accompanying a group of students taking part in the assessment phase of "World Class Schools" accreditation.

\* "The World Class Schools Quality Mark is a new standard in education for schools who have moved beyond outstanding. World Class schools equip students with knowledge, skills and confidence to thrive in a challenging international environment where those who succeed take risks and continually pursue improvement. World Class students are educated to be active and effective citizens who have qualifications which give them choices, and the competences to choose well. They have developed a level of emotional and intellectual literacy which enables them to navigate a potentially bewildering plethora of opportunities and achieve success and contentment for themselves."



## Summary

This annual review of targets for Centre of Excellence was based around the targets as agreed in 2016:

### **Target 1. (Element 3: Learner Attitudes, Values and Personal Development)**

To maximise the already powerful student leadership, e.g. Learning Ambassadors, and extend understanding resulting in even more students taking ownership of their learning.

The school has developed a highly effective program of Learning Ambassadors based on the key principles of establishing a Growth Mindset approach to Learning (Professor Hattie/Carol Dweck) aimed at assisting students to develop independent learning skills, resilience, motivation and engagement.

In addition to the Learning Ambassadors' programme the school has also adopted a growth mindset approach in staff development including specific training "Women into Leadership." ([www.womenintoleadership.co.uk](http://www.womenintoleadership.co.uk))

Over the past 12 months the school has also been directly involved in the support of a neighbouring Academy which, in 2016, was judged by Ofsted to "Require Improvement."

This support took the form of the Headteacher (NLE) of Kenilworth School (National Support School) being commissioned for two days per week as an executive headteacher. The subsequent Ofsted monitoring visit recognised the support to be effective and valuable. The support has now widened to include:-

"Year 11 pupils from The Nuneaton Academy have taken masterclasses at Kenilworth School to help them catch up on work in Mathematics and staff from Kenilworth have worked with the Academy staff across a range of subjects to check their assessment is accurate."

The staff CPD programs for the year is both wide ranging and directly related to the identified needs of staff together with the longer-term plans highlighted in the School Action Plan.

To enhance and increase the effectiveness of the CPD programme the school might like to investigate the use of video in the classroom and develop self/peer analysis approaches to performance management (Osiris Educational: Outstanding Teacher Intervention Programme, IRIS Connect).



## **Target 2. (Element 5: Learning and Teaching (Monitoring))**

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

The school has worked extremely hard in providing a range of interventions and approaches all directed at narrowing the achievement gap between pupil premium students and their peers.

Documentary evidence was provided for me detailing the following:-

- PP has an agenda focus in ALL school meetings.
- There is currently an inter department working party of 22 staff.
- Intervention evening for parents, who are contacted via letter, email, phone call, face to face visits and meetings.
- The school has set itself a target to meet every parent within the first term.
- To aid communication and for staff to access accurate pupil information the school now uses “Classcharts” software ([www.classcharts.com](http://www.classcharts.com)).

A particular feature of the school’s tracking and follow up procedures for students who may be experiencing difficulties is the Pupil Briefing system (details were provided for me). The impact of the system has been carefully and accurately analysed showing a very positive effect on student progress (43% of pupil briefing pupils made more than average progress and more than +1 (1 grade improvement per subject).

All teaching staff have received tier 1 training in ASD and have now created specialist Teaching Assistant posts.

In addition to the above there are currently year 11 mentors paired with year 7 students (39) Once again the school has provided documentary evaluation details and case studies which demonstrate the positive impact of the mentoring programme.

## **Target 3. (Element 1: The Inclusion Values and Practice of the School)**

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 (Information, Advice or Guidance).

The school has appointed a full-time careers advisor who has made a significant impact on not only the information re opportunities available, but also in the aspirations and outcomes for students.

Here is a small sample of the activities, programmes and training so far this year:-

- “Real” workers visiting the school for a question time style Question and Answer session with students (Police, Fire, Midwife etc.)



- “Future First” visits from 6 employers giving advice to students on CV writing and “How to sell yourself”. Companies included Audi, Sainsbury and the Farmers Union.
- The school recently won the Future Water Federation prize for the design of the company logo.
- Year 12 students will be taking part in “Employability UK sessions from January - July 2018.

### **Target 4 (Element 8: The School in the Community)**

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

The school has partnered organisers of the Kenilworth Arts Festival 2017 as part of the “Take a Seat” Arts Trail. Students have devised a series of interactive installations based around the theme of migration. Artwork, music, stories objects and poems were exhibited in shops around the town during the festival inviting members of the public to “take a seat” and be inspired by the original student work. As part of the open-air fiesta on the Abbey Fields parkland area the school also featured an all-boys choir.

There has been a wide ranging programme of community links including:-

- Links with the Rotary Club, Girl Guides and Scouts.
- Planting purple crocuses for polio.
- Hurricane funding.
- Kenilworth Lions.
- Arcades are now located on the school site having moved from Balsall Common.
- 6th Form student member of the Youth Parliament.
- One of the school governors is a town councillor.
- Very successful student led charity (USU) supporting Africa Week (February), Swing Night Concert, Student performers concert.



## Targets for 2017 -18

The school has identified the following for 2017-18:-

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

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 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.

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

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

### **Element 5: Learning and Teaching (Monitoring)**

Continue to develop teaching and learning through coaching and feedback.

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

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

Whilst some of the above represents a continuance of the targets from 2016-17 the school intends to embed new practice and approaches. Key members of staff have been identified with a clear time scale for all targets.

My scrutiny of the documentation provided and the direct meetings with key staff members have confirmed my opinion that the school has not only maintained its rigorous approach to promoting an ethos of inclusion, but has also shown a determination to share its good practice. The school has embedded this ethos into its day to day practice both within teaching and learning and also in its breadth of activities in the local community. The school fully warrants the status of Inclusion Quality Mark Centre of Excellence and I would recommend, without reservation, that the school maintains the accreditation and be reviewed again in 12 months.

Assessor: Dave Stott

Date of Review: 10<sup>th</sup> November 2017